

GRiD COMMUNITY SOLUTIONS INITIATIVE

ANNUAL IMPACT REPORT 2024



Figure 1: District Inspector of Schools delivering remarks during a GRiD community dialogue on education support and local participation in Pallisa District

Community Philanthropy for Development (CP4D)

Strengthening Local Ownership of Education Through Dialogue,
Accountability, and Collective Action

Reporting Period: January – December 2024

Location: Pallisa District, Eastern Uganda

Program Focus:

Community Participation • School Governance • Transparency • Local
Resource Mobilisation

Message from The Executive Director

Sustainable development is strongest when communities become active participants in shaping their own future.

Throughout 2024, GRiD continued to strengthen local ownership of education through the Community Philanthropy for Development (CP4D) program. By creating safe spaces for dialogue and supporting practical community action, schools, parents, and local leaders worked together to address challenges affecting education and community wellbeing.

The results demonstrate the power of organized local action. Communities mobilised resources for school infrastructure, strengthened accountability around public education funds, restored access to clean water, and expanded school feeding initiatives using locally available resources.

These achievements were not driven by external assistance. They were led by communities themselves, demonstrating that lasting change becomes possible when people recognised their collective capacity to solve shared challenges.

Why This Work Matters

Across many rural communities, schools face persistent challenges including inadequate infrastructure, weak accountability mechanisms, limited parental engagement, and insufficient resources to support learning environments.

While external support remains important, many challenges can be addressed when communities are equipped to organize, participate, and contribute to local solutions.

The Community Philanthropy for Development approach strengthens this capacity by promoting dialogue, transparency, collective action, and local giving.

Our Approach

The CP4D program uses Fireplace Conversations and structured community dialogues to bring together parents, teachers, school leaders, and community members around issues affecting education.

These discussions encourage transparency, strengthen accountability, and support practical solutions that communities can implement using local resources.

The approach focuses on:

- Community dialogue and participation
- School governance strengthening
- Transparency and accountability
- Local resource mobilisation
- Community-led problem solving

2024 Results at A Glance

497 community members participated in governance and accountability engagements.

15 schools actively engaged in community dialogue and transparency initiatives.

12 structured dialogue sessions facilitated, including Fireplace Conversations and formal community dialogues.

11 schools strengthened transparency through public display of Universal Primary Education (UPE) allocations and expenditures.

UGX 9,307,000 mobilised locally to support school improvement initiatives.

1,034 pupils regained access to clean water following community-led borehole restoration efforts.



Figure 2: GRiD Team Leader facilitating a community dialogue on challenges affecting vulnerable households, adolescent girls, and community wellbeing

Strengthening Transparency and School Governance

One of the most significant achievements in 2024 was the growing acceptance of transparency and accountability practices within participating schools.

Eleven schools publicly displayed UPE allocations and expenditures, helping parents better understand how resources are managed. Head teachers also committed to discussing UPE funding during Annual General Meetings, creating additional opportunities for community oversight and engagement.

These efforts strengthened trust between schools and communities while promoting greater accountability in education service delivery.

Communities Investing in Education

The CP4D program demonstrated that small community contributions can generate meaningful improvements in school infrastructure.

Communities collectively mobilised UGX 9,307,000 to address locally identified priorities.

Examples included:

- UGX 4,500,000 raised to support girls' dormitory improvements at Nasuleta Primary School.
- UGX 3,000,000 mobilised for construction of an office block at Kalapata Primary School.
- UGX 1,807,000 contributed toward security fencing at Mpongi Primary School.

These investments reflect growing confidence among community members that local action can contribute to improved learning environments.



Figure 3: On-going School fence construction at Mpongi Primary School as a community contribution

Restoring Access to Clean Water

In Sunni Village, community members demonstrated the effectiveness of collective action when they organized household contributions of UGX 1,000 to repair a broken borehole.

The repair restored access to clean water for approximately 1,034 pupils and surrounding community members.

The initiative highlighted how locally mobilised resources can address urgent needs quickly while strengthening ownership of public infrastructure.

Supporting School Feeding and Nutrition

School feeding remains an important contributor to learner attendance and participation.

Six schools strengthened feeding initiatives through community contributions and school-based agricultural activities.

At Sunni Primary School, parents and teachers expanded efforts around school fruit gardens containing orange, jackfruit, avocado, and mango trees. These resources continue to support school feeding while promoting long-term sustainability and local ownership.



Figure 4: Orange Fruit Garden promoting feeding program at Sunni Primary School

What We Are Learning

Implementation during 2024 generated several important lessons.

Frequent, smaller dialogue sessions encourage stronger participation than larger, less frequent meetings.

Visible improvements such as borehole repairs and school fencing help build confidence and sustain community engagement.

School gardens provide a practical and sustainable mechanism for strengthening school feeding initiatives.

Transparency boards improve accountability and trust when communities can easily access information about public resources.

Looking Ahead

In 2025 and beyond, GRiD will continue strengthening community participation and accountability through:

- Expansion of Fireplace Conversations across additional communities.
- Introduction of school governance toolkits.
- Expansion of community-supported school feeding initiatives.
- Scaling transparency boards to all participating schools.
- Development of community scorecards for monitoring education service delivery.

Acknowledgement

GRiD extends sincere appreciation to parents, teachers, school management committees, local leaders, and community members whose commitment and participation made these achievements possible.

Their leadership demonstrates that sustainable development begins when communities are empowered to act collectively around shared priorities.

Together, we are strengthening education through participation, accountability, and local ownership.