



NEBBI DISTRICT NGO FORUM

2013 ANNUAL REPORT

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ABBREVIATION AND ACRONYMS

ACRE-Action for Childrens Rights In Education
AFARD- Agency for Accelerated Regional Development
AGM- Annual General Meeting.
APEF-Agricultural Productivity Enhancement Forum
BUMC-Beach Unit Management Committee.
CEFORD-Community Empowerment For Rural Development
CSOs –Civil Society Organisations
DCDO-District Community Development Agency
DEO- District Education Officer
DN-District Networks
DRT- Development Research an Training
ERM- Education Resource Monitoring.
GCE-Global Campaign for Education.
HUMC-Health Unit Management Committee.
IDF-Independent Development Fund
MACCO-Mayank Anti-Corruption Coalition.
MOs- Member Organisations
MYJ- Maendeleo ya jamii
NDLG-Nebbi District Local Government
PTA-Parents Teachers Association
PRS-Promoting Rights in Schools
QuAM-Quality Assurance Certification Mechanism
RANs-Regional Advocacy Network
SMC-School Management Committee.
SPAN-Support Programme for Advocacy Network
UNATO-Uganda National Teachers Organisation.
USAID-United State Agency for International Development.
ZDLG-Zombo District Local Government

TABLE OF CONTENT

Table of Contents

ACKNOWLEDGEMENT	5
MESSAGE FOR THE CHAIRMAN.....	Error! Bookmark not defined.
MESSAGE FOR THE PROGRAMME COORDINATOR.....	Error! Bookmark not defined.
Introduction	6
VISION, GOAL & OBJECTIVES	6
Organizational Vision	6
Organizational Goal.....	6
Organisational Mission	6
Organizational Objectives	6
Introduction to the Report	6
Infrastructure development	7
School garden	8
Teachers posted.....	9
Staff development	10
Children right club.....	10
Community involvement in school activities.....	10
Support Programme for Advocacy Network (SPAN).....	11
Successes from the SPAN project	11
Revitalization of CSO directory	12
Action for children rights to education(ACRE).....	12
GOAL OF THE PROJECT.....	13
OBJECTIVES OF THE PROJECT.....	13
Objective of the project	13
ACHIEVEMENTS RECORDED.	13
Making sanitary material using local material.....	14
School clubs	15
PROJECT 3. Promoting children’s rights to education amongst the fishing communities.	16
Objectives	16
Strides recorded.....	17

Community ownership of the project.....	17
Confidence building through Debate competition	18
Enhanced participation and support in education promotion by the different stakeholders.	18
Stakeholder’s appreciation and adoption of the PRS framework in education programming.	19
Assessment	19
Host of Young Environmental trainee (YET).	19
Our partners in 2013.....	19
Current donors:.....	19
Other supporters/partners	19
Challenges encountered in our work.....	20
Lesson learnt	20
Recommendations	20
Annex	Error! Bookmark not defined.
Finance performance 2013	Error! Bookmark not defined.

ACKNOWLEDGEMENT

In a special way, Nebbi District NGO forum would like to thank ActionAid International-Uganda for the continued financial and technical support since its establishment in 2001, Uganda National NGO forum, World Wide Fund for Nature, Maendeleo Ya Jamii, Independent Development Fund (IDF), USAID, Development Research and training (DRT), University of Leeds, MACCO and CEGED, The forum is also grateful to Nebbi District local government and Zombo district Local government for their continued commitment to our cause.

We thank all our member organizations that have participated in our work with enthusiasm in serving the people of Nebbi and Zombo districts. We believe that 'many hands, many hearts and minds generally contribute to any ones notably achievement'; never doubt that a small group can change things.

Gratitude also goes to the communities, leaders, who trusted us enough to share their stories with the hope that we can find a solution to their problem through improving their lives.

Finally, we strongly commit on improving our systems and consolidating our achievements so that we become a more cost effective and efficient organization. Particularly in meeting our

core vision of 'a well coordinated and strong civil society organization in Nebbi/Zombo district'.

Introduction

Nebbi District NGO forum (NDNGOF) is a platform for civil society organizations (CSOs) in Nebbi/Zombo District with a purpose of strengthening and guiding the operations of CSOs for better and qualitative service delivery to the community through networking, accessing, sharing resources and advocating for equitable development.

The forum was formed in 2001 as an affiliate of the Uganda National NGO Forum and it is registered with Nebbi District Local Government (NDLG). National NGO board and it holds a QuAM certificate. At present, NDNGOF has a membership of 82 Organizations spread throughout the district.

The forum stands for Transparency, Collective action and responsibilities, Mutual respect, Fair dealings, Equity and gender parity, Active participation, Voluntarism and service above self.

VISION, GOAL & OBJECTIVES

Organizational Vision

The Vision for the forum is a well coordinated and strong civil society organization in Nebbi district

Organizational Goal

The goal of NDNGOF is to develop civil society organizations into institutions able to participate as effective partners in the conception, formulation, implementation, monitoring and evaluation of policies, legislation and any other aspects of development practices and processes in the district.

Organisational Mission

To provide a Platform for CSOs operating in Nebbi District to increasingly participate in development processes and contributes to policy dialogue through advocacy, networking and information sharing

Organizational Objectives

1. To increase mobilization of, and networking among member organizations (MOs).
2. To promote policy dialogue and advocacy with government, donors and other development partners in formulating pro poor policies and poverty reduction programmes.
3. To share information and good practices in order to contribute more effectively to the development process in the district.
4. To build capacity of MOs to engage in policy processes more effectively at all levels.
5. To promote good governance and human rights
6. To carry out other activities that is legal to further the objectives of the forum.

Introduction to the Report

This report describes the status of the progress of all the projects that were implemented for the period of January to December 2013. This is a continuation of follow up on the different undertakings activities carried out within the periods and as well as the follow up of commitments made during different meetings held with Stakeholders in development in their respective Sub-Counties of the two Districts of Nebbi and Zombo as well.

This 2013 annual report provides detailed concept of understanding of Nebbi District NGO forum activities implementation under education resource monitoring programme (ERM), Support Programme For Advocacy Network (SPAN) Action for children's right to education, Promotion of children's Rights to Education among fishing community. Targets, it also includes stakeholder's voices, collective testimonies and evidence snap clips.

The Progress under Education Resource Monitoring Programme and Tracking have been categorized under different Areas achieved in a given sectors as indicated below:

Infrastructure development

One block of Latrine with two stances completed in Oweko primary school and Nyapea girls' primary school this is now in use. This has come as a result of our constant lobbying and Advocacy dialoging with local government on the inadequate sanitary facilities in schools. This has helped to promote sanitation of the school as well promoting privacy in school since both boys and girls have their separate facilities hence reducing the risk of disease outbreak in schools that might be caused by poor hygiene in schools



*Completed two stances latrine under SFG for girls in Oweko p/s
Completed latrine in Nyapea girl's primary school*

Our advocacy has caused changes in the construction of infrastructure in schools for example the long awaited construction of three classroom block in Paley Yugu has been commissioned with high community participation as it was a NUSAF 2 funded project. This has energized the communities to demand for better

services for their schools from government. In Atyak primary school, communities picked NUSAF 2 interest form and the project is constructing a three classroom block now at finishing level. The community rehabilitation of a 4 classroom block has reached roofing level, if completed will decongest the classrooms.

Atyak and Paley Yugu primary school received one block with three classrooms under NUSAF2 Constructed by Ckovem Ltd not fully completed only finishing. These classrooms will help to reduce on the congestion in one classroom since they do not have enough classes

The great change has been realized in some schools due to our advocacy issues for example in Nyakagei primary school teachers' house constructed under NUSAF 2 plus kitchen and latrine completed and now in use which has improved on teachers' accommodation. This is due to active advocacy on inadequate accommodation facilities in schools. Time management has been improved as well as syllabus coverage and the performance also improved due to close supervision and punctuality of teachers and pupils to catch up with lessons and other school activities since the head teacher and deputy stay within the premises. In the 2013 PLE results Nyakagei P/S had 4 pupils who passed in first grade and increase from 3 in 2012.



Teachers' houses Nyakagei p/s
Kitchen Nyakagei P/S

School garden

The Agricultural sector in schools has been opened and being implemented under the school garden programme which gears towards school feeding initiative in schools e.g. in Erussi primary school planted maize intercropped with groundnuts and banana, Italia p/s planted sweet potatoes, beans and few coffee plants, Boro p/s planted maize which is almost ready for consumption, Kivuje p/s planted maize and soya beans, Nyakagei p/s (Panyimur sub-county) planted maize and inter cropped with groundnuts, Ajei p/s (Nyapea Sub-County) planted groundnuts, bananas, cassava and coffee plants,

Zombo Upper p/s planted cassava, groundnuts intercropped with coffee, Aringu p/s planted beans and coffee, Atyak planted sweet potatoes, coffee and banana, Lwala planted maize and sweet potatoes, Ukemu p/s planted coffee and Agiermach p/s planted sweet potatoes, beans and groundnuts. All these have introduced Agricultural activity in school such that food are produced from schools for children consumption while at school so that absenteeism of children as being caused by hanger is avoided and to help children do their live practical on plant objects. This aims at commercializing the future and to introduce school feeding programme at schools. This project has been taken up by most schools due to several sensitizations made on both the schools and parents on the issues of lunch provision in schools where parents do not pack food for their children to eat from school and it has made it very hard for children to attend to afternoon lessons due to empty stomach. This initiative will help to reduce on absenteeism cases as being caused by hanger.





Maize and Soya beans garden in Kivuje p/s Panyimur sub-county
Groundnuts garden in Zombo upper primary school



Under the same programme, that is school garden initiative, Erussi primary school last season harvested four sacks of maize. At the moment the school is planning to start making porridge for children from school and they hope to produce more food stuff as shown in the pictures below where children are preparing land for more cultivation while looking forwards to commercialize the future. The all aim is to ensure that in some few years to come, pupils should begin having lunch at school instead. This programme will help to reduce on high rate of dropout hence promoting pupils' retention since food will be available in school. Time management during afternoon hours will be checked since pupils will not be going home that may result to active class participation by pupils hence realization of performance improvement. This school garden programme is being implemented due to continuous monitoring and sensitization of school heads on the benefits of producing food stuff at school.



Children preparing garden during Agric class work Erussi p/s Erussi sub-county four sacks of maize harvested last season Erussi primary school

Teachers posted

Our advocacy has caused positive changes towards education sector in the two districts which has caused posting of teachers to various ERM schools in Zombo district e.g. Guna p/s received three (3) male teachers, Nyapea boys one male and one female on transfer cases, Nyapea girls one female and two males, Ajei p/s received two males teachers, Zombo Upper p/s received six male teachers and five reported and not yet reported to make six teachers all males,

Ukemu p/s one female, Agiermach p/s two all female 1 reported, Atyak p/s three teachers all male 2 reported , and Italia p/s in Erussi sub-county Nebbi received one male teacher, Pacaka p/s 4 teachers, panimur Sub-County Boro p/s 3 teachers, Dei p/s 5 teachers and Kivuje p/s 2 teachers (male and female teachers posted in total are 17 and 5 respectively). This has helped to address the issues of inadequate teachers that have been one of challenges facing education in almost all the schools in the two districts and it has been achieved due to our advocacy and dialogue meeting held with various stakeholders at various levels in the districts

Staff development

Our advocacy has caused change in staff restructuring in the districts of Nebbi and Zombo. The districts advertised for recruitment of substantive District Education Officers of the two districts fill the vacant positions that existed for years. In a similar way both districts have recruited primary school out of which 21 for Zombo district and 16 teachers for Nebbi district were posted in ERM schools.

Children right club

Due to the training conducted for school club facilitators and ERM monitors, the Schools club facilitators and ERM monitors were able to form clubs and managing these clubs well in their respective schools and the child monitors initiative developed in all the ERM schools. This initiative has helped children to advocate for what they feel should be done for them as far as studies are concerned which can promote their learning and to track on absenteeism of both teachers and their fellow pupils, number of lessons taught in a day are captured which has help to improve on syllabus coverage hence improving the quality of learning.

Free expression and openness of children, The club formations has empowered pupils to speak and express themselves freely and openly advocate for their rights by themselves such as rights to education, rights to good shelter and rights to freedom of expression. This majorly came as a result of interaction between pupils and the education resource monitor Anna Odubi during her monitoring process. The club formation in schools has empowered pupils to demand for their basic needs in schools dialogue. For example Ukemu P/S pupils have asked the school authority for adequate infrastructure facilities such as constructing bathing shelter for girls, buy club uniforms, changing dresses or uniforms to be used by girls during their menstrual periods, and also taking them for study tour.

Community involvement in school activities

Our advocacy has promoted community participation and involvement in the education sector e.g.the community of Panyimur primary school and Nyakagei p/s each constructed a twin stuff house with the PTA support funds. These houses will provide accommodations to teachers within the school premises hence time management is observed, absenteeism by teachers is reduced leading to good coverage of syllabus and this was achieved due to community sensitization meetings conducted on the inadequate infrastructures in schools where the negative impact like poor performance at the end of the year has been pointed as one of its cause. Borehole drilled near school and this has helped children to get clean drinking water within school which can save on their time wastage in searching for water from the distance.



One block of staff house constructed by parents in Panyimur p/s one block of staff house constructed by parents in Nyakagei p/s

Support Programme for Advocacy Network (SPAN)

Support program for advocacy network aims at strengthening the capacity of CSOs at sub national with the aim developing an eco-system of civil society actors who are able to link, learn and work together in the bid to hold their leaders accountable, it has four interlinked components namely:1) district level CSOs leadership capacity enhancement,2) developing local advocacy hubs,3) learning, networking and accountability for results and developing evidence networks to produce advocacy contents. The activities under each of the component have been categorized and are delivered through the district networks, regional advocacy networks and the SPAN secretariat.

Goal: To build a sub national citizen –led advocacy eco-system for greater transparency, accountability and quality service delivery in Uganda.

SPAN Structure. SPAN operational structure was anchored on the 3 basis organs of;

1. District Networks.(DNs)
2. Regional advocacy networks (RANs).
3. SPAN secretariat which is the administrative and coordinating Unit based at the National NGO forum.

Successes from the SPAN project

1. SPAN supported the monitoring of the National Development Plan and for Nebbi and Zombo, NDNGOF spearheaded the process, the report influenced the planning process of the district and this was reflected in the district development plan 2013/2014.



2. SPAN project enabled the Nebbi district NGO forum District to organize meetings with local governments even without having to use a lot of money. The councilors and the technical staff of the district meet with the CSOs to find out the working relationships between the local government and the civil society and also to discuss matters of concern in the district.



3. SPAN project, enabled Nebbi district NGO forum to supports the budgeting process of the lower local government specifically at the parish level.
4. SPAN has also created visibility of the CSOs that are partnering with one another in implementing this project.

The QuAM which was introduced under SPAN project has helped a lot in resource mobilization especially Nebbi district forum that already has the certificates and secured funding from independent development fund and USAID

SPAN project supported the strengthening of forum to influence service delivery especially facilitating board of directors meetings, in 2013, new board members were elected.

- Exposure

Revitalization of CSO directory

Under the project, the forum revitalized its membership directory and this document helps the public, government and the private sector to appreciate the contribution made by CSOs. It has also promoted CSO to CSO networking, CSO to government collaboration and CSO Networking with other interested stakeholders, researchers and all those who may want to access the contribution of CSOs in Nebbi and Zombo are using the document.

Action for children rights to education(ACRE)

Action for Children's Rights in Education is one year project being implemented by Nebbi District NGO forum in 20 schools across the two districts of Nebbi and Zombo. This project aims at Promoting Rights in Schools (PRS) framework which is a uniting framework articulating a common understanding of quality education worldwide. This rights-based approach aims to secure free, compulsory, quality public education for all and focuses on strengthening the public education system. It seeks to empower citizens

to hold the core duty bearer, the State, responsible for respecting, protecting and fulfilling education rights and to explore what role each stakeholder can play in ensuring that schools offer good quality education.

GOAL OF THE PROJECT.

To ensure that girls and children with disabilities gain access to free, quality public education in Ghana and Uganda.

OBJECTIVES OF THE PROJECT.

The project is applying the PRS framework to work with children, teachers, parents, community leaders, local education groups and teachers' unions to:

1. Increase awareness of rights to and in education by collecting data using the PRS framework with multi-stakeholder groups of children, parents, teachers, community leaders, local education groups, researchers, and teachers' unions
2. Promote safe and non-violent schools by advocating for adequate and appropriate learning environments including implementation of a Teachers' Code of Conduct and policy provisions
3. Increase transparency and accountability of school management processes by enhancing community and children's participation in decision-making and monitoring education resources
4. Increase the confidence levels, learning abilities and outcomes of girls in Nebbi and Zombo districts.

Objective of the project

- To ascertain the level of progress reached in the implementation of the project in the pilot schools.
- Develop catch up plan for the implementation of the project within the timeline.

ACHIEVEMENTS RECORDED.

With the support from the data collectors and the consultant the baseline data collected has been analysed and validated for the district on the promotion of rights in schools. The report provides up to date information on the situation on ground which will provide the basis upon which advocacy interventions will be conducted from the community to district level.

Following the education advocacy meeting conducted attended by the district leadership (CAO, Speaker, DIO, DEO District planner, DCDO) and CSO (CEFORD, CARITAS, UNATU, AFARD, APEF, Rainbow radio, New Vision) challenged themselves on education matters. A number of actions were agreed upon that included inclusion of Avodu primary school in the development plan to receive a five stanch VIP latrine in the financial year 2012/13, commitment from the district leadership to redistributing female teachers to rural schools and Atego Sub County has included a girl's washroom in Paminya primary school in the budget for the financial year 2012/2013

Trained 15 deputy head teachers from ACRE schools and 14 teachers from Nebbi town council schools were supported with the help of UNATU and received the same training. The training has increased teachers awareness and knowledge about their code sharing by the trained teacher to their counterparts in the different schools. This has been made possible by the further extension of knowledge by the teachers. It is also manifested in Increased knowledge and administering positive discipline in the schools. In Uru primary school teachers subject pupils to writing apology letters and the story of the that led to breaking school rules and regulations as a form of punishment.

Making sanitary material using local material

The training with senior women teachers on the use of and how to make sanitary materials using local materials, all the 20 ACRE schools have established separate rooms that serve as counselling rooms and offices for the senior women teachers. In these offices sanitary materials are put in them and girls find it easy to access and use. What is interesting is that the girls and their teachers (senior women teachers) have been brought closure than before. The senior women teachers have been empowered to demand for increased budget allocation to the girl child in the schools. There is active participation of the girl child in school affairs and in most cases they have become of help to the Senior Women Teachers in bringing on board shy colleagues to the senior women teachers for counselling. Absenteeism during menstrual periods has reduced to over 80%.



Offices of the senior women teachers in Paley Yugu primary school

10 of the 20 schools have established and operationalized girls wash rooms in their schools,

(Paley Yugu, Mitapila, Pumvuga, Adwongo, Nyandima, Uru, Got Cam, Ramogi Didi, Pubhidi and Ozorise)

A total of 20 school club facilitators was done, 19 females and one male. The intention was to train female teachers who would in turn help in achieving the project goal that aims to support girls education through supporting girls in the clubs who will act as motivating factors for other girls to remain in schools.



Left is the girls wash room adjacent to their latrine in Adwongo and right is the wash room in Paley Yugu with the senior woman teacher Ms

All the 20 schools have already established and running school clubs, in Adwongo for example

the pupils have planned to sensitise the community on the importance of girl child education through a drama show. In Pumvuga PS children have had engagement with the community on children's rights and challenged parents of the duty they are to play in regards to children's rights to education.

School clubs

The school clubs have empowered the pupils to demand and hold teachers and parents accountable for their actions. During an annual general meeting in Patek Aja primary school, pupils met and wrote a report which they handed to the chairperson SMC which was read to the assembly as children's report highlighting the problems they go through in school and at home.



THE GIRL CHILD WORK PLAN						
OBJECTIVE	ACTIVITIES	RESOURCES	PERSON	TIME	SOURCE	INDICATORS
01	To enhance girls' participation in school	formation of girls club (GWC)	girls	On-going	U.P.A.	Girls club formed and active
02	To be smart, like and stay in school	formation of girls club (GWC)	girls	Monthly	U.P.A.	Girls club members active
03	To make the impact of girl child education and stay in school	formation of girls club (GWC)	girls	Once a term	U.P.A.	Girls club members active
04	To keep the health of the children clean and healthy in school and at home	formation of girls club (GWC)	girls	Daily	U.P.A.	Girls club members active
	To know dangers of the mental sex	formation of girls club (GWC)	girls	Monthly	U.P.A.	Girls club members active
	To be safe from HIV, AIDS and GBV	formation of girls club (GWC)	girls	Monthly	U.P.A.	Girls club members active

"the headmaster told us to dig a school garden but in the end he planted his beans in it, he makes us work in his garden, teachers don't teach us enough, our parents don't provide us with scholastic materials and have refused to pay development fund and exam fees. We want the AGM to address these problems". Reads the childrens report.

The club members and their work plan in Adwongo primary school.

School club in Pumvuga PS has taken it upon itself to sensitise fellow children on the dangers of violence and this has greatly reduced incidences of children fighting and bullying each other and hence absenteeism has reduced tremendously in the schools.

The baseline report that was disseminated to stakeholders unearthed the plight of Paminya and Pubidhi which are inaccessible as they have been included for grading as the two districts of Nebbi and Zombo accepted that the roads to these schools are actually district roads and hence cannot leave them for the community to maintain.

Following the successful holding of the girls club meetings held through role models reaching 915 girls in all the 20 schools, pupils were able to report their parents unwanted behaviours threatening to marry them off. Nebbi NGO forum engaged three inspirational girls (Radio Presenters) to encourage girls in schools some children reported abuse at home to the role models who reported the matter to school authorities. In Anyola P/s as a case study Irene who live with her mother had been threaten by her very own mother to be married off because the mother feared that if she delays to get married her (Irene's) father will be the only beneficiary of the pride price that will be paid.

'my mother told me she wants me to get married because if I delay my father will be the only one to get the bride price because she knows that when he knows that I am grown up he will come and pick me to go and live with him'' Narrates Pikwo to Oroma Priska one of the role model



Pikwo Irene stressing her case among the children of Anyola P/S and on the right she is being counselled by Oroma Priska a journalist with Rainbow radio

The school feeding projects enabled school to plant a number of crops like bananas in Uru and Ozorise which all amount to 3 acres, Irish potatoes in Paley Yugu and a grinding mill in Kinju primary schools among others, these initiatives with the source pans procured for nine schools will start providing meals for children in the second term of 2013

PROJECT 3. Promoting children's rights to education amongst the fishing communities.

The project provides a plethora of approaches by the stakeholders (Authorities, communities, Community based groups) to tackle the problem of education along the fishing communities that has overtime affected the learning outcomes. The resultant effect shall be an organized community and civil society organisation fraternity in the 3 sub counties able to negotiate for increased resources and supporting the process of developing local based bye laws that are aimed at strengthening education and learning outcomes in primary schools in the selected sub counties.

Objectives

1. To enhance capacity of cultural leaders, police, CSOs, Beach management Unit (BMU) on Rights to education of Children in the sub counties of Panyimur, Wadilai and Erussi.
2. To create civic awareness of children's right to education.

3. To create linkages with the different stakeholders engaged in education at the sub counties and the districts on learning outcomes.

Strides recorded.

Community ownership of the project

Since the inception of the project both the political and technical leadership in the district and the sub counties have embraced the project. In the schools there are already CSO players and this project is complementing other initiatives. The schools have accepted and cooperating with NGO Forum in the implementation, this was greatly shown during the baseline data collection where both parents and the school administration provided us with information with ease.

The intervention both at the district, Sub County and community has seen the beach management units realise their mandate and committed to enforcing a no child at the landing site policy in all the landing sites under their control. In schools teachers have embraced the promoting rights in schools approach and hence its implementation is being streamlined in school programme.

As a start up to the implementation, the forum together with The Good Samaritan Action Ministry and Pacego Women Club CBOs in Wadelai and Panyango sub counties while in Pakwach sub county we worked with the sub county local government and identified 13 schools within the 3 sub counties for the project.



With support from UNATU Nebbi branch we successfully trained 26 teachers from the project schools on the Promoting Rights in School framework and school club operations. The participants appreciated the approach especially that children will be empowered to demand and report abuse both at home and in school.

The 6 community monitors of the project have been trained on the Promoting Rights in School framework and monitoring documentation and reporting. The training further enhanced their capacity and were involved in collection of data for the baseline. From the 10 articulated PRS rights we conducted data collection on rights, 2, 5, 7 and 8 out of the 10 articulated rights in the PRS framework. An external person has been contracted to analyze and prepares a baseline report.

A dialogue meeting was held at the sub county of Panyango attended by both Wadelai and Pakwach, Panyango being central hosted. It brought on board a number of actors including the beach management unit leaders (BMU) who are in focus because they have a responsibility of

regulating activities on the beaches. The meeting was successful all the LCIII chairpersons committed to initiating village meetings to discuss education, the BMUs admitted that they do not stop children from fishing and related activities even during class hours to which they committed to reversing with immediate effect.

Confidence building through Debate competition

The engagement of children in a debate competition particularly the topic (“Parents have more roles than government in providing education”) enlighten them the roles played by the different duty bearers in providing education. The debate was not just a competition but to make participants and listeners understand their roles in fulfilling education rights of children. Wadelai sub county leaders admitted that the debate competition has given them hope and courage to move out in the community to educate the masses on the importance of education.

‘We are confident with these kind of interventions children will challenge us and their parents to provide the necessary items for their education’.
Stressed the chairperson LC III Wadelai sub county Mr Okello Jacan Robert

‘A total of 126 pieces of talking compound has been produced, the messages in them particularly stresses children’s rights messages. The planting and use in the schools will further inform the children on their rights duties and obligations. This will further empower the pupils to demand for improvement in service deliver in and out of schools. We have built confidence in

teachers and pupils in the target schools. Children have become more open and report abuse inflicted on them by teachers. In Panyigoro primary school pupils reported a teacher who at all times has been touching girls’ breast and buttocks to the district leaders during the district regular visit to schools. The affected teacher has since appeared before the district disciplinary committee to answer for his actions, the community has joined and demanded his immediate transfer outside the entire sub county of Pakwach.

Enhanced participation and support in education promotion by the different stakeholders.

As a core mandate of the forum, the education thematic meeting developed synergy with all the actors in the sector. The district education officer presented a range of issues that affects his department but are not within his reach. The forum generated the issues and agreed to advocate on behalf of the department in the coming district dialogue meeting. It is important to note that forum addressed those gaps in service delivery in sector where all activities of the different players were aligned to. With the various stakeholders the forum has been elected to chair Nebbi district gender forum. To commemorate the 16 days of activism, the gender forum zeroed on problems affecting the girls in school and out of school specifically on early marriage and teenage pregnancies. As different stakeholders we commissioned a simply study in the fishing community and one sub county at the border with the Democratic Republic of Congo to ascertain the magnitude of the problem. The different district education stakeholders have come to realise that the number of children dropping out of school due to these vice has

sharply increased. Due to the children's petition to the leaders Nebbi district committed to the following. □ Reviving pregnancy test in all primary schools in the beginning and end of every term. □ restricting traditional ceremonies (dowries) to only one day □ Speedup the process of passing the education ordinance. □ All sub counties shall enact education by-laws next financial year. The above commitments shall be followed up by both NGO Forum and the district gender forum for the purpose of improving education standards in the district. Mobilization of the masses on education rights conducted through the radio talk shows has generated community led debates on the roles of parents in fulfilling, respecting and promoting children's education rights. Communities

Stakeholder's appreciation and adoption of the PRS framework in education programming.

The forum has been recognized by the district and offered the opportunity to present their plans and budget for incorporation in to the district development plan. The district especially education department recognizes the forum as the most strategic partner in promoting, respecting and fulfilling education rights in the district. Four out of six monitors attended annual general meetings in 8 schools and emphasize the promoting rights in schools framework in the schools. These only reinforced the knowledge imparted on the school club matrons and patrons as well as the club activities.

Assessment

During the period, the NDNGOF undertook a number of assessments in areas of Education (Are our children learning-), CSO-Monitoring of

National development plan, local government score card, oil and gas (community-company assessment in the albertine rift).....

Host of Young Environmental trainee (YET).

The forum in 2013, applied to host a YET from WWF Uganda country office, particularly to strengthen the capacity of the Nebbi district NGO forum and its members in the petroleum development aspects in the albertine rift and also take part in fundraising for the host CSO especially for petroleum and environment related projects. The forum is hosting the YET for 8months.

Our partners in 2013

In 2013, the forum entered in partnership with a number of development partners to support it achieve its mandate, they include;

Current donors:

1. Uganda National NGO Forum(SPAN)
2. Action Aid International Uganda
3. Maendeleo ya jamii
4. Independent development fund(IDF)

Other supporters/partners

1. CEFORD.
2. Mayank Anti corruption Coalition(MACCO)
3. World Wildlife Fund for nature (WWF)
4. University of Leeds
5. Nebbi District Local Government
6. Zombo District Local Government
7. Development Research and training(DRT)
8. ACORD
9. DENIVA

Challenges encountered in our work.

The frequency of meetings and reflections takes a very long time; sometimes up to six months. This keeps the working relationships torn. Especially under the SPAN project

Budget cuts which have led to a significant drop of activities; over 40% reductions in activity funds. Some DNs are facing problems of paying salaries and other administrative costs.

There is a lot of communication gap from the Uganda National NGO Forum and the Northern RAN. Many times questions are raised and no answer is provided from either centers

Slow fulfillment on commitments by district leaders.

Poor MO mobilization strategy

- Inadequate resource base for implementing activities.
- MOs have a weak capacity to raise internal revenues.
- Heavy workload for the senior women teachers as in most of the school there is one female teacher per school.
- Inadequate resources at school level for continuity to provide the sanitary materials

Lesson learnt

Effective communication is the only way to silently and diplomatically solve problems that are within the partnership.

If a child does not learn the way we teach, maybe we should teach the child the way children can learn just not in the same way.

Prior planning also prevents pieces for poor performance.

Recommendations

1. We should get to the communities through our members – engaging the community group to participate in all ways; participating in all budgeting process, monitoring government programmes and providing platforms for solving conflicts.
2. There is need to expand the local government engagements for effective results. This will supplement on the current budget planning process which starts from the parish level.
3. The capacity of the media needs to be enriched because they are another voice of the people. They empower the community and the leadership gets to be very conscious. The peoples' rights are issues that the media can help to disseminate. .
4. Joint Advocacy Enhanced; The District NGO Forum will ensure joint Advocacy link at all levels; local base, regional and National.
5. Promoting Community Education on Bi laws regarding Education especially on Children's rights to Education in Schools in Nebbi and Zombo Districts.
6. Continue enhancing Public Resource Monitoring and tracking in the 25 Schools in the Districts of Zombo and Nebbi.
7. Strengthened capacities of Communities and Community based organizations and

NGOs in promoting Quality Education in Nebbi and Zombo Districts.

8. Strengthening NGO Forums Sustainability building.
9. Citizenship building for effective engagement in local governance.
10. Promoting Rights in Schools among the Fishing communities along the Nile Waters in Nebbi district.