The role of Education in the Peacebuilding Process of Uganda

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Research Consortium

- Consisting of: University of Amsterdam, University of Sussex and Ulster University
- Case Studies:

Myanmar, Pakistan, South Africa and *Uganda*

Research Consortium on Education and Peacebuilding
http://learningforpeace.unicef.org/partners/research-consortium/,

Research Areas

- **RA-1:** The integration of education into peacebuilding processes

- **RA-2:** The role of teachers in peacebuilding

- **RA-3:** The role of formal and non-formal education programmes focusing on youth

Method

- 60 Semi-structured interviews

- 7 FGD discussions with youth

- 6 FGD discussions with student teachers

- 260 student questionnaires

- 4 regions (Kampala, Karamoja, Gulu, Adjumani)

- Policy analysis and extensive literature review

Uganda

- History of state formation + conflict in the north split the country into two nations / identities

- Since 1986 seven civil wars

- Most prominent war: conflict in the North against LRA / Joseph Kony

- Regional instabilities persist

- In 2015: Uganda ranks position 23 among the worlds most fragile states

- In 2014: *Transparency International* ranked Uganda's public sector as one of the most corrupt in the world

- Economic growth has not always led to poverty reduction

- Uganda's Multi-Dimensional Poverty Index is 0.367 (= 69.9 % poor, 38.2 % severe poverty, 19.0 % vulnerable to poverty), highest intensity: sub-region Karamoja
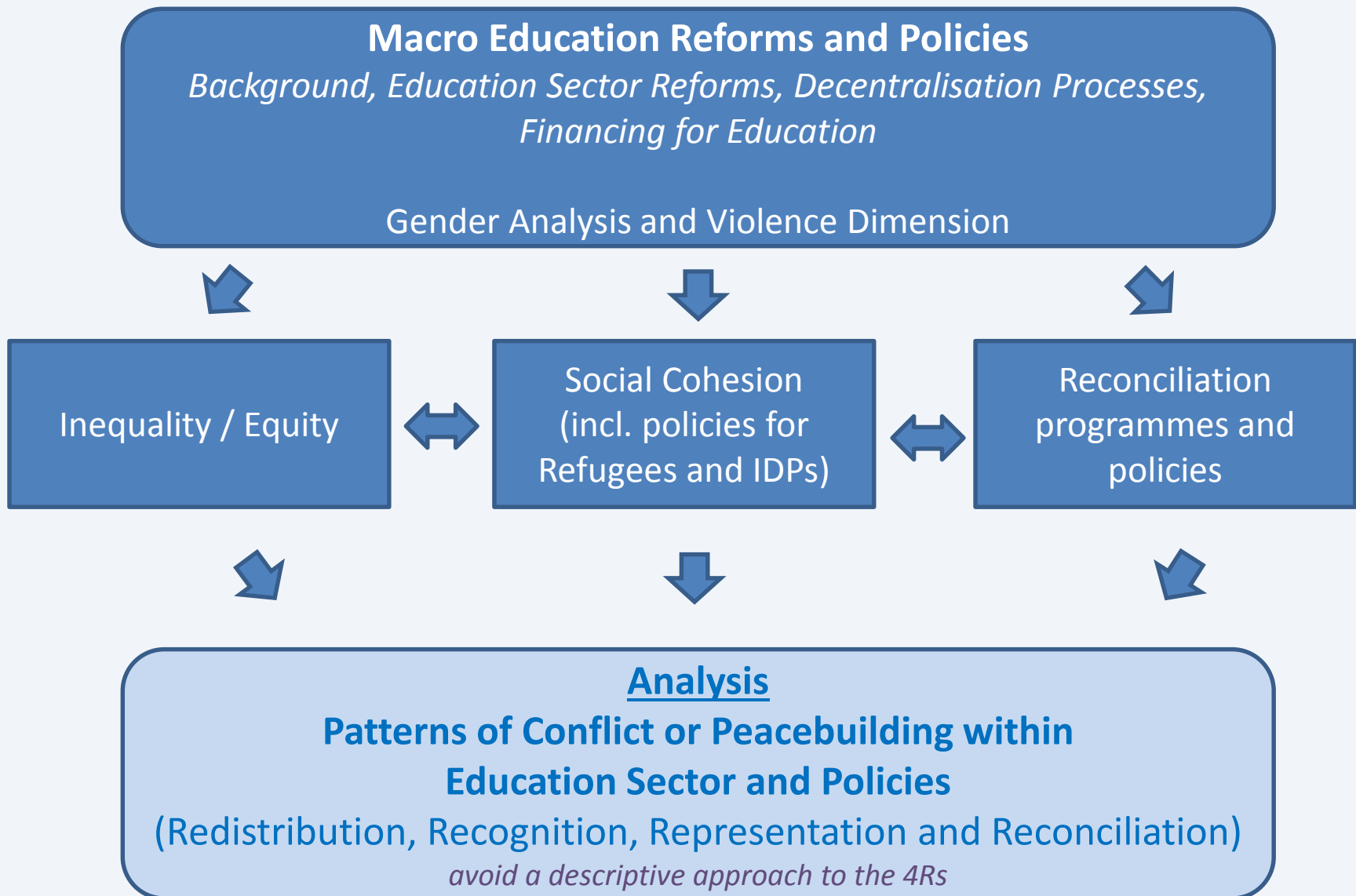
RA-1 Policy

- Implicit and Explicit forms of Peacebuilding

- Analysis on the integration of education within peacebuilding and development plans

Policy Review:

- Peacebuilding frameworks do not acknowledge the role of education / not a stand-alone peacebuilding or priority area

- Development frameworks: education approached as a service provided to the public or as a means to empower the marginalised poor but explicitly as a tool towards social transformation

RA-1: Analytical Framework

Macro Education Reforms and Policies
Background, Education Sector Reforms, Decentralisation Processes, Financing for Education

Gender Analysis and Violence Dimension

Inequality / Equity

Social Cohesion (incl. policies for Refugees and IDPs)

Reconciliation programmes and policies

Analysis
Patterns of Conflict or Peacebuilding within Education Sector and Policies
(Redistribution, Recognition, Representation and Reconciliation)
avoid a descriptive approach to the 4Rs

RA-1: Findings

1) Significant strides in addressing inequalities in Uganda's educational sector since 1997 (*representation*), did not translate into adequate improvement of the quality and infrastructure for education → hampering processes of social transformation.

2) "Low" and "high" standard education thwarts equal opportunity within and beyond education among disadvantaged societal segments and furthers indirect forms of violence.

3) The decentralisation process has had a positive impact with regards to representation of local district officials in the education sector. Yet service delivery and room for manoeuvre to implement context-specific educational services remain weak.

RA-1: Findings

4) Uganda is not short in supply of transformative policies in the education sector but weak implementation affects sustainable   peacebuilding and long-term development processes.

5) The way in which peacebuilding is currently approached in the curricula in schools, focuses mainly on conflict prevention as opposed to coming to terms with past conflicts.

6) Non-formal education programmes at the regional level, address societal transformation and peacebuilding more explicitly than nationwide formal education initiatives.

RA-2: Teachers as Agents of Peacebuilding

- The need for overarching national strategy
- National and regional flexibility
- Clear lines of communication between donors / NGOs, the Ministry, NCDC, teacher educators and teachers in schools
- Planned diversity within teacher education

Teacher education programmes which prepare teachers systematically to :

- Support those affected by violence
- contribute to a whole school ethos valuing diversity and inclusion, pupils' needs and student voice
- engage pupils on contemporary social, cultural and political issues which impact on their everyday lives.
- Facilitate clubs, societies and activities which encourage positive social activism in the school and the community
- Explore traditional cultures with a reconciliatory dimension

Teacher Education and the 4Rs

The 4 Rs	
Redistribution	• Emphasis on core vocational skills • Hierarchy of teachers • Perceived regional inequities in teacher training / recruitment • Disadvantaged area recruitment policies • Gender support policies • SEN prioritised but under skilled
Recognition	• Limited diversity in initial teacher education • Awareness of local, national and regional identities in the curriculum but not explored critically
Representation	• Curriculum dominated by internationals / MoESTS • Limited consultation for secondary curriculum reform • Encouraging PBEA teacher training • Some student voice in PTCs
Reconciliation	• Importance place on national unity • Under-developed exploration of traditional practices

RA-3 Youth

Objective:

Explore how formal and non-formal education programming increases young people's agency in the peacebuilding process of Uganda.

Political, Economic and Social Agency of Youth – and the role of education / livelihood programmes therein.

RA-3 Situation of Youth in Uganda

- The national youth policy of 2001 defines youth as all young persons, female and male, aged 12 – 30

- The Uganda draft national youth policy (2013) refers to youth as 15-29

- Ambiguous perception of youth: on the one hand depicted as "vulnerable" because of high unemployment rates, on the other hand portrayed as a bearer of hope / actor who ought to actively participate in the development process of the country .

- Background: Uganda had the largest percentage of young people under 30 in 2012 - that is 78% of the total population

- UBOS: 64% of all unemployed persons in the country are youth (18-30)

- UBOS: urban youth tend to be more likely to be unemployed than rural youth, with females twice as much unemployed than male youth.

RA-3 Youth related policies and institutions

Policies and Frameworks	Main national bodies & civil society coalitions
National Youth Policy 2004 (NYP)	National Youth Council
Draft National Youth Policy	Uganda Parliamentary Forum for Youth Affairs
National Youth Manifesto (2011-16)	The Uganda Civil Society Youth Coalition
National Youth Manifesto (2016-21)	Uganda Scouts Association
	Uganda Youth Network

RA-3 Formal Education and Livelihood Initiatives

- USE

- BTVET – Business, Technical and vocational Education Training

- Uganda Youth Capital Venture Fund

- Youth Livelihood Programme

RA-3 FGDs and Micro-Cases

- Three micro case FGDs were conducted in Gulu and Adjumani.
- Four FGDs focused broadly on education and livelihoods initiatives in order to complement / substantiate or contrast quantitative data obtained from UNICEF U-Report.

Location	No of FGDs	Initiative or Theme	Participants: Whenever possible we sought to have 50 % female and 50% male participants (aged: 18-35)
Gulu	2	Gulu War-affected training Centre (mainly for women)	Total: 20
Adjumani	1	Piggery Project (livelihoods)	Total: 10
Karamoja	2	One FGD on education initiatives – backed with quantitative U-Report Data One FGD on livelihoods initiatives – backed with quantitative U-Report Data	Total: 20
Kampala	2	One FGD on education initiatives – backed with quantitative U-Report Data One FGD on livelihoods initiatives – backed with quantitative U-Report Data	Total: 20

RA-3 Impressions

RA-3 Findings

1) Even though educational infrastructures have improved over the past two decades, these efforts did not increase the economic and political agency of youth at large.

2) Structural barriers and indirect forms of violence not only hamper youth agency but also challenge the sustainability and equal redistribution of education and livelihood initiatives.

3) Youth lack political representation in the planning and decision-making processes targeting education programmes, skills training and livelihood initiatives.

RA-3 Findings

4) There is an underlying notion within the rhetoric of policies and frameworks to empower youth through education economically but not necessarily politically

5) Micro-initiatives show greater potential to act as an implicit vehicle for conflict-resolution or reconciliation among youth than macro education initiatives at the national level.

Thank You!