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FINAL PROJECT REPORT: 28TH SEPTEMBER, 2012 – 29TH SEPTEMBER, 2013

Project Name: Integrating Adolescent Girls into Peri-Urban Risk Reduction in Zambia (IAGPURR)

Country: Zambia

Agreement Number: AID-OFDA-G-12-00193

Reporting Period: 28th September, 2012 to 29th September, 2013

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OVERVIEW

Provide a general overview of the projects activities and some of the highlights of implementation. This should not be more than 2 paragraphs. (200 words maximum)

The Integrating Adolescent Girls in Peri-urban Risk Reduction in Zambia (IAGPURRZ) has been under implementation for one year - 28th September, 2012 to 29th September, 2013. The objective of the project was to integrate the needs of adolescent girls into already-existing Disaster Risk Reduction (DRR) plans in Kanyama settlement and to educate the girls with the necessary knowledge to change their behavior and advocate for positive behavior change in their community. The ultimate intent of the intervention was to contribute to the goal of minimizing disaster related risks and vulnerability of adolescent girls through risk analysis, capacity building and information sharing.

For CARE International in Zambia, IAGPURRZ was a strategy contributing to the overall program strategy for gender equality for vulnerable women and girls. The project was an innovation intended to generate evidence to support advocacy for the inclusion of adolescent girls in DRR policy and planning processes. The project adopted a two pronged approach of girls' empowerment and engagement of boys, inclusion of community leadership and influencers.

In order to measure the achievements of this intervention, the project set indicators which were measured at baseline and have been re-measured at end line. This report articulates both the quantitative and qualitative measures resultant from the intervention. Ultimately, all the 300 children participated in the project. This number represents 185 girls and 115 boys.

In Zambia, the project was implemented by CARE international in Zambia, in partnership with the Kanyama Ward 10 Development Committee, the Ministry of Education and other relevant stakeholders. Technical oversight was provided by CARE – USA, CARE Southern Africa Regional Management Unit and University of the North-West.



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the Office of the United States Foreign Disaster Assistant
r responses according to sectors. The IAGPURRZ project
was premised within Sub Sector 1 of Sector 1.

In this document is included the report on the status of the indicators. I have also indicated lessons learnt, what worked and what didn't work well. The report ends with some recommendations on what could be done better when opportunities for follow-on arise.

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SECTOR 1. NATURAL AND TECHNOLOGICAL RISKS

Objective: Integrate adolescent girls into disaster risk reduction and preparedness planning

For each subsector, provide a more detailed description of the activities carried out over the reporting period. This should be about 150 words per subsector.

Sub sector 1: Disaster Preparedness, Mitigation, and Management

Indicator 1: Number of people trained in disaster preparedness, mitigation, and management

- From the 15th -18th April, 2013, there was a Trainer of Trainers (ToTs) workshop in Disaster Risk Reduction. The training was conducted by Mulungushi University. In attendance was a total of 22 people disaggregated here below:

Tab: 1

	Female	Male	Total		Facilitators	CARE
Adults	11	5	16		2	1
Adolescents	5	1	6		0	0
Total	16	6	22		2	1

Of the 22 people, 15 were from the Kanyama Community and 7 from stakeholder organizations supporting the project. Among the stakeholder organizations are:

- ✚ Office of the District Commissioner that coordinates disaster risk reduction and management actions in Lusaka district.
- ✚ Lusaka City Council: involved in Lusaka district environmental management including waste management, etc.
- ✚ Young Women Christian Association. This is an International non-governmental organization that supports women empowerment, equality and protection from all sorts of social devics.
- ✚ Mulungushi University. This University retains the technical know-how on disasters in Zambia. The University facilitated training and field excursion for the ToTs - for an experience of real time disaster preparedness. On the third day of the training, Mulungushi University Disaster Management students joined the IAG-PURRZ adolescents and community members for a field excursion. This was an extra boost and motivation for some of the adolescents who indicated that they wanted to go and study at the University after secondary school.

girls, community members, civil servants, and partners
 at girls into disaster preparedness, mitigation and
 management

- April, 22nd to 24th, 2013: A total of 138 people attended the Disaster Risk Reduction training of adolescents at Twashuka Basic School. This training was facilitated by the ToTs that comprised teachers, adolescents and DRR committee members. The training was coordinated by CARE. Participants were disaggregated as shown here below:

Tab: 2

	Female	Male	Total		Facilitators	CARE PM
Adults	4	3	7		6	1
Adolescents	89	42	131		3	0
Total	93	45	138		9	1

The training materials were adapted for the adolescents by the ToTs. Training was conducted over a period of 3 days, taking into account the audience - their concentration and absorption capacity. This training was structured to comprise theory and a field excursion for practical work. On the third day, half of the day was dedicated to discussing how disasters affected girls and boys differently.

- From the 6th - 8th May, 2013 there was a DRR training for 125 participants at New Kanyama Basic School. The table below shows the composition of the training:

Tab: 3

	Female	Male	Total		Facilitators	CARE PM
Adults	5	2	7		6	1
Adolescents	61	57	119		3	0
Total	66	59	125		9	1

This training was also structured to include theory, practical work and a half day session to explore how disasters affected girls differently.

- training of remaining adolescent boys and girls in Disaster Risk Reduction was undertaken from the 19th - 21st July, 2013. A total of 50 adolescents were trained. This was a markup on the variance to attain a target of 300 adolescent boys and girls

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Participants:

	Female	Male	Total		Facilitators	CARE
Adults	4	0	4		3	1
Adolescents	35	15	50		0	0
Total	39	15	54		3	1

Generally, at both Twashuka and New Kanyama Basic Schools, the adolescent girls and boys identified similar hazards, vulnerabilities and risks in their geographical area that they felt affected especially girls. These included:

- ✚ sexual harassment/molestation and menstrual management during disasters and generally. This is due to mushrooming bars/night clubs and compact houses where girls are forced to share rooms with males and sleep in close proximity to each other
- ✚ early marriages as a result of disaster experiences. During floods, some girls stop going to school altogether and opt for marriage. This is in addition to other social and economic challenges
- ✚ floods and subsequent disease outbreaks like Cholera
- ✚ poorly built houses and this compromises safety and health
- ✚ inadequate water supply and poor sanitation
- ✚ poor waste management
- ✚ fires

The adolescents also identified some capacities within Kanyama and Lusaka district that could be utilized to reduce risks of disasters recurring. These included:

- ✚ the large population of young people – to educate on DRR and get involved in activities aimed at DRR
- ✚ the Human Rights Commission – response to any human rights violation, e.g. sexual molestation and other abuses
- ✚ the Victim Support Unit (police) – Intervene in human rights abuses
- ✚ NGOs such as The Young Women Christian Association – For psycho-social counseling, etc
- ✚ community based institutions such as the Ward Development Committee/Disaster Risk Reduction Committee; Neighbourhood Health Committees and schools
- ✚ government Ministries in charge of community development, mother and child health and Disaster Management

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and the Disaster Risk Reduction Committee are now have indicated that they will form clubs which will have representation on the DRR committee. To that effect 15 pupils from each one of the schools will be co-opted in the DRR committee and will participate in such related future meetings going forward.

- Zambia Red Cross Society trained the adolescent boys and girls in first aid. The content of the training included: Life saving skills, injury management, poisoning and other principles and practices of first aid. The training was held at Twashuka Basic School from the 13th - 14th August, 2013. The participants were disaggregated as below:

Tab: 5

	Female	Male	Total		Facilitators	CARE
Adults	7	6	13		3	1
Adolescents	87	59	146		0	0
Total	16	6	159		3	1

- On the 15th August, 2013, there was a fire management training conducted by the Fire Association of Zambia at Twashuka Basic School. The adolescents were taught difference types of fires and methods of managing them. In attendance was a total of 158 people disaggregated here below:

Tab: 6

	Female	Male	Total		Facilitators	CARE
Adults	7	5	12		2	1
Adolescents	87	59	146		0	0
Total	16	6	158		2	1

Indicator 2: Number and percent of beneficiaries retaining disaster preparedness, mitigation, and management knowledge two months after training

Knowledge retention and utilization of the data on disaster Risk Reduction was measured among the adolescents. The indicator was not precise on how much of the knowledge needed to be retained. However, despite the novelty and complexity of some of the DRR concepts, a relatively young population in schools that do not meet the highest standards of education coupled with the English language barrier and project implementation challenges that included time constraints, the beneficiaries were able to retain an average of 54% of the key concepts introduced in the DRR training.

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beneficiaries were able to retain key information (main hazards and risks adolescent girls face) that was very vital to the training objectives and very relevant to the project goals. Around half of those surveyed were able to correctly answer questions related to DRR tools and activities. Some concepts were too technical (e.g. elements of a risk information system) and added little value to needs of adolescent children who were targeted by the project and most of the beneficiaries had difficulties to retain this information. The table below gives a summary of key findings.

Tab: 7 Distribution of survey respondents during the knowledge retention exercise for the IAG project implemented in Lusaka's Kanyama compound

	Key Concepts	% answering correctly
1.	Hazards adolescent girls are exposed to (floods, drought, poor drainage, poor watsan, bars near school, etc.)	77
2.	Concepts relating to DRR (disaster, hazard, risk, vulnerability, exposure, etc.)	75
3.	Different types of disasters (cholera, typhoid, etc.)	68
4.	Other risks adolescent girls are exposed to (GBV, sexual violence, threats to safety, epidemics, etc.)	60
5.	Community based disaster risk reduction activities (mobilization, identification of leaders, schools, men & women, early warning system)	48
6.	Conducting Risk information analysis (hazard analysis, vulnerability assessment, capacity assessment)	45
7.	Effective early warning system (risk knowledge, monitoring & warning service, dissemination system, response capability)	44
8.	DRR planning tools (hazard mapping, vulnerability assessment, seasonal calendar, vulnerability marix, etc)	44
9.	Risk information system (community baseline, community profiling, hazard/risk mapping, exposure database, GIS, dissemination system)	26
	Overall	54

Number of respondents- 108

**Note: The concepts from 5 to 9 were too technical for the group we were working with considering education standards and also their exposure etc so arguably an average of 54% including the 5-9 is really still a plus.*

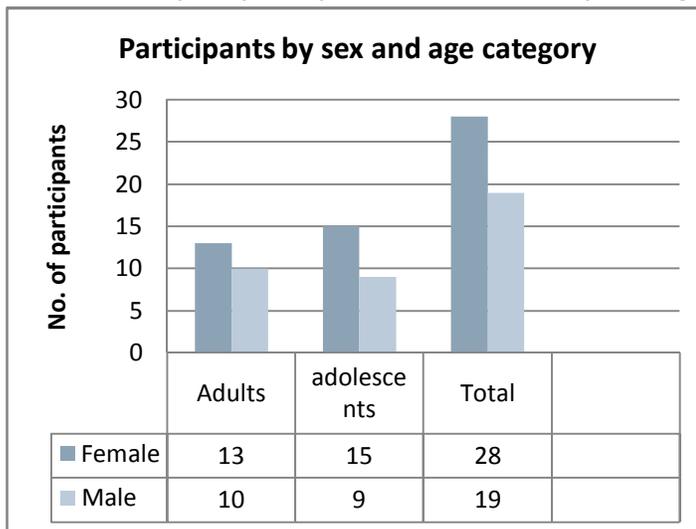
CARE indicator: Number of hazard risk reduction plans, policies or curriculum developed integrating adolescent girls

The seasonal planning meeting and dissemination took place in July, 2013.

The planning took place on the 12th July, 2013. The meeting comprising adolescent boys and girls took place at Garden House Hotel. A total of 47 participants attended the meeting. 51% of the participants were adolescent boys and girls.

The product of the meeting was the 2013/14 seasonal DRR plan that was submitted to the District Disaster Management Committee (DDMC) for approval and funding.¹

Graph A: Breakdown of the participants at the seasonal planning meeting



The dissemination was on the 27th July, 2013. A total 277 adolescents participated in the dissemination. 23 adolescents did not attend the meeting.

CARE indicator: Number of adolescent girls trained in water quality testing to prevent water-borne disease

- The Water Quality Testing (WQT) workshop was conducted at the University of Zambia Environmental Engineering Laboratory, by Prof. Nyambe and his team. In attendance were 34 participants disaggregated as follows:

Tab: 8

	Female	Male	Total	Facilitators	CARE
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¹ Check annex 1 for copy of the Kanyama Ward 10 seasonal plan

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	18		3	1
	16		0	0
Total	21	13	34	3

The training was structured to include theory on water quality, the water situation in Kanyama and a field excursion on the third day. Adolescents were able to test water for both biological and chemical pollutants. They now are aware, for example, that good turbidity of water does not necessarily mean safe water; neither does a lack of biological pollutants mean that the water is safe for drinking. The adolescents were very excited with this training because they were allowed to use lab equipment at the University and could test the water in their community. The training took place between the 29th April, 2013 and 2nd May, 2013.

CARE provided the portable lab that may be donated to the Kanyama Water Trust. This is a Trust that was set up by CARE for provision of quality water to the residents of Kanyama.

Adolescents and the DRR committee will be able to use this lab to scale up water quality testing going forward.

MONITORING TRACKING TABLE

Complete the table below providing quantitative data on targets. Be sure to use the exact indicator language and target numbers as in the approved proposal. Add extra rows for more sectors and subsectors and extra columns for more quarters. In the comments section, if necessary, explain why target numbers are not on track.

Indicator	Target	Q1	Q2	Q3	Q4	Cumulative	% of target met	Comments
Sector Name: NATURAL AND TECHNOLOGICAL RISKS								
Subsector Name: Disaster Preparedness, Mitigation, and Management								
Indicator 1 Number of people trained in disaster preparedness, mitigation, and management	25	0	0	20		22	88%	3 people from NGO organizations did not attend the meeting despite being invited. Nonetheless, the 22 trained were the critical ToT group that managed to train the adolescents
Indicator 2 Number and percent of beneficiaries retaining disaster preparedness, mitigation, and management knowledge two months after training	70%	0	0	0		0	54%	Average score (more details in table 7)
Indicator 3 Number of hazard	1	0	0	0	0	1	100%	Refer to annex 1 for copy of seasonal plan

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CARE indicator Number of adolescent girls, community members, civil servants, and partners trained in integration of adolescent girls into disaster preparedness, mitigation and management	300	0	0	0	50	300	100%		
CARE indicator Number of hazard risk reduction plans, policies or curriculum developed integrating adolescent girls	1	0	0	0	0	1	100%	Refer to annex 1 for copy of seasonal plan	
CARE indicator Number of adolescent girls trained in water quality testing to prevent water-borne disease	30	0	0	0	0	30	100%		

Project quality activities

- Monitoring visit to the project took place between the 3rd and 6th June, 2013. The team comprised:
 - Kylah (African Centre for Disaster Studies)
 - Jennifer (SARMU-TDY)
 - Camille (CARE USA)

During the visit some strategic decisions were made in order for the project to meet the targets per CARE’s commitment.

Additional activities were aligned to the core indicators and were necessary for increasing project quality. This addition would be made possible because DRR trainings which were originally budgeted to take place at venues other than schools actually took place in schools and school administration allowed use of the school venue without pay. This implied a saving on transport and venue hire costs. In addition, the project commenced major implementation in January, 2013. This entailed a saving on support, human resource and indirect costs for 3 months.

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...ted from the 19th – 20th August 2013, at Garden House
 ...rticipants disaggregated as follows:

Tab: 9

	Female	Male	Total		Facilitators	CARE
Adults	9	2	11		2	1
Adolescents	18	11	29		0	0
Total	21	13	40		2	1

Adolescents were introduced to the concept of gender and how it can be used to leverage societal development. They were also introduced to Gender Based Violence and the referral centers. The Young Women Christian Association (YWCA) facilitated part of the training.

Children are now able to identify challenges around gender dynamics in their community and take leadership in offering support. This is evidenced by a parent who came to the IAGPURR Project Manager to seek information on the process involved in reporting a child molestation case that happened in his household.

- On the 21st August, 2013, a meeting of parents and other community members was conducted. 56 people attended the meeting that was held at Garden House Hotel. The table below shows the composition of the meeting:

Tab: 10

	Female	Male	Total		Facilitators	CARE PM
Adults	38	18	56		0	1
Adolescents	0	0	0		0	0
Total	38	18	56		0	1

The meeting comprised the following:

- Parents
- The PTA
- Ministry of Education (DEBS)
- Ward Development Committee/DRR

The objective of this meeting was to discuss emerging issues from discussions with adolescents in order to solicit for their support. Some of the issues deliberated on included:

Sexual molestation myths: The parents identified alcohol/drug abuse, moral decay, lack of care from parents and superstition as major causes of this scourge.

e attitude towards garbage disposal, poorly constructed
ntributors to the recurrence floods in Kanyama.

Menstrual management: Menstrual management was identified as a key challenge for the girl due to lack of sanitary disposal ware in schools, lack of access to sanitary towels and myths around menstrual management. Some of the myths held are that if sanitary towels are burnt, then the womb is burnt and the subject would never be able to conceive. Parents were disaggregated on the basis of gender to discuss this matter and come up with suggestions on how they could help the adolescents. The need for girls to wear sanitary towels that were hygienic was emphasized. The female parents committed to supporting the girls on this matter. Further the parents agreed that schools introduce sanitary bins in the schools, but insisted that disposal should be done under close supervision.

➤ **The regional learning event**

This event took place in Zambia from the 2nd to the 9th September, 2013. The Countries represented were; Lesotho, Madagascar, Malawi, South Africa, Zambia and Zimbabwe. The first three days of the meeting was training in gender, facilitated by Jasveen Ahluwalia, Gender and Emergencies Coordinator for the CARE Emergency Group, and Ellen Chigwanda - Gender Specialist from CARE Zimbabwe. This was followed by a review of the IAG project across the four countries where it was implemented. Elaine Kelsey from the Southern Africa Regional Management Unit and Kylah Biggs Genade from the African Centre of Disaster Studies at North West University in South Africa facilitated the latter meeting.

➤ **Community event**

The community event was the last activity implemented on the project. It was an event intended for the children to showcase what they had learnt on the project and advocate for community action that could increase resilience to disasters in the Kanyama community. The adolescents further advocated for support to the adolescent girl so that she can become more resilient to disasters and eventually attain her dreams.

In attendance were community leaders, parents, the Ward Development Committee, Neighbourhood Health Committee, the parents-teachers association representatives and the Lusaka District Commissioner representative etc.

CHALLENGES FACED

placed over the reporting period. Mention anything that
conditions, procurement issues, contracting issues, staffing

- Time was a constraint. The time available to implement all the activities was 10 months. Implementation was designed to take place during holidays. During implementation, this turned out to be a real challenge because it implied adolescents not resting over the holiday and some children could not attend meetings because they were on vacation. Therefore, towards the end of the project, the IAGPURRZ team embarked on an innovation that entailed implementation during weekends. The School authorities granted permission and thus the meeting of the targets
- Twashuka and New Kanyama Basic schools over enroll pupils and do not have sufficient classrooms to manage huge numbers. Pupils report for class at different times and it was difficult meeting them all at the same time. Therefore, selecting pupils for the project was a huge challenge, coupled with reluctance by some parents/guardians to allow their children to be part of the project. Eventually, the project managed to meet the target of 300 adolescents.
- Language of instruction: many of the adolescents were not very conversant with the English language and there was need for translation of materials into the local language.
- Kanyama, like most densely populated areas, presents safety and security challenges. There was a real threat on the Project Manager at New Kanyama Basic School when some former pupils, one of them an ex-convict, tried to steal transport money meant for the adolescents from her. As a safety measure the project manager was accompanied during her visits and most of the works that followed were conducted at Twashuka Basic School because it was safer. In future, there will be need to undertake a security assessment of the implementation environment for the safety of staff and the target/impact groups
- Some of the facilitators had monetary expectations that were a challenge to meet. It was expected that the cleaners at the schools be paid because they worked over holidays. It is also government policy that any civil servant attending a meeting/workshop be paid a certain stipulated allowance. The project found an innovative way of working around this by totaling the transport allowance and meals.
- One project manager to oversee an initiative that included 300 children. The project manager had to constantly work with teachers - who usually sacrificed their free time. It would have been better if an extra person was employed.

What worked well

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sitive issues, such as those on menstrual management. opportunity to debate some of the myths surrounding menstruation and arrived at solutions.

- Integrating both girls and boys as active partners into the project, allowing each to understand the challenges facing both sexes, as well as the general community.
- There was an obvious willingness to learn from the adolescent's perspective. Their desire to be included and to continue the project was encouraging to see. It also meant that they were more likely to share what they learned with their families and communities.²
- Exposing adolescents to Mulungushi University and University of Zambia was a real motivation for them. One of the female Mulungushi University students was a pupil at Twashuka Primary School and was very excited about working with the adolescent girls at her former school. The adolescents were so excited and hopeful that they can actually go to University even if they are from Kanyama.

Recommendations

- ✚ This project was a research for 12 months. The findings regarding challenges adolescent girls faced need real special attention and responses if the girl is to fully benefit. This requires another initiative that will address these specific findings and follow up on commitments that were made by schools, the DRR committee and parents.
- ✚ The adolescent girls felt recognized and were able to open up on challenges encountered during disasters and in the Kanyama Community. Expectations on further help were heightened and adults will have failed them if the project ends at research stage.
- ✚ The image of the adolescent and female at that does not change overnight in a cultural context that promotes male dominance. More programming is necessary to level the opportunity field for the adolescent girl and woman in the making.
- ✚ A project of the nature of IAGPURR requires more than one program person. Adolescents lie on the border of adult and child. They need special attention that one person may not possibly give, especially with competing administrative and programmatic demands that were on the Project Manager.
- ✚ Parental involvement proved as important as parental consent. This is because of the position of the adolescent (adult/child). The adolescents are still under parental guidance and it is imperative that parents are periodically updated on what the children are learning and the support that they need.
- ✚ Future design needs to take into consideration the target groups' needs. For example, in Zambia, if Civil Servants are part of the partnership, then policies regarding their participation need to be understood and incorporated at proposal writing stage.

² Refer to annex 2 for some experiences adolescents had of the project

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MAIN ACTIVITIES FOR NEXT QUARTER

Project closed

PICTURES

Feel free to share any pictures of the project.



Parents and community leaders at the parents learning event

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Participants in the regional learning event



Adolescent girls sharing a song at the community event

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Adolescent boys and girls with the IAG monitoring team in June, 2013



An adolescent boy and girl in play depicting some of the messages learnt during the project

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A red-cross staffer instructing adolescent girls and boys in first aid



Adolescent girls and boys demonstrating how to lift an injured person

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Adolescent boys and girls pose for a picture after the First aid training



An adolescent boy extinguishing a fire using a powder from the appropriate cylinder

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An adolescent girls operating one technique to extinguish a fire



Fire management instructor shows the adolescents a cylinder with gas to extinguish fire

in pictures



Adolescents with the IAGPURRZ project Manager dancing at the community event



Adolescent pose for a group picture

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IAGPURRZ project manager with adolescents boys and girls

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The Care Zambia Acting Country Director and Lusaka District Commissioner Representative presenting a certificate of appreciation to one of the facilitators

ANNEX 1:

Annexes could include any documents produced by the project- brochures, emergency plans, IEC material etc.

Refer to attachment for the Kanyama Ward 10 Seasonal Plan

HUMAN INTEREST QUOTES AND STORIES FROM ADOLESCENTS ON IAG-PURRZ PROJECT

a. Quotes

Webster Bwalya

“The program is good because we learned about different hazards, risks and disasters that we didn’t know about before,” says 14-year-old Webster Bwalya. “One example is throwing rubbish in the drainages. Heavy rains break the drainages, and there may be floods in the community. We share this information with our parents and friends, telling them to keep the drainages clean.”

Mary Nkhoma

“It’s important for us to share what we learned with our family and friends so they know the effects of disasters,” says 13-year-old Mary Nkhoma. “If we don’t take good care of ourselves and our surroundings, we can get sick.” “Through the songs and poems we will sensitize our family and friends,” “We need to work hand-in-hand to sensitize our community together.”

b. Stories

Name: Mary Nkhoma - Adolescent girl: Twashuka Basic School

I would like to thank all the people who support our project.

This project has been a benefiting thing to the people and me. Before the project started, I did not know anything about hazards and vulnerabilities, capacity, risk, disaster and disaster risk reduction in Zambia. But now I have learnt things which have helped in our life and living today. I now know that I have to look after the things I did not know can cause disasters like:

Cracked houses: We had a cracked house which was built near our community and it was not finished. But now because I was trained about the risk it had, we decided to tell the owners of the house to build and finish it because it would have caused loss of life and property. And now we are living free and with no fear about that cracked house.

The garbage: We used to throw garbage near our house with my family and just dump it in a pit. But after the training I decided to tell my family to start paying to the Lusaka city Council (LCC) who collect garbage in the community. And now we are living in a free and healthy surrounding.

Fetching our water in open shallow wells: We used to take water for domestic use from a shallow well which was just open, and the water was not treated after use. It would have caused death and disease at the same time. But now I have known how to treat water through the project at the water quality

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I have showed the knowledge of how to treat water with the chlorine, boiling and sand filtration.

Thank you for giving me this chance to write and tell you what I have learnt from the project.

.....

Richard Akapelwa - Adolescent boy: Twashuka Basic School

My name is Richard Akapelwa from Twashuka Primary School. Before I attended the project, I didn't know what a disaster is and what actions can cause disaster. I didn't know the effect of these disasters towards the environment and the community.

But now I am able to know and identify actions that cause disasters. These actions are digging wells near toilets, dumping garbage in drainages, uncovered wells, dumping sites near water points. I also know of vulnerabilities such as children playing near drainages and cracked house and people vending along roads - also me, I used to do some of these negative things.

Now I am able to lead by example in my community so that people can learn lessons from me. I am also acting as a capacity by sharing information with other about the importance of stopping dumping garbage in drainages, to cover wells and to stop digging wells near toilets. I can treat water with Chlorine or boiling. This project has helped a lot in my life and in my community.

Name: Tamara Mwale - Adolescent girl: Twashuka Basic School

Before I joined the project, I didn't know the names of the harmful things such as cracked houses, shallow wells, cracked pit latrines, well near the toilet and bars near homes. The project has given me knowledge and power to tell the people about these harmful things.

At my place (home), there was a cracked pit latrine but since I joined the project I had to tell my parents that it is dangerous to use a cracked pit latrine and now they are building a new toilet.

At my neighbors' place there was an unfinished cracked house but when I told them about the dangers they started building it nicely.

The project has also helped me on the water quality. I didn't know that water can be seen clean but has germs that cannot be seen by our naked eyes. There are so many ways we could clean our water in homes like filtration, chlorination and boiling drinking water.

These are the benefits I got after joining the project. Thanks for the knowledge.

.....

Name: Rabbi Bwalya - Adolescent boy

I am very much happy and grateful about this project because it has done much more things in my life and not just me but other people's lives.



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er risk reduction, I was blind because I didn't know anything
tops, my eyes were open and I became aware of some words
like: Hazard and disasters. I gained learning on hazards and disasters of floods, garbage, collapsing
toilets and houses which make us vulnerable. I never knew that all these things can cause loss of life and
property.

In my whole life I dream about becoming a leader, but I never had that capacity on how a leader should
control such problems, but the project came and built me up with more and more capacity. I wasn't able
to stand and tell my friends about this because I didn't know anything.....So as for me it's going
forward spreading the capacities because I have seen how the project has changed me and other
people. Thank you very, very, much for bringing this project to our school because we were all blind
living without knowing that the water used for bathing, cooking, etc is not good if not treated.

Thank you once again. May God richly bless you all.

.....