

Program Title: Engaging African G.I.R.R.L.s in Gender Enriched Risk Reduction (EAGER)

Close Out Report
2016 - 2017



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Engaging African G.I.R.R.Ls in Gender Enriched Risk Reduction (EAGER)

Close Out Report 2016-2017

Funded By:



Implemented By:



Acknowledgements:

In memory of Mr. Netta, Principal of Kasika Combined School, Namibia.

Special thanks to all of the country participants, trainers, schools and local governments for all of your *EAGER* participation. Thank you also to USAID South-Africa for the project's financial support.

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1. Background

The plight of young girls and boys in conflict zones such as northern Nigeria, Syria and Iraq has captured global attention. However, the plight of young girls and boys in peaceful countries is often overlooked. The reality though is that both young girls and boys in individual circumstances face a range of gender related dangers, which are exacerbated in the face of multiple environmental, political, social and economic hazards. This project proposes a regional action-based learning approach and peer exchange that advances the work being conducted by the Gender and Disaster Network – Africa Region (GDN-A), The Southern African Society for Disaster Reduction (SASDiR) and the Global Network for Disaster Reduction (GNDR). The GDN-A provides an opportunity to promote gender integration through a recognised forum and to establish a critically needed link to larger and wider networks at regional and global levels through SASDiR and GNDR. The intervention has been informed by extensive past field experience, literature reviews and input from local and international practitioners, and is designed to address deficiencies undermining the integration of gender into disaster risk reduction/climate change adaptation in southern Africa.

The focal areas identified include building capacity through conducting workshops and training of trainers sessions for guiding the use of gendered tools (i.e. the G.I.R.R.L. methodology, gender analysis, disaster risk assessments with gender specific focus). This aims at creating public awareness of gender and disaster risk reduction in Africa, and the issues surrounding gender and disasters/climate change on the continent; advocating for the acknowledgement of gender differentials in defining risk in Africa; developing stronger networking opportunities both regionally and internationally; creating a collection of Africa specific research and data accessible to practitioners and researchers; promoting academic research in the field, thus helping the advance of gendered research in the southern African DRR context.

The African Centre for Disaster Studies lead the implementation of a regional learning process and pilot activity in southern Africa, while aligning some of the network activities of the GDN-A, SASDiR and the GNDR. The project build on the findings of pilot projects initiated through the Integrating Adolescent Girls (IAG) in Community Based Disaster Risk Reduction in Southern Africa Project funded in 2012/2013 through a collaboration between CARE International/USA and ACDS. This project endeavoured to apply findings of the pilots in Zambia, Zimbabwe, Lesotho and Malawi, and utilize them to initiate new pilot field sites, which focus on trans-border communities in Mozambique, Swaziland, Botswana and Namibia¹.

The project build on the success of the original G.I.R.R.L. Project of the African Centre for Disaster Studies (ACDS) at the North West University in South Africa, recognised as a Good Practice by the United Nations International Strategy for Disaster Reduction and promoted by organisations such as the Plan International in their 'Because I Am Girl Campaign'. The proposed intervention allowed the ACDS, and SASDiR membership organisations in the respective countries, to apply findings from previous pilots and adapt the G.I.R.R.L. approach in new pilots for use in other countries in southern Africa, as well as to build on creating the

¹ These countries were chosen due to the strength of the SASDiR and GDN-A partners and the willingness of the partner institutions to become involved in the project.





regional networks to explore new ways of integrating marginalised populations, especially girls and youth, into the design and implementation of disaster risk reduction and risk mitigation programming.

The ACDS provided technical assistance to our academic partners and local non-governmental organisations (members of SASDiR and GNDR) in respective countries so as to guide the implementation of the G.I.R.R.L. approach while adapting it to each local context. Learning from the initial round of pilots (see the joint project with CARE/USA as mentioned above) were shared amongst countries through regional workshops and exchange of pilot documentation. This knowledge exchange benefitted the main goal of the various projects implemented in countries.

The participants in Botswana, Swaziland, Mozambique and Namibia was involved in the initial regional workshop as a means of sharing lessons learned to aid in their planning. This close-out report is structured around the various project sites. Note should be taken that one of the main aims of the project was to ensure exchange between the participants from bordering communities and this aspect is highlighted in each country report.

Sector Name:	Risk Management, Policy and Practice
Objective:	<i>Improve post disaster outcomes for adolescents</i>
Dollar Amount Requested:	<i>\$595 000</i>
Number of Beneficiaries Targeted:	<i>1600 individuals</i>
Number of IDP Beneficiaries Targeted:	<i>Unknown</i>
Geographic Area(s):	<i>Southern Africa (Botswana, Mozambique, Swaziland, Namibia).</i>
Keyword(s)	<i>Climate; Education; Livelihoods</i>
Sub-sector Name:	<i>Capacity Building and Training</i>
Indicator 1:	<i>Number of people trained in disaster preparedness, mitigation and management, by sex</i>
Indicator 2:	<i>Number of trainings conducted</i>
Indicator 3:	<i>Number of people receiving certificates, by sex</i>
Indicator 4:	<i>Percentage of people trained who retain skills and knowledge after two months</i>

2. Outcomes of the project

	Total adolescent population per country		Per targeted settlement:	
 Swaziland		299 300	Ngomane	2 383
 Botswana		443 700	Kasane	1 680
 Namibia		529 000	Katima Mulilo	6 806
 Mozambique		5 834 700	Namaacha	10 801

Target/Indicator	Target	Attained
Number of beneficiaries targeted	1600	1629
Number of people trained in disaster preparedness, mitigation and management, by sex	1600 (800 female) (800 male)	775 873 <i>N = 1648</i>
Number of trainings conducted	45	67
Number of people receiving certificates, by sex	1600 (800 female) (800 male)	775 873 <i>N = 1648</i>
Percentage of people trained who retain skills and knowledge after two months	80%	85%
Analysis and record of climate related events and hazards	4	4
Development of adolescent gender based climate mitigation and response strategies at a local level	4	4
Incorporation of a livelihood assessment and strategy for adolescent youth in the target sites	4	4

² Central Statistical Office. 2007. Swaziland.

³ Central Statistics Office. 2002. 2001 Population and Housing Census. Botswana


⁴ Namibia Statistics Agency. 2011. Namibia 2011 - Population and Housing Census Main Report.


⁵ Knoema.com (2015)

3. Train-the-Trainer

The Train-the-Trainer of the EAGER project took place in the form of three (3) day workshops with in-country teams for the targeted countries of the project namely, Botswana, Namibia, Swaziland and Mozambique. The training and capacity development phase aimed to improve the capacity of disaster risk reduction implementing organisations in each country to successfully understand: the underlying principles and rationale for targeting adolescent girls and boys; the socio-economic, political, cultural and environmental considerations; the role of critical players including stakeholders, coordinators and facilitators; and the planning and implementation of the EAGER project.

With each of the three (3) day workshops the basic terminology of disaster risk was explained and contextualised to the participants, and the EAGER training manual was presented, explained and used. The participants also did their implementation planning and the details thereof at these workshops. The Tables below indicate the different train-the-trainer workshops that were held for the EAGER project, including all the participants which have participated in these workshops.


	Botswana Train-the-Trainer 1 - 3 August 2016	
Participants	Organisations	Roles
Mr. Lesego Bradley Shoroma	African Centre for Disaster Studies	Country Coordinator
Mr. Freidel Keitiretse	Office of the District Commissioner	Local Facilitator
Ms. Judith Manual	Kasane Primary School	Trainer (Teacher)
Ms. Chibiya Matshwenyego	Chobe Junior Secondary School	Trainer (Teacher)
Ms. Dikeledi Mabuta	Kachikau Primary School	Trainer (Teacher)
Mr. Leslie Inamboa	Liswaani Junior Secondary School	Trainer (Teacher)

	Namibia Train-the-Trainer 1 - 3 August 2016 (1)	
Participants	Organisations	Roles
Ms. Kristel Fourie	African Centre for Disaster Studies	Country Coordinator
Mr. Asser Many	IRDNC	Local Facilitator
Mr. Michael Kangamba	Kasika Combined School	Trainer (Teacher)
Mr. Fortune Siyunda Likando	Kasika Combined School	Trainer (Teacher)



Trainers attending Train-the-trainer in Kasane, Botswana.

	Swaziland Train-the-Trainer 31 August - 2 September 2016	
Participants	Organisations	Roles
Dr. Livhuwani Nemakonde	African Centre for Disaster Studies	Country Coordinator
Ms. Samu Myeni	North-West University	Local Facilitator
Ms. Mpumelelo Dlamini	Ngomane Secondary School	Trainer (Teacher)
Ms. Nomfundo Thwala	Mbokojweni High	Trainer (Teacher)
Mr. Sifiso Dlamini	Lomahasha High	Trainer (Teacher)
Mr. Qiniso Lupupa	Nkalashane High	Trainer (Teacher)

	Namibia Train-the-Trainer 14 - 16 September 2016 (2)	
Participants	Organisations	Roles
Mr. Lesego Bradley Shoroma	African Centre for Disaster Studies	Country Coordinator of Botswana
Ms. Kristel Fourie	African Centre for Disaster Studies	Country Coordinator of Namibia
Mr. Asser Manyi	IRDNC	Local Facilitator
Mr. Michael Kangamba	Kasika Combined School	Trainer (Teacher)
Mr. Fortune Siyunda Likando	Kasika Combined School	Trainer (Teacher)
Mr. Justice Muhinda	IRDNC	Trainer (Teacher)
Mr. James Maiba	IRDNC	Trainer (Teacher)
Mr. Bellington Simataa	Impalila Combined School	Trainer (Teacher)

Mr. Alfred Matengu	Mbalasinte Combined School	Trainer (Teacher)
Ms. Lynette Kambinda	Mbalasinte Combined School	Trainer (Teacher)

The first round of training started on the 1st - 3rd of August 2016. This workshop was held in Kasane, Botswana for both the Botswana and Namibian Train-the-trainer participants. For the Botswana participants given in the table above, the three (3) day workshop went very well. These participants managed to finish the training and all of their planning during the course of the workshop. However, the Namibian participants struggled, due to their number of participants represented.

Due to this reason it was decided to include more schools in Namibia into the EAGER project implementation, thus also the reason for the second training of the Namibia train-the-trainer in Namibia from the 14th-16th of September hosted in Kasika in Namibia. Both the Botswana and Namibian teams worked very well together and already have made progress in their implementation. These participants are very passionate about this project and the outcomes thereof.



Trainers attending Train-the-trainer in Kasika, Namibia.

The Swaziland training was held from the 31st of August to the 2nd of September in Mananga in Swaziland. This training workshop progressed very well, and the participants selected for the implementation hereof work very well together in a team.



Trainers attending the Train-the-trainer in Mananga, Swaziland



Trainers attending the Train-the-trainer in Maputo, Mozambique

This team of participants are great team players and consider this project very important in addressing and improving the issues borne in the identified areas of Swaziland.

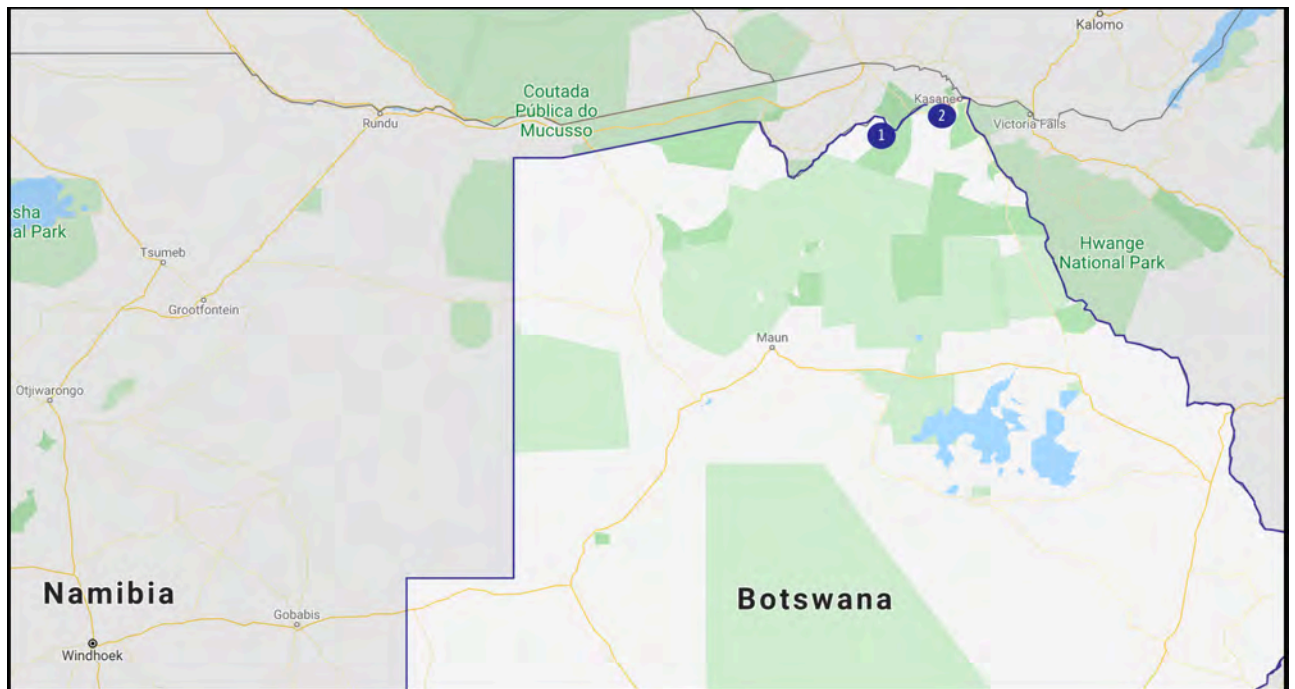
4. Country Reports

4.1 Botswana

4.1.1 Areas of implementation:

KACHIKAU VILLAGE AND KASANE TOWN

4.1.2 Location map



Source: Google Maps. 1) Kachikau Village 2) Kasane Town

4.1.3 Description of the area

In 2016, the EAGER project team made their first visit in Kasane Township. The team managed to meet with the Chobe District Council Commissioner (i.e. Major) who welcomed the initiative and suggested that the project should focus in two project sites that has different living conditions and faces different challenges, which includes a wide distance from each other (namely, Kasane Township and Kachikau Village), in doing so, the project aim was meant to reach the whole Chobe District Community.

The Chobe District is an administrative district in the northern part of Botswana, thus, Kasane is viewed as an administrative township. In 2001, the Chobe District merged with Ngamiland, and up until 2006 the Chobe district shared with Ngamiland, North-West District Council as local government. The Chobe District is described as a location at the Northern tip of Botswana, with abundant flora and fauna. This district borders three different countries, namely; Zambia at the north, Zimbabwe on the east, and Namibia on the west. The district is made up of several villages and covers the following areas: Sibuyu Forest Reserve,

Pandamatenga Village, Kasane Township, Kazuma Forest Reserve, Kasane Extension Forest Reserve, Chobe National Park, Mabele Village, Muchenje Village, Kavimba Village, Kachikau Village, Satau Village, and Parakarungu Village.



A flooded Chobe River, upstream from Kazungula Border crossing

The Chobe District covers a total area of 22 052 km² (2 205 200 ha) and as of 2017, its total population size was 26 630, compared to 23 347 in 2011 (Botswana Statistics, 2017). The major population centres are Kasane and Kazunluga areas. Additionally, this district is covered by thick forest inhabited by a varying diversity of wild animals and it is surrounded by the Chobe River and the Zambezi River. The large population of animals attracts tourists from all over the world thereby making significant contribution to Botswana economic growth and rapid urban development. The two main rivers found in Chobe play a significant role on the lives of surrounding communities through creating employment, fishing, recreation and transportation. About 80% of Chobe district consists of protected lands, which include the Chobe National Park, which is the second largest national park in Botswana and a major attraction within the district. This National Park also has the largest population of elephants within the African continent. In addition to that, there are other six forest reserves which are classified as wildlife management areas. The remaining percentage of land is used for residential, pastoral and arable farming land.



Elephants on Sedudu Island, part of the Chobe National Park.
Botswana has the largest population of elephants in the world.

Therefore, the EAGER project team through the directives from the Ministry of Education Director within the Chobe District Administration ended up choosing four schools that suited such a project. These selected schools were from semi urban and rural area, namely; Chobe Junior Secondary School and Kasane Primary School based in Kasane Township and Kachikau Primary School and Liswaani G.A. Junior Secondary School based in Kachikau village. The Director indicated that these selected schools had major issues that affected the adolescent child (i.e. young girls and boys). To name a few, these issues included, high prevalence of school drop-outs, high usage of substances (i.e. substance abuse), teenage pregnancy and in terms of the primary schools, it was a risky phase of transition from junior primary schools to secondary schools which brought enormous behavioural changes.

4.1.4 Description of hazard/risk profile of country during time of project

Botswana experiences a range of disasters annually, both natural and human induced. The magnitude, frequency and intensity varies, but major hazards that has affected the country recently include drought, floods, veld fires, human health hazards, accidents and animal diseases (National Disaster Risk Reduction Strategy, 2014).

Droughts in particular, has been experienced frequently, between 2014 - 2016. The natural phenomena events have affected the economy of the country, and caused major livestock mortalities in rural areas (NDRRS, 2014). In addition, during 2015/16 season, the National Disaster Management Office, distributed food package in different schools on the quest of reducing the way these droughts have affected the population. On the other hand, floods occur during the rainy season which runs from October to March and they usually affect more than 23 districts within the entire country. Flooding usually causes extensive damage to infrastructure, public and private assets, environment and disrupt normal life in districts surrounded by rivers such as the Chobe District. In 2017, a large number of structures were

damaged and crops were destroyed as well as infrastructure comprising of main roads and railway lines.

Veld fires both natural and human induced are a regular occurrence during the dry months of April to November, with a peak in July. They occurred mainly in National Parks and forest reserves in some districts especially in Chobe, Central, Kgalagadi and Kwaneng Districts. They have adverse effects on agriculture, wildlife, forestry and other natural resources (NDRRS, 2014). However, no life was lost during the 2016/17 veld fire season (Reliefweb, 2017). Another prime issue in Botswana is animal diseases like Foot and Mouth that is known in the country, however, this issue has been controlled through developed gate systems within 300 km radius from main towns/cities and these diseases are also controlled through inhibiting people bringing meat inside the country.

Accidents, mainly motor accidents and human wildlife conflict occur throughout the country. These are classified as some social related hazards and destroys many people in Botswana. The number of accidents has increased from 23 000 in 2011 to 28 843 in 2016. In 2011, more than 19 people died in one accident. On the other side, human wildlife conflict destroys an average of 5 - 10 people within one season (EM - DAT, 2017). The number of serious casualties rose from 102 in 2015/16 to 178 in 2016/17.



Elephants in the Chobe National Park. Botswana has the largest amount of elephants in the world.

Lastly, HIV/AIDS is a common health hazard in the country and Botswana has been classified as having the highest rate of infection in the world. HIV/AIDS is the number one cause of death in Botswana. Since 1992, Botswana has been monitoring the epidemic through annual sentinel surveillance of expectant women attending antenatal clinics. The overall objective being to relevant, sufficient and accurate information on the status of the epidemic in order to guide policy interventions. As of 2017, the overall HIV/AIDS prevalence in the country was 39% (EM - DAT, 2017).

The Chobe district borders three countries, Zambia at the North, Zimbabwe on the East, Namibia on the West. This geographic positioning of the district makes it susceptible to the highest risk of importing communicable diseases. Moreover, the fact that the district is being

surrounded by the Chobe River and the Zambezi River, makes the district at the greatest risk of flooding, which usually happens annually. The district has been flooded almost every year with damage to human life and property. During the rainfall season (i.e. October to March) each year, thousands of hectares of land and crops are affected by floods adversely affecting the lives and well-being of many people and animals. Floods forecasting requires accurate measurement of rainfall and knowledge of soil moisture. According to the majority of locals within Kasane and Kachikau, the second most prevalent hazard is the fire incidents within the Chobe district, these fires occur mostly between May and November, with highest incident between September and October annually. Major issue related to this hazard, is the general shortage of human resources during firefighting exercises.

Another major hazard in the Chobe district is several pests that exist as either migratory or non-migratory pests. There have been several outbreaks from both Namibia and Zambia, these included locust and army-worm since 2013 - 2016. Chobe district experiences a various outbreak which include diseases such as diarrhoea, and malaria. During rainy season, high rain fall may cause a sharp rise in malaria incidence and sometimes lead to epidemics. The district had major diarrhoea of more than 3 deaths and all were children under five (Bush Veld Planning Report, 2016). There is major poor hygiene and sanitation, and contaminated water in rural areas.

The other issue is the human wildlife conflict and the most severe wildlife impacts include wildlife attacks, crop damage, stock predation, livestock losses, property damage, human injuries, and natural habitat destruction (Ogra, 2008). These wildlife impacts are not evenly distributed within numerous societies of Namibia, as some individuals and households are more vulnerable to human-wildlife conflict (HWC) and some are less able to recover from crop damage, livestock losses, and human injury (Hill, 2017).

Some of the social hazards that were noted by several officials and community members, including trans-border related issues that affects teenage girls and boys in Kasane and Kazungula village. According to the District Commissioner some of the hazards identified include human trafficking, teenage pregnancy, highly level of school drop-outs, parent negligence, lack of industries in the areas, child headed households, and prostitution as a result of high number of trucks that stop for more than two weeks in Kasane/Kazungula Border to cross to Zambia through the ferry. In terms of trans-border vulnerabilities, these includes unlawful cross-border marriages and illegal and child prostitution in the area.



Left: The Kazungula ferry crossing into Zambia. Right: Long lines of trucks waiting to board the ferry into Botswana.

4.1.5 Narrative on in-country implementation

The first meeting for the EAGER project was conducted with the National Disaster Management Office, in Gaborone, Botswana. The project's scope and overview were discussed with the NDMO. Then, the NDMO was established as a key stakeholder in the project and then they linked the EAGER project team with the Deputy District Commissioner Ms. Omphile Mogorosi.


In March 2016, the Eager project team made their first official visit to Botswana. By then the EAGER team was composed of both Botswana and Namibia country coordinators due to the cross-border relationship between the two countries (i.e project sites). The first meeting was held with the Chobe District Commissioner Mr. Leepego to develop a clear mutual understanding between the Chobe District Administration and the North-West University. The meeting between the EAGER team and Commissioner was well administered and the project objectives were well understood and received. The District Commissioner's admin officer was assigned to assist the EAGER team with familiarising them with the district. The district commissioner's officer had then suggested that since the focus of the EAGER project will be on both teenage boys and girls, then she advised the team to meet with the Ministry of Education, Director within the Chobe District and the two Kgosi's (Chiefs) from Kasane Township and Kachikau tribal authority. The EAGER team then managed to meet with the Kachikau tribal authority chief, Kgosi Mmualefhe Mmualefhe, who then received the project wholeheartedly then linked the EAGER team with two schools in his village.

On the 15th of March 2016, the meeting between the EAGER team and the Ministry of Education director commenced, and the project was well received as well, the scope of the project and the deliverables were also shared by the EAGER team. The Director provided direction on the most vulnerable age groups within the Chobe district, this was through analysis of Ministry of Education's statistics between the following period 2013/14 - 2016/17. The Director indicated four schools (i.e. two primary and two junior secondary schools) that seemed suitable for the project, namely, Kasane Primary School, Kachikau Primary School, Chobe Junior Secondary School and G.A. Liswaani Junior Secondary School. Then, the Director prepared letters to the schools requesting their cooperation and assistance on the project.



Introduction meetings with staff from Chobe Junior Secondary School (left) and Kasane Primary School (right)

The visit to the school were conducted in the same week, where the EAGER project managed to meet with Life Skills/ Guidance teachers and principals (i.e. Head Masters). The first school that was visited was Chobe Junior Secondary, where the EAGER team met with the Principal Mr. Nelson Ditiho, the deputy principal and two guidance teachers. Then, Kasane Primary School was the second school to be visited and the EAGER team met with the Principal and the two guidance teachers. The third school to be visited was G.A. Liswaani Junior Secondary School and Kachikau Primary School in Kachikau village, the meeting was held at the tribal authority office under the leadership of the chief in Kachikau. All the necessary information was then reported to the principals by the teachers who attended the meeting at the tribal authority office. Four teachers from these schools were appointed as EAGER project trainers, namely, Ms. Judith Manual, Ms. Chibiya Matshwenyego, Ms Dikeledi Mabuta and Mr. Leslie Inamboa. The country coordinator for EAGER Botswana component was Mr. Freidel Keitiretse. All the above-mentioned EAGER Botswana component team were then trained as trainers by the EAGER project team delegates from South Africa.

	EAGER Botswana Initial Meetings - Introduction to the Project	
Meeting date	Department/Sector	Number of Attendees
14-03-2016	Chobe District Commissioner Office	4
14-03-2016	Kachikau Tribal Authority Chief	2
15-03-2016	Ministry of Education: Education Director	1
15-03-2016	Chobe District Council	10
15-03-2016	Chobe Community Junior Secondary School	4
16-03-2016	Kasane Primary School	2
16-03-2016	Kachikau Primary School/Liswaani G.A. community School	3

4.1.5.1 Train of the trainer phase

The training of the trainer session for EAGER Botswana Component started on the 1st - 3rd of August 2016. The workshop was held in Kazungula, Botswana. However, both the EAGER Botswana and Namibia teams were attending the workshop session together. All representatives for EAGER Botswana team managed to attend all the planned workshop days and the training went very well. The EAGER Botswana team members managed to finish the training and they developed their own sessions and project plans as a prerogative to the training. After the training, the EAGER Botswana team started to prepare for their initial session. However, during this preparation, Mr. Freidel Keitiretse decided to resign from the project and the Regional EAGER Project coordinator appointed Ms Chibiya Matshwenyego as the Local Facilitator for EAGER Botswana component.

4.1.5.2 Implementation phase


The EAGER Botswana team implemented the project in a manner that was suitable for their country. Initially, all the EAGER trainers met to discuss, the relevant age of participants, and then the trainers chose 10 vulnerable learners per school. These learners were selected



Botswana trainers attending Trainer-of-the-trainer in Kasane, Botswana

based on their potential to change their vulnerable situation to be better and to be resilient to other day-to-day issues that may affect them negatively. Therefore, these learners are viewed as agent of change within their schools. Secondly, the teachers prefer to have all four schools to have one session together, then, this idea prompted the need for logistical arrangement for the 90-km gap between the two areas, namely, Kachikau and Kasane Township. Additionally, the trainers also decided to arrange their own catering in the schools, because all the schools in Botswana have their own fully equipped kitchen with coking staff. These resources were then used for each season, which lessened the costs for catering.

The following are the sessions that were conducted and implemented during the EAGER Botswana Project:

	Session Date	Session Topic	Session Description
1	24 - 09 - 2016	Orientation on the EAGER Project	Introduction to the EAGER project, provision of an overview of the EAGER project and to comprehend key words that were to be used in disaster risk reduction, e.g. Hazards, Risk and Vulnerability
2	29 - 09 - 2016	Self-awareness	Having a clear perception of your personality including strengths, weakness, thoughts, believes, motivation and emotions.
3	21 - 11 - 2016	Sexual Health	Provision of skills and knowledge of the reproductive system, including understanding of sexual health and safety.
4	03 - 12 - 2016	Drought	
5	04 - 12 - 2016	Teenage Pregnancy	To discuss issues related to teenage pregnancy, such as causes and underlying cross-cutting factors.

6	05 - 12 - 2016	Human Wildlife Conflict	To raise awareness on human wildlife conflict and assist learners on protecting themselves against wildlife.
7	04 - 03 - 2017	Floods	Floods viewed as re-occurring incident and affects farmer's crops especially along the river.
8	25 - 03 - 2017	Prostitution	Being aware of situations that can make a person to become a prostitute and equip learners with life skills to use in order to resist from being prostitutions
9	08 - 04 - 2017	Structural Fires	Develop major awareness on structural fires and to assist in displaying good skills when dealing with structural fires and to be able to apply those skills appropriately.
10	13 - 05 - 2017	Veld fires	Develop major awareness on veld fires and to assist in displaying good skills when dealing with veldfires and to be able to apply those skills appropriately.
11	08 - 07 - 2017	Prostitution	Being aware of situations that can make a person to become a prostitute and equip learners with life skills to use in order to resist from being prostitutions
12	28 - 10 - 2017	Sports Day - Joint Session	Playing Soccer and Netball

4.1.5.3 Project Closing

Finally, on the 28th October, 2017, the EAGER Botswana and EAGER Namibia component, conducted a joint session. This session aim was to enhance the relationship between the two countries and to enable EAGER participants to learn from each other. The day was filled with various activities, namely, soccer, netball and an award ceremony. The participants were given an opportunity to also share their experiences with other participants.

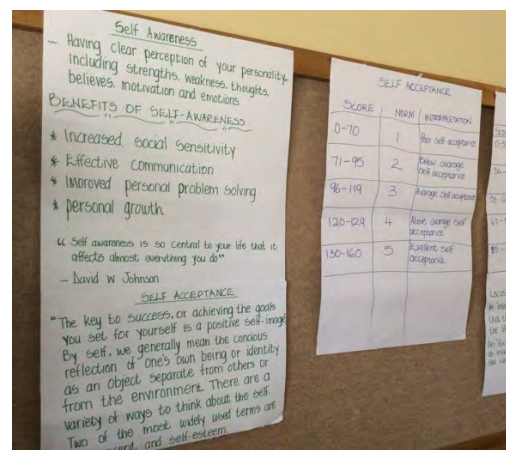
4.1.6 Outcomes of the EAGER Botswana:

(i) Number of beneficiaries targeted, by objective:

Number of beneficiaries targeted			
Total Adolescent per Country/Region		Per targeted settlement	
Botswana	441 000	Kasane	1 040
Chobe District	5 400	Kachikau	548



Top: EAGER Botswana trainers, participants and country coordinator on the Sports Day with EAGER Namibia.
 Bottom: EAGER Botswana and Namibia trainers, participants, country coordinators and attendees from both areas as well as the Kasane Fire station staff and Med Rescue staff.




Top: EAGER Botswana participants visiting the disability centre at Kachikau Primary School. Bottom Left: participants attending a session at Kasane Primary School. Bottom Right: Session on Self awareness.



Top: EAGER Botswana participants with the trainer from Kasane Primary. Bottom: Early one Saturday morning before the session at Kachikau Primary Starts

(ii) Number of beneficiaries reached, by objective.

 Number of beneficiaries reached			
	Trainers	Kasane Primary School	1
		Chobe Junior Secondary School	2
		Kachikau Primary School	1
		G.A. Liswaani Junior Secondary School	1
	Total		5
	Learners	Kasane Primary School	10
		Chobe Junior Secondary School	12
		Kachikau Primary School	11
		G.A. Liswaani Junior Secondary School	12
	Total		45
	Male Learners		22
	Female Learners		23

4.1.7 Successes achieved

Cultural norms - The EAGER Botswana project managed to develop various protocols that were followed in making sure that the tribal authority is involved in every step/phase of the project. The cultural norms were incorporated throughout the roll out of the project, this has assisted in maintaining the identity of the participants. The level on various aspects such as modernity and culture was lessened, this managed to lead to an enhanced understanding of the project outcomes.

Youth Development - The teenage girls and boys in the Chobe region were provided youth development opportunity that managed to raise awareness on issues that are faced by the youth on day-to-day basis. Issues such as prostitution, sexual related issues and teenage pregnancy were put to table despite their level of taboo within the community. The participants were afforded an opportunity on how they would like to deal with these issues as they experience them. These kind of youth developments made remarkable changes as most role players from the community wanted to continue training even when the EAGER project has ended.

Self-managed planning - Throughout the project, the NWU - ACDS was only responsible to take decisions on the project inception and the train-of-the-trainer. From the first session till the last session, the NWU-ACDS only facilitated learning and had joint planning with the

EAGER trainers. The EAGER project in Botswana was planned and self-managed by the trainers from the schools and this made it difficult for them to make errors because they knew they had to manage the component and make sound decision for the continuation of the project. Most trainers were very happy that they managed to gain experience on project management skills and another way of making learning exciting outside the limited space of a class room. One example is that initially meals for trainings were to be provided by a local lodge. Trainers indicated that they will make and provide meals for the kids at each session themselves. This was supported by the NWU - ACDS country coordinator as a request from the trainers side.

Research Exposure - The project site was later viewed as a potential research site. There were several studies that were conducted in the Kasane and Kachikau area by NWU students. The topics that were covered were related to the session topics that were proposed by learners and trainers. The EAGER project managed to expose the Kasane and Kachikau to the research world, in order to explore the current issues experienced by various communities and members.

4.1.8 Constraints

Cost effectiveness - One major constrain was the financial requirements for making sure resources are provided timeously during the implementation of the project. The project costing was not constant on each session. The prices changed simultaneously to an extent that costs started to be very high. However, these prices were caused by change of service providers during the implementation sessions.

Transportation - The distance between Kasane and Kachikau (i.e. two project sites) was 90 km approximately, this was a major constrains when sessions are pre-planned without confirmation of the available transport. The participants from Kachikau to Kasane were dependant on the availability of transport in order for them to attend the session. If there was no transport available, there session was automatically postponed. The other problem with transport was the high cost associated with it, due to the nature of public transport in the Chobe District. At times, the price will be doubled than the price that was paid the previous week.

Stakeholder management - Some stakeholders were identified at the beginning, while others were only identified a day before the session. Because of this, there were issues with attendance and other stakeholders had several bureaucratic procedures that had to be followed before undertaking participation in the project. The management of stakeholders relies on thorough planning of the sessions in which it was not done in the EAGER project. Thus, some stakeholder could not attend the sessions as requested due to late invitations.

Payment plan - the payments plan that was used created many issues for the project. There were several invoices that were paid late and some delayed the sessions as planned. The main problem with that payment plan was mainly the waiting period before receiving the funds for planned sessions. This was a very crucial issue that influenced the motivation of the trainers and also the relationship between the country coordinator and the trainers even though the process was out of the country coordinator's control.

4.1.9 Recommendations:

Partnership with government - The EAGER project should firstly, identify different departments of government that can be possible partners of the project. Then, these departments make use of their resources when needed in the EAGER project. These may include finances when needed to make sure that the project can be extended. The government department's will also assist in ensuring all the possible stakeholders commit in implementing such a project without missing sessions as planned.

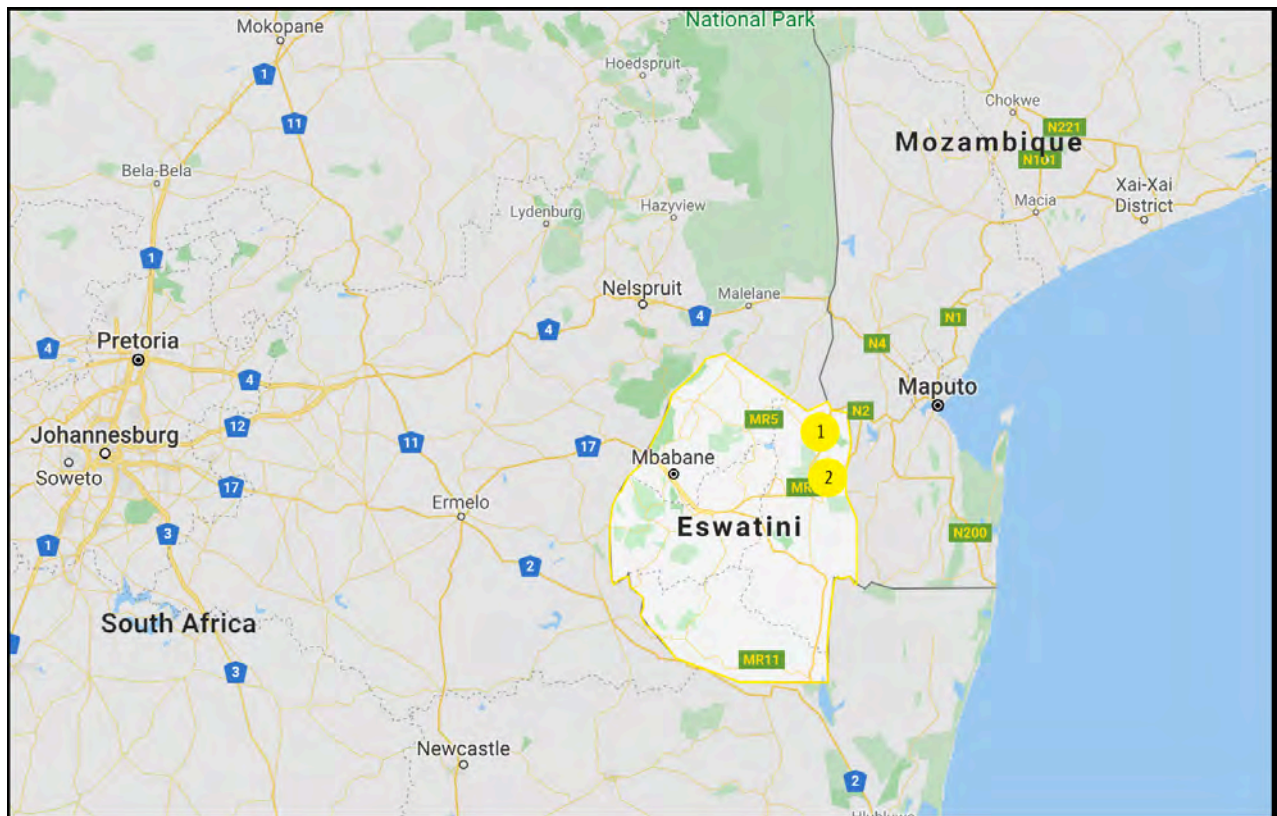
Exit strategy - Since the involvement of stakeholders is very high, the fact that many role players viewed this project as a great awareness and opportunity for youth within their respective areas, it will be ideal to develop a proper exit strategy that will encompass a thorough involvement of role players during the implementation of an exit. The exit plan should solely provide an opportunity for all stakeholders to decide which responsibilities they want to accomplish in order to maintain and ensure continuation of the project.

Payment plan - the payment plan should be created between the local facilitator and the NWU, to ensure that funds reach the local facilitator in time that will make it possible for all the sessions to be conducted without any problems that relates to finances. A project of such magnitude requires a proper payment plan that will assist the beneficiaries to achieve the specified goals.

4.2 Swaziland

4.2.1 Areas of implementation: LOMAHASHA AND NGOMANE

4.2.2 Location map



Source: Google Maps. 1) Lomahasha 2) Ngomane

4.2.3 Description of the area

Swaziland, is one of the smallest, landlocked countries with an area of 17 363 km² in southern Africa, and an estimated population of 1 018 449 in 2010. The population is projected to increase by 1.5% per year. The administrative structure is composed of 55 Tinkhundla regrouped into four administrative regions, namely Hhohho, Manzini, Lubombo and Shiselweni. An inkhundla is made of two or several chiefdoms, which are the basis of the traditional authority in the country. The Lomahasha and Ngomane areas where the EAGER project was implemented in Swaziland falls within the eastern Lubombo Region of Swaziland, which borders with Mozambique and South Africa. Lomahasha is inherently characterised by informal and formal cross border trading. The main activity for communities in Lomahasha is subsistence farming focusing on the cultivation of and the keeping of cattle.

4.2.4 Description of hazard/risk profile of country during time of project:

Disaster risk levels in Swaziland are spiralling up due to extreme vulnerability to increasing hazards such as droughts, environmental degradation, windstorms, floods and hailstorms. During the 2016/2017 period, most areas were affected by the drought due to lack of seasonal and particularly the Lubombo and Shiselweni regions were highly affected. The drought was declared an emergency because the whole country has been affected due to the El Nino induced drought at varying levels. The national disaster management agency has categorized the areas affected based on the levels of vulnerability of households affected within those areas.

4.2.5 Narrative on in-country implementation:

A number of steps were followed before the ultimate implementation of the EAGER Project in Swaziland as outlined below. It is worth mentioning at this point that it helped a great deal to have a local facilitator coming from Swaziland, the person who knows the language and the dynamics of the area. This made the introduction and the implementation of the project easy

4.2.5.1 (i) Meeting with Corporate Social Investment Manager at RSSC

- Introduced the project
- We were allocated an official to introduce us to the tribal council

(ii) Introduced to community leaders in Lomahasha

- presented the concept of the project
- Project was welcomed
- Schools to be involved were suggested
- A point of contact was allocated

(iii) Visited the suggested schools to introduce the project

- Met the principals
- Guidance teachers allocated to be facilitators except in one school where the Deputy Principal was involved after the reluctance of the Guidance teacher
- Meetings held with the identified teachers for them to select 10 Learners per school (40 learners were selected from four Secondary schools, three in Lomahasha and one in Ngomane)

(iv) Visited the Ministry of Education, Siteki Regional Office

- Project accepted but then referred to the Minister of Education in Mbabane
- Meeting could not take place on the set date and the Minister had ill health
- Ultimately the meeting happened
- The Minister allowed the Project to be implemented but outside the ambit of the Ministry of Education for the fear of over-loading the curriculum
- Minister advised that agreement must be reached with the Principals of the schools identified on how the project will be rolled out

(iv) Meeting with the Principals to give feedback from the Ministry

- Agreement reached that the project will be carried out during weekends or after schools
- Meeting with facilitator/ teachers and agreement reached that the sessions will be carried out over weekends and some learners travel long distances after schools using scheduled public transport

4.2.5.2 Training of the Facilitators

- Facilitators were trained on the methodology to be used
- Session topics were preliminarily identified, focusing on the major issues affecting the region
- Planning for the session were done
- (i) Transportation and Meals for the sessions were arranged
 - Service providers for meals and transport were identified and requested to submit quotations
 - One service provider for transport and one for meals were selected.
- (ii) Training Sessions
 - Initially each school was holding individual sessions with about four group sessions identified.
 - After a few sessions a decision was made to have group sessions rotating amongst the schools
 - A cross border session was held with EAGER Mozambique for the participant to share experiences.

4.2.5.3 Closing event

- Videos from different countries were screened
- Participants were handed Certificates of Participation
- Participants were handed memory sticks with all the videos

4.2.6 Outcomes of the project:

(i) Number of beneficiaries targeted, by objective

Number of Beneficiaries targeted				
	Total adolescent population per country		Per targeted settlement:	
	Swaziland	299 300	Ngomane/ Lomahasha	2 383

4.2.7 Successes Achieved

Involvement of RSSC - The involvement of the Private company Royal Swaziland Sugar Corporation is one of the success stories. Ngomane High is situated on the properties of the company. The company also allowed the filming of the videos in their properties, provided the hall for the cross-border session and provided transport for the participants and the parent for the closing session.

Involvement of local Stakeholders - Sourcing specialist like Police, Nurses, Social Workers, Peace Corps, etc to facilitate the discussions with the participant was also a highlight.

General Implementation - All the sessions were carried out without major challenges.

Adaptation to context - We had to adjust the planning from individual sessions to group sessions as this allowed peer to peer from different settings engagements.

4.2.8 Overall Cost effectiveness

Involvement of RSSC - The involvement of RSSC (private sector) contributed to the reduction of cost for the implementation of the project. As indicated above, the company provided the venue for the Cross-border session with Mozambique for free and they also provided transport for the learners and parent for the closing session. It is also worth noting that the facility used for hosting the closing session belong to the company and a discounted rate was given.

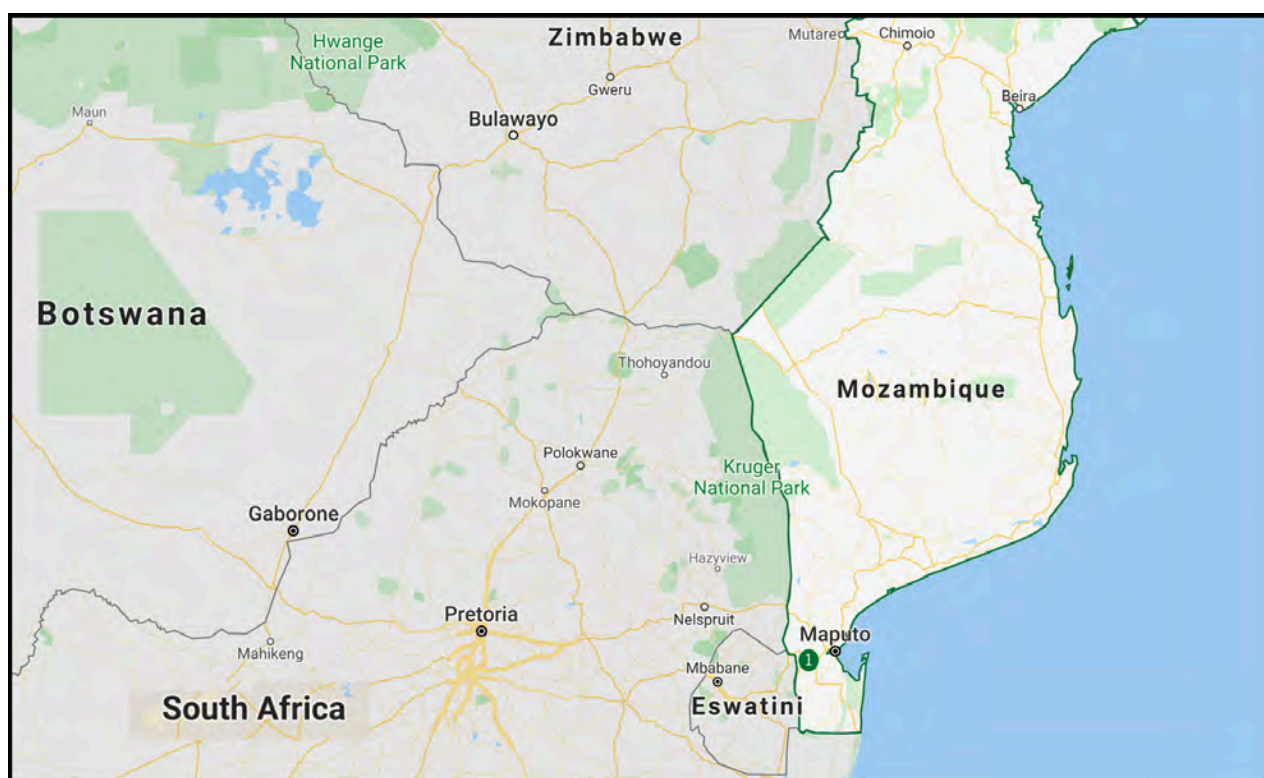
Specialist Facilitators - Specialists were sourced for free to facilitate some of the topics.

Exchange rate - Exchange rate between South Africa and Swaziland is not a major issue as it is 1:1. So the fluctuations never affected the cost of implementing the project

4.3. Mozambique

4.3.1 Area of implementation: NAMAACHA

4.3.2 Location map



Source: Google Maps. 1) Namaacha

4.3.3 Description of the area

Namaacha is situated in the south-west of the Maputo province, 65 km from the City of Matola, and 80km from Maputo, the capital city of Mozambique. The district of Namaacha borders the district of Moamba to the north, Boane to the east and Matutuine to the south, it also shares international borders with the Republic of South Africa and the Kingdom from Swaziland to the west. According to the 2007 Census, the district has 41,954 inhabitants and a total land area of 2 144 km², hence resulting in a population density of 19.6 inhabitants / km². The total population in 2007 represents an increase of 33.4% compared to the 31 441 inhabitants recorded in the 1997. Namaacha has a tropical-savanna climate with two seasons, a wet season from October to March and a dry season from April to September. Climatic conditions, however, vary depending on altitude. Annual precipitation varies from 500 to 900 mm (19.7 to 35.4 in). Cyclones are common during the wet season. Average temperature in Namaacha ranges from 13 to 24 °C (55.4 to 75.2 °F) in July to 22 to 31 °C (71.6 to 87.8 °F) in February. Through its location in a border area, Namaacha is influenced

by various cultures and this is exemplified by the languages spoken in the area which includes Portuguese, Swazi (also spoken in Swaziland) and Shangan (also spoken in South Africa). The main economic activities in the area include agriculture (bananas, vegetables and maize), mining (stone) and manufacturing (bottled water – Agua de Namaacha). The town is also well known for its national heritage buildings in the form of the Catholic Church and the old Nunnery built by the Catholic Church.



Catholic Church in Namaacha

4.3.4 Description of hazard/risk profile of country during time of project

Mozambique's risk profile is very much consistent with that of the rest of the SADC region. Flooding and droughts are the main hazards within the country, with flooding being at its most intense during spring/summer months (September-February). Flooding can be observed with the flooding of large watercourses such as the Zambezi in the North of the country or flooding on the coast driven by the presence of tropical cyclones.



Old Abandoned Catholic Nunnery - the massive building was severely effected by the war and then looted. Today being a popular spot for drug abuse and homeless persons to take shelter.

Droughts impacts are most intense in winter months (May-August), and often stretch over multiple years.

Water and animal based disease also constitute great risk to human populations. The most prominent diseases include malaria and cholera.



Left: Water sources or where kids play during the hot days - taken by one of the EAGER Mozambique kids as a concern in her area as a cause of disease Right: Patch of maize outside of one of the schools - picture taken by one of the EAGER Mozambique kids referring to how dependent the villages are on agriculture and how drought severely impacts the community.

During the role, out of the EAGER project in Mozambique, Namaacha had just emerged from a period of drought. Although the commencement of rainy season in September did not lead to significant flooding in the area, it did create perfect conditions for the spread of malaria. Stagnant pools of water were also reported by EAGER participants to have caused cholera outbreaks affecting some of their friends and families.

4.3.5 Narrative on in-country implementation

The pre-implementation of EAGER Mozambique started in January 2017. As part of the pre-implementation phase of the project it was crucial to establish political and administrative relationship within Mozambique to aid the role out of the project in Namaacha (project-site). To establish administrative support for the project, the EAGER Mozambique management team approached Universidade Pedagógica (UP) in Maputo. UP is the largest university in Mozambique with an extensive network of satellite campuses throughout Mozambique. The extensive geographic and logistic reach of UP made it the ideal implementation partner for the EAGER project in Namaacha, where it hosts a satellite campus for the training of teachers. As a point of departure for establishing the relationship between EAGER Mozambique and UP a consultative meeting was held with the institutional management of UP. In this meeting the Rector of UP, Dr. George Ferao, agreed in principle to support the implementation of the EAGER project in Namaacha. Dr. Ferao assigned Dr. Aissa Issak and Mr. Alvez Manjate to aid the EAGER Mozambique project team to establish linkages key administrative and political entities that would give permission for the project to go ahead. It was also agreed upon the next visit in March 2017, an official Memorandum of Understanding (MOU) would be signed between North West University (implementing institution of EAGER project) and UP to formalise the co-operation agreement between both parties. The MOU outlining the extent of cooperation between the NWU and UP was signed by both institutions vice-chancellors in March 2017.

Once the administrative partnership was established with UP the EAGER Mozambique team reached out the national government education structures in Mozambique to determine the administrative processes to follow and officials to contact in order to gain permission to initiate the project in Namaacha. The EAGER Mozambique team was directed to Maputo Regional Department of Education in Matola. During an initial meeting with the department




NWU presenting EAGER project concept to officials from Ministry of Education, Mozambique

in March 2017, the EAGER Mozambique team presented the context and goals of the project to an executive committee of the department. The committee requested the team to return in June 2017, to give the same presentation to the Regional Director of Education for final approval. The team returned in June 2017, and presented the project to the Regional Director, who subsequently gave permission and signed official documents for the team to recruit teachers and children to participate in the project.



Signing of the Memorandum of Understanding between North-West University and Universidade Pedagógica

The signing of the document was a watershed moment for the project in Mozambique as it allowed the team to identify the in-country coordinator and teachers that would participate. With the help of UP, Ms. Viralda De Fransisco was identified as the in-country coordinator. Ms. De Fransisco was given time from July to August 2017 to identify teachers and organise a training of training event for the teachers that would participate in the project. The following schools and teachers were identified to participate in the training:

 Participating schools and trainers		
	Escola Secundária Marcelino dos Santos	Décio Elton Samuel
		Nelson Guilherme Cumbe
	Escola Secundária de Namaacha	Miguel Gulele
		Suzana Vilanculos
	Escola Primária Completa de Cocomela	Itiel Mateus Matsinhe
		Cecília Nyawo
	Escola Primária Completa Graça Machel	Fulgencia Isabel Chauque
		Isabel Mussa Cheia

4.3.5.1 Training of the Trainer

The training of trainers workshop was held with the identified teachers from the 9-11 August 2017 in Maputo. During the workshop the teachers received training on the background of the project as well as the various sessions and how to implement them. The trainers also



Training of the trainers workshop in August 2017 in Maputo.

formulated a session schedule tailor made to the needs of the children in each school. Even though each school identified a unique session outline, teachers agreed to have joint first session to serve as an introduction to the project on 26 August 2017. This introductory session helped to orientate learners, their parents and government officials on purpose of EAGER and to get their buy-in and cooperation.



Introduction of the EAGER Mozambique project to parents and other stakeholders.



First introduction session with all of the participants, parents and other stakeholders.

On the 2nd of September 2017 schools hosted their first school specific sessions. The session included:

- Session on Human Trafficking (Escola Primária Completa Graça Machel)
- Session on Illegal Immigration (Escola Primária Completa de Cocomela)
- Session on Risk Assessment (Escola Secundária Marcelino dos Santos)
- Session on Natural Hazards (Escola Secundária de Namaacha)

The focus on having school specific sessions prevailed throughout the implementation of the EAGER project in Mozambique. This specialised focus was implemented because of the unique problems faced by learners in the different schools as well as the differences in age groups (both primary and secondary school children were involved).

4.3.5.2 Cross Border sessions and Close out

EAGER Mozambique also had the privilege, along with EAGER Swaziland, to host two cross border interactions between the children involved in the project in both countries. One event was hosted in Ngomane, Swaziland and the other at Marcelino Dos Sontos High School (30 Km from Namaacha).



During the close out event EAGER kids performed cultural dances (left)and rapped (right).

Both these events were a great success and gave the children an opportunity to share the experiences of the project as well as share cultural experiences with each other.


Following the completion of the 12 sessions and 2 cross border activities the close out of EAGER Mozambique was held on the 10th of February 2018. EAGER project participants, their guardians and local dignitaries attended, to listen how the children have been empowered by the project as well as viewing the EAGER Project films featuring the EAGER Mozambique films as well.




Left: EAGER participants performed a drama representing some of the issues they observe in their communities. Right: Parents and stakeholders got an opportunity to share their thoughts on the project and the EAGER films.

4.3.6 Outcomes of the project:

(i) Number of beneficiaries targeted, by objective

	Number of beneficiaries targeted			
	Total Adolescent Population per country		Per targeted Settlement	
	Mozambique	5834700	Namaacha	10801

(ii) Number of beneficiaries reached, by objective

	Number of beneficiaries reached	
	Male Participants	20
	Female Participants	20
	Trainers	10
	TOTAL	50

4.3.7 Successes Achieved

Media Component - The media component really aided the children in expressing their lived experience in Namaacha. This was especially true of the younger kids that formed part of our student group in Mozambique. As time progressed you could see them become more confident expressing their views and experiences, even when they were amongst older students.

Cross-Border Sessions - The cross-border event with students from Swaziland was very successfully. Students could share their experiences of similar and different challenges from across the border. Both events were successfully completed, with children also sharing in cultural activities such as song and dance.

4.3.8 Constraints

Financial Structure - EAGER Mozambique partnered with UP in Maputo in large part to facilitate easier payment to teachers and service providers (this step was taken to try and overcome some of the payment problems experienced by other EAGER projects). However, banks in Mozambique freeze any large transactions with large foreign exchange amounts. Thus, payments into UP's account was delayed. The payment to teachers and service providers were subsequently delayed. This delay became even longer when there was a staff reshuffle in the finance department within UP.

4.3.9 Overall Performance and recommendation

As an overall the program in Mozambique performed well. Initially we might have had a level of naivety to the extent that language and administrative barriers would delay the implementation of the project in Mozambique. These issues constitute a significant barrier and require a fair bit of ground work and partnerships with government of local institutions to be established to ensure that a project starts and ends on time. As standard, it is my believe that these challenges should be compensated for by adding a, extended “ground work” phase into any project plan for “non-English speaking” countries in the SADC region. Possibly in country partners, or alternatively USAID field offices could also provide much needed leverage to assist in speeding up administrative process.

4.3.10 Overall cost effectiveness

Exchange rate fluctuations presented a challenge during the roll out of the project. Because of the weakening of the Rand to the US Dollar (during 2017), it meant that our budget kept increasing. We therefore had to find innovative ways to spend the budget whilst adding value to the project goals and legacy. To this end, the project team decided to add cross-border session with Swaziland (2 during 2017) and a close out session (in February 2018). Both these interventions would provide opportunities to learn from the experiences of other participants and to showcase how participants have become empowered. The students were also each given an EAGER backpack in addition to the initial book bags, which they could use for school. The need for a backpack was advocated for by participants themselves.

4.3.11 Reasons why established goals/targets were not met

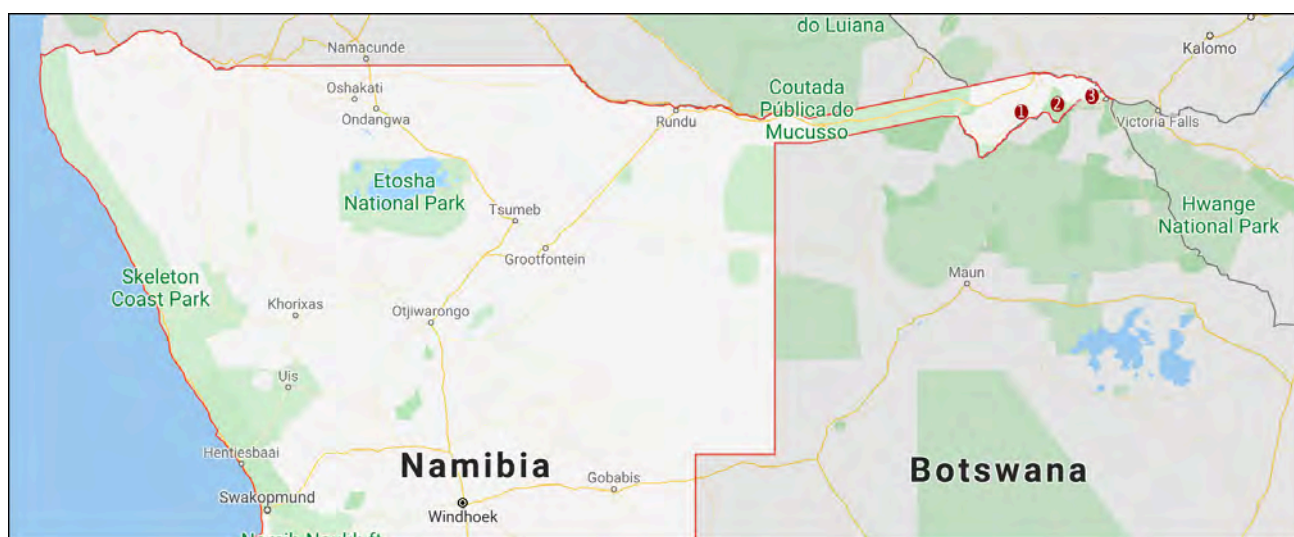
The project goals in terms of project start and end date was not adhered to a 100%. The original start date for the project in Mozambique would have been around May 2017, with a proposed end date of September 2017. Due to administrative delays on the part of the Matola Department of Education, we were only granted permission to conduct the project by the end of June 2017. The first session with the student (official start of the project) therefore was pushed back to August 2017. The project officially stopped in February 2018. In spite of these delays all seasons, including two cross border activities were conducted.

4.4 Namibia

4.4.1 Areas of implementation

IMPALILA ISLAND, KASIKA AND MBALESINTE/KAVULAVULA

4.4.2 Location map



Source: Google Maps. 1) Mbalesinte/Kavulavula; 2) Kasika; 3) Impalila Island

4.4.3 Description of the area

The initial intention had been to focus on Katima Mulilo as the Namibian component for the EAGER project. Katima Mulilo is the largest town in the Zambezi Region and located 128km from the Botswana component of the EAGER project; Kasane and Kachikau. An initial meeting was arranged with a local non-governmental organisation, the IRDNC (Integrated Rural Development and Nature Conservation) and in this meeting management of the IRDNC indicated that because the project is focused on border communities to rather include Impalila Island and Kasika for the project focus in Namibia. Consultation with teachers and school heads in both Kasika and Impalila Island indicated that the further isolated area of Mbalesinte should also be included in project activity. This suggestion would prove to be very accurate in that young people in these areas are closer in proximity to the Botswana component, literally located across the Chobe river. Young people in these areas also proved to be very isolated from the larger Namibia as people here need to travel through Botswana should they need to access the nearest largest town of Katima Mulilo.

This area of Namibia, previously known as the Caprivi Region, named after Count Leo von Caprivi, a chancellor in 1890 to 1894 of the former German colonial era was renamed in 2013 and is now referred to as the Zambezi Region.



Eastern Floodplains of the Zambezi River, IRDNC Map, 2016.



Aerial view of proximity and location of Botswana, Zambia and Namibia to one another. 2017.



Examples of village compounds for a family and extended family at Kasika and Mbalasinte, 2016.

Impalila Island, Kasika and Mbalasinte, where the EAGER project was active, are located at the very eastern part of this area in what is referred to as the Eastern floodplains of the Zambezi river. All three of these areas consist of various small villages, mostly a village is formed with people from the same family as well as extended family.

The population numbers in these areas vary from 1130 to 3000. In terms of basic services these areas do not have electricity or running potable water. Sanitation systems are also quite elementary and not maintained. This section of the Zambezi Region is cut off from the main land Namibia due to various river channels and the road between Kavulavula/ Mbalasinte and Katima Mulilo is only accessible certain times of the year when there is no flooding. Even with no flooding the road is considerably bad and sandy. Namibians staying in these areas travel across the Chobe river into Botswana through Kasane and the Chobe National Park and then back into Namibia via the Ngoma border crossing to reach Katima

Mulilo for banking services and shops for groceries. This is a regular difficulty for the people and young people here specially if a person does not have passport documents or cannot pay the transport through Botswana to Katima Mulilo. Any urgent supplies and fuel can be



Chobe Water Villas, 2016



Zambezi Queen, Floating River Hotel, M. W. Mana. (EAGER Namibia Participant) 2017.

purchased from Kasane town in Botswana, however a difference exists in Botswana currency (Botswana Pula) and the Namibian Dollar. Thus any supplies and fuel will be more expensive bought in Pulas in Kasane than if they were bought in Namibia. The schools involved in the EAGER project were Impalila Combined school, Kasika Combined School and Mbalesinte Combined School. The combined school caters for learners from pre-school to Grade ten after which students need to move away from their villages to complete their secondary education. Most families in these areas rely on fishing, keeping cattle and planting crops in the fertile floodplains as subsistence activities. Selling fish in Kasane also seems to be a good source of income as people earn in Pula when doing so. A small percentage of people from the villages are employed by the surrounding lodges in the area, however in comparison with the tourist and lodge rich Botswana side of the Chobe river there are very little lodges on the Namibian side as means of employment.

4.4.4 Description of hazard/risk profile of Namibia

(i) Hazards, Risks and Disaster in Namibia (2015 - 2017)

Namibia has also suffered drought events from before 2016 as well as during, which decreased the food security of Namibia. Though since the last rain, livestock and grain quality increased in the last part of 2017. Furthermore, the armyworm infestation also took its toll on the agricultural sector. Flooding was also present in 2017 (EM-DAT, 2017b), mostly affecting the Oshana and Omisati regions. Malaria is an ever-present risk in the Ohangwena, Omaheke, Omusati, Oshana, Oshikoto and Otjozondjupa regions, though the rest of Namibia has a lower risk of this disease (ReliefWeb, 2017b). During 2016, Namibia had been experiencing a persistent drought for the past three years, intensifying the impacts that the

drought had on the population. During this drought, farmers were forced to destock and due to the reduction in livestock, affected over a quarter of the population, who had no food security. The Government of Namibia declared a national disaster in July 2016 (ReliefWeb, 2016b). The declaration was informed by the 2015/16 Namibia Rural Food security and Livelihoods Vulnerability Assessment report from the Directorate Disaster Risk Management-Office of the Prime Minister (Heita, 2016). According to the assessment report, 729,134 people were food insecure with 595,839 people that required immediate assistance.

The army-worm infestation outbreak, which started in the Omusati, Kavango West and Kavango East as well as parts of the Zambezi regions, wreaked havoc on the agricultural system in Namibia (ReliefWeb, 2017b). About 5,000 metric tons of maize was lost in the north and north eastern parts in mid March of 2017, where as the total loss of grains in Namibia, due to the army-worm, were approximately 50,000 hectares of maize that had been damaged (Heita, 2016). Namibia has received rain associated with La Niña following four years of drought. However, the heavy rains have caused flooding which has affected 155,924 people, displacing 3,331 (Heita, 2016). Although the Government of Namibia has responded with shelter and services for the displaced, the caseload of displaced people is expected to increase as river levels continue to rise (Heita, 2016). Stagnant water has also caused a sharp rise in Malaria cases with almost 12,000 cases and 18 deaths reported in the first three months of 2017.

(ii) Hazards in Zambezi Region - Impalila Island, Kasika, Mbalesinte.

One of the major hazards this area experience each season is that of flooding. This area is a floodplain for the Zambezi River that also joins the Chobe River here. It need not rain heavily in the area for flooding to occur as flood water is mostly generated by heavy seasonal rains up stream in Angola and Zambia.

The flooding in the area is a seasonal rhythm dictating activity in all aspects of life. People evacuate their homesteads each year before the rainy season and move all of their belongings to the higher lying area around the schools. Here they stay for the months of the year when the flood water is high and move back when flood water have subsided.



With the area of Kasika, Impalila Island and Mbalesinte being situated in the floodplains flooding is a regular occurrence that learners have to face going to school and coming home. Pictures taken by the EAGER Namibia participants showing the issue with flood waters.

The area of Mbalasinte is exceptionally inaccessible during this time as flood water is too shallow for motored boat taxis to navigate but too deep for children and people to walk in. During this time these areas are mostly seen as inaccessible but if travel is necessary traditional carved out wooden row boats are used for short distances.



Left: Traditional wooden boats used when flood water is too high to walk but too shallow for motor boats to access. Right: Cattle need to be herded through flood areas sometimes. Pictures taken by EAGER Namibia participants.

Diseases are also a hazard in these areas as access to medical services are very limited and long distances need to be walked or traveled by boat to get to clinics in the area. With stagnant water and poor sanitation malaria and other water born diseases are common and symptoms like diarrhoea and dehydration can be especially threatening.

Wild Animals are also another hazard experienced in this area. The proximity of these areas to the Chobe National Park across the river where animals roam unobstructed ensures that these areas experience a high density of wild animals such as elephant, buffalo and hippopotamus. The area of Mbalasinte is also well known for larger than normal Nile crocodiles and because there is no running water in these areas children are mostly sent to fetch water at the river side, making them vulnerable to interaction with these types of wild animals. Wild animals do not only threaten the lives of people but make it very difficult to plant any vegetable gardens as a sustainable food source.

On this local level not much mention was made of drought during the project duration as the seasonal flooding still occurred

4.4.5 Narrative on in-country implementation

4.4.5.1 Initiation and planning phase

The first site visit was done in March 2016 (17-18 March) in Katima Mulilo and coincided with the first series of initial meetings held by the country coordinator of Botswana and the media and documentation coordinator for the project. The EAGER project manager was at

the same time having a meeting with the potential partner that the ACDS had identified for Namibia, IRDNC (Integrated Rural Development and Nature Conservation). It was anticipated that the meeting between the EAGER Project Manager and the Head office of the IRDNC will have concluded by the time the team reaches Katima Mulilo and that initial meetings and steps could be taken to start the planning phase of how the project will be implemented. This however did not happen and a site visit of Katima Mulilo was done. One aspect that was identified already with the first site visit was that Katima Mulilo was quite far away from the other two sites in Botswana. In itself this was not a problem but if ventures with both



Left: Country Coordinator and trainers from Mbalasinte school. One of two times that it was possible to visit Mbalasinte Combined school. Right: Trainers from Kasika Combined and Local Facilitator for EAGER Namibia.

Namibia and Botswana were to be planned this would have become a challenge. The cross-border focus of EAGER was also somewhat lost if Katima Mulilo were to be selected.



Trainers from Kasika Combined school with staff from IRDNC accompanying the team to the sites.

The second visit to Namibia was done in July 2016. Again coinciding with the site visit to Botswana. On 11 July 2016 the initial meeting with the IRDNC management for the Zambezi

office in Katima Mulilo was held. Management of IRDNC (Zambezi Region) proposed that instead of focusing the Namibian component on the area of Katima Mulilo it would be better focusing the Namibian component of the EAGER project on the Eastern Floodplains of the Zambezi river. The areas of Kasika and Impalila Island were identified as possible project sites. On 13 July 2016 a site visit to Kasika was arranged and one of the IRDNC field officers, Mr. Justice Muhinda accompanied the country coordinator for Namibia to Kasika area and Kasika Combined School. The team was introduced to principal of the Kasika Combined School, Mr. Netta and he was given an overview of the plans for the project and an introduction to the plans for the media and documentation component. Mr. Netta proposed two of his teachers to become EAGER trainers in the project Mr. Siyunda and Mr. Kangamba. Both these teachers dealt with life science/skills and are the guidance teachers at the school. On 19 July 2016 a site visit to Impalila Island was arranged in order to meet one of IRDNC's field officers that was stationed on the Island. Mr. Asser Manya became the Namibian component's Local Facilitator and showed the team around the Island. Introductions were made at the Impalila clinic on this day and the team also met the principal of Impalila Combined School, Mr. Mubita. Project plans and plans for the media and documentation of the project was also discussed with Mr. Mubita and he proposed a trainer from his school Mr. Simataa. Mr. Mubita agreed to participating in the project on the condition that the Regional Director of Education in the Zambezi Region in Katima Mulilo should give its blessing for the schools to take part. This meeting was arranged and documentation sent out to the Regional Director of Education.

4.4.5.2 Training Workshop

The training of the trainer workshop was arranged to be held together with the training workshop of the trainers from Kasane and Kachikau in Kasane from 01 - 03 August 2016. At this stage the Regional Director of Education in the Zambezi Region had not agreed to a meeting and was unavailable. Only two trainers from Kasika Combined School and the local facilitator, Mr. Asser Manya attended the training workshop. It is in this workshop that the Kasika trainers identified the need for the project to also include the area of Kavulavula/ Mbalesinte and the Mbalasinte Combined School. It was also decided that a follow up meeting will be arranged with the Director of Education to discuss the project. This meeting was arranged by Mr. Manya on 14 August 2016 and the project explained to the Director.



EAGER Namibia Trainers, September 2016.



EAGER Namibia Trainers brainstorming how the Namibian component of the project will be implemented, September 2016.



EAGER Namibia Trainers from Kasika Combined School presenting a Snakes and Ladders game they adapted to be used in the sessions as a form of quiz with poor and better decision making integrated. 2016.


After this meeting a letter of approval from the Regional Directors office was sent to the schools indicating that the EAGER project may continue on condition that it does not interfere with normal school activities and that a full report will be sent to the Directorate after the project is completed.

The training of the trainer workshop for the Namibian trainers were held from 14 - 16 September 2016 in Kasika. In attendance were Mr. Many as the local facilitator, two trainers from Mbalasinte Combined School (Mr. Matengu, Mrs. Kambinda), two trainers from Kasika Combined School (Mr. Siyunda and Mr. Kangamba) and one trainer from Impalila Combined School (Mr. Simataa). Also in attendance were two field officers from the IRDNC (Mr. Maiba, Mr. Muhinda).

During this workshop, the project plan was set out and the trainers together with the country coordinator as facilitator determined details such as: the ages of the participants, the topics that should be covered in the sessions that focussed on issues relating to the area, the time and which day sessions will be held, which facilitators are available in the area for certain guest sessions. One of the major aspects in this area were discussed namely if schools will have their sessions together or will each school do their own sessions. Based on the difficulty of transport and moving EAGER participants via boat or overloading available transport each school decided to have their sessions separate. Ten to twelve sessions were planned for the duration of the project.

4.4.5.3 Implementation Phase:

All three schools started with their first session on 26 September 2018. Below is an session outline of the different topics for discussion that were decided on by the trainers as priority aspects to focus on in the area:

	Session Plan for EAGER Namibia		
	Session Date	Session Topic	Session Description (As from the trainers)
	26/09/2016	1) Introduction	Introduction session to kids and parents about the EAGER Project
	03/10/2016	2) Decision making skills and Team building	A session to strengthen group dynamics for a secure foundation of the programme and exploring good decision making by interactive problem solving
	10/10/2016	3) Wildlife and Nature	In this session the impact of poor environmental behaviour was discussed and also environmental issues that threaten participant's lives.
	17/10/2016	4) Wildlife and Nature	Discuss common threats in the area like wild animals and discuss the appropriate behaviour regarding animals
	24/10/2016	5) Career guidance	A session discussing possible opportunities to learners and for learners to better understand their skills interests and abilities. Investigating possible ways of achieving the future that learners are planing
	31/01/2017	6) Sexual Education and Health	This topic was opened for discussion to create more awareness of different types of risky behaviour and the consequences of poor decision making. In this session trainers also aimed to understand the perspectives of the participants regarding different things like HIV/AIDS and sexually transmitted infections and how to seek help regarding these aspects.
	07/02/2017	7) Teenage pregnancy	In this session the issue of teenage pregnancy was discussed as well as where learners can seek professional help and what to do in these circumstances were discussed. Participants also explored coping strategies that might help to lessen the number of teenage pregnancies in the area.
	14/02/2017	8) Water Safety and Flooding	Issues experienced with water during flood times were discussed in this session and solutions were explored by participants to lessen the impact of these issues
	21/02/2017	9) Water Pollution	Because water is such a significant theme in this area a session was done on water pollution, causes and the consequences to this area regarding the pollution of water.
	28/02/2017	10) First Aid training	In this isolated area medical assistance is not readily available. This discussion focused on what participants can do to medically assist family and community in an emergency situation.
	07/03/2017	11) Substance and drug abuse	To open discussion on the use of substances by adolescents and to discuss why adolescents engage in alcohol and drug abuse and further what are the implication of this pattern.
	14/03/2017	12) Entrepreneurial Skills and Business	This session focused on discussion around the characteristics of an entrepreneur and what is the process that should be followed to establish a business. Guest speakers were invited for this session.



EAGER Sessions with participants in Kasika and Impalila, Namibia. October 2016 - April 2017. Pictures: EAGER Namibia Trainers.

4.4.5.4 Close-Out Activity

The last session for the EAGER Namibia component was held 14 March 2017. With a previous visit the then project manager had proposed that a joined session be held between EAGER Botswana and EAGER Namibia. The country coordinators of both sites together with the trainers for both countries decided such a joint session should be structured around a sports day. The main aim of this session was to have the participants from EAGER Namibia and EAGER Botswana meet one another and interact and have an exchange with one another. The EAGER Sports Day was held 28 October 2017 at Chobe Junior Secondary School in Kasane, Botswana and the main games for the day was soccer and netball. It was a fun




Soccer and Netball teams from EAGER Namibia and EAGER Botswana with the EAGER Sports Day trophies for 1st and 2nd places. October 2017.


and interactive day enjoyed by all the EAGER participants from Namibia and Botswana. The day was also widely supported by the Kasane Fire Station, Medical Rescue Services from a local private clinic, Staff from the Chobe Regional Director of Education Office, members of the school board at Kasika Combined School. Hopefully this will become an annual event and young people from this area in Namibia and Botswana can compete for the EAGER Sports Day trophy in Netball and Soccer each year. Trainers were also sharing ideas on not only a sports day but to have a cultural day as well where the young people from both areas can share their respective cultures. In an area where Botswana's from Kasane and Kachikau are not familiar with the people and the environment across the river from them and where Namibians from Impalila, Kasika and Mmbalesinte only really know Kasane and Kachikau from traveling through it to Katima Mulilo this type of exchange is very valuable for the young people in these areas. It also translates into different issues like the perception of the one group of the other and visa versa. In this way myths are challenged, stereo types challenge and perhaps by interacting on something seemingly insignificant like soccer and netball these young people can be better equipped to address cross border issues as leaders in the future.

4.4.6 Outcomes of the project

(i) Number of beneficiaries targeted, by objective

 Number of participants targeted				
Total Adolescent per Country/Region			Per targeted settlement	
Namibia		529 000	Impalila Island	960
Zambezi Region		21 743	Kasika and Mbalasinte	480

(ii) Number of beneficiaries reached, by objective

 Number of beneficiaries reached			
	Trainers	Impalila Combined School	1
		Kasika Combined School	2
		Mbalasinte Combined School	2
	Total		5
	IRDNC Staff		3
	Learners	Impalila Combined School	10
		Kasika Combined School	11
		Mbalasinte Combined School	11
	Total		42
	Male Learners		21
	Female Learners		21

4.4.7 Successes achieved

Structured program - The EAGER project offered young people in the area a structured programme and a weekly commitment. This was something kids could be busy with outside of school and home chores where they can engage on relevant and important information about their environment and peers. This is important in these areas (Kasika, Mbalasinte and Impalila) where young people are isolated and where limited activities outside school exist.

Relying on local knowledge: The strategy to have trainers decide on the structure and content of the capacity building sessions worked really well. Trainers are in most cases the guidance or life skills teachers of the school. Implementing the project in this way gave trainers the opportunity to address issues that they are aware of in the areas but that fall outside of the limitation of the school syllabus.

Introduction between EAGER Namibia and EAGER Botswana - Getting both these groups together is a success for the project. The information both these groups had about one another were very limited and very constraint to what people from both countries say about one another. Namibian participants know the area of Kasane only from on some occasions



EAGER Namibian participants from Kasika Combined School on a field trip to Mudumu National Park with IRDNC field officer. M. Kangamba. 2018.

shopping in Kasane or traveling through the town to get to Katima Mulilo in Namibia. The Botswana participants do not know most of the time where the areas of Kasika and Impalila even is though it is right across the river from Kasane. The interaction of these two groups during the EAGER Sports Day that was held hopefully closed the gap between these two groups of young people somewhat.

Getting to know local structures - The implementation was done without taking into account time to get to know the local structures. This is where the local coordinator played a vital role. This person should act as a consultant on local custom, way of doing, power relationships, vetting activities for appropriateness, specially if project structures are developed from nothing as was the case in this project.

Activities after EAGER ended - When funding for projects such as the EAGER Project stop and activities conclude it is always the hope that areas that had been involved keep the momentum going and continue with activity afterwards. It is therefore exciting that in February 2018 the EAGER Namibia participants from Kasika Combined school were taken on

a visit to Mudumu National Park. This field trip was arranged by the IRDNC Zambezi office that had been active in the EAGER Project in the Namibian component already since the beginning. The trip was arranged to expose the young people to another area in Namibia that also work on a conservancy basis and to raise the issue of human-wildlife conflict. The IRDNC official working in the Zambezi region and specifically in the floodplains remains as a contact to the EAGER Namibian participants and involves them in such a way in risks and issues in their immediate environment.

4.4.8 Constraints

Site Selection - The proposal from the IRDNC was entirely correct in suggesting that the areas that would benefit more from something like the EAGER project is Impalila Island, Kasika and Mbalasinte. However logistically even though it is closer to Kasane then Katima Mulilo these areas were hard for the project team to navigate as well as the country teams and their sessions with the young people. This was not allowed for in the implementation plan. If initial meetings with IRDNC were done earlier and these sites identified earlier a lot more time could be spent finding the correct local facilitator and perhaps adjusting the structure of the project to better suit the environment. Value could be added by doing this. Despite this difficulty trainers in each area really influenced the successful achieving of the objectives in this regard.

Transportation - This area is extremely hard to get around without knowing the correct people and understanding the context. Getting to know the right people and understanding the context takes additional time. There is no public transportation system in this area aside from boat taxis but the schools are reached by walking between 3 - 4km from the harbour both at Kasika and Impalila Island after a 20 minute boat trip to reach the harbour. The most difficult area to access was that of Mbalasinte. Mbalasinte is 50minute boat trip from Kasika via the Chobe River or an hour and 30 minutes drive from Kasika. This area is only 20 kilometres away from Kasika but the road here is exceptionally bad and sandy. There are also a few persons who own vehicles here to ask for transportation. The project team only visit the area of Mbalasinte twice in the duration of the project because of the difficulty in accessing this area. Trainers from Mbalasinte however managed to attend all the meetings and if they could not accompany the participants from the school they ensured that an elder

accompanied them with activities such as the EAGER Sport Day. Relationships built with local lodges, service providers and officials in these areas allowed the project team at certain times to get around easier. These relationships however were only solidified more toward the end of the project as they developed naturally throughout the duration of the project.

Local pace - Also not taken into consideration with the planning of the implementation is that of the local pace. In the Zambezi Region the project team had to adjust to the local pace in which things are done. This meant that planning trips to the areas and planning meetings and activities for the time period was entirely skewed and created a mismatch in terms of time allocated for certain activities and the actual time spent on activities.

4.4.9 Recommendations

Local Facilitator - The importance of the local facilitator for a project such as EAGER cannot be over emphasised. Adequate time should be taken to identify the correct person for this responsibility. This person should be capable of being entrusted with linking with other local role players and should be able to work autonomously. These are very hard attributes to identify in a short time period and therefore time should be allocated to this activity. Alternatively a member of the project team should be placed at the project sites at a semi-permanent basis to be the link between the implementing organisation and the local project team.

Dependency on trainer manual - The training workshops were done in three days of which most of the time was allocated to familiarise the trainers with the developed training manual. The context of the EAGER Namibia sites were so specific and different to the rest of the countries that there cannot be such a significant reliance on the training manual. Trainers should be familiarised with the content of the manual as an example of how a project can be done and then more time should be spent on discussion and planning of the project allowing more time for trainers to adapt the proposed structure to their context. This is also a valuable opportunity to spend time on conceptualising disaster risk and critically training persons to be able to identify aspects of risk in their environment. These aspects were briefly touched on and should be well trained so these elements are more apparent and integrated into the project activities.

Logistical issues - Unfortunately logistical arrangements and existing structures do play a role in terms of implementation time and achieving project objectives effectively. Aspects such as transportation and accommodation should be well researched for project sites before implementation starts. With the project sites decided on for EAGER Namibia the normal process of logistical arrangements in a project was severely challenged because of the lack of availability in these areas. Firstly traveling to and from the project sites was a challenge in that not enough air travel was allocated to reach these areas. In order to reach the project sites in Namibia the project team had to travel 2480 km there and back by road each time. Secondly transportation in the areas was also not easily arranged and even though the project team adjusted to these challenges as best they could these aspects should be taken into consideration. Thirdly accommodation was also not as easily accessible in these areas as most available accommodation caters for upmarket tourism and was therefore quite expensive for the purpose of working in the area.

Availability of financial resources - Due to the very unique nature of the sites in the EAGER Namibia component reporting on financial expenditure via the existing NWU structure was also challenging. Expenses were only considered formal if an invoice could be presented. Service providers offering this type of documentation do not exist in these areas. Boat taxis or members of the community offering transportation do not offer these types of documentation for payment and therefore these costs were mostly paid out of pocket or in the form of fuel. Role players offering their time was also paid out of pocket in most cases. The area therefore did not allow project members to include all project cost in the budget for the project activity.

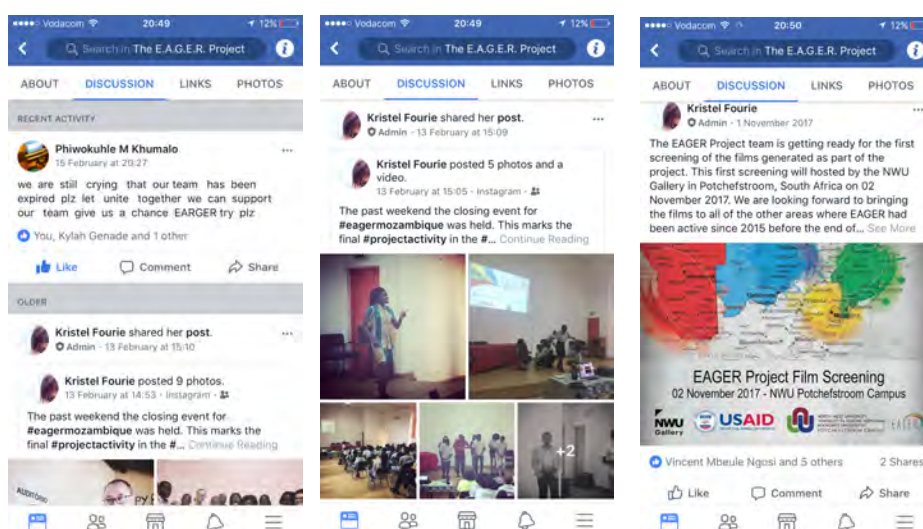
5. Media and Documentation

5.1 Areas of implementation

Botswana - Kasane, Kachikau; Namibia - Kasika, Impalila Island; Swaziland - Ngomane, Lomahasha; Mozambique - Namaacha

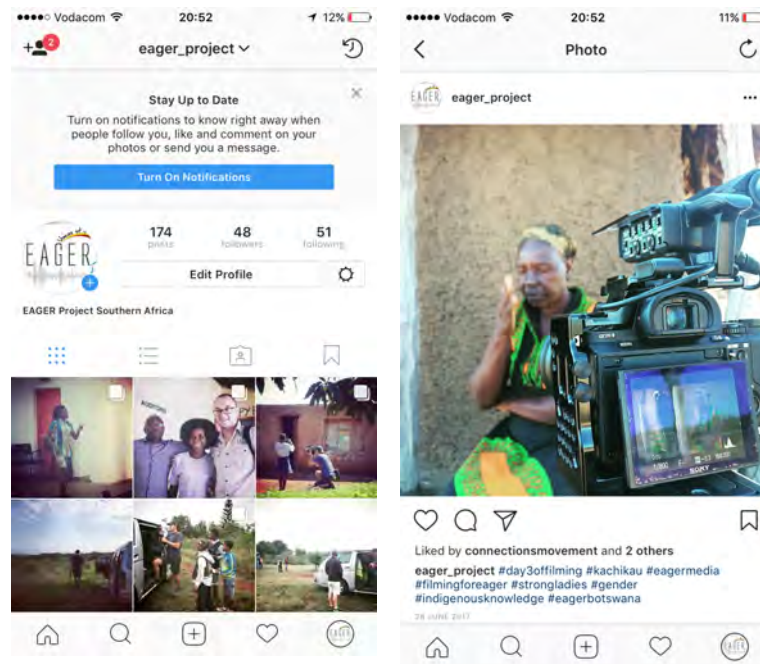
5.2 Description of the aim for media and documentation:

The media component of the EAGER project worked with two main elements film and photography. The third element that was used but did not form the core of activity during the project was that of social media. An Instagram account and Facebook group was created and activities throughout the project was posted on these platforms by country coordinators on each visit. The online media where surprisingly popular with the EAGER participants as well as the EAGER trainers from all the countries. This was unexpected as the country participants and trainers were not the primary target audience for the social media platforms but aimed more at external stakeholders. The social media profiles where used to post any project activity related information as well as opportunities that participants could follow up on. The Facebook page has 369 members following the activity and the Instagram profile has 48 followers.



Facebook group - The E.A.G.E.R Project

EAGER participants and trainers followed project activity in other countries closely by using Facebook and interacted by commenting and liking different posts made by the country coordinators or the trainers. Facebook was specifically popular with the EAGER Swaziland participants and it is also on the Facebook group that the EAGER Swaziland participants expressed their disappointment with the end of the project and requested the project be considered for extension.



Instagram Profile - eager_project

The EAGER Swaziland group also created their own Facebook page as well called EAGER Team Swaziland and here participants check in with one another and give support for examination time etc. Although the media was not used as much in the other countries it was a platform for trainers to follow the activities throughout the project in other countries.

5.2.1 Film

One of the main elements in the media and documentation component was film. Film as a medium is effective because it gives faces and voices to the people in an area. It was therefore selected as a method to capture people's stories and to hear them tell the story of their area from their perspective. It gave people and kids in the different project sites an opportunity to share their experiences of risk, hazards and capacities in their environment. A challenge was experienced at the onset in finding a production team that would take this task on. By June 2016 such a company was identified and initial meetings were held. However after numerous communications the initial production company late in 2016 withdrew from the opportunity stating available capacity as the reason.

A stringent selection process was then started at the beginning of 2017 in the search for a production company that would be able to do the film. By the end of January 2017 the media coordinator received 14 proposals from various companies wanting to do the film. A review committee consisting of various people in the producer, director and filmmaking industry reviewed the proposals and selected their options Another Love Production to do the EAGER film. After discussion and planning it was decided that instead of making a 45 minute extended documentary of the different countries taking part in EAGER, shorter

5-11minute films will be done in each country. Each country therefore has two to three short films products. The rational behind this was that one can cover a diverse amount of themes in a number of short films as appose to trying to have them make sense in a longer format. The countries and their contexts differed significantly enough to also support this decision. Also with shorter films it would be easier to post online and would be more effective with a wider audience. These films were categorised into three different groups. Firstly each country has an EAGER Kids film. In the Kids films participants were selected to talk about the picture that they had taken and why they had taken that specific picture. Kids were selected based on their narratives that they submitted as part of the activity. The selected pictures and stories were most often a common issue in their environment raised by the other EAGER participants as well. Three to six EAGER participants were selected for each film and represented the issues identified by the group of EAGER participants. The next category of films focused on the EAGER trainers of each country. The trainers were selected specifically because they know the young people that they work with very well because they are teachers. The trainers are the ones that understand what the young people deal with on a day to day basis and they have specific insight into the lives of young people in the countries. In most cases the trainers had stories of their own to share, about the areas where the participants came from, about their experiences as teachers and in some cases offer a glimpse into a troubled history of an area. The third category was that of profile stories and it included characters in the areas where the projects were done that have a specific insight to give regarding risk. There were only two such films made, one in Namibia with Mr. Robert Maufila the headman of his village highlighting risk and disability as he has been blind all his life. The second one was made in Botswana with Ms. Sense Mokoti where she highlights capacity in the rural areas and the importance of traditional knowledge.

5.2.2 Photography

The other main element of the media and documentation component was that of photography. The media and documentation component integrated the film and photography component by interviewing the participants about the pictures that they had taken. The photography element had two main components. Firstly, EAGER kids in all the countries were given a Canon Ixus 175 camera to work with and received basic camera training on the functioning of the cameras. EAGER participants were then asked to answer questions by taking pictures and writing a narrative of why they took the specific picture. These pictures and the accompanying narrative was then sent to the media coordinator and together with the director of the films narratives and pictures were chosen based on the themes they covered. For example if lack of water resources were an issue indicated by a number of participants a water story was selected to include in the film. In the interview kids would then be asked questions that related to other stories of the same theme. The second component to the photography part was the generation of a photo book. Initially the pictures that the EAGER participants took would have been collected to make a photo book

as one of the media products. However working in the areas it was realised that the media component and specifically the filming was a big component of the participants experience but most do not have access to technology to look at the films again. It was then decided that the photo book would be based on the film and the stories of the EAGER participants would be captured here as well. Leaving the photo book in the areas where EAGER had functioned creates a reminisce of the project and the themes addressed by the young people in that area that can be shared with a wide variety of persons in the communities as well as bring these emphasised themes to the attention of leaders in the areas. Hopefully this will create more awareness of the issues that are experienced by youth in the areas.

5.3 Narrative on in-country implementation

The media and documentation component and the activities consumed quite a bit of time. Filming and taking pictures in communities are both very invasive activities and it was necessary to first build good relationships in these areas. By building good relationships in the project areas the media coordinator could come to know what is acceptable and what not or if the coordinator was unsure she would have trusted partners that she can consult. Secondly it was important to take a systematic approach to the implementation of the media component. This was important to allow for as much participation as possible in the production of the media products.

5.3.1 Introduction Meetings

In March 2016 the media coordinator formed part of a team who traveled to all four countries and their aim was to lay a foundational structure for the project. Also these visits aimed to already explain the aim and activities planned for the media component and gauge the possible reception of such activities. The media coordinator therefore conducted first visits to Kasane and Kachikau in Botswana (12 - 14 March 2016) where the team met with the Chobe District Commissioner and the Deputy District Commissioner who gave their blessing for the project and media component. Initial meetings were also arranged with the Kgosi (Chief) of Kachikau as well as the District Director of Education.



Meeting with the staff and principal of Chobe Junior Secondary School. First visit to Kasane and Kachikau. Right: Town of Kasane and the Eastern Floodplains of the Zambezi visible.

The Director indicated in this meeting the schools that she propose to be part of the EAGER project and the team then met with the principles and staff of the schools and did site visits to the schools as well. The implementation of the media activities for the project were explained in all of these meetings as part of the planned project implementation.



Left: Liswaani Junior Secondary School in Kachikau. Middle: Chief of Kachikau. Right: Kachikau village area.

First meetings in Ngomane and Lomahasha in Swaziland was done from 21 March - 24 March 2016. In this time the project and the media component was explained in meetings held with chair person of the community councils office in Lomahasha. Next the community council was called for a meeting by the chair person of the community council. In this meeting the project and media component was discussed and a risk assessment activity was done with the council members. The community council in Lomahasha gave their blessing for the project and appointed a contact person to assist the project team in their activity, Mr. Mkabela. Mr. Mkabela then took the team around Lomahasha for visits to the proposed



Lomahasha village and meeting with the Community Council of Lomahasha - conducting a risk assessment activity.

schools in the area. Meetings were also set up to explain the project to the principles and establish first contact at all of the proposed schools. At this stage the area of Ngomane had already agreed to take part in the project as they are under management of the Royal Swaziland Sugar Corporation. Meetings were thus arranged with the principal of Ngomane High School and the project was explained. Site visits were done to the town of Ngomane and the hostels for cain workers and the food distribution area was visited.



Site visit with Mr. Mkabela. Visits to the selected schools. Middle: Staff and principal of Mbokojweni High School in Lomahasha. Left: Nkalashane High School in Lomahasha.

In the same time that Lomahasha and Ngomane in Swaziland was visited (21 March - 24 March 2016) the team took a short site visit trip to Namaacha in Mozambique. The town of Namaacha had been identified as the Mozambique site to be part of the EAGER project however no meetings were arranged in Mozambique at that time.



Pictures in and around Ngomane taken on the research trip

The first site visits and initial meetings for Namibia were conducted from 09 - 19 July 2016. Meetings were held with the IRDNC (Integrated Rural Development and Environmental Conservation), a partner identified working in that specific part of Namibia. Site visits to Kasika Combined School and Impalila Combined School were done and the project explained to the principal and possible trainers at each school identified. The Namibian local facilitator



Site visit to Impalila Island and Impalila Combined School with the Namibian local facilitator.

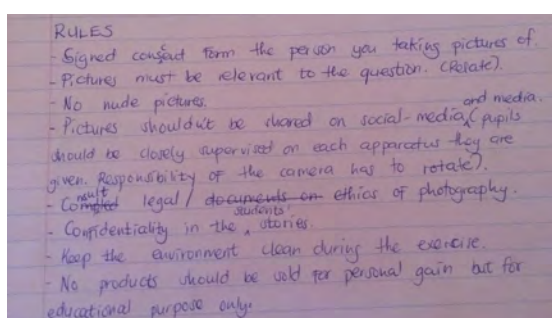
appointed to assist the project team introduced the team to various local stakeholders such as the conservancy officials and clinic staff. A short risk assessment activity was done with Grade 10's at Kasika Combined School.



Left: Principal and staff from Kasika Combined School with contact person at IRDNC assisting the team. Middle: Risk assessment activity with learners at Kasika Combined School. Right: Waiting for a boat transfer to Kasika and Impalila at Kasane harbour and immigration.

5.3.2 EAGER Media Workshops

Filming and photographs are two quite invasive activities and it was important for the media component that the wider community are firstly aware of the activities that will take place. Secondly its important that they approve of these activities within their communities as well as participate in setting up the rules for these activities. Community committees (CC) were established. The CCs consisted of selected members of the communities such as the chiefs or representatives sent by the chief of the villages and towns, community development committee members, staff from police, immigration, clinics and social workers. Also in attendance and invited were the trainers in each country component as well as the principal from each school, where possible. A date was arranged with the committee members for a EAGER Media Workshop where all relevant details were discussed with the members of the committees present. The media coordinator would then open a discussion on various aspects of the planned activities and time was given to members of the CC to raise their concerns and indicate the way they would want the activities to be implemented.



Left: An example of the guidelines developed in Swaziland for the participants and film team during the media component. Right: EAGER Media Workshop in Swaziland.

During these meetings a set of rules for what is considered acceptable and unacceptable behaviour for the film team as well as the kids using the cameras was developed as a guideline for when the kids would take part in their photo activity. The media coordinator did not at any stage experience any negativity towards any activities and did not remove any activities because the committee members were unhappy about it - all activities were approved. In cases where a CC member raised a concern about a specific activity the rest of the group would brainstorm a way of doing something different to address the mentioned concern. Due to very stringent time constraints with the project in Mozambique this component of the process was given up because there was no adequate time to arrange a media workshop. A table detailing when each of these EAGER Media Workshops were held can be viewed below.

Table 1. Dates of EAGER Media Workshops

Country	Date
Media workshop in Swaziland	28 April 2017
Media workshop in Botswana	12 May 2017
Media workshop in Namibia	16 June 2017
Mozambique	No Media workshop was held



Left: EAGER Media Workshop in Botswana. Right: Members of the community committee trying out the cameras that would be used by the kids.

5.3.3 Camera Training workshops with EAGER kids:

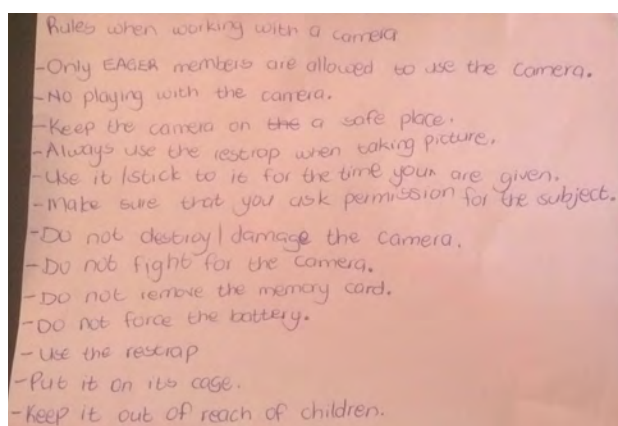
The main aim of the media component in the EAGER project was that participants should have an opportunity to share their experiences through the use of film and photography. Another important aim was also to teach students something of the media they will be using, a skill that they can use well after the project is complete and done. After the EAGER Media Workshops were done a series of camera trainings began to teach EAGER participants the technicalities of the cameras they would be using.

Also during these sessions a section of photography appreciation and how to tell stories with photos were part of the session outline.



Camera training in Kachikau Primary School with a local photographer from Kasane, Botswana.

The idea was to involve local photographers in each area that would help present the sessions. This strategy only worked in the first training held in Kachikau in Botswana. In other areas local photographers were not as keen to get involved and either promised to come



Left: An example of the rules/guidelines that the EAGER participants came up with in Kasane, Botswana. Middle: Camera Training in Liswaani Junior Secondary School in Kachikau, BW.

and did not pitch on the day or declined the opportunity. During the camera training session the rules developed in the media workshops were discussed with the participants.

The EAGER participants also developed a set of their own rules of what they expect from their group members in taking care of the camera and what is considered acceptable photos



Left: EAGER Participants try out the cameras during the camera training session in Swaziland.

and what not. All documentation they would need as well as the consent forms for persons they will photograph was also discussed with them during this session.



Left: Media coordinator doing the camera training with the participants from Kasika Combined School. Right: EAGER Participants practising what they have learned in the training.

5.3.4 Research Trips

All of the countries that participated in the EAGER Project have very rich and dense contexts and the media coordinator had somewhat of an understanding of these contexts. It was therefore important that before filming commenced to bring the director/camera man for the films to the areas so they could also understand where these films had to be made. Various research trips were then undertaken with the director of the films to the sites and areas that will be part of the EAGER Films.



Left: Kazungula ferry - the only way to cross from Botswana to Zambia and the reason for the excessive amount of trucks waiting up to 5 days to cross. Middle: Director of the films, country coordinator of EAGER Botswana and Local Facilitator on a visit to the Kasane Fire Station. Right: EAGER Botswana had a fire safety session during the research trip.

These research trips were more or less combined with other activities like the EAGER Media Workshops or other important meetings and sessions. During the Swaziland research trip an entire day was also spent moving around the town of Namaacha in Mozambique in order for the director to become familiar with the area.



Left: Hospital in Namaacha, Mozambique. Middle: Catholic church. Right: Staff at the botanical research centre shows the team around the facility.

During this trip the team consisting of the Swaziland local facilitator, the media coordinator and the director met various persons. These persons included a nurse at the local clinic and her husband who have stayed in Namaacha for 35 years, a priest at the local catholic church and staff of the 'botanical gardens' in Namaacha run by Ministry of Science, Technology, High Education and Vocational Formation. The table below gives an account of the dates the research trips for each country occurred.

Table 3. Research trips to each EAGER Country

Country	Date
Swaziland - Lomahasha and Ngomane	23 April - 01 May 2017
Mozambique - Namaacha	26 April 2017
Botswana - Kachikau and Kasane	08 May - 14 May 2017
Namibia - Kasika and Impalila Island	08 May - 14 May 2017

5.3.5 Filming Trips:

Finally after all of the research trips were complete the filming in all the countries started. Filming in Namibia and Botswana was exceptionally fast paced as the time in planning was allocated for four main sites and not per country. Filming concluded with Namaacha in Mozambique at the end of November 2017. Below is a table detailing the timeframe for the filming trips as well as various photographs of the process.

Table 4. Filming timeframe in each country

Country	Date
Swaziland - Ngomane and Lomahasha	05 June - 10 June 2017
Botswana - Kasane and Kachikau	24 June - 02 July 2017
Namibia - Impalila Island and Kasika	24 June - 02 July 2017
Mozambique - Namaacha	28 November - 02 December 2017



Left: Interview with the EAGER trainer from Ngomane High School. Middle: One of the EAGER participants doing an interview about her photograph she took. Right: Filming in Lomahasha.



Left: Interview in Kachikau, BW with one of the profile characters Ms. Sense Mokoti. Middle: Interview with the EAGER trainer from Kasane Primary School. Right: Filming one of the EAGER participants from Kasane Primary as she shows how she took her picture.



Left: Interview with the EAGER trainer at Impalila Combined School. Right: One of the EAGER participants from Impalila being interviewed about the picture that he took.



Left: Filming one of the EAGER trainers in Mozambique. Middle: One of the EAGER Participants showing how she took her picture. Right: One of the EAGER trainers sharing her experience of the project.



Left: Group discussion about the pictures being filmed at Kasika Combined School. Right: One of the EAGER participants from Kasika Combined School sharing why he took his picture.

5.3.6 Screening Events

One aspect considered as very important to the media and documentation component of the EAGER Project was that the media products produced during the project much be shown to the areas where EAGER functioned. To this end screening events were planned for all the project sites where EAGER had been active.



NWU Campus Screening



In most cases the screening events were coincided with the closing event for each country. These events were structured to allow trainers, parents and EAGER participants an opportunity to give feedback on their EAGER experience. The screening of the films were then integrated into the events. Parents, family, friends of participants, colleagues of trainers



Swaziland Screening and EAGER Swaziland trainers (right)

and other stakeholders attended these events and had an opportunity to see and hear what participants had been busy with. One exception to the screening events in the countries was the one held on the NWU campus where colleagues and other stakeholders attended. Below a table can be found with the dates for each screening event.

Table 5. Dates of Screening Events in each country

Country	Date
NWU, Potchefstroom Campus	02 November 2017
Swaziland - Ngomane and Lomahasha	11 November 2017
Namibia - Impalila Island	23 November 2017
Namibia - Kasika	24 November 2017
Botswana - Kasane and Kachikau	25 November 2017
Mozambique - Namaacha	10 February 2018



Botswana Screening in Kasane. The EAGER participants acted as the photographers for the event with the cameras they had used in the media component.



Namibia Screening at Kasika Combined School. Elder in the community and a friend of EAGER addressing the audience.




Namibia Screening at Impalila Combined School. Principal addressing the audience (right)




Mozambique Screening in Namaacha. EAGER participants receive their book bags at the end of the event.

5.4 Outcomes of the project

(i) Number of beneficiaries targeted, by objective:

 Number of beneficiaries targeted			
	EAGER Media Workshops	Botswana	20
		Swaziland	20
		Namibia	20
		Mozambique	20
		Total	80
	Camera Training sessions	Botswana	40
		Swaziland	40
		Namibia	40
		Mozambique	40
		Total	160
	Screening Events	5 Screenings (Botswana;Swaziland;Namibia; Mozambique and NWU) <small>*based on how many persons were invited and catered for</small>	437
	Photography Book		300

(ii) Number of beneficiaries reached, by objective.

 Number of beneficiaries reached			
	EAGER Media Workshops	Botswana	20
		Swaziland	20
		Namibia	20
		Mozambique	0
	Total		60
	Camera Training sessions	Botswana	45
		Swaziland	40
		Namibia <small>*10 participants from Mbalasinte did not participate due to inaccessibility</small>	32
		Mozambique	40
	Total		167
	Screening Events	5 Screenings (Botswana;Swaziland;Namibia; Mozambique and NWU) <small>*based on how many persons attended</small>	390
	Photography Book	*if each person shares it with at least one other person	600

5.6 Successes achieved

Community Committees - One of the success in the media component was the establishment of the community committees at the EAGER Media Workshops. These committees helped a lot to gauge the media activities and what might be an issue and what not. Issues that the media coordinator foresaw was not an issue for the committee and things the coordinator did not think would be issues were highlighted by the CC. It was also very helpful to have all of the most relevant role players in one room to brainstorm how something could be done differently. During the filming week in Swaziland the community committee helped very much while the team filmed in Lomahasha. Lomahasha is a very small village and news travels quite quickly. Whilst filming one day around the village and getting footage of the village in general a very passionate resident came up to the team and

demanded to know why they were filming in the area. Another resident who had attended the media workshop came to explain what was going on and all of the details discussed in the Media Workshop. To the teams understanding in a previous community council meeting there was an announcement made about the EAGER media component that will be working in the area. The resident soon remembered the announcement when the committee member explained the situation. This situation could have taken valuable time to resolve if the Media Workshops were not held and people were not aware of what was happening. In a close knit village such as Lomahasha it was a benefit having various members throughout the village aware of what the team was doing.

Cameras to Students - Another success would be the cameras provided to the schools involved in the project for the EAGER participants to keep using. The trainers from EAGER Namibia and specially Kasika Combined school had recently notified the project team that the EAGER Namibia participants had taken a field trip to a wildlife park to learn about conservation. During this field trip the participants were using the cameras and documenting their trip. Another instance where the participants used cameras were at the closing event for EAGER Botswana. The EAGER participants were the photographers documenting the event for the day. Hopefully learners that participated in EAGER will go on to use the cameras to address aspects in their environment causing risk and not only cover events and field trips, but it is a start.



Left: EAGER participants attending closing event in Botswana were photographers for the event. Right: EAGER Namibia participants on a field trip with the camera in hand.

Local Screenings - Finally one other success was being able to take the EAGER Films to the different villages and communities whose children took part or who themselves took part in the filming in each area. EAGER participants appearing in the films countless hid their faces in embarrassment but were many times cheered by their fellow participants at the screening events. Some of the other characters brought a sense of pride home to those across all 4 countries and some viewers commented that they had never thought of certain things the way persons in the film expressed. One of the major achievements of the films are that members of one area could see what others in the region deal with. People from Lomahasha in Swaziland could see the environment and the circumstances of people in Kaska in Namibia. Sometimes these issues were the same and other times people were surprised at the different circumstances of people in other countries.

5.7 Constraints

Accessibility of Areas - One limitation experienced by the media and documentation component was the inaccessibility of Mbalasinte area. Due to the inaccessibility of the area the participants from this area did not take part in the photograph activity or the filming. Mbalasinte area is not accessible because of seasonal flooding and for the rest of the year with the sandy bad road it takes more or less two hours to reach this area by vehicle.

The media coordinator had to readjust her approach to all of the above sessions and workshops various times in different countries. In some countries like in Swaziland and Mozambique for example it was easy getting all 40 participants together for the camera training but in Botswana this approach did not work and camera training sessions needed to be done separately in each school. In Namibia transport between the two areas was an issue and EAGER participants could not be brought to one area and these sessions were also done separately.

Parallel running projects - The media and documentation component was planned to serve an over-arching function in the project. However it was extremely difficult to overlay the media and documentation process with the project progression in each country. It was necessary for each country team to first identify the role players and stakeholders within a certain country and build somewhat of a relationship with people in each country. Media activities progressed therefore according to the implementation and progress in each

country and created a bit of a mismatch in terms of the timing of when the media activities were interjected in the implementation process.

5.8 Recommendations

Participatory Photography Activity - One element that could have received more attention and time was the photography activity that the participants took part in. All elements up to the camera training sessions planned out well and implemented effectively even if adjustments to the approach was needed for different countries. However there was a great reliance on the trainers to support and guide the participants through the process of answering the questions and writing the narratives for their pictures. This did not work well in most cases and sometimes the trainers would not take up this responsibility. This was the reason for one of the areas in Botswana not being able to take part in the filming of the stories because the trainer did not support the students in the activity. In other areas like Namibia and Swaziland again it worked well but the trainer and their commitment is the key. Trainers should perhaps be relied on less for such activities. Therefore more time should be spent perhaps working with the trainers so they understand clearly the aim of the activity and know what is expected of them. Also more time should be allowed for participants to spend with the cameras so they can sufficiently hunt for the pictures that they want to take.

Contextual Understanding - Contexts such as experienced in the EAGER project is hard to understand in a short time and if you have to present this visually its even more complex. It is suggested that if possible a production company should be part of the process already from the start so they develop an understanding from the start of the project. It is also suggested that the production process should be outlined very well before hand and adjusted to the type of project so that there is always a clear guideline to go back to during the process.

6. Marketing and Branding



6.1 Areas of implementation:

Botswana - Kasane, Kachikau; Namibia - Mbalesinte, Kasika, Impalila Island; Swaziland - Ngomane, Lomahasha; Mozambique - Namaacha

6.2 Overview and rationale of key components in marketing EAGER

The aim of this component was to create a visual identity for the project and this identity would be based on various important elements and principles. The aim was to create a visual representation and reminder of the principles that the project would aim to achieve.

One of the main aspects identified early on in project planning activities was the fact that four countries will each be doing a project adding up to form the larger project concept of EAGER. It was important to incorporate the uniqueness and individuality of each country involved yet present them as part of the larger project concept. This was an exciting challenge and by using marketing and branding of the project one of the important principles for the EAGER project could be emphasised - namely that even in all the ways the border communities might be different from one another, similarities in risk do exist and this is what should draw people together under the EAGER project concept. It is with the above as background that designing of the logos for the project started. Aiming to stay true to the



above mentioned principle a logo unique to each country was developed. Another element of importance in the visual identity for the project was the the acronym for the project. EAGER unintentionally said something specific about the expectation of the participants to the project. The expectation was that the young people involved in this project should be 'EAGER' about the project activities focussing on issues they face every day. When considering the full name of the project confusion could be created in the focus on 'African G.I.R.R.L's' where this is only a methodology. This was another reason that in marketing and branding the acronym EAGER should be used to naturally allow for both genders to become dedicated, passionate participants in the project. Another important consideration for the branding and marketing component was that of the projects aim to facilitating networks in the project sites. Specifically, to use various platforms to raise the important pressing issues experienced by girls and boys in the four project areas.

Having participants and role players' voices heard throughout the project was thus one aspect that had to be represented in the identity of the EAGER project. This was incorporated as an element in the designs by adding the tag line: *'EAGER voices of Southern Africa'*.

6.3 Narrative on in-country implementation

6.3.1 EAGER Logos:

Keeping with the theme of 'EAGER voices' it was decided to develop elements in the logo relating to this aspect. The tag line 'EAGER voices of Southern Africa' was then recorded and the visual representation of the audio wave forms were then included in the project logo. This can be seen in the example below:



In keeping with the principle of each country being unique and different but facing similar risks a country logo for each of the participating countries were developed resembling that of the overall project logo. These logos were then developed and the colours used in the logos are based on each country's country flag.

Naturally country flags usually include more than one colour. Therefore the symbolism of each colour in each country's flag was researched and the colour symbolising the most positive attribute was then selected. Each logo indicated below:



The final project logo was then designed to be a combination of all of the above in terms of colour and design. Combining all of the elements in the project logo aimed to symbolise the idea that it is only through the participation and collaboration of all four project sites that the EAGER project would achieve its greatest success.

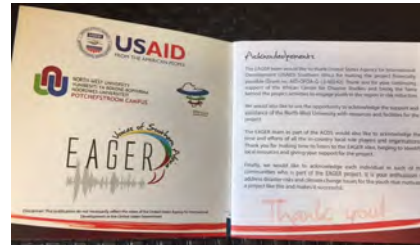
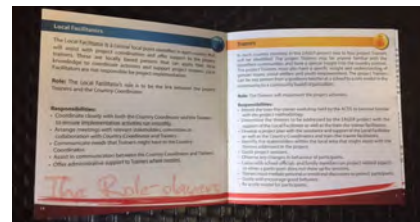
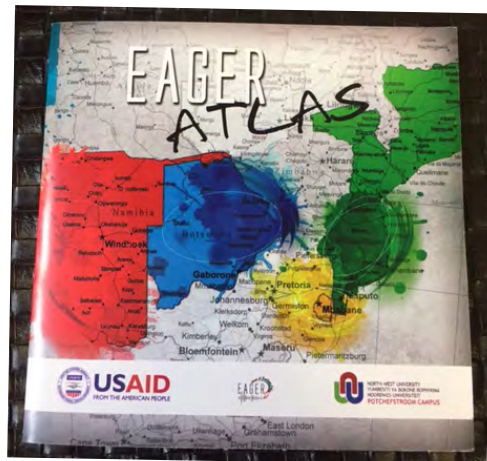


6.3.2 EAGER Atlas

One of the first marketing activities of the branding and marketing component was to develop a information leaflet that would convey the projects history, project structure, role players and functions of the project. Doing this posed a specific challenge in that a large amount of information need to be communicated in an interesting way.

By working with the multi-media designer who had worked on the logos for the project and a local printing house the EAGER Atlas was developed to meet this end.

The EAGER Atlas was created as a custom sized booklet (140mmx140mm) with various pages that can be folded out to view figures visually explaining certain concepts and structures of the project.



These included the rationale of the EAGER project and the project design and structure some of which can be seen in the images above. Another attribute of the EAGER Atlas was that this could become an important tool for trainers and role players to use with space for people to fill in important information during trainings or meetings like the details of the country coordinator or local facilitator. Space for notes were also allowed at the back of the book to this end. The EAGER Atlas would therefore not only serve as an information leaflet but also as a working tool during the project. The EAGER Atlas could then be used by country coordinators and facilitators to introduce the project to participants, parents of participants, stakeholders and other important role players but also as a pocket book for quick reference to important information. The visual representation of the project design and other terminologies could then also assist in situations where language is an immediate problem. The EAGER Atlas was also translated into all of the most preferred vernacular of the project sites and thus a copy of this information booklet exists in siLozi (Namibia), Setswana (Botswana), Siswati (Swaziland) and Portuguese (Mozambique).

6.3.3 EAGER Participant pack

From the outset the marketing and branding component undertook that all the participants to the EAGER project should receive promotional items that will be useful to participants. It was important that materials that were to be branded should first be practical and then be used as a marketing and branding component of the project. It was thus decided that each participant should receive a stationary kit consisting of two blue pens, two black pens, two pencils, a ruler, a sharpener and an eraser.

Furthermore each participant received a project shirt - grey with project logo, a book bag - according to the colour for the country, a pencil bag with logos, an EAGER Atlas and an EAGER Notebook. All of the last mentioned were branded with the specific country logo and the logos of the institutions involved namely USAID as the funding agency and North-West University.



Examples of the book bags for EAGER Namibia and participant shirts for EAGER Botswana.

6.3.4 EAGER Trainers

EAGER Trainers also received various promotional items that included a trainer shirt, book bag, branded as for the participants, a branded pencil bag with stationary, an EAGER Atlas as well as an EAGER Notebook. These items were given out to the trainers during the train-the-trainer workshop. Trainer T-shirts were different in colour from that of the participants and trainers from bordering countries received the same colour t-shirts.



On the left examples of the trainer shirts for Namibia and Botswana and on the right examples of the trainer shirts for Mozambique and Swaziland

6.3.4 EAGER Angels

In order for a project like EAGER to function there are many other persons involved aside from the trainers and participants who are the main beneficiaries of the project. In many cases these persons are not involved in all phases of the project or they interact with the project for a specific reason like transporting the EAGER kids or offering valuable advice on certain activities. Often because these persons are not part of the formal beneficiaries of a project their assistance, advice and goodwill towards the project often go unseen. It is to honour these role-players in the EAGER project that the EAGER Angel T-Shirts were developed. EAGER Angels were people who at some stage in some degree assisted the country coordinators or the local facilitators or the trainers in some way without expecting to benefit something from giving up their time or their assistance, the ultimate friends of the EAGER project. In each country the country coordinator together with the local facilitator identified more or less 20 of these Angels for each country. Each Angel received an EAGER Angel shirt as a small token of appreciation for their contribution.

6.3.5 Visibility

Part of the branding and marketing component's function was also to create visibility in the areas that the project team was working. This was important for the project team from the ACDS. However in discussion with members of the communities it was a requirement that in the project areas members of the EAGER project team as well as the EAGER kids should be clearly distinguishable when moving around the communities. Visibility in the project sites were one of the aspects community committees involved in the media component also emphasised. Being visible was especially important where country coordinators moved around the project sites with other stakeholders or EAGER kids were involved in media activities such as taking pictures around the area. Visibility in the project areas were achieved in three main ways. Firstly, car magnates were designed with social media information for the project visible as well as the organisations involved, an example of this can be seen below. Each vehicle traveling in and out of project sites could easily be identified by the information on the door of the vehicle. Secondly, country coordinators each received a EAGER Team shirt with all the necessary logos clearly visible. Finally each country received

two banners that could be used whenever sessions were held or events hosted as part of the EAGER project. Participation in the development of marketing material have in previous projects worked really well to engage participants in creating their own identity. In the past this has been done by engaging participants to develop their own logo for the project. In the EAGER project this was not feasible however one of the banners were designed to engage the participants and trainers in some way. This was done by allowing space in printing for participants to make their hand imprints with paint on the banner. Examples of these can all be seen below:



EAGER Car Magnates



Example of EAGER Team Shirts





Examples of banners for EAGER Namibia and trainers putting their thumb prints on the banner and EAGER Swaziland with the hand prints of all the participants .



Examples of the Sharkfin banners being used at a session in Botswana and at the trainer workshop in Swaziland.

6.3.6 Other Branding opportunities

The branding and marketing component was able to throughout the duration of the project address certain needs countries experienced. One such instance was encountered in both Namibia and Botswana. Catering for EAGER Namibia for the sessions with the participants was a very complex challenge. There are no stores in the area where catering can be arranged or food packs for participants can be bought. In discussion with one of the lodges an arrangement was made that their kitchen will supply the sessions with food packs. This was a welcome agreement however these food packs would be prepared in disposable containers. Having no services, waste material is something that the residents in the area really struggle with. To address this problem and not add to the volume of waste generated, reusable branded lunch boxes with water bottles were made available to EAGER kids in Namibia. Meals were then prepared and packed in these lunch boxes by the lodge and delivered by the local facilitator to the different venues where sessions were held. In Botswana access to different service providers are not a problem however by the initiative of the Botswana trainers they decided to prepare meals for the EAGER kids themselves. Trainers would then make purchases the day before and prepare meals themselves on the days of the sessions held with kids. Rather than use disposable containers and having to purchase this every time before a session similar reusable branded lunch boxes and water bottles were purchased for the participants in EAGER Botswana.

The SASDiR conference held in October 2016 was a good opportunity to market the project. In preparation for the conference water bottles were branded and handed out to delegates. These water bottles were especially handy in the very hot summer weather experienced in Victoria Falls at that time of year. Delegates also each received an EAGER Atlas for more information on the project.



Example of the lunch boxes provided to the EAGER kids in Namibia and Botswana




Example of water bottles given out to SASDiR Conference Delegates October 2016

The marketing and branding component also became involved at the end of the project when the screening events were done in the different countries. For the screening events the local facilitator and country coordinators of Swaziland, Botswana and Namibia indicated that they would need invitations to be sent to the invitees. These invitations were not an activity anticipated by the marketing and branding component but invitations were designed and printed toward this end.


Finally one other mechanism of branding and marketing that was used was that of presentation templates. These templates were used for both the training of the trainer workshops as well as the presentations done at the SASDiR conference by the country coordinators on the EAGER project.

6.4 Outcomes of the project:

(i) Number of beneficiaries targeted, by objective:

 Number of beneficiaries targeted			
	Directly targeted with branding and marketing	EAGER participants	160
		EAGER Trainers	21
		SASDiR Conference Delegates	160
		School Principals	15
		EAGER Angels	60
Total			416

(ii) Number of beneficiaries reached, by objective.

 Number of beneficiaries reached * This is always a hard calculation to make however based on the number of persons directly targeted with marketing and branding one can make some form of estimation.			
	Beneficiaries indirectly reached with marketing and branding	EAGER participants (each family having at least 10 other members aside from the EAGER kids)	480
		EAGER Trainers (Each trainer having at least 1- other teachers and staff that could ask about the project or be informed)	210
		SASDiR Conference Delegates	160
		School Principals (Each principle having at least two people that they report to about activities in the schools at the education department)	30
		EAGER Angels (Each EAGER Angel telling at least 3 persons about the project due to the shirt that is worn)	180
	Estimated Total		1060

6.5 Successes achieved

Car Magnets - In terms of successes achieved, not only did the car magnets make the vehicles in the project areas more visible driving to the areas people were quite interested to know what EAGER is. This gave various opportunities to talk about the project all the way to the areas where the projects were done.

All of the marketing materials such as the EAGER Atlas and the other branded products were generally well received.

Individual Logos - The individual logos for each area was something that the countries took well to and the EAGER kids could be seen putting EAGER stickers anywhere they would stick.

6.6 Constraints

Incorporating each country Identity - The idea to create such an in depth visual identity was well motivated and giving each country its own logo with its own colours were also well motivated. This however did create somewhat of a challenge initially to create a project logo that incorporates all of the countries and their elements. The designer did well in this regard

to achieve it however it should be remembered that this also creates constraints when it comes to the printing of these logos. It was difficult to find colours for the various shirts that logos could be printed on that showed effectively. The grey colour for the EAGER kids shirts worked well but for the trainers and the country coordinators finding a practical shirt colour was more challenging. This is something that needs to be taken into account when designing different logos and using a wide variety of colours.