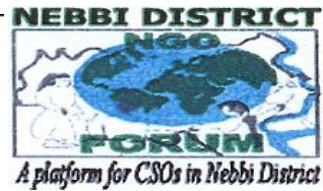


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## NEBBI DISTRICT NGO FORUM

### 2014 ANNUAL REPORT

#### EDUCATION RESOURCE MONITORING PROGRAMME

WITH SUPPORT FROM ACTION AID INTERNATIONAL UGANDA,

#### NEBBI LOCAL RIGHTS PROGRAMME



*A teacher of Erussi SS presenting the issues affecting education (left)*

*During sub-county children advocacy meeting in Erussi sub-county*



*One of the monitor chairing sub-county children advocacy*

*Meeting in Atyak sub-county*

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## About Nebbi District NGO Forum (NDNGOF)

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). At present, NDNGOF has a membership of 84 Organizations spread through out 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

#### Organisational Vision

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

#### Organisational Goal

The goal of NDNGOF is to develop civil society organisations into institution 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

#### Organisational 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 stakeholders 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

This report describes status of progress of education resource monitoring programme and tracking in ERM schools for the period of January to December 2013. This is a continuation of follow up on the different undertakings carried out in the 20 selected ERM schools as well as follow up of commitments made by the stakeholders in education in the four respective sub counties of Erusi, Panyimur Atyak and Nyapea

This 2013 annual report provides details concept of understanding of Nebbi District NGO forum activities implementation under education resource monitoring programme. It shows key learning points based on the achievements and failures in meeting our programme results targets, it also includes, stakeholders voices, collective testimonies and evidence snap clips.

## Methodologies

This report has been compiled from the information collected by monitors and Nebbi District NGO Forum secretariat staff the from period of monitoring and quarterly progress activities reports

## Background to Education Resource Monitoring Programme

In April 2005 during the GCE Week, Nebbi District NGO Forum carried out a school mapping exercise that involved children mapping their own friends who were not attending school and explaining the reasons they were not in school. Among other reasons given by children were, long distance between homes and school, inadequate text books, chalks and exercise books, too much rumours in schools such as headmaster eating UPE funds, no/inadequate/inappropriate desks for the children especially girls who sometimes get fed and stop coming to school. In all the reasons they were not in school was very revealing of the actual situation concerning drop out and non attendance of school. At Nebbi District NGO Forum it was regarded the above emergent issues as being largely linked to inadequate resources be it financial, physical, human resources, their quality, quantity, management and utilization.

It should be noted allocation of funds do not necessarily mean that the funds will be disbursed to implement the intended project, it also no guarantee that such funds will reach the said project and will be used for the planned purpose, It's also no guarantee that the resources will be used efficiently to bring about maximum results.

It's against these pertinent findings that Nebbi District NGO Forum conceived the idea of Education Resource Monitoring (ERM) to monitor education resources in pilot sub counties. Since then, Nebbi District NGO forum has been implementing the programme to date in the pilot sub counties of Kango, Nyapea Atyak, Panyimur and Erussi since not all the sub counties in the district could be taken at once for the piloting of the programme With financial support from Action aid uganda.

## Objective of the programme

- To enhance public resource monitoring and tracking in the 20 in primary schools in nebbi and zombo district.
- To strengthen capacities of communitities and community based organisation in promoting education in nebbi and zombo district
- To create awareness on childern rights

- Strengthen the capacity of the forum and its secretariat.

### **Method of implementation**

- Dialogue meetings conducted with different stakeholders on education issues
- Use of existing CSO s in pilot sub counties.
- Information sharing and dissemination of information with stakeholders
- Routine monitoring of schools
- Meeting conducted from sub county and district.
- Ues of Secretariat staff and Community monitors
- Data collection

### **Activities Implemented In the Due Course of the Year 2013**

- Routine monitoring of schools
- CSOs coordination meeting conducted
- 2 Sub-County Children Adocacy meeting
- Information sharing meeting conducted
- 15 club facilitators and monitors trained on the roles and responsibilities Mobilized SMCs and PTAs of ERM schools in two sub-county of Panyimur and Erussi sub-county for meeting
- Held two radio talk shows particularly targeting parents on their roles in education
- Follow up of commitments made during the parish, Sub County and district dialogue meetings conducted by NGO Forum and monitors in the pilot sub counties.
- Held two radio talk shows particularly targeting parents on their roles in education
- Backstopping support to the monitors in the pilot sub counties.
- Conducted census in both Nebbi and Zombo.

### **Milestones Recorded As Aresult Of These Activities.**

Due to continuous monitoring programmes of schools by Nebbi District NGO forum field staff, and follow up of commitments made by different stakeholders during dialogue meetings held with them at various levels such as at the District, Sub-County, parish, school and village levels with them and Education Resource Monitors, head teachers as well as secretariat staff while spelling out the roles and responsibilities that each stakeholder should play as far as Education issues are concerned. Such development stakeholders includes the school management communities, pupils, head teachers, district leaders or departmental heads, political wings, parents' teachers association and other development partners. The establishment of Education Resource Monitors and school clubs facilitators' mechanisms to the schools is one of the strategies put forwards by Nebbi district NGO Forum. It is to help the Forum knows the gaps that still persist in education sector and also to track challenges associated with education and how best we can address such issues so that we force a way forwards to strengthen education system in the two districts. These structures that have been initiated have made the forum all time round managed at least to achieve some of its target goals and objectives as far as education issues are concerned.

- **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 the sexes have their separate facilities hence the reducing the risk of disease out break 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 is set for commissioning 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 Covem not fully completed only finishing. These classrooms will help to reduce on the congestion in one classroom since they do not have enough classes



*Three classrooms constructed under NUSAF2 in Paley yugu p/s Two classrooms with an office constructed under SFG in Oweko p/s*

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 will be staying within the premises.



Teachers' houses Nyakagei p/s



Kitchen Boro 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-count



Groundnuts garden in Zombo upper primary school

Under 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 (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 15 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 staff 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*

Through community sensitization and advocacy for quality service delivery and allocation of facilities in schools, has created awareness among communities to regularly attend the school planning meeting and the PTAs and SMCs executives as well regularly monitor the school programmes and mobilizing children to be in schools hence improved on pupils' daily attendance, retention and parents' involvement in school activities e.g. in Kivuje p/s where parents were actively involved in the construction of teachers' houses, support to school garden initiative, improved parents' contribution towards development funds in Nyakagei,

Panyimur p/s and the construction of the temporary latrines in Italia p/s and Lwala p/s as well as regular visitation to school due to our sensitization and advocacy and lobbying meetings held with them on their roles and responsibilities and how important is their contributions towards school activities as the stakeholders of the schools



Temporary latrine for girls is under construction in Italia p/s by parents



Temporary 2stances latrine for girls in Lwala p/s constructed by parents

### **Partnership with the local Government**

Due to effective engagement of different stakeholders in districts in our activities such as dialogue, information sharing, dissemination and sensitization meetings, has caused changes in the way how local government should work with CSOs as their development partners while gearing towards achieving quality service delivery to the communities. For example CSOs is a member of gender forum the UN Joint programme on Gender Equality (UNJPGE) which is funded by the UK Aid- Department for international Development (DFID) and it is coordinated by UN Women. The programme ultimately aims at enhancing gender equality in access to services and opportunities in alignment with the 2007 Uganda policy, and with the National Development plan. Where Nebbi District NGO Forum is a chairperson for the gender forum while assisted by the office of the CAO as the vice chairperson while the community development office is the secretariat and the Actionaid as vice secretary and Caritas as a mobilizer, CEFORD as member these from the CSOs while members from government sides includes the Planner, Police (Child Protection Unit) and the CSOs are represented in the planning meeting, participating in budget conference of the district. This has been achieved due to our advocacy for collective participation in planning.

### **Key stories of change**

Basing on the monitoring carried out by NDNNGOF on the progress of the ERM programme, there were success stories discovered due to the implementation of the programme. The head teacher Nyapea boys' primary school pointed out that empowerment of school clubs as a good achievement of the ERM programme. He explained that school clubs like debating, agriculture, health among others now exist in a functioning state in almost all the schools where ERM programme is running. Debating as one of the clubs

have promoted English speaking in school, developed confidence in pupils to express themselves in public in English without fear and further improvement on written English. The head teacher finalized his speech by appreciating NDNGOF and clearly stating that they are embracing programme in their schools because it has resulted to greater improvement in schools.



The head teacher of Nyapea Boys p/s in his office during his speech on the benefits of ERM programme in schools

## Challenges

The community participation towards the school programmes in some schools is not to the maximum in terms of money contribution especially for lower classes and sending their children to school as per their roles and responsibilities

Opposition by some teachers in relationship to children rights that this has given pupils big headed of not respecting teachers

## Lesson learnt

There is positive support towards club initiative by all head teachers and teachers with exception of few ones in relation to children rights e.g. all School clubs have files and some few writing materials offered by schools which is a sign of support.

Inclusion and participation of the people we advocate for adds more value to our efforts and thus we need to put them at a forefront while we play a backup role especially through mobilizing them and empowering them to demand for services from duty bearers.

## Recommendation

There should be quarterly auditing of schools accounts by their respective Sub-County Sub-Accountant so that to promote transparency and accountability expenditures in primary schools

Joint training of SMCs, PTAs and the Head Teachers on their roles and responsibilities and their boundary of responsibility should clearly be indicated to avoid conflicts and mistrust

The communities need to be educated on the UPE policy on free education because they believe that education is completely free hence leading to poor support towards schools activities

### **Conclusion**

Collective responsibility is the source and usefull tools in the realization of fundamental development