



SMART VILLAGE FOR CLIMATE ACTION SELF-HELP PROJECT (SV4CASH)

Narrative Report – SV4CASH

Location: Elegu Town Council, Amuru District, Uganda

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Executive Summary

The Smart Village for Climate Action Self-Help (SV4CASH) project is a youth-led climate resilience initiative implemented in Elegu Town Council, Amuru District, Northern Uganda winner of the 2025 WMO Global Integrated Flood and Drought Management Competition for Youth-Led Projects. The project addresses recurrent flooding from River Unyama, a transboundary, ungauged river whose seasonal overflow disrupts trade, livelihoods, and essential services in this key border trading town.

Following an inception meeting that secured stakeholder buy-in and launched community engagement, a structured baseline survey of 24 questionnaires across four village clusters (Lori Kowo, Bibia, Elegu Town Council, and Green Village/Kaladima) confirmed widespread flood exposure, compounding hazards (drought, strong winds, soil erosion), high household vulnerability, and strong community willingness to participate. Lori Kowo emerged as the priority intervention area given its high flood-fatality rate (67%) and poor infrastructure, while Elegu Primary School, located within Lori Kowo, was selected as the project's model site due to its existing community relationships and central, high-visibility catchment.

Building on these findings, a two-day sensitization engagement equipped roughly 70 learners with flood awareness, preparedness, and environmental stewardship skills grounded in the Saemaul Undong principles of diligence, self-help, and cooperation. This culminated in a youth-led, community-based flood hazard mapping exercise: five learner groups documented flood hotspots across Elegu Town using photographs and GPS coordinates in the KoboToolbox, which were later validated and presented to a judging panel that included representatives from the Ministry of Water and Environment.

The project's technical outputs 10-year- and 200-year return-period flood hazard maps and design-flood hydrographs for the Unyama catchment were formally handed over to Elegu Primary School to support ongoing flood education and community preparedness.

SV4CASH demonstrates that combining participatory community assessment, youth engagement, and technical hydrological analysis can generate locally owned, replicable flood resilience outcomes, and the project recommends scaling similar approaches to other flood-prone communities in the region.

1. PROJECT OVERVIEW AND BACKGROUND

The Smart Village for Climate Action Self-Help (SV4CASH) project is a youth-led climate resilience initiative implemented in Elegu Town Council, Amuru District, Northern Uganda. The project was selected as a winner of the **WMO Global Integrated Flood and Drought Management Competition for Youth-Led Projects 2025**, in recognition of its innovative, community-driven approach to addressing climate-induced flooding and drought risks.

Elegu Town Council is highly vulnerable to recurrent flooding from River Unyama, a transboundary river that drains from Gulu City to the White Nile at the Uganda–South Sudan border. The river’s catchment spans approximately 1,590 km² and passes directly through the Elegu trading center in Bibia West, Amuru District. Each year, River Unyama overflows its banks, inundating nearly the entire town council and causing widespread damage.

As a key commercial border town, Elegu experiences significant economic losses during these flood events, disrupting trade, livelihoods, infrastructure, and essential services. Flood risk management is further complicated by the absence of gauging stations on River Unyama and the river’s highly seasonal flow patterns, which limit accurate monitoring, early warning, and preparedness.

In response to these challenges, the SV4CASH project seeks to strengthen community resilience to both flooding and drought through innovative, youth-led self-help strategies, enhanced stakeholder engagement, and localized climate action. The project emphasizes community ownership, practical solutions, and participatory planning to address climate risks in a sustainable and scalable manner.

1.1 Objectives of the Project

1.1.1 Main Objective

To enhance communities' resilience (preparedness, response, and adaptation) to floods and drought events through youth involvement in Elegu Town Council.

1.1.2 Specific Objectives

- To carry out flood zone mapping and select a model village
- To train youths and local council leaders in SV4CASH initiatives
- To identify and recommend flood intervention measures

2. INCEPTION MEETING

The inception meeting served as the official launch of the project and provides a platform for stakeholder engagement, coordination, and planning. The agenda is annexed.

2.1 Meeting Objectives

- Introduces the SV4CASH project concept, purposes, and aims to stakeholders
- Engage local leadership and secure buy-in for project implementation
- Establish communication channels and coordination mechanisms
- Begin community engagement processes for model village selection
- Initiate data collection for flood zone mapping activities

2.2 Community Consultation and Questionnaire Analysis

As part of the inception phase, a structured questionnaire was administered to stakeholders including teachers, head teachers, Local Council leaders, youth representatives, district officials, and town council representatives. The aim was to assess climate vulnerability, community readiness, and priority needs to inform project design and implementation.

2.2.1 Key Findings

1. Widespread Flood Risk and Climate Vulnerability

The findings indicate that flooding is a major and recurring challenge across the surveyed communities. Most respondents reported that floods occur annually, demonstrating a high level of exposure to climate-related hazards.

Flooding mainly occurs between August and November, coinciding with the peak rainy season. This predictable seasonal pattern presents an opportunity for improved preparedness and early warning interventions.

Regarding duration, floodwaters often persist for more than three days in many communities, while others experience flooding lasting between one and three days. Prolonged flooding significantly increases the risk of damage to homes, destruction of crops, contamination of water sources, and disruption of transport networks.

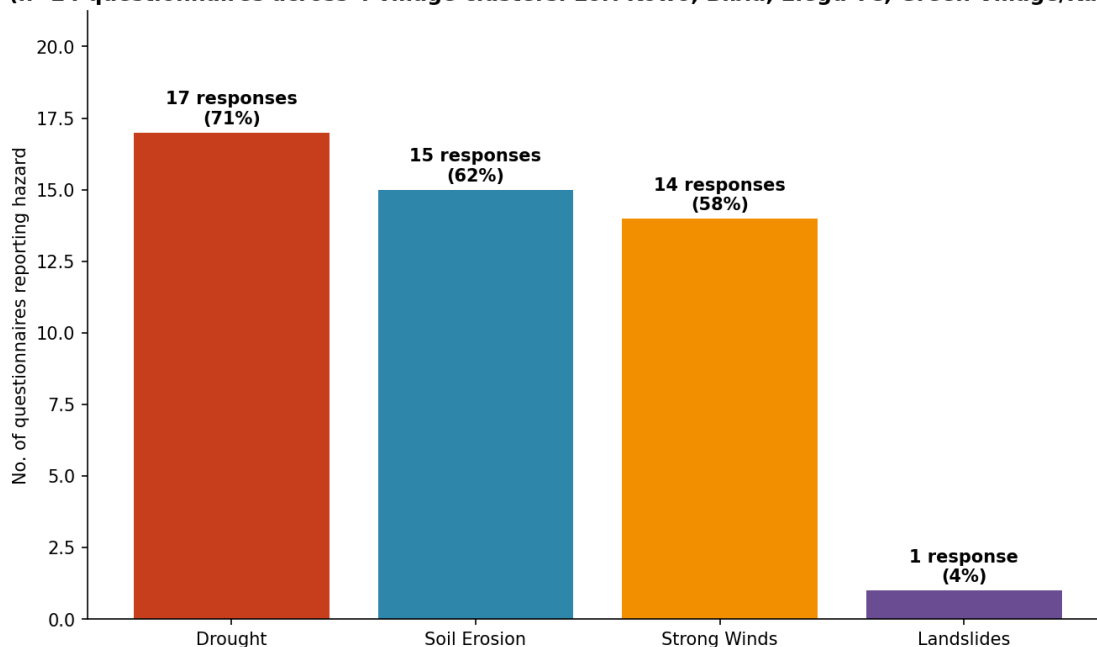
Homes were identified as the most affected assets, highlighting the direct impact on household safety and livelihoods. Some communities also reported injuries and loss of life associated with flooding, emphasising the severity of the hazard.

Multiple and Compounding Climate Hazards

In addition to flooding, communities reported experiencing multiple climate-related hazards, including.

- Drought (most frequently reported)
- Strong winds
- Soil erosion

Climate-Related Hazards Reported by Communities
SV4CASH Baseline Survey — Elegu Town Council, Amuru District
(n=24 questionnaires across 4 village clusters: Lori Kowo, Bibia, Elegu TC, Green Village/Kaladima)



These overlapping hazards compound vulnerability and negatively affect agricultural productivity, food security, and household income.

2. Community Leadership and Institutional Structures

All surveyed communities reported the presence of established local leadership structures, particularly Local Council (LC1) leadership. This provides a strong governance framework for community mobilization and coordination.

Community-based organizations, including groups and associations, are also present in most areas. These groups meet periodically and play important roles in:

- Community mobilization

- Information dissemination
- Participation in development activities

3. High Levels of Household Vulnerability

The assessment revealed that a significant proportion of households fall into low-income categories, with many villages reporting that between 40 and 75 per cent of households live below the poverty line. Vulnerability is further heightened by the presence of at-risk groups, including female-headed households, elderly persons, children, persons with disabilities, and, in some cases, refugees or displaced populations. These groups are disproportionately affected by flood-related shocks.

4. Strong Willingness to Participate

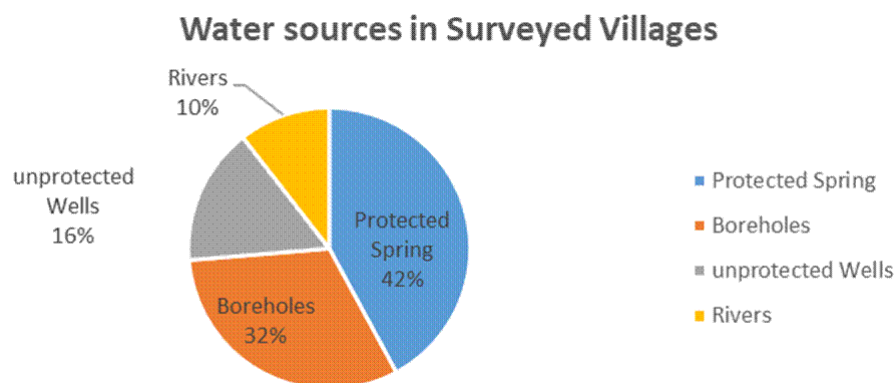
A key positive finding is the high level of willingness among communities to engage in project activities. Most respondents reported being either willing or very willing to participate. Communities also indicated readiness to:

- Contribute to project implementation
- Sign Memoranda of Understanding (MoUs)
- Support mobilization efforts

This demonstrates strong potential for community ownership and sustainability of any intervention.

5. Water Sources and Basic Services

Protected springs are the most common water source, although some communities rely on unprotected wells and rivers. These sources are highly vulnerable to contamination during floods, posing serious health risks.



6. Infrastructure and Basic Services: Access to Infrastructure and Services

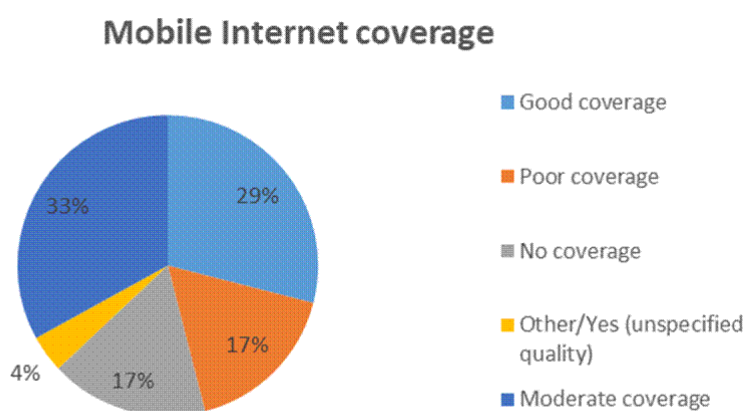
Infrastructure and access to essential services remain limited across the surveyed communities.

Road Access: Many communities rely on seasonal roads and footpaths, which become difficult to use during the rainy season. This limits emergency response, market access, and service delivery.

Health Facilities: Most households travel 5-10 km to reach the nearest health facility, indicating limited access to healthcare.

Education Facilities: Schools are located between 3 km and 10 km from communities, which may negatively affect attendance, especially during the rainy season.

Electricity access is limited, with many households having partial or no access. However, mobile network coverage was reported as moderate to good in most areas, presenting an opportunity for mobile-based communication and early warning systems.



In addition to flooding, communities reported experiencing multiple climate-related hazards, including drought, strong winds, soil erosion, and seasonal migration pressures. These hazards collectively exacerbate vulnerability and strain local coping mechanisms. The most affected assets include homes, farmland, schools, roads, and water sources, all of which are critical to community well-being and economic stability.

7. Flood Preparedness and Risk Reduction

Most communities lack formal flood early warning systems. Only a few respondents reported any form of warning mechanism. Despite this, communities have adopted local coping strategies, including:

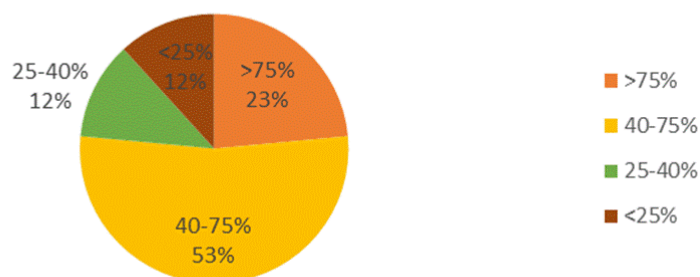
- Construction of drainage channels
- Elevation of homesteads
- Crop diversification
- Seasonal migration

While these strategies demonstrate resilience, they remain informal and insufficient to address increasing flood risks.

8. Livelihoods and Economic Conditions

Livelihoods in the assessed communities are predominantly based on subsistence farming, making households highly sensitive to climate variability and flood impacts. Additional sources of income include petty trade, livestock keeping, fishing, and casual labor. Communities also rely on natural resources such as farmland, water bodies, charcoal production, and small-scale commercial farming. Despite these activities, poverty levels remain high, limiting households' ability to invest in resilience and recovery.

Poverty Levels in Surveyed Villages



2.3 Key Observations

The assessment highlights several critical issues. Flood vulnerability remains high due to inadequate infrastructure, particularly poor road networks and limited drainage systems, as well as heavy reliance on unprotected water sources. Limited access to electricity and weak mobile network coverage constrain communication and reduce the effectiveness of disaster preparedness efforts. Despite these challenges, communities demonstrate a strong willingness to engage in flood risk reduction initiatives, although limited resources constrain their efforts. Vulnerable groups, including women, children, the elderly, and persons with disabilities, are consistently the most affected. Furthermore, the dominance of subsistence farming increases household exposure to climate-related shocks.

Justification for Selection of Model Village and School

Based on the questionnaire analysis and stakeholder consultations, **Elegu Primary School and its surrounding community** have been selected as the pilot site for implementing the SV4CASH project. Although similar climate-related challenges are experienced across the four villages, the selection of this site is informed by several strategic considerations.

Based on SV4CASH baseline survey data (24 questionnaires across four village clusters in Elegu Town Council, Amuru District), Lori Kowo is recommended as the priority village for SV4CASH implementation. Lori Kowo accounts for the largest share of the surveyed population (15 of 24 questionnaires, spanning its East, West, and Ward sub-areas) and exhibits the most severe combination of climate exposure and human impact in the dataset: 93% of respondents report flooding every year, 60% report flood events lasting more than three days, and, most critically, 67% report deaths or injuries linked to flooding, the highest fatality rate of any cluster with a statistically meaningful sample size. This risk is compounded by weak infrastructure, with 80% of respondents citing poor or seasonal road access that would hinder evacuation and emergency response during flood events. Nearly half of households (47%) fall into the higher poverty brackets, limiting their capacity to adapt or recover independently. Despite these hardships, community willingness to participate remains high at 80%, indicating strong local buy-in for a resilience intervention. This case is further reinforced by SV4CASH's existing engagement with youth at Elegu Primary School, which is located within Lori Kowo. A project sited here would build directly on established relationships and local trust rather than starting engagement from scratch, improving both efficiency and the likelihood of sustained community ownership.

Table 1: Questionnaires responses per sub-Villages

Indicator	Lori Kowo	Bibia	Elegu TC	Green Village/Kaladima
Questionnaires	15	4	3	2
Floods every year	93%	75%	100%	100%
Flood duration >3 days	60%	75%	100%	50%
Deaths/injuries reported	67%	0%	67%	100%
High poverty (51%+)	47%	25%	33%	0%
Poor road access	80%	25%	67%	50%
Community willingness	80%	100%	67%	100%

Elegu reflects the common vulnerability patterns identified across the assessed areas, including recurrent flooding, limited infrastructure, and reliance on climate-sensitive livelihoods, making it a suitable demonstration site whose lessons can be replicated elsewhere. The school and surrounding community experience frequent flooding that disrupts learning, damages infrastructure, and limits accessibility, providing a strong basis for prioritizing interventions where impact can be clearly demonstrated. Additionally, Elegu Primary School serves a wide catchment area, making it a central and accessible point for community engagement, with interventions likely to benefit multiple surrounding villages. The presence of active local leadership structures, organized community groups, and a high level of willingness to participate further enhances the feasibility and sustainability of the intervention. Targeting a school environment also allows for direct engagement with vulnerable populations, particularly children, while extending benefits to households through school-community linkages. Furthermore, the site offers a practical opportunity to pilot integrated climate resilience interventions, generate lessons, and develop a scalable model for replication in other areas.

Overall, Elegu demonstrates strong readiness in terms of stakeholder engagement, local coordination structures, and feasibility for timely implementation, making it an appropriate and strategic entry point for the SV4CASH initiative.

2.4 Key Recommendations that arose from the inception meeting

The inception meeting generated the following key recommendations to guide effective implementation of the SV4CASH project:

- Establish community-based early warning systems by leveraging mobile communication technologies and strengthening local monitoring structures to enhance timely response to flood events.
- Strengthen community awareness and capacity through targeted training and sensitization on climate change adaptation, disaster risk reduction, and flood preparedness.
- Support the construction, rehabilitation, and maintenance of drainage systems to mitigate flood impacts and improve water management within vulnerable areas.
- Promote livelihood diversification and climate-smart agricultural practices to reduce dependence on climate-sensitive activities and enhance household resilience.
- Leverage and strengthen existing local governance structures, community groups, and Village Savings and Loan Associations (VSLAs) to support project implementation, coordination, and long-term sustainability.
- Ensure inclusive participation by prioritizing vulnerable groups, including women-headed households, persons with disabilities, and the elderly, across all project interventions.

2.5 Conclusion

The inception meeting marked a critical milestone in the launch of the SV4CASH project and successfully achieved its intended objectives. The SV4CASH project concept, including its purpose and strategic approach, was effectively introduced to stakeholders, resulting in a clear and shared understanding of the project's goals and expected outcomes.

Active engagement with local leadership and key stakeholders led to strong buy-in and commitment to support project implementation. This was evidenced by participants' willingness to engage in project activities, support mobilization efforts, and collaborate throughout the implementation process.

The meeting also facilitated the establishment of initial communication channels and coordination mechanisms, providing a foundation for structured collaboration among stakeholders at community and district levels. In addition, community engagement processes

were successfully initiated, contributing to the identification and justification of Elegu Primary School as a suitable pilot site for project implementation.

Furthermore, the inception meeting and subsequent consultations enabled the initiation of data collection processes, particularly through the administration of questionnaires, which have provided valuable insights into flood risks, community vulnerability, and priority intervention areas to inform flood zone mapping and project design.

Overall, the meeting laid a strong foundation for effective, inclusive, and evidence-based implementation of the SV4CASH project. The integrated approach combining youth leadership, self-help strategies, and climate resilience interventions positions the project to significantly strengthen community adaptive capacity and improve flood risk management.

The success of the SV4CASH initiative will depend on sustained community engagement, effective stakeholder coordination, and adaptive implementation. With these elements in place, the project is well-positioned to serve as a scalable and replicable model for climate resilience across similar vulnerable communities.

Annex

ADOPTED MEETING AGENDA

Time	Activity	Responsible
9:00 AM	Registration and Welcome	Project Secretariat
9:30 AM	Opening Ceremony and Introductions	District Chairperson/Mayor
10:00 AM	Project Presentation: SV4CASH Overview	Project Coordinator
11:00 AM	Tea Break	All Participants
11:30 AM	Stakeholder Mapping and Role Definition	All Participants

1:00 PM	Lunch Break	All Participants
2:00 PM	Community Needs Assessment Discussion	Community Representatives
4:00 PM	Action Planning and Next Steps	Project Team & Stakeholders

Pictures



3. SV4CASH FIELD ACTIVITY: SENSITIZATION AND FLOOD MAPPING

3.1 Introduction

The Smart Village for Climate Action Self-Help (SV4CASH) initiative is a community-based approach aimed at strengthening climate resilience through awareness, preparedness, and local action. The initiative emphasizes empowering communities to take responsibility for addressing climate-related challenges using locally available resources and collective effort.

This report presents the outcomes of a two-day field engagement conducted at Elegu Primary School in Amuru District. The activity targeted school children as key agents of change, equipping them with knowledge and practical skills to understand flood risks and promote environmental responsibility within their communities.

Parts of Elegu experience recurrent flooding due to a combination of factors, including its low-lying terrain, proximity to River Unyama, heavy rainfall, poor drainage systems, and environmental degradation such as deforestation and improper waste disposal.

Following data collection under the SV4CASH project, the findings indicated gaps in community awareness and preparedness for flood events. There was a clear need to strengthen knowledge, particularly among young learners who can influence household and community practices.

In response, a two-day engagement was designed to translate research findings into practical learning experiences, focusing on flood awareness, preparedness, and environmental protection.

3.2 Field activity

Following data collection under the SV4CASH project, a two-day field engagement was conducted at Elegu Primary School. The purpose of this activity was to translate research findings into practical, community-based awareness, with a focus on flood preparedness, environmental protection, and behavior change among school children.

The engagement targeted learners aged 10–15 years and combined classroom-based training with field-based practical activities to enhance understanding, participation, and real-life application of knowledge.

By the end of the engagement, learners were expected to;

- Explain what a flood is and why Elegu experiences frequent flooding.
- Identify at least three warning signs of an approaching flood.
- Describe actions to take before, during, and after a flood.
- Explain the three Saemaul Undong principles; Diligence, Self-help, and Cooperation in their own words.
- Describe at least two ways they can personally protect the environment.
- Participate in identifying flood-prone areas within their community.

Day 1: Classroom-Based Training

Day 1 consisted of a structured half-day session (10:00 AM – 1:00 PM) that engaged approximately 70 learners. The session followed a facilitator-guided approach, integrating storytelling, discussions, group activities, and interactive learning techniques.

The session began with an introduction to the SV4CASH initiative, positioning learners as “Junior Climate Heroes” and emphasizing community-driven solutions.

Learners were introduced to flood concepts through a short video and a localized narrative centered on River Unyama, helping them relate flood risks to their immediate environment. Discussions explored why Elegu experiences frequent flooding, highlighting key causes such as heavy rainfall, deforestation, blocked drainage systems, and low-lying terrain.

Learners identified early warning signs of floods and were guided through actions to take before, during, and after flood events using Flood Action Cards, allowing learners to demonstrate appropriate responses.

The session also introduced the Saemaul Undong principles: Diligence, Self-help, and Cooperation through storytelling and discussion, encouraging learners to apply these values in their daily lives.

The day concluded with a quiz to assess understanding, the awarding of “Junior Climate Heroes,” and a briefing for Day 2.

Day 2: Field-Based Practical Engagement

Day 2 focused on practical application through field activities and community engagement.

The session began with a briefing on safety guidelines and an overview of flood mapping. A guided Flood Hotspot Walk was conducted, during which learners visited selected high-risk areas within the community. They identified flood-prone locations, observed water flow patterns, and shared personal experiences. Facilitators linked these observations to concepts learned on Day 1, reinforcing understanding of rainfall, runoff, drainage, and land characteristics.

The activity culminated in a community presentation, where learners presented their findings to local stakeholders, reinforcing their role as active contributors to community resilience.

3.3 Conclusion

The SV4CASH field engagement at Elegu Primary School successfully achieved its objectives of enhancing flood awareness and promoting climate-resilient behaviors among learners.

The combination of classroom-based learning and practical field activities proved highly effective in reinforcing knowledge and building practical skills. Learners demonstrated the ability to identify flood risks, understand safety measures, and appreciate the importance of environmental protection.

The integration of Saemaul Undong principles further strengthened the emphasis on self-reliance, initiative, and collective action in addressing community challenges.

3.4 Recommendations

1. Scale up similar engagements to other flood-prone schools to expand impact.
2. Strengthen community involvement by engaging parents and local leaders in future activities.
3. Provide schools with flood preparedness materials such as action cards and posters.
4. Promote continuous environmental conservation practices, including tree planting and proper waste management.
5. Integrate flood awareness into school co-curricular programs for sustainability.

Field evidence (photos)





4. COMMUNITY-BASED FLOOD HAZARD MAPPING EXERCISE, ELEGU TOWN COUNCIL

Activity	Community Flood Hazard Mapping (Youth-led)	Date	31 July 2026
Programme	SV4CASH - Smart Village for Climate Action Self Help	Location	Elegu Town Council, Amuru District
Participants	Youth volunteers organized into 5 groups	Prepared by	Ajok Paska, SV4CASH Lead

4.1 Introduction

The Smart Village for Climate Action Self-Help (SV4CASH) Project seeks to enhance community resilience to flood and drought risks through youth engagement, school-community partnerships, and locally driven climate action. Following the successful implementation of the learner awareness and capacity-building activity at Elegu Primary School, learners were assigned a practical flood hotspot mapping exercise to reinforce the knowledge and skills acquired during the training.

The exercise was part of the project's awareness and sensitization component, enabling learners to apply classroom knowledge to identify and document flood-prone locations within their communities. The activity also sought to encourage critical thinking, environmental observation, teamwork, and active participation in climate resilience initiatives.

4.2 Background

During the flood awareness training conducted under the SV4CASH Project, learners were introduced to flood causes, flood preparedness, environmental conservation, and basic flood hotspot identification. To consolidate this knowledge through experiential learning, the Head Teacher was tasked with coordinating a school-based flood hotspot mapping exercise.

Five groups of learners were constituted, each comprising ten students, under the supervision of two teachers. Each group was assigned the responsibility of identifying flood-prone locations within Elegu Town, documenting the sites through photographs, recording their

geographical coordinates, and gathering explanations on the causes and impacts of flooding at each location.

The exercise was intended to strengthen learners' understanding of their local environment while promoting ownership of climate resilience initiatives within the school and surrounding community.

4.3 Objectives

The activity aimed to:

- Reinforce learners' understanding of flood risks through practical field experience.
- Increase awareness of flood-prone areas within Elegu Town.
- Promote environmental observation and community-based learning.
- Strengthen teamwork, leadership, and communication skills among learners.
- Encourage youth participation in community-based climate resilience initiatives.
- Assess learners' understanding through structured presentations and discussions.

4.4 Activity Description

Following completion of the field mapping exercise, a presentation session was held on **30 July 2026** at Elegu Primary School.

Each of the five groups presented the flood hotspot locations they had identified during the exercise. Using the photographs collected and the associated geographical coordinates, learners explained:

- the location of each flood hotspot
- observed causes of flooding
- impacts of flooding on the surrounding community
- environmental conditions contributing to flood occurrence; and
- possible measures that could reduce flood risks.

The presentations demonstrated learners' ability to relate concepts acquired during the flood awareness training to real situations within their community.

4.5 Evaluation Process

To assess the quality of the presentations, a judging panel was constituted comprising the Head Teacher, a supervising Teacher and an Officer from the Ministry.

Each presentation was evaluated using an agreed scoring criterion focusing on:

- quality and relevance of flood hotspot identification
- presentation skills
- teamwork
- innovation and creativity
- ability to propose practical solutions.

Scores awarded by each judge were compiled and averaged to determine the overall ranking of each group.

4.6 Results

The evaluation demonstrated a medium level of learner participation and understanding of flood-related challenges within Elegu Town. All five groups successfully identified flood-prone locations and presented supporting photographic evidence.

Following the evaluation:

- **First Position** received a cash prize of **UGX 300,000**.
- **Second Position** received a cash prize of **UGX 150,000**.
- **Third Position** received a cash prize of **UGX 50,000**.

The awards recognized outstanding performance while encouraging continued participation in climate resilience initiatives.

Handover of Flood Hazard Maps

As part of strengthening climate awareness and promoting the use of flood risk information, **flood hazard maps for the 10 year and 200 year return period flood scenarios** were officially handed over to the Head Teacher of Elegu Primary School.

The handover was conducted by the Ministry representative as a symbolic and practical step towards institutionalizing flood risk awareness within the school. The maps are intended to serve as educational resources for learners and teachers, while also supporting ongoing community sensitization, flood preparedness, and climate resilience initiatives.

The Head Teacher received the maps on behalf of the school and expressed appreciation for the support, noting that the maps would enhance learners' understanding of flood-prone areas and strengthen school participation in future climate action activities.

The handover marked the culmination of the awareness and sensitization activity, reinforcing the project's commitment to empowering local institutions with knowledge and tools necessary to build resilient communities.

4.7 Key Achievements

The activity achieved the following:

- Successfully engaged **70 learners** organized into **five groups** in community-based flood hotspot mapping.
- Documented flood hotspot locations within Elegu Town using photographs and geographical coordinates.
- Improved learners' presentation, communication, and teamwork skills.
- Increased awareness of environmental conservation and flood preparedness.
- Strengthened school-community participation in climate resilience activities.
- Encouraged healthy competition and innovation through a structured presentation and award process.
- Generated locally relevant information that can support future flood risk mapping and community awareness initiatives.
- Flood hazard maps for the 10-year and 200-year return period flood scenarios were handed over to Elegu Primary School to support continuous climate education, flood preparedness, and community awareness.

4.8 Challenges

The activity experienced a few challenges, including:

- Limited time available for field verification of all identified hotspot locations.
- Variations in presentation skills among learner groups.
- Limited logistical resources to facilitate wider community participation during the presentation event.

4.9 Lessons Learnt

Several lessons emerged from the activity:

- Practical field assignments significantly improve learners' understanding of climate and environmental issues.

- School-led initiatives provide an effective platform for promoting community awareness and climate action.
- Learners possess valuable local knowledge that can contribute to identifying flood risks within their communities.
- Recognition and incentives motivate active participation and improve the quality of learner engagement.

4.10 Conclusion

The learner-led flood hotspot mapping and presentation activity marked an important milestone in implementing the Smart Village for Climate Action Self-Help (SV4CASH) Project. Building on the earlier awareness and capacity-building sessions, the activity successfully enabled learners to apply the knowledge and skills they had acquired by identifying, documenting, and presenting flood-prone areas within their community using photographs and geographical coordinates.

The presentations demonstrated an increased understanding of local flood risks, environmental challenges, and the importance of community preparedness. Through teamwork, field observations, and interactive presentations, learners developed greater confidence, communication skills, and a stronger sense of responsibility towards environmental stewardship and climate action. The evaluation and recognition of the best-performing groups further encouraged active participation, innovation, and healthy competition among the learners.

The activity was further strengthened by the official handover of **10-year- and 200-year-return-period flood hazard maps** to the Head Teacher of Elegu Primary School. These maps provide the school with valuable technical resources that will support continuous climate education, enhance learners' understanding of flood risks, and promote informed decision-making for disaster preparedness within the school and the surrounding community.

Overall, the activity successfully advanced the project's awareness and sensitization objectives by translating theoretical knowledge into practical action, strengthening school-community partnerships, and fostering youth leadership in climate resilience. It also established a strong foundation for subsequent SV4CASH interventions aimed at building a climate-resilient model community in Elegu Town Council.

4.11 Recommendations

- Conduct periodic learner-led flood hotspot mapping exercises to monitor changes in flood-prone areas.
- Integrate flood risk mapping into school climate clubs and environmental education programmes.
- Expand similar awareness competitions to other schools within flood-prone communities.
- Utilize the mapped hotspot information to support community planning and future flood mitigation interventions.
- Strengthen collaboration between schools, local government, and technical institutions to sustain community-based climate resilience initiatives.
- Develop a digital repository of georeferenced flood hotspot photographs to support awareness, planning, and future monitoring activities.

4.12 Photographic Documentation

Selected images from the field mapping exercise, showing community engagement, on-site verification of historical flood marks, and identified drainage hotspots, are presented below.



Youth group members recording flood hotspot locations and jointly verifying a historical flood mark with a community resident in Elegu.



Bright star group flood mapping



Education Believers



Scorpions' groups



The Never Give-up group



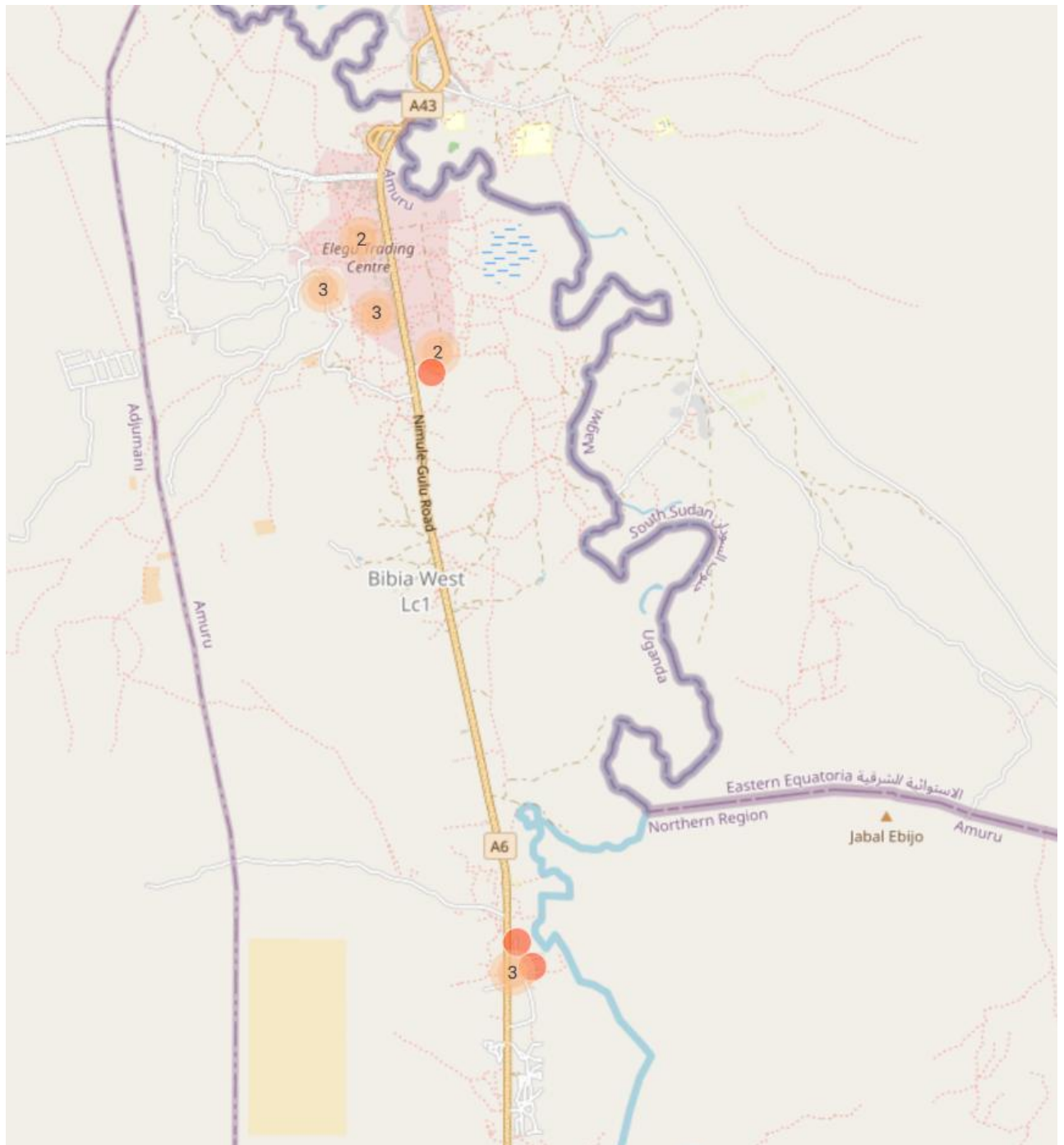


The White Stars group

Table 2: Coordinates entered in Kobotoolbox for flood map validation

Group	UTM Zone	Datum	Easting (m)	Northing (m)	Altitude (m)
The Scorpions	36N	WGS84	397,768	389,433	627
The Scorpions	36N	WGS84	397,661	389,433	624
The Scorpions	36N	WGS84	397,675	389,590	629
The Scorpions	36N	WGS84	397,632	389,424	629
The Scorpions	36N	WGS84	397,635	389,336	627
The Scorpions	36N	WGS84	396,792	393,474	616
The Scorpions	36N	WGS84	396,800	393,490	617
The Scorpions	36N	WGS84	396,701	393,965	680
White Star	36N	WGS84	397,142	393,120	611
White Star	36N	WGS84	396,799	393,492	628
White Star	36N	WGS84	396,481	393,615	621
White Star	36N	WGS84	396,409	393,614	621
Education Believers	36N	WGS84	397,145	393,199	618
Education Believers	36N	WGS84	396,489	393,655	623
The Never Give Up	36N	WGS84	397,215	393,287	625
The Never Give Up	36N	WGS84	396,699	393,922	621

KOBOTOOLBOX ENTRIES UNYAMA FLOOD HOTSPOT MAPPING ACTIVITIES



See attachment for Kobotoolbox report

4.12 Handover of Printed Flood Hazard Maps

As part of the activity, printed flood hazard maps depicting the 10-year and 200-year flood event scenarios for the Elegu area were formally handed over to the headmaster of the host school. The handover ceremony was conducted by staff of the Ministry of Water and Environment (MWE), and was attended by the Headteacher, the Deputy Headteacher, participating youth group members, and MWE staff. The maps are intended to support the school administration's understanding of flood risk in the surrounding area and to inform local emergency preparedness and awareness efforts.

Table 3: Design Flood Hydrographs — LP3 Peaks, 4-hr Interval, 144-hr Base

Time (hours)	Ratio q/q _p	Q 2-yr	Q 5-yr	Q 25-yr	Q 50-yr	Q 100- yr	Q 200-yr
0	0.0000	0.00	0.00	0.00	0.00	0.00	0.00
4	0.8748	32.43	43.31	62.67	71.89	81.85	92.66
8	0.9765	36.21	48.35	69.96	80.25	91.37	103.44
12	1.0000	37.08	49.51	71.64	82.18	93.56	105.92
16	0.9885	36.65	48.94	70.81	81.23	92.48	104.70
20	0.9583	35.53	47.45	68.66	78.76	89.67	101.51
24	0.9178	34.03	45.44	65.75	75.43	85.87	97.22
28	0.8716	32.32	43.15	62.44	71.63	81.55	92.32
32	0.8226	30.50	40.73	58.93	67.60	76.97	87.14
36	0.7728	28.65	38.26	55.36	63.50	72.30	81.85
40	0.7232	26.81	35.80	51.81	59.43	67.66	76.60
44	0.6748	25.02	33.41	48.34	55.45	63.13	71.47
48	0.6280	23.29	31.09	44.99	51.61	58.76	66.52
52	0.5833	21.63	28.88	41.79	47.93	54.57	61.78
56	0.5408	20.05	26.77	38.74	44.44	50.60	57.28
60	0.5006	18.56	24.78	35.86	41.14	46.84	53.03
64	0.4628	17.16	22.91	33.15	38.03	43.30	49.02
68	0.4273	15.84	21.16	30.61	35.12	39.98	45.26
72	0.3942	14.62	19.52	28.24	32.39	36.88	41.75
76	0.3633	13.47	17.99	26.02	29.85	33.99	38.48

80	0.3345	12.40	16.56	23.96	27.49	31.30	35.43
84	0.3078	11.41	15.24	22.05	25.29	28.80	32.60
88	0.2830	10.49	14.01	20.27	23.26	26.48	29.98
92	0.2601	9.64	12.87	18.63	21.37	24.33	27.55
96	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
100	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
104	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
108	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
112	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
116	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
120	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
124	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
128	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
132	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
136	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
140	0.2388	8.86	11.82	17.11	19.63	22.35	25.30
144	0.2388	8.86	11.82	17.11	19.63	22.35	25.30

Flood Hazard Maps

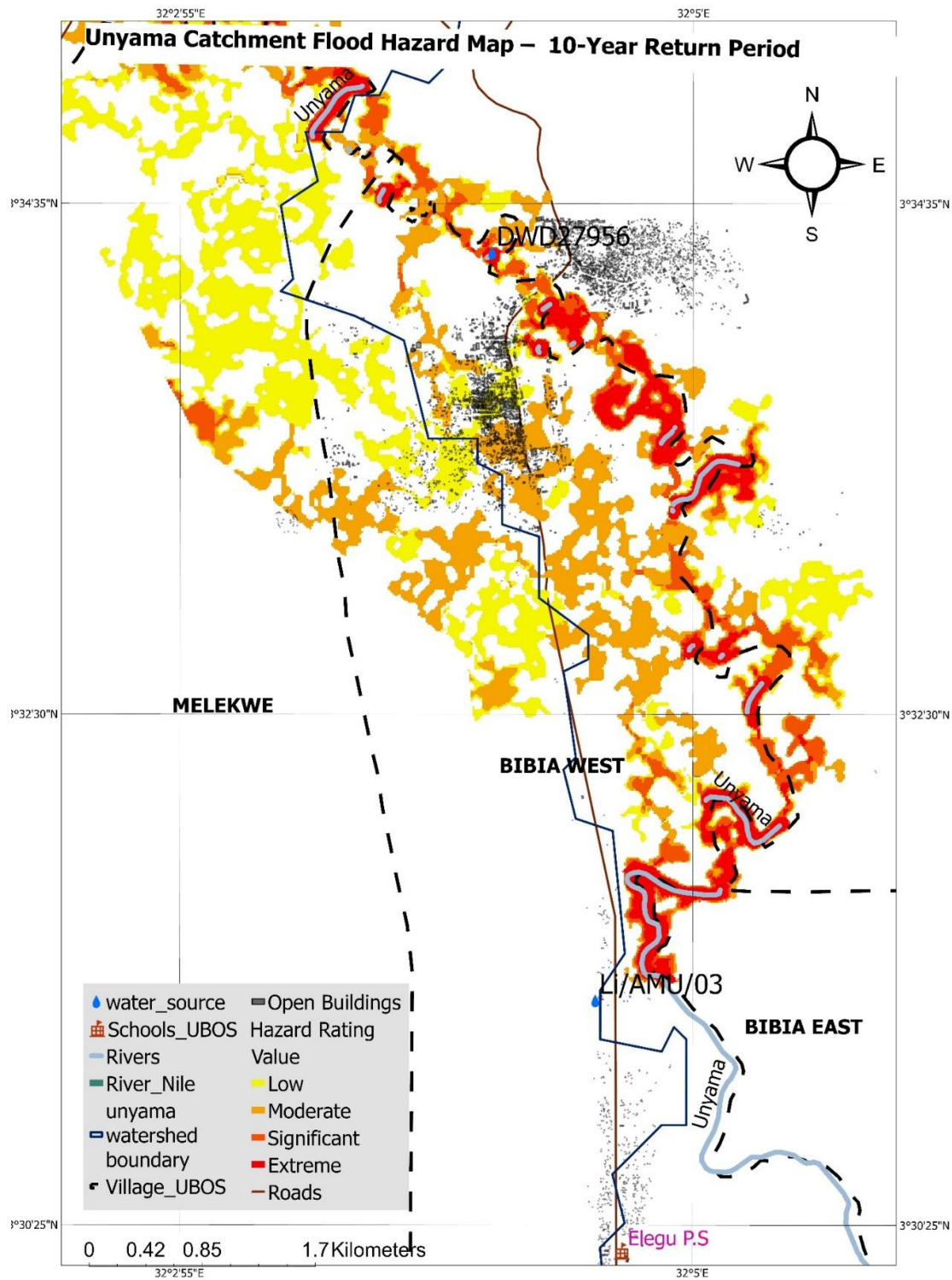


Figure 1: Flood hazard risk map for 10year flood return-period

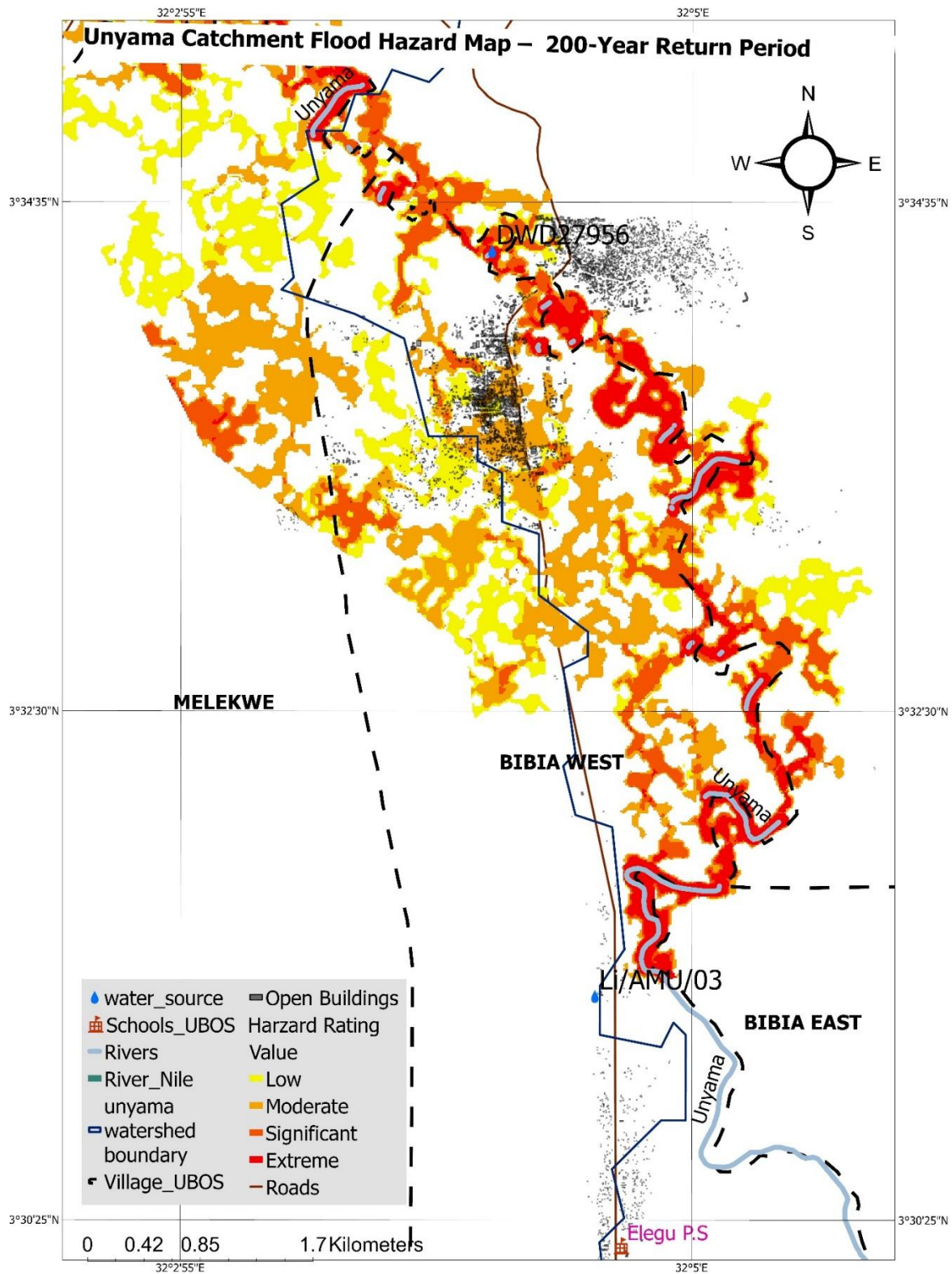


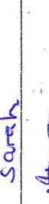
Figure 2: Flood hazard risk map for 200-year return period.

ATTENDANCE

MINISTRY OF WATER AND ENVIRONMENT DEPARTMENT OF WATER RESOURCES MONITORING AND ASSESSMENTS

ACTIVITY: SMART VILLAGE FOR CLIMATE ACTION SELF HELP (SV4CASH) INCEPTION MEETING

ATTENDANCE LIST

S/N	NAME	DESIGNATION	EMAIL / TELEPHONE	SIGNATURE
1	DROPIA JANET	TEACHER BIBIA	07739886933	
2	OLING THOMAS LOTILO	HEADTEACHER BIBIA	thomaslotilo@gmail.com 0789630866	
3	ASORASI ISAC	PWD REPRESENTATIVE	0790888943	
4	OOLA JOSEPH KITARA	HEADTEACHER ELEGIPI	0777011698	
5	SHARON OPIA	TEACHER ELEGIPI	0787812905	
6	OBONGOKOMCAN PAUL	TEACHER ELEGIPI	0788542061	
7	ATIELLA BOSCO	TEACHER BIBIA	0783786136	
8	OKWERA SIMON	TEACHER BIBIA	0785564469	
9	TIONDI STEPHEN	ELECTION CONSTABLE	0775014827	
10	ANZOA SARAH MAXIMO	FEMALE YOUTH COUNCILOR	0769878227	
11	DRAUGEN EMMANUEL BEN	Youth representative	0761025531	
12				
13				

MINISTRY OF WATER AND ENVIRONMENT

DEPARTMENT OF WATER RESOURCES MONITORING AND ASSESSMENTS

ACTIVITY: SMART VILLAGE FOR CLIMATE ACTION SELF HELP INITIATION MEETING

ATTENDANCE LIST

S/N	NAME	DESIGNATION	EMAIL / TELEPHONE	SIGNATURE
1	APIYO JUDITH	Unity High School Unity High School	0761729717	
2	OLAKA HARON	Unity High School	0788671555	
3	MAFURA BETTY	See community based	0773794968	
4	DIONGY B-MULETARE	Climate KDF	0774193737	
5	QERA SAMBAYA	Town Agent -	0786526072	
6	SAMUEL OREN	Manager water management	0784913909	
7	Robert Olango	Parish chief	0766205025	
8	ANZOA SARAH MASSIMO	F.T.C	0769878257	
9	Nyeko Harold Kagan	Town Agent	0774589882	
10	ABER FLORENCE	Youth chair person	0735806297	
11	OYURU JAMES	SPEAKER	0768738260	
12	OJOK NELSON	Town Councilor	0761331723	
13	ANAKA SKUA	YOUTH	0762528184	

MINISTRY OF WATER AND ENVIRONMENT
DEPARTMENT OF WATER RESOURCES MONITORING AND ASSESSMENTS

ACTIVITY: SMART VILLAGE FOR CLIMATE ACTION SELF HELP (SVH-CASH) INCEPTION MEETING

ATTENDANCE LIST

S/N	NAME	DESIGNATION	EMAIL / TELEPHONE	SIGNATURE
1	Ojara Stephen	PACAO-Annua	0777185432	
2	Rubangakene Patrick	Planes-Annua	0784764292	
3	Paythem Robinson	BWD-Annua	0772841805	
4	Kisango Mathias	Town Clerk	0772524297	
5	Agoik Pasko	MWE	0782850220	
6	Arachio Ruth Chuo	MWE	0773917417	
7				
8				
9				
10				
11				
12				
13				

Number	Name	Class
1	Kirabo Sharon	P. 7 P. 7
2	Kemirembe Sofia	P. 7
3	Chandia Gladys	P. 7
4	Anzoo Irene	P. 7
5	Mandera Scovia	P. 7
6	EIMANI DOREEN	P. 7
7	ANZOVULE MOSES JORDAN	P. 7
8	OBAMA LOUIS GENESIS	P. 7
9	Lemi Micheal	P. 7
10	Mazira Mercy	P. 7
11	Akena Joseph	P. 7
12	Mazira peace	P. 6
13	Amito Betty	P. 6
14	Erio Gladys	P. 6
15	AMARO RHOT GLADYS	P. 6
16	SITIMIA MIRIAM	P. 6
17	Lamara Ecan Blessing James	P. 6
18	Anyanzo christopher	P. 6
19	Joshua Ezra IWA	P. 6
20	Hamza RASUL	P. 6
21	Tonny Musa Rashid	P. 7
22	OMARA PATRICK	P. 6
23	Ahle Samson	P. 7
24	AMBAYO CHRISTOPHER	P. 6
25	MALESH ABRAHAM	P. 7
26	CHANDIGA NESTORE	P. 6

Number	Name	Class
1	Mugabe Emmanuel	P. 7
2	chandiga Godwill	P. 7
3	ANZOA SUNDAY	P. 7 P. 7
4	Olayo Mirriam James	P. 7
5	AKETOKIANGA PROSSY	P. 7
6	Atimaku Immaculate	P. 6
7	STELLA JUA	P. 6
8	Barua Beyonce BAAKO	P. 6
9	AJUGIO ENOCK	P. 6
10	Aciga Stephen	P. 6
11	Hassan Gama.	P. 7
12	Lucky Farza Gult	P. 6
13	CHANGIA Lucy	P. 7
14	Pita Consulate	P. 7
15	bazimali Richard Peter	P. 7
16	Taluga Jimmy	P. 6
17	Nyeko Moses	P. 7
18	James chandiga	P. 6
19	DRAMANI CHREIOTOPHRE	P. 7
20	Anyama Emmanuel	P. 7
21	Imaa Michael	P. 6
22	Abiriga Joseph	P. 7
23	OBOME ROBERT	P. 7
24	Igama martaine	P. 6
25	Anduga Innocent	P. 7
26	Shafic Abdul Rahim	P. 7

Number	Name	Class
1	HO Blessing	P.7
	ANZOA IRENE	P.6
2	Anzoo Susan	P.7
	Anzoo MERCY	P.7
	ERIO JESCA	P.7
	Mazira Gladys	P.7
	SAUYU FORTUNATE	P.6
	Gifts Viola	P.7
	FERIRA JANE	P.7
	Peace Kojoki	P.7
	Mindaa Catherine	P.7
	KAREO CONGY	P.7
	ERIO ANNET	P.7
	FONI EVALINE	P.6
	Nelson mandela	P.7
	Mani Ivan	P.6
	Thesame Walter	P.6
	Prince Abraham	P.6
	AGALEJO SAVIOUR	P.6
	ONEN INNOCENT	P.6
	KAMUNIU Fred	P.6
	Edward Wani	P.6
	Ingavure denish	P.7
	CHANDIGA PETER	P.6
	NELSON MANDELA	P.6

Number	Name	Class
27	Lago Joel Severiano	P-7
28	MIAHESH GEORGEY ALI	P-7
29	MANGWI SAMUEL	P-7

Attendance List

Activity: PRESENTATION ON FLOOD AWARENESS / EVALUATION:

[illegible]

Attendance List

Activity: PRESENTATION ON FLOOD AWARENESS/EVALUATION.....

[illegible]

Bright Stars.

- ② 1. Kirabo Sharon (secretary) ✓
2. ~~III~~ Erio Jesca
3. Kareo concy
4. pekira Jane. (presenter)
5. pita consulate (Presenters) ✓
6. Taluga Jimmy (chairman) ✓
7. Tonny musa Rashid.
8. Stima mirriam
9. Lio blessing trinity.
10. kamunu fred
11. Joshua Ezera
12. Blessing Lamara
13. Opia mirriam.
14. Kazimal Richard.
15. Oneni Innocent.
16. Anzoo Suzan.
17. InGAVURE DENISH

✓ Group 2 / NEVER GIVE UP

- ① 1. Alexna Joseph
2. Aketowanga Prossy
3. Amamurwot Gladys
4. Foni Evaline
5. Anduga Eastmest Cosmas
6. Anyzo christopher
7. Lemi Micheal
8. ANYAMA EMMANUEL
9. OBOMA ROBERT
10. Chandiga James
11. MALEST GEOFFREY
12. Chandica Gladys
13. Acen Kevin
14. ANZOR IRENE
15. CHANDIGA PETER
16. MATIRA GLADYS

Name of group scorpion.

✓

①

1. Chandiga Godwell
2. Igama martine
3. Abirga Joseph.
4. Shapic Abdul Rahim
5. Malesh Abraham.
6. Manderia Scovia
7. Amito pati Betty
8. Mani Ivan
9. Anzo Abraham.
10. Ambayo christopher
11. Gifty Viola
12. Anzoa mercy
13. Mazira peace
14. Sanyu fortate fortunaeta
- 15.

The representer

Shapic Abdul Rahim

The secretary

Chandiga Godwell.

- ✓ 1 ANDUGA INNOCENT
- ① 2 NELSON MANDELA PAUL
3. EIMANI DOREEN
- 4 MANGWI SAMUEL
5. THESAME WALTER
6. LUCKY FAIZA GIFT
7. ERIO ANNET
- 8 \$ ANZOA SUNDAT MICHAEL
9. PEACE KOJOKI
- 10 LAGU SEVERINO JOEL
- 11 NELSON MANDELA
- 12 DRAMANI CHRISTOPHER
- 13 AJUGO ENOCK
- 14 KATESU SYLIVIA

GROUP NAME: EDUCATION BELIEVERS

THE GROUP LEADERS

Chairperson

ANDUGA INNOCENT

Secretary

MANGWI SAMUEL

GROUP NUMBER

4

Grades

Activity: PRESENTATION EVALUATION

No.	Group Name	Points
01	Bright stars	low level of confidence low level of audibility correct explanation of the photos 05 points
02	Never give up	Audibility is medium confidence is low clear explanation of photos 06 points
03	Education Believers	Audible very clear explanation confidence is low 08 points
04	White stars	Audibility very low, confidence very low, explanations not clear: 04 points
05	Scorpion	Audible, clear explanation of the photos, low confidence: 07

Graded by: AMRAT RANMO HENRY

Signature: [Signature]

Grades

Activity: PRESENTATION EVALUATION.....

No.	Group Name	Points
1	BRIGHT STARS	2, Low audibility 2, photo quality 01 Confidentiality. (5)
2	NEVER GIVE UP	8 clear flood backgr- ound, showing flood depth
3	EDUCATION BELIEVERS	Good photos, good explana- tion, clear background (5) 2, eye contact, / overall 2 conclusion (9)
4	White stars	(4) Low audibility, some photos not explained, low confidence.
5	THE SCORPIONS	explanation done but not all. (6) clear photos, shy

Graded by: Oola Joseph Kitara

Signature: [Signature]

Grades

Activity: PRESENTATION EVALUATION.....

No.	Group Name	Points
1.	BRIGHT STARS	Confidence —
		Clear Explanation of the picture — } 6
		Detail in the Explanation — }
2.	Never give up.	Confidence —
		Clear Explanation of the picture — } 6
		Detail in Explanation — }
3.	Education believers	Confidence —
		Clear Explanation of the picture — } 6
		Detail in Explanation — }
4.	White Stars	Confidence —
		Clear Explanation of the picture — } 6
		Detail in Explanation — }
5.	Scorpion.	Confidence —
		Clear Explanation of the picture — } 6
		Detail in Explanation — }

Graded by: Kasbany Wafro

Signature: [Signature]