



NEBBI DISTRICT NGO FORUM

ANNUAL REPORT 2025



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1. Acronyms and Abbreviations

AKS II	Alochi Ku Somo II
CBO	Community Based Organization
CSO	Civil Society Organization
DFO	District Forest Officer
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbei
MEAL	Monitoring, Evaluation, Accountability and Learning
MO	Member Organization
NDNGOF	Nebbi District NGO Forum
NGO	Non-Governmental Organization
PAFORM	Participatory Forest Resource Management
SCEPA	Strengthening Citizens' Engagement and Public Accountability

2. Foreword

Chairperson, Board of Directors

It is my great pleasure to present the Nebbi District NGO Forum (NDNGOF) Annual Report for the year 2025. This report highlights the key achievements, challenges, and lessons learned as we continue to strengthen civil society engagement in the Greater Nebbi region.

During the reporting period, NDNGOF continued to serve as a platform for coordination, advocacy, and capacity development for Civil Society Organizations operating in Nebbi, Zombo, and Pakwach districts. Our efforts focused on strengthening the capacity of our Member Organizations, promoting accountability in governance systems, and supporting community-driven development initiatives.

The year 2025 was particularly significant as the Forum successfully concluded the Participatory Forest Resource Management (PAFORM) project in April 2025, while continuing implementation of two major projects: the Alochi Ku Somo II (AKS II) Education Project and the Strengthening Citizens' Engagement and Public Accountability (SCEPA) project. These initiatives continue to contribute significantly to education improvement, citizen participation in governance, and environmental sustainability in the region.

Annual Report NDNGOF 2025

On behalf of the Board of Directors, I extend sincere appreciation to our development partners, Member Organizations, government institutions, and communities for their collaboration and support.

Together, we remain committed to strengthening civil society and promoting accountable governance for sustainable development.

3. Executive Summary

The Nebbi District NGO Forum (NDNGOF) is an umbrella organization established to coordinate Civil Society Organizations (CSOs) operating in the Greater Nebbi region and to promote collective advocacy for equitable development.

In 2025, the Forum continued to deliver on its mandate through:

- Capacity building of Member Organizations
- Information sharing and coordination among stakeholders
- Advocacy and lobbying for citizen-centered policies
- Networking and partnerships with development actors
- Implementation of pro-people development projects.

Major Projects Implemented

1. Alochi Ku Somo II (AKS II)

Funded by CO: OPERAID Switzerland with a budget of **UGX 469,050,600**, the project aims to improve basic school education in Zombo District by strengthening teacher capacity, school governance, and community participation.

2. Strengthening Citizens' Engagement and Public Accountability (SCEPA)

Funded through the Uganda National NGO Forum with support from development partners, the project aims to promote organized and active citizen engagement in governance and accountability processes.

3. Participatory Forest Resource Management (PAFORM)

Funded by GIZ with a total value of **UGX 103,818,000**, the project promoted sustainable forest management and community participation in protecting natural resources in the Greater Nebbi districts. The project successfully concluded in April 2025.

Key Achievements

- Strengthened coordination among CSOs in Nebbi, Zombo, and Pakwach districts.
- Continued implementation of education improvement initiatives in Zombo District.
- Increased citizen participation in accountability processes.
- Community engagement in sustainable forest management through the project.
- Capacity building support provided to Member Organizations.

Key Challenges

- High staff turnover affecting institutional continuity.
- Teachers' industrial action leading to loss of approximately 25 working days.
- Limited institutional capacity due to the absence of a dedicated Monitoring and Evaluation Officer.
- Reduction in active projects following the closure of PAFORM.

4. Organizational Profile

4.1 Background and Legal Status

Nebbi District NGO Forum (NDNGOF) was established in June 2001 as a platform for coordination and collaboration among Civil Society Organizations operating in the Greater Nebbi region. The Forum brings together NGOs, Community-Based Organizations (CBOs), and Faith-Based Organizations (FBOs) to promote information sharing, networking, and advocacy for equitable development.

The Forum operates in the districts of Nebbi, Zombo, and Pakwach and supports its Member Organizations to comply with the legal and regulatory framework governing civil society operations in Uganda.

NDNGOF is also represented on the District NGO Monitoring Committee in Nebbi District in accordance with the NGO Act 2016.

4.2 Vision

A well-coordinated and strong Civil Society sector in the Greater Nebbi districts.

4.3 Mission

To provide a platform for CSOs operating in the Greater Nebbi districts to participate in development processes and contribute to policy dialogue through advocacy, networking, and information sharing.

4.4 Goal

To strengthen civil society institutions to effectively participate in policy formulation, implementation, and monitoring of development initiatives.

4.5 Core Values

- Transparency and Accountability
- Integrity
- Courage
- Solidarity

5. Strategic Direction and Objectives

The strategic focus of NDNGOF is aligned with its Strategic Plan (2022–2026), which aims to strengthen citizen participation, improve governance, and build the capacity of civil society organizations.

Key strategic objectives include:

- Promoting issue-based citizen participation in governance processes.
- Strengthening the institutional capacity of Member Organizations.
- Supporting CSOs to mobilize resources and comply with statutory requirements.
- Enhancing networking and collaboration among CSOs and development partners.

- Strengthening civil society participation in local government decision-making processes.

6. Major Projects Implemented in 2025

6.1 Alochi Ku Somo II (AKS II) Project

The AKS II project focuses on improving the quality of basic education in Zombo District through strengthened school governance and enhanced teacher capacity.

Key Activities

- Training of teachers and school leadership structures
- Strengthening School Management Committees and Parent-Teacher Associations
- Promoting learner-centered teaching methods
- Supporting co-curricular activities and student participation

Key Results

- Improved teacher collaboration and learning processes
- Strengthened school governance structures
- Increased community participation in education management.

6.2 Strengthening Citizens' Engagement and Public Accountability (SCEPA)

The SCEPA project focuses on empowering citizens and civil society organizations to demand accountability and transparency in governance processes.

Key Achievements

- Increased civic awareness on governance and accountability issues
- Strengthened engagement between citizens and local government leaders
- Enhanced collaboration between CSOs and community leaders.

6.3 Participatory Forest Resource Management (PAFORM)

The PAFORM project promoted sustainable management of forest resources in Pakwach, Nebbi and Zombo Districts.

One of the notable success stories involved youth activist **Elia Alfred**, who used digital platforms to mobilize community action against illegal forest activities and promote reforestation initiatives in Lul Kayonga Central Forest Reserve.

As a result of community advocacy and restoration activities:

- Forest conservation awareness significantly increased.
- Communities participated in tree planting and sustainable farming.
- Local leaders began advocating for forest protection during community events.

7. CBO Registration and Capacity Building

NDNGOF continued to support Community-Based Organizations through registration assistance and capacity strengthening initiatives.

Achievements

- Over **10 CSOs expressed interest in membership** during the reporting period.
- Capacity-building support was provided in areas including:
 - Governance and leadership
 - Financial management
 - Proposal development
 - Statutory compliance and reporting.

Challenges

Membership growth slowed due to regulatory restrictions affecting NGO registration processes.

8. Partnerships and Stakeholder Engagement

NDNGOF maintained strong partnerships with key stakeholders including:

- District Local Governments in Nebbi, Zombo, and Pakwach
- National and regional CSO networks
- Development partners and donors
- Media organizations
- Community leaders and grassroots organizations.

These partnerships have enabled the Forum to coordinate civil society efforts and amplify citizen voices in governance processes.

9. Cross-Cutting Issues

NDNGOF integrates cross-cutting issues across its programmes, including:

Gender and Social Inclusion; Ensuring participation of women, youth, and marginalized groups in governance and development processes.

Youth Engagement; Promoting youth leadership and participation in advocacy and environmental protection.

Environmental Sustainability; Supporting community-driven conservation initiatives such as the PAFORM project.

Governance and Accountability; Promoting transparency and citizen engagement in public resource management.

10. Monitoring, Evaluation, Accountability and Learning (MEAL)

NDNGOF continued to strengthen monitoring and learning processes through:

- Regular field monitoring visits
- Stakeholder reflection meetings
- Progress reporting to development partners
- Community feedback mechanisms.

However, the absence of a dedicated M&E officer limited the Forum's ability to fully institutionalize systematic monitoring and documentation processes.

11. Financial Performance

During the reporting period, NDNGOF managed funds from multiple development partners to implement its programmes.

Major Funding Sources

- COOPERAID Switzerland – AKS II Project
- UNNGOF Partners – SCEPA Project
- GIZ – PAFORM Project.

Financial management systems ensured accountability and compliance with donor requirements. Detailed financial statements can be provided if requested.

12. Challenges, Lessons Learned and Mitigation Measures

Key Challenges

- Teachers' industrial action affecting project timelines
- Lack of a recruited M&E officer for monitoring and evaluation
- Decline in active projects following the end of PAFORM.

Lessons Learned

- Strong community engagement enhances sustainability of development interventions.
- Collaboration with government institutions improves policy influence.
- Digital tools can effectively support community advocacy and mobilization.

Mitigation Measures

- Strengthening institutional capacity of the secretariat
- Diversifying funding sources
- Improving staff retention strategies.

13. Conclusions and Way Forward

The year 2025 marked important progress for the Nebbi District NGO Forum in strengthening civil society engagement and community-driven development.

Going forward, the Forum will focus on:

- Strengthening the institutional capacity of Member Organizations
- Expanding advocacy initiatives for improved governance
- Strengthening monitoring and evaluation systems
- Mobilizing additional resources to expand program coverage
- Promoting citizen participation in governance processes.

NDNGOF remains committed to its mission of strengthening civil society and promoting accountable governance for sustainable development in the Greater Nebbi region.

14. Acknowledgements

NDNGOF expresses sincere appreciation to:

- Development partners and donors
- Member Organizations
- District Local Governments
- Community leaders and volunteers
- The Board of Directors and Secretariat staff

for their continued support and collaboration.

Annexes

Annex 1: Success stories and case studies

From Temporary Structures to Permanent Classrooms: A New Beginning for Mvule Primary School.



Figure 1: Wooden temporary structure pupils were using before.

For many years, teaching and learning at **Mvule Non-Formal Education (NFE) School** in **Paidha Town Council, Zombo District** were marked by significant challenges. The school relied on old, temporary wooden structures that were overcrowded and inadequate for effective learning. Lessons were often conducted in congested spaces, with pupils sharing desks or sitting on the floor. Despite the dedication of teachers, the poor learning environment severely constrained both teaching effectiveness and pupil concentration.

A turning point came in **2025**, when Mvule Non-Formal Education School was selected as one of the **seven award-winning schools** to benefit from the **Alochi Ku Somo II (AKS II) Project**, with funding from **CO-OPERAID Switzerland**. In collaboration with the School Management Committee and parents, the school prioritized the construction of safe, spacious, and permanent classrooms, recognizing that a conducive learning environment is fundamental to children's education.

Through the project's provision of industrial construction materials and skilled labour, coupled with strong community participation in supplying local materials and unskilled labour, **two permanent classroom blocks and an attached head teacher's office** were successfully constructed. The construction process generated excitement and pride among pupils, teachers, and community members alike.



Figure 2: Newly constructed 2 classroom block with project and parent support.

Reflecting on the impact, **Mr. Kigongo, the Deputy Head Teacher**, noted: *“When the pupils first entered the new classrooms, they kept touching the walls and smiling. They were proud of their school.”*



Figure 3: Inside the wooden/temporary classroom.

Today, learning at Mvule Non-Formal Education School takes place in **brighter, more spacious, and well-ventilated classrooms**. Pupils now sit comfortably, participate actively in lessons, and demonstrate improved concentration. Teachers report enhanced classroom management, greater mobility during lessons, and improved capacity to support individual learners. *“Teaching is now enjoyable,”* shared **Akello Joy**, a Primary Two teacher. *“The children are attentive, and the classroom feels alive.”*

The new infrastructure has significantly reduced the **pupil-to-classroom ratio from 122:1 to 87:1**, bringing the school closer to the national recommended standard of **53:1**. Pupils themselves have expressed renewed enthusiasm for learning. *“I like coming to school now because our classroom is big and clean,”* said **Pimer-pamungu Claudia**, a Primary Two pupil.



Figure 4: Excited pupils learning in their newly constructed classroom.

As a result of the improved learning environment, **pupil attendance has increased**, confidence and commitment among learners have grown, and teacher motivation has significantly improved. The school community remains committed to maintaining the new facilities and continuing efforts to enhance the learning environment for every child.

Mvule Primary School sincerely appreciates **CO: OPERAID Switzerland** and all **Alochi Ku Somo II consortium partners** for transforming classrooms into spaces that are safe, dignified, and conducive to meaningful learning.

This case demonstrates that when children learn in safe and respectful environments, **confidence grows, joy is restored, and learning outcomes improve**.

CASE STORY

“Restoring Deo’s Hope for the Future Through OVC Educational Support”

Orumnimungu Deo, an 11-year-old Primary Four (4) pupil at Pei Primary School, lives with his mother, Collin Adokorach (52), a peasant farmer, in Amvor Village, Pakia Parish, Warr Sub-County, Zombo District. Deo lost his father, the late Oringi Robert, and has since grown up under challenging circumstances.

In 2020, Deo developed a cancerous swelling on his right cheek, which gradually worsened, causing severe pain and producing a foul-smelling discharge. This condition deeply affected his confidence and well-being. *“This disability shattered my hope and confidence to study. Other pupils avoided me and laughed at me because of the smell, so I started missing school,”* Deo recalls.



Deo’s mother struggled to provide basic scholastic materials and could not afford to take him to referral hospitals such as Arua or Lacor for specialized treatment due to limited income. As a result, Deo’s attendance declined, and his dream of continuing school appeared to be slipping away. *“When I thought my dreams of studying had come to an end, the Alochi Ku Somo II Project came to my rescue,”* Deo narrates.

Through the project, Deo was selected as one of the Orphans and Vulnerable Children (OVC) to receive support. He was provided with essential scholastic materials, including books and pens, which renewed his motivation to learn. *“I am so happy because I now have enough books and pens to write all my notes. I no longer dodge classes,”* he says with excitement.

Beyond material support, Deo also received emotional encouragement. Teachers, fellow pupils, Mama and Baba Club members, and other OVC caregivers regularly visit and support him, helping him feel accepted and valued. This combined support has transformed Deo from a child who frequently missed school into one who now attends classes consistently and actively participates in school activities. *“If I am given more books and pens, I will never miss school. I will study hard and become a doctor so that I can treat people in my community,”* Deo says proudly.



Deo’s mother expressed heartfelt gratitude to CO: OPERIAD through CEFORD for easing her burden. *“The support has relieved me from buying scholastic materials and allowed me to save a little money for my son’s medicine, even though I still cannot afford referral hospital treatment,”* she explains. *“Now I have hope that my son will stay in school like other healthy children with both parents and will no longer feel inferior,”* she adds.

Deo’s journey illustrates how timely emotional and material support, such as the provision of books and pens, can restore hope, strengthen motivation for learning, and create pathways to a brighter future for a vulnerable child.

CASE STORY

“Enhancing Pupil Academic Performance Through the PLC Methodology”



Nimungu Travor is an 11 years old boy, in primary four at Atyak Primary school in Atyak Sub-county - Zombo district. Travor is the first child of the 3 (2 boys and 1 girl) in their family. His mother Awekonimungu Manuela is a nursery school caregiver in a nearby community school. His mother makes sure he is up before sunrise, a small snack provided to keep him all day.

Travor then picks his school bag hanging against his back like a tiny drum and walks the short, dusty path from Yamu center village to his school.

In his class, Travor sits near the front, eyes bright and voice eager but with low participation and learning achievement. His teachers note that he is a promising child with his scores hovering around the average marks of 50%.

With the adoption of Professional Learning Community (PLC) teaching module / approaches, introduced by NDNGOF through training of teachers with funding from CO: OPERAID Switzerland, teachers met weekly to discuss ways to support learners like Travor. The module facilitated team, practical and more interactive learning sessions where Travor found himself freely engaging in group activities which made subjects like Mathematics, Science, Social studies and English feel like a game. With the approach, Travor now raises his hands often to ask questions and even share experiences about their garden behind his home.

Additionally, the teacher Learning visit organized to Arua Public and St. Kizito Primary schools in Arua City enriched Travor's teacher Mr. Ochan Dickson (*an annual teacher award winner 2025*) with new ideas and teaching experiences e.g., use of local materials, songs, and plays during lessons and better classroom organization. All these sparked a new curiosity in Travor; he began staying after class to finish his assignments and even help classmate with reading at school.

The final motivation came when the school handed Travor a printed T. shirt produced by the award-winning teacher with the motto “**Education is a future investment**”. Travor wore his with pride feeling a sense of belonging that made the walk to school even feel shorter. The T. shirt became a badge of identity and the regular reminder from Travor's teachers about daily school attendance which turned into a friendly competition among his peers. Today his attendance is almost perfect and his scores improved from an **average of 50%-70%** in the **end of year Examinations**. The steady upward trend tells a bigger story than numbers alone.

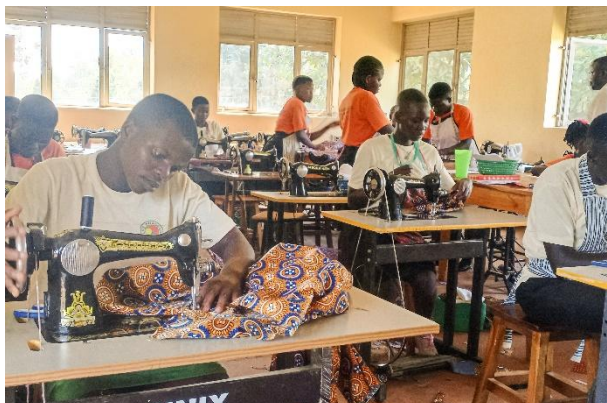


Travor dreams of one day returning to Atyak Primary school as a teacher to help other children the way his teachers helped him. May God bless and reward the hands of **CO: OPERAID** for the support, because with them, my performance would not have improved.

Travor's story is a reminder that, a supportive community, a little exposure & a simple material support (*T. Shirt*) can turn an ordinary day into a stepping stone toward a brighter future.

Case Study

“Supporting Economic Empowerment of a Young Woman with Disability through skills training”



Ayiyorwoth Ester, 19 years, is the second-born of 6 (1 girl and 5 boys) siblings. She became orphaned at age 10 and faced significant challenges including limited access to education and a disability that left her hearing-impaired after a serious childhood illness. Despite these barriers, Ester successfully completed Primary Seven in 2024.

In 2025, Ester applied for vocational skills training at Life Concern Skills Centre under the **Alochi Ku Somu II Project**, where she enrolled in tailoring and garment cutting. With tailored support, including communication adaptations through lip-reading, Ester demonstrated exceptional focus, discipline, and technical ability.

Ester successfully completed the training and sat for **Uganda Vocational Training Assessment Board (UVTAB)** examination awaiting result. She is now actively engaged with the Life Concern (*LICO*) tailoring network, applying her skills in practical settings, she has managed to generate an income **UgX 40,000** last December 2025. Ester explained “***I am grateful for successfully completing my training. Joining the tailoring network has enhanced my confidence and enabled me to actively engage with clients in a professional setting.***” The project’s support has enabled her to plan for sustainable livelihood opportunities, including opening her own tailoring workshop and mentoring her younger siblings in vocational skills.

Compiled by

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PHOTO GALLERY OF ACTIVITIES

Annex 2: Photos from selected activities.

PAFORM Project.



Left: A community activist from Acwera Forest Reserve raises management concerns during the talk show at Christ the King. **Right:** A female representative of the community deliberating on an issue during community sensitization meetings at Omyer.



From left to right; community members of Ragem reserve listening to presentation of research findings.

SCEPA Project.



Community representatives from Topowa groups in Kucwiny and Nebbi Sub-counties presenting their issues during the respective Topowa conversation meetings.



Participants from the West Nile Sub-region, representing Nebbi, Pakwach, Zombo, Yumbe, and Maracha Districts, during the regional reflection meeting held at Happy Hotel in Nebbi Municipality.

AKS II Project.



Left: The facilitator demonstrates how to use a smartphone and internet for educational research. **Right:** Teachers at Agjermach Primary School actively engage in online research using their laptops.



A two-classroom block was constructed at Pei Primary School in 2025 under the AKS II Project in Warr Sub-County, Zombo District. The construction was supported by the project, with significant contributions from parents and the local community, including provision of burnt bricks, sand, aggregates, hardcore, and unskilled labor.