

Report on introduction Visit

GULU District

18 February 2010

final version

by:

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1. Introduction

With funding from the Austrian Development Agency, this district- and sub-county learning and action research project was started in October 2009. The main thrust of the initiative was to assist the local government and NGOs to increase their performance on rural sanitation and hygiene, therefore also the project name “*Performance Improvement through Learning on Sanitation*”, abbreviated PILS. Learning and action research were the two main modes of implementations. The Project Brief (v.2) is attached for more details.

In October 2009, a small team from NETWAS Uganda and IRC Int. Water and Sanitation Centre made an inception visit to Gulu and the other two project districts Kitgum and Pader. The learning initiative was discussed with many DLG staff, political leaders and representatives of NGOs. The overall conclusion of the visit was that Gulu sector staff wanted more information on activities and outputs although the idea of learning and action research on rural sanitation and hygiene for household and schools for increased effectiveness and sustainability was found a good initiative. A summary of findings is attached as Annex 2.

This report covers the Introduction visit to Gulu in February 2010, when also Kitgum and Pader were visited. The main aim of the visit was to establish a comprehensive ownership of the project, its goals and approach within the District Water and Sanitation Coordinating Committee (DWSCC), the committee that coordinates all activities in WASH among all key district stakeholders (technocrats, politicians and NGOs).

2. Findings

After the introduction on the ADA-PILS project by CARITAS, IRC and NETWAS a discussion chaired by the DWO gave the following key remarks:

- The CAO acknowledged that the project suitably fits in the DWSCC obligations and he noted that the team has got a deeper insight into what the project is all about. The district through the DWSCC is committed to work with IRC, NETWAS and CARITAS.
- The CAO urged members of the district to explain the project to relevant committees of the council including the technical team.
- The CAO acknowledged that this approach will allow communities to initiate ideas, think and make decisions.
- The approach should help improve coordination among actors, as well as facilitate exchange of ideas.
- The Deputy Chair Person LC V noted that the project partners should develop a training manual to give a clear picture of the project implementation, and to reach out to the intended primary beneficiaries, the households.
- The Chairperson also noted that the education secretary needs to be brought on board since rural primary schools are included in this project.
- The chairman also noted that the motivation hierarchy should be clear to the district from district to village level.
- The district invested a lot in sanitation but their operation and maintenance has been very poor.

- To sustain approaches used by the district this learning approach will enable the stakeholders to ask “WHY is the situation the way it is and how do we change it in a feasible and sustainable way”.
- This project should identify existing structures in the villages to sustain learning at village level.
- There is need to devise the best motivation approach for the community structures without using money so as to sustain the impact.
- The project’s deliverables in terms of outputs were discussed (see Project Brief). The two major implementation components are district, S/C and Parish learning (including a/o strengthening the capacities of DWSCC members) and village-based Action Research.
- Action Research should be in sub-counties and villages that have moved a step in sanitation or are likely to change (or open for change); then neighbouring sub-counties and villages can learn from these ‘change agents’
- NGO partners in the WASH sector (such as ACCORD) participating in the learning platform will be sharing experiences, lessons and approaches in planning, implementation, monitoring etc. sanitation and hygiene activities.
- The DWSCC needs to monitor and document the water and sanitation programmes in the district.

3. Conclusions

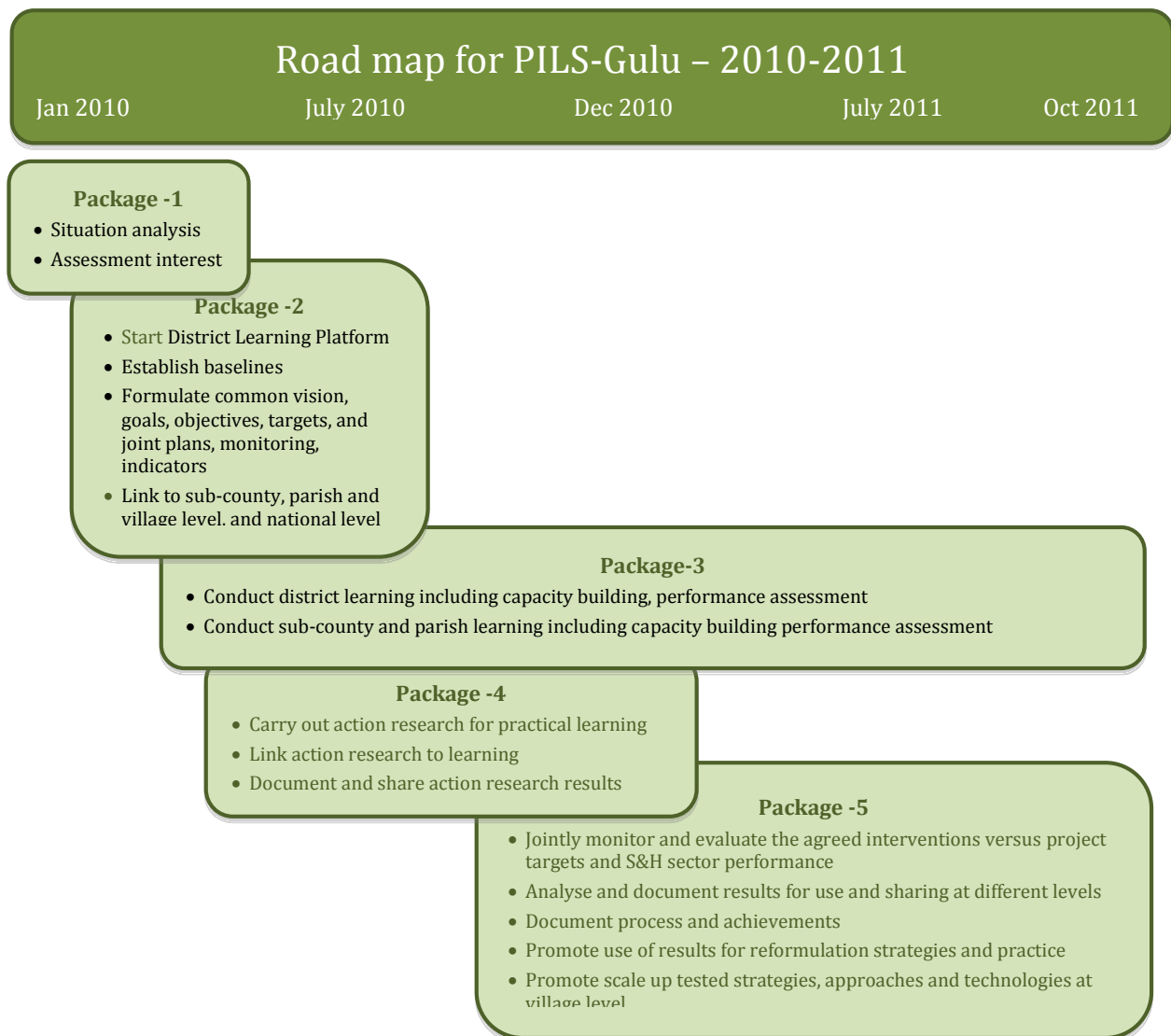
- The CAO emphasized that sanitation and hygiene issues come before water provisions since it is built on attitude
- The health department needs to be involved in ensuring effective sanitation
- The sub-counties of **Bungatira** and **Lakwana** were selected as pilot sub-counties because of their perceived disparity to exposure and, due to their accessibility.
- A baseline survey is needed to develop a benchmark on which results of change accruing from the project will be based/measured/evaluated
- A project road map is needed, also to inform the CAO and the Council. CARITAS and the DWO are to discuss and further develop the road map.

4. The way forward

It was agreed that:

1. The structures and roles will be defined and communicated clearly to the district
2. A KAP study will be conducted and benchmark KAP at different levels, i.e. district, sub-county, parish and village levels; the KAP addresses sanitation, hygiene and the position of the stakeholders in a changing context from humanitarian aid to development.
3. A road map for the project needs to be developed (the project to take the lead, and then CARITAS and DWO to discuss and agree and inform the CAO and Council accordingly)
4. A Memorandum of understanding (MOU) between the district and the project needs to be developed and endorsed by the district and the relevant parties involved spelling out roles and responsibilities by each partner on the project.

Now the project has been centrally placed within the DWSCC, the district ownership is general and wide, and the two pilot Sub-Counties have been selected, the project can further plan, discuss and detail its envisaged activities and deliverables. The project roadmap is presented below. A detailed Gantt chart 2010 (v.2) has been attached as annex 5.



Performance Improvement through Learning on Sanitation - PILS

A district and sub-county-based learning and action-research project in Gulu, Kitgum and Pader – 2010-2011

Annex

1. List of participants of the introduction meeting
2. Summary sheet of October 2009 Inception visit
3. Summary sheet of February 2010 Introduction visit
4. Project Brief v2
5. Project diagram on learning platforms at district, sub-county and parish level
6. Project Gantt chart –v2

Annex 1 List participants

Gulu District Introduction meeting 18 Feb 2010

Venue Churchill Court – 19:00-21:30h

	Name	Organisation	Title
1.	Mr. Kitara, McMot Q.B.	LCV	Vice Chairperson
2.	Mr. Kiganda, Abdullah	DLG	CAO
3.	Mr. Nyeko, Samuel	DLG	DWO
4.	Mr. Obong, Olal Andrew	DLG	District Engineer
5.	Mr. Nokrach, Chris	DLG	District Planner
6.	Mr. Ocheng, Vincent Ocen	DLG	DEO
7.	Mr. Ocaya, Joe	UNICEF	
8.	Mr. Oruut, Jimmy		
9.	Mr. Turuho, Elly	ACORD Gulu	WASH Prog Officer
10.	Mr. Komakech, John Bosco Aludi	CARITAS Gulu	Ex. Director
11.	Mr. Okello, David	CARITAS Gulu	Ag Deputy Director
12.	Mr. Lubila, Otto Severino	CARITAS Gulu	Branch Coord Gulu/Amuru
13.	Mr. Okello, Charles Owiny	CARITAS Gulu	Programme Manager Livelihoods & Development
14.	Mr. Mwesige, Daniel	NETWAS Ug	Programme Officer
15.	Mr. Smet, Jo	IRC Int W&S Centre	SPO

Annex 2

Summary Inception Visit-Gulu – Oct 2009

The IRC-NETWAS team met in October 2009 with CAO, District Engineer, DEO, DHI, Inspector of Schools, Vice Chairperson LC5, and with HIDO, CARITAS, Aqua Fund Int.

1. Stakeholders in sanitation and hygiene and current situation

DWO is responsible for software aspects like training of water and sanitation users committee, sensitisation of communities on sanitation and hygiene and also provision of sanplats and digging kits. They organise a competition for model villages and monitor model villages on various items such as latrine, drying racks, animal houses, etc.

The **current situation** in S&H in Gulu:

According to the engineer, coverage is not a problem in institutions and rural growth centres. With support from development partners the coverage is now 70%, but current household coverage and practices are problematic.

The DHI shared recent monitoring results (by health department), which shows latrine coverage in the district at 37,1%. Only 6.2% have hand-washing facilities. High incidence of hygiene-related diseases result from this situation. Besides low coverage, there is a problem of use and maintenance of facilities and low hygiene awareness.

The district struggles to meet the need and there are less and less NGOs who focus on sanitation and hygiene. The engineer emphasises the need for ordinances.

In **schools** there is a need to:

- Increase stances to ensure boys, girls and teachers have separate latrines
- Provide water for hand washing
- Sensitise teachers on the importance of sanitation and hygiene
- Plan and budget for maintenance of facilities and soap
- Improve maintenance of facilities and stop vandalism
- Use peer to peer clubs and competitions to improve sanitation and hygiene status

It is also noted that

- The problem is not only in primary but also in secondary schools.

- There is a shift away from VIP latrines and towards 'drainable' latrines and eco-san, which is more sustainable and the contents can be used when the pit fills.
- Under PRDP (funding from the Netherlands) 'drainable' latrines have been installed in 14 schools.
- Teachers' houses are being constructed without latrines under PDRP and AVSI programme.

1. Transition, roles and attitudes? What challenges and opportunities are there and how might these be addressed/supported?

There is a challenge of sanitation having a low priority at house hold level. There is also a low level of hygiene awareness at households and schools. Water source committees need to be selected and trained.

2. Performance improvement and capacity needs

Districts would need transport facilitation to monitor sanitation and hygiene performance/progress.

Suggestions for improve performance:

- Improve enforcement, through ordinances
- Encourage competition between schools (and even households or communities)
- Awareness raising activities for community members, teachers, pupils
- Mobilise children to be change agents at home too
- Involve CDO in sanitation and hygiene sensitization and planning
- Involve the media, radio spots on the importance of sanitation and hygiene
- Monitoring of the implementation of sanitation work plans by all teachers, not just one teacher
- Monitoring of sanitation and hygiene at house hold level should be done by CDOs, HA, councillors
- Training local masons can be done by health staff
- Work through the district rather than through NGOs for better sustainability since NGOs have a specified given period of time and funding.

3. *How could we support 'learning' in sanitation and hygiene*
 - Support DSWCC, which is already functional and has a leadership role
 - The WASH cluster is also an existing coordinating platform
 - Support model villages with funding
 - Link with University supporting demo houses
 - Support village and school sanitation competitions
4. *Proposed way forward*

The district is facing great demand and is interested in sharing of best practices in sanitation and hygiene. They already have plans for model villages, but no funding so

they suggest that ADA-PILS focuses its action research there.

Daniel will follow up with the CAO, DWO and DHI to report back on this meeting, provide further documentation and discuss further details and next steps towards developing a plan, selecting sub counties, etc.

Meetings with NGOs active in Gulu:

Hido – use PHAST tools, in camps on Comm Health Clubs , hand-washing campaign

Caritas-Gulu – hygiene training in communities; constructed latrines

Aquafund – only water

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Annex 3
Summary Introduction Visit-Gulu Feb 2010

Performance Improvement through Learning in Sanitation

District- and Sub-county-based learning and Action-Research for increased performance, innovation and change in rural household and school sanitation & hygiene

Post-Humanitarian development

North Uganda is going through a transition phase from strongly-externally supported humanitarian aid to development. Three to four out of five IDPs have left the camps and are now either in the transition camps or in the villages. At the same time many humanitarian NGOs and UN agencies have left Northern Uganda or have substantially reduced their programmes.

The returnees and their living environment

These returnees are faced with many challenges to develop their livelihoods and get to grips with the routines of life. Actually most have to start from scratch, building up shelters, cultivating the bare land, and perhaps facing even insecurity. Education and health may be priorities after a shelter has been built and food secured. But having been in camps for more than a generation, and having been fully dependent on food, housing, health and education assistance from outside, may not have made them well equipped with life-skills. Helping them to take up their own responsibility in their family development and become less dependent on external aid needs a structured approach. The returnees' perception and attitude may still be geared towards the dependency situation of the camp life. Changing this is a great challenge. In this rural living environment good hygiene and sanitation are key factors for staying healthy in order to be able to have a high productivity, good learning condition and to keep doctors' and medicine bills low. On sanitation and hygiene, potential appropriate approaches and solutions exist that rural households and primary schools can afford and sustain. But these need to be tested in the real village situation. Tested approaches need to be shared with households and schools, and the private sector.



The Local Government, local NGOs and private sector

The District and lower Local Governments face also many challenges in this changed context of new settlements and need/demand for government support on all aspects of life and society. New GoU and Development Partners' funding mechanisms have been established. These funds will definitely be insufficient to address all development demands adequately. Local NGOs face funding gaps as many humanitarian funders left the region. Private sector is hardly present in the rural areas because of low demand and profitability.



On the other hand the new situation creates opportunities to look at the tasks differently from the perspective of governance, planning, implementation and roles &

responsibilities. The situation in Northern Uganda is unique; it marks a new era and is therefore an excellent learning ground. Implementation modalities, approaches and technologies with high cost-effectiveness and sustainability potential may be entirely different than elsewhere in Uganda where the situation has been stable for long. This may require district and sub-county stakeholders analysing the present planning, financing and implementation modalities and searching together for good practices that fit the contextual factors best. The overall aim of this project is to create good governance on sanitation and hygiene. Support towards increased efficiency and effectiveness in delivering a sustainable sanitation and hygiene service forms the core of this project. With local government, NGOs, private sector, schools and households as main players, this can only be achieved with optimal coordination, harmonisation and collaboration between them. This is primarily the task of the District Water and Sanitation Coordinating Committee (DWSCC), the institution where this initiative is anchored.

Learning for better performance

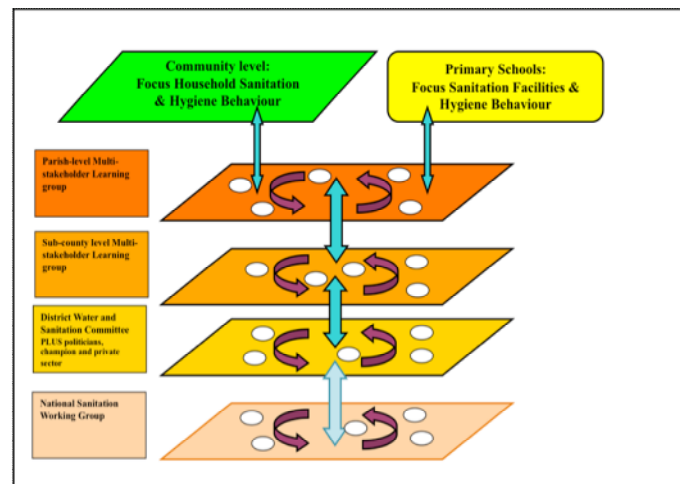
Changes in our work procedures do not come automatically. The government and organisations may demand us to follow certain procedures and guidelines, or we just continue as we have no better alternative. This project's starting point is that in order to change for any improvement we have to learn. Learn on how we do it, how successful we are, and how we can improve. The operational mode of this project is two-fold and at three levels: *learning platforms* and *Action-Research*. The learning component operates at

district, sub-county and parish level involving all key sanitation & hygiene stakeholders. The Action Research is at household and school level.

Where the actual decision-making on coordination and harmonisation will take place within the DWSCC (S/C-WSCC), they will commission the reflection, analysis and learning to the learning platforms. The ownership of learning is among the DWSCC members.

Envisaged deliverables

- *District-based multi-stakeholder learning platforms* are functional and contribute to changes in perceptions and attitudes, increased effectiveness on coordination and harmonisation, more capacities, decision-making for improved performance;
- *DWSCCs are having realistic performance targets*, innovative strategies and monitoring and accountability systems;
- *Stakeholders in selected sub-counties and villages take on their responsibilities*, use improved monitoring methods and tools, carry out Action-Research, construct several S&H facilities at households, schools and S/C offices, have increased capacities on approaches and technologies including sanitation marketing, contribute to better S&H conditions in rural households and schools;



- *National stakeholders value district-based learning*, promote it and share experiences and products to other partners and regions, contribute to the discussion on reformulation of strategies, approaches and guidelines, and share findings globally.

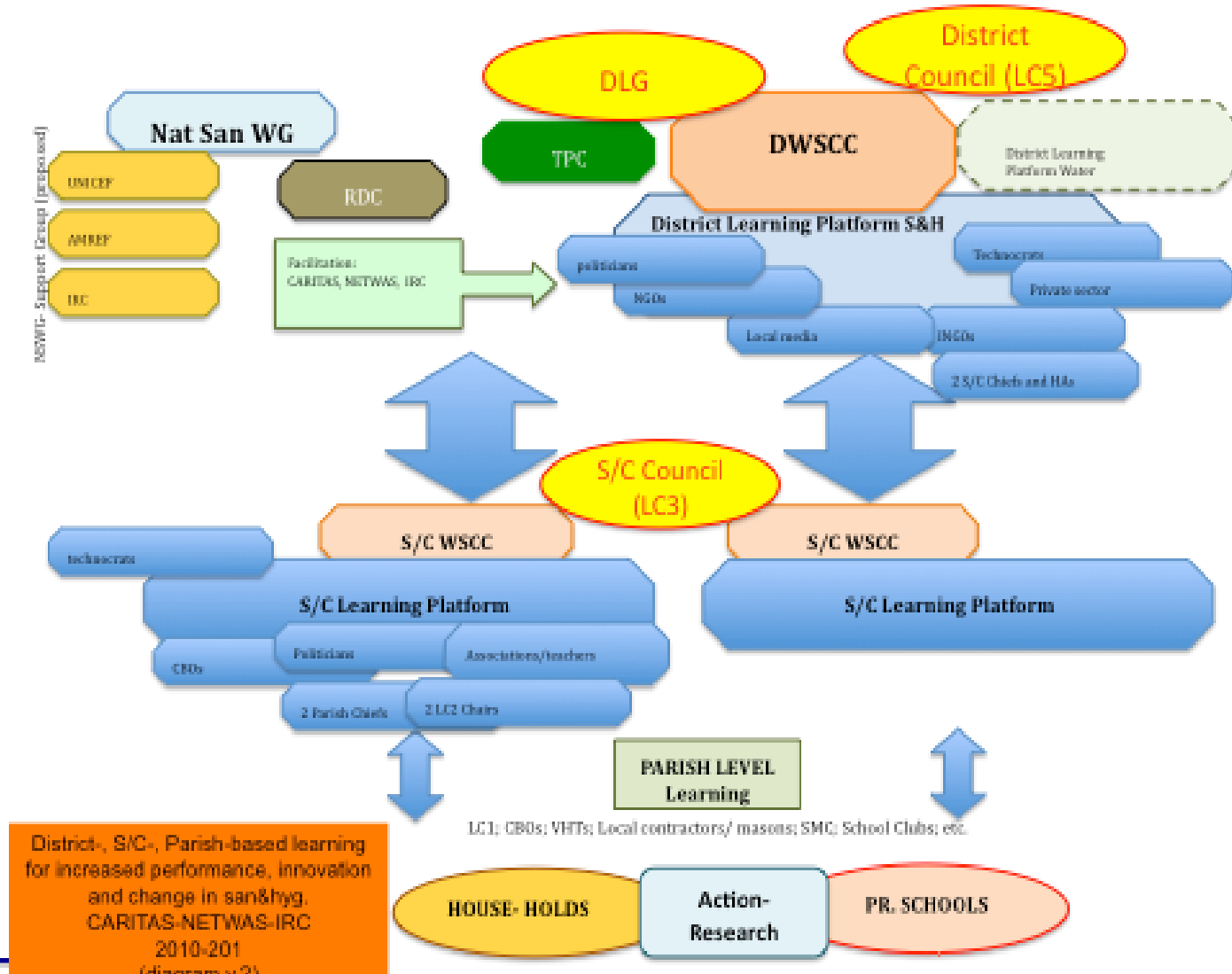
Project details

The project districts are Gulu, Kitgum and Pader. The implementers are Caritas Gulu (contact Charles Owiny OKELLO owinyix@yahoo.co.uk), NETWAS Uganda (contact Daniel MWESIGE netwasuganda@gmail.com) and IRC International Water and Sanitation Centre (budget-holder) (contact Jo SMET smet@irc.nl). The project runs from October 2009 to September 2011. Project budget is € 388k.

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Annex 5
Learning diagram v.2



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Annex 6
Planning - Gantt Chart 2010 - v.2

