# EDUCATION SYSTEM AND SUSTAINABLE PEACE BUILDING IN THE TRANSITIONAL POST CONFLICT ERA: CASE OF KITGUM TOWN COUNCIL

**KIBWOTA RICHARD OKIDI**

**09/U/2202/MAC**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN CONFLICT TRANSFORMATION STUDIES OF GULU UNIVERSITY**

**MAY, 2013**

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**MAY, 2013**

## DECLARATION

I, Kibwota Richard Okidi, declare that this dissertation entitled "Education and Sustainable Peace building in the Transitional Post conflict Area: A case of Kitgum Town Council" is my original work and has not been submitted to any institution for academic award what so ever.

Signature.....Date. 8/10/2013

## APPROVAL

This dissertation entitled "Education and Sustainable Peace Building in the Transitional Post Conflict Area: Case of Kitgum Town Council" is being submitted for examination with my approval of the undersigned as a University supervisors.

1. Okumu Charles [M.Phil]
Faculty of Education and Humanity
Gulu University

Signature..... Date.....3/10/2013.....

## DEDICATION

This work is dedicated to my lovely children Oting Eunice Okidi, Okidi Cyprian Jr, Gum Noah Victor and Kica Jesse Okidi. 'Great people are ordinary people with extra ordinary determination' Dr. Robert H Schuller

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## LIST OF ACRONYMS

**AIDS-** Acquired Immune Deficiency Disease

**AVSI-** Association of International Volunteers

**CBO-** Community Based Organization

**BDR-** Birth and Death Registration

**CDF-** Comprehensive Development Framework

**CSO-** Civil Society Organization

**EFA-** Education for all

**EU-** European Union

**FBO-** Faith Based Organisation

**GMR-** Global Monitoring Report

**HIV-** Human Immune Virus

**IBE-** International Bureau for Education

**LRA-** Lords' Resistance Army

**MDGS-** Millennium Development Goals

**MoE&S-** **Ministry** of Education and Sports

**NCEP-** National Civic Education Programme

**NGO-** Non Governmental Organization

**OSCE-** Organization for Security and Cooperation in Europe.

**PEAP-** Poverty Eradication Action Plan

**PPAS-** Participatory Poverty Assessments

**PRSP-** Poverty Reduction Strategy Paper

**PTA-** Parent Teacher's Association

**SMC-** School Management Committee

**UPE-** Universal Primary Education.

**UNDP-** United Nation Development Program

**UHRC-** Uganda Human Rights Commission

**UNESCO- United** Nation Educational Scientific and Cultural Organization.

**UNICEF-** United Nation International Children's Education Fund

**UPDF-** Uganda People Defense Force

**VAGS-** Voluntary Action Groups

**WW11-** The Second World War

**Operational definition of key concepts**

**Education:**

Don Berg defined Education as a process of cognitive cartography, mapping your experiences and finding a variety of reliable routes to optimal states when you find yourself in non-optimal states. However according Bose, (2010) Education is the process of 'stimulating' the 'person' with Experiences, Language and Ideology, beginning from the time of birth and continuing till the time of death.

**Peace:**

This is a state of harmony characterized by the lack of violent conflict. Peace is commonly understood as the absence of hostility, the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all. In international relations, peacetime is not only the absence of war or conflict, but also the presence of cultural and economic understanding and unity.

According to Rummel Peace, however, is seen as concord, or harmony and tranquility. It is viewed as peace of mind or serenity, especially in the East. It is defined as a state of law or civil government, a state of justice or goodness, a balance or equilibrium of powers.

**Peace building**:

According to McAskie, (2006), Peace building refers to activities that seek "to establish the foundations of peace and provide the tools for building on those foundations" in order to avoid a relapse into conflict. While according to Lederach, (1997), peace building refers to the long term process which involves all activities to promote peace and overcome violence.

**Sustainable peace:**

According to Lederach, (1997), sustainable peace refers to the efforts that aim at preventing violent outbreak of conflict and a transformation of destructive conflict into a constructive conflict.

## ABSTRACT

Most countries in the world are always faced with issues of sustainable peace building after the end of conflicts. One area that can provide a good medium for propagating sustainable peace building in a transitional post conflict area is the education system. The values of sustainable peace that includes respect for human rights, holistic development, post-conflict recovery and poverty eradication initiatives, citizenship and patriotism can all be embedded in the policy, curriculum and content of the education system.

This study, carried out in the transitional post-conflict area of Kitgum Town Council, sought to examine the interplay between education and sustainable peace building in a post conflict setting. Through a cross-sectional survey research design, the study findings identified indicators of sustainable peacebuilding evident in the education system, including strategies for embedding peacebuilding both in the formal and informal education mechanisms, and in service delivery and poverty action programs However, these initiatives are lacking in focus, and are undermined by corruption, political machinations and governance challenges.

The study recommends the use of a rights based approach to enhance good governance, promote transparency, and to focus on the effective use of the formal and informal education systems as vehicles for change, improving community perceptions of peace as a public good, and for the attainment of sustainable peace as a collective responsibility.

# CHAPTER ONE: INTRODUCTION AND BACKGROUND

## Introduction

.t of the countries in the world are often faced with thc problem of sustainable peace by depending on itional diplomacy, Lederach (1997). This is more in developing countries, especially in the Sub-ara Africa. Much as a number of studies have been conducted in this area, few have focused on the e of sustainable peace building. A case in point is Kitgum Town Council which is slowly recovering n the two decades LRA rebellion The people are still experiencing spirals of community centered flicts such as land wrangles, domestic violence, human rights abuse, high illiteracy, superstition nst each other, unhygienic living conditions and the moral degradation resulting to poor health and r personal relationship, substance abuse and rising rate of crimes. This research will therefore make a ribution to addressing the problem of sustainable peace in Kitgum Town Council.

## Background

insurgency in the Northern part of Uganda is traced right back from the year 1987 during the "Holy it" rebel movement led by Alice Lakwena, that later transformed into the Lord's Resistance vement/Army (LRM/A) led by Joseph Kony in 1988, the insurgency by the LRA in Northern Uganda t from1988 caused much human suffering especially in the sub regions of the greater Northern nda. According to AVSI annual report of 2007, it indicated that, the insurgency left an estimated two ion people displaced in the IDP camps where they experienced worst level of inhuman life situations racterized by starvation, human rights abuse, torture and death of both adults and children. Education ch would helped in human transformation and empowerment was not only limitedly provided but was royed completely as classrooms were abandoned, bombed, teachers who were targets fled and the ling materials were all burnt, leaving completely no education at all for the children and to worsen the ter, the kind of learning the children had in the camp were completely derailing them and they have pted very unproductive mode of life ; of alcoholism, promiscuity and violence. This is contrary to the

president Nelson Mandela said, "Education is the most powerful tool one can use

world, with all its challenges and struggles the most viable factor considered as a
:an foster genuine peace and reconciliation is education Lederach (1997). That is
education was looked at from a holistic perspective. In Kitgum district, more
Town Council, where most of the population have returned to their original homes
ce in terms of education is inadequately provided. This is worsened with the fact
ve adopted dual residence where part of the family still lives in the former camp
ntre and the elderly members live in the original homes to embark on cultivation to
is has continued to expose, especially the children in trading centers to further
periences like child abuse and development of deviant behavior Kitgum
ing Unit (2012).

agreement yet to be signed however, much of the population is still not convinced
e can come to northern Uganda. Though with a lot of looming uncertainty and lack
urity plus capital resources, the population of Acholi who were in camps have
inal land and homesteads though some of the elders, persons with disabilities and
are still living in the camps AVSI annual report ,(2007).

**of the study area**

pulated mostly by the Acholi people. There is the existence of various religious
of Protestants/Anglicans, Catholics, Pentecostals, Adventists, and Muslims. The
: hard working. Cash crops grown include cotton, and tobacco. The District is also

wed with the availability of plenty of flat land, game reserves, and natural hills and there are tourists

ces, such as restaurants, and lodges.

;um District had a projected population of 239,383 people in the year 2011. There are 116,918 males e district population 122,465 females constit·uting 52% of the district population. The annual growth is estimated at 4.1%.

**3LE 1: Kitgum District Administration Units.**

| COUNTY | Land size in Sq. KM | PARISHES | VILLAGES |
|---|---|---|---|
| tgum Town Council | 41 3 | Alango,Guu,Pager,Town ,Pandwong and Westland | 28 |
| niya Anyima | 373.1 | Palwo,Melong,Akobi Panyum Pella | 75 |
| ımokora | 385.9 | Pagwok,Pogoda East,Kalabong,Pogoda West | 42 |
| 'om | 1,665.9 | Akurumor,Katwotwo ,Kiteny,Lolwa,Okuti, Lolia | 87 |
| tgum Matidi | 165.4 | Ibakara,Lumule,Oryang, Paibony | 56 |
| ıgoro | 275.7 | Laber,Pawidi,Lakwo,r Lalano | 55 |
| ucwini | 482.4 | Akaıa,Bura, Okol,Pacwa,Pubec | 55 |
| ıbongo Layamo | 413.5 | Pagen,Parnolo,Paibwor, Ocetoki | 13 |
| ıbongo Amida | 358.4 | Akworo,Koch,Lamola,L ukwor,Okıdi,Oryang A | 34 |
| ,abongo Akwang | 126.0 | Lamit,Lugwar,Pajimo | 19 |
| **OTAL** | **4287.6 Sq KM** | **46 Parishes** | **464 villages** |

**rce: Kitgum District Planning Unit 2012**

**le 2: The population distribution by sub-counties and gender in year 2011.**

| trict | Sub-County | Population | | | |
|---|---|---|---|---|---|
| | | House hold | Malc | Female | Total |
| gum | Kitgum Town Council | | 28,426 | 31,511 | 59,937 |
| | Omiyaanyima | | 11,328 | 12,420 | 23,748 |
| | Namokora | | 10,237 | 9,975 | 20,212 |
| | Orom | | 15,603 | 16,599 | 32.202 |
| | Kitgum Matidi | | 8,239 | 8,480 | 16,719 |
| | Lagoro | | 9,098 | 9,572 | 18,670 |
| | Mucwini | | 10,843 | 10,740 | 21,583 |
| | Labongo Layamo | | 6,167 | 6,435 | 12,602 |
| | Labongo Amida | | 7,329 | 7,953 | 15,282 |
| | Labongo akwang | | 9,648 | 8,780 | 16,719 |
| | Sub-Total | | 116,918 | 122,465 | 239,383 |

**ource: Kitgum District Planning Unit**

**Statement of the Problem**

societies that have experienced violent conflicts such as Northern Uganda, education plays an ortant role in longer-term, post-conflict development, leading to future sustainable peace building ch helps successive generations understand the violent conflict that took place within their own ety Lederach (1997).

pite the fact that the role of education in sustainable peace building is considered very significant, being undermined by persistent lack of information and essential social services in Kitgum Town ıncil where many people are still illiterate, superstitious, powerless, and live in unhygienic conditions never take initiative to hold their governments accountable to the standards of peace, primarily ıugh adversarial processes. There are few structured activities that make students assume the role of

itizen that chooses, makes decisions, takes positions, argues positions and respects the opinions of
:s and skills that a multi-party democracy are based upon Rietbergen-McCracken (2005).

curriculum does not embrace cultural and community contexts as well as peace studies in the
sroom with student centered peace activities like, Peace Drama, Composition, Poetry, Debates,
entations and Monologues, Songs, Music and Dance, Sports and Games. Teachers, who should have
ı well equipped with the knowledge and skills, are stagnant in terms of their capacity building and
not therefore impart peace knowledge and skills to students. Because of these, Peace building efforts
e not been sustained and it is being taken as a one of intervention.

:refore this researcher was provoked and conducted on educational standard and its impact on
tainable peace building in the transitional post conflict in Kitgum Town Council.

**- Purpose of the study**

.e purpose of the study was to examine the relationship between education system and sustainable
ace building in a transitional Kitgum Town Council as a way to inculcate the culture of peace building
a continuous process that can be achieved through both informal and formal education system.

**4.1-Specific objectives of the study**

ne following specific objectives guided this study:

1. To find out the indicators of education system and sustainable peace building according to community perspectives in Kitgum town council.
2. To investigate the relationship between education system and sustainable peace building in Kitgum town council
3. To identify the challenges to attaining sustainable peace building in Kitgum town council.

**Research Questions**

study sought answers to the following research questions;

. What are the indicators of education system and sustainable peace building in the transitional post conflict Kitgum town council?

2. What is the relationship between education system and sustainable peace building in a transitional post conflict Kitgum town council?

3. What are the challenges involved in attaining sustainable peace building in a transitional post conflict Kitgum town council?

**Scope of the study**

s research aims to investigate interplay between education system and sustainable peace building of gum Town Council in Kitgum District northern Uganda. The research covered 13 villages including; ncam, Alango,Ginnery west, Ayul A, Pongdwongo, Lemo east, Lemo south, Langlanga, Apollo und, Bardega, Auch, Pandwong and second Jenge in the six parishes and they were; Town, Alango, u, Pager, Pandwong and Westland of Kitgum Town Council, in Kitgum District. It was undertaken to er education and sustainable peace building linkages in the period 2011-2013 and was planned to be ecuted within one year.

**-Significance of the study**

e study may be of benefit to stakeholders who are involved in the education programme to ascertain e statistical data from the study and establish their better understanding of community perception on ucation.

ne finding might be of benefit to all the parties involved in the return programme in formulation of the ntextual action plan for the resettlement process.

here is possibility to rationalize from the study and come up with rehabilitation programme for the frastructures in the areas of education where the population have returned hence helping them in discovering their livelihood and protection in terms of health and social security.

ational and international humanitarian agencies wishing to provide assistance to the returned population an use the information from this study to declare their interest and appropriate allocation of resources uch as funding in the field of education for sustainable development and peace building.

lumanitarian agencies might use the recommendations given in the study to devise measures of cilitating the returned population, by providing infrastructures, deployment of educational personnel nd social workers, protection and livelihood (food production, storage and value addition).

# CHAPTER TWO: LITERATURE REVIEW

## ) - Introduction

his Chapter covers the review of literature related to the interplay between education and sustainable ace building. It examines various concepts embedded in the body of knowledge of sustainable peace ilding, the elements of and underlying philosophy of sustainable peace, and how these can be arshaled into the education curriculum of the education system, and best practice and policy options at can help to embed the concepts into the education system.

## 1- Education

ccording Bose (2010), education is the process of "stimulating the 'person' with experiences, language id ideology, beginning from the time of birth and continuing till the time of death". Therefore any enial of access to education can deprive the attainment of sustainable peace building.

## .2- Civic Education and Citizenship

ccording to Rietbergen-McCracken (2005), civic education (also known as citizen education or emocracy education) can be broadly defined as the provision of information and learning experiences to quip and empower citizens to participate in democratic processes. That education can take many different forms, including classroom-based learning, informal training, experiential learning, and mass nedia campaigns. Civic education can be targeted at children or adults, in developed or developing ountries, and at the local, national or international levels. Civic education is therefore an approach that mploys a range of different methods, and is often used in combination with other participatory governance tools with the overall goal to promote civic engagement and support democratic and participatory governance. The idea behind it is to promote the demand for good governance by an nformed and engaged public, as a necessary complement to their efforts to improve the practice of good

rnance. Civic education in this case has also been used to address a wide variety of political and rnance issues such as corruption, civic apathy or post-conflict reconciliation as well as important ıl issues including domestic violence, drug abuse, and HIV/AIDS.

c education is concerned with three different elements: civic knowledge, civic skills and civic osition. Civic knowledge refers to citizens' understanding of the workings of the political system and ıeir own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to : and run for public office, and the responsibilities to respect the rule of law and the rights and rests of others). Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on lic issues, and to use their knowledge to participate in civic and political processes (e.g. to monitor ernment performance, or mobilize other citizens around particular issues). Civic dispositions are ined as the citizen traits necessary for a democracy a case in point are tolerance, public spiritedness, ility, critical mindedness and willingness to listen, negotiate, and compromise (Rietbergen-McCracken )5).

many societies civic or citizenship education is an explicit and formal part of the school curriculum. ılalp (2006) provides case studies from Europe and the Middle East that address the question of izenship and ethnic conflict from the foundation of the nation-state, to the current challenges raised by obalization. An examination of six countries (Germany, Greece, Iraq, Israel, Lebanon and Turkey) ggests that ethnic or religious identity lies at the core of the national community, ultimately :termining the state's definition and treatment of its citizens (Gulalp, 2006).

ɔrms of citizenship education may range from traditional civics programmes that often take a country's onstitution or independence as the starting point to then explain the institutions of government and how ıey operate. More recently there is also a trend towards enquiry-based curricula that investigates what it

:o be a citizen and this approach may be more appropriate in pluralist and conflict-affected s since it frames citizenship in terms of common rights and responsibilities rather than identity such as ethnicity, religion or culture. The centrality of citizenship education to the formation of identity means that it is particularly important to consider how citizenship education is ning in conflict-affected and post-conflict countries and whether it contributes to peace building der, Pinson, Yonah, (2010).

nda, for example, an attempt is being made to remove ethnicity from the concept of citizenship. t and reconciliation in Rwanda are closely tied to the public discourse on citizenship. After idence, the notion of citizenship was employed to divide the polis by reducing citizenship to Hutu identity, entailing the exclusion of all Tutsi, while today, after the genocide, citizenship is on 'Rwandanness' and all ethnic references are eradicated in the public discourse Buckley- 2006).

in post-conflict Northern Ireland where children grow up in communities that define themselves er British or Irish, the citizenship curriculum focuses less on the concept of one common lity and more on questions about diversity, equality and human rights within a divided society ng from violent conflict.. A recent evaluation indicated that pupils developed more positive s towards inter-group relations, accompanied by a decline in trust in political institutions nor, (2008).

gies also vary from didactic approaches, often through learning facts from a textbook to more earning through community-based projects. Even where there is no explicit civic or citizenship nme, other parts of the curriculum such as history and social studies may carry strong messages he nature of the state. Such messages socialize children about who may be regarded as a citizen,

itudes to various groups and regions within the country and those who come from elsewhere. In dition, the informal curriculum may also carry strong messages about the relationship between peoples thin the state and the relationship between the state and its citizens. For example, in many countries ucation is one of the main ways that citizens are encouraged to develop loyalty to the state through the ily routine of singing the national anthem, raising the national flag, display of leaders' portraits or lebration of national days. Such practices may contribute to a sense of national unity, but can also be rticularly problematic in conflict-affected countries, especially where the legitimacy of the state is eing challenged. Irrespective of whether citizenship education is explicit or implicit, school curricula so carry messages about the state and militarism, for example, whether conscription exists or if citizens e expected to undertake military service or some other form of national service. A study of citizenship lucation in Israel and the USA suggests that, at times of war patriotic forms of citizenship dominate in der to secure national unity, whilst democracy and critical debate in the public discourse are onstrained Ben-Porath, (2006).

nother study suggests that more liberal teachers have the greatest impact on the political socialization of sraeli and Palestinian youth through citizenship education Ichilov, (2004).

n Uganda, the Uganda Human Rights Commission (UHRC) with support from the European Union (EU) s currently undertaking Civic Education. Although the project document was signed in September 2008, mplementation of the project begun in January and was expected to end in December 2009. The project vas worth about Uganda Shilling 950 million. Its main objective is to build capacity of the already xisting institutions at the district and grass root levels to act as agents of civic education and human ights work, and to also target the Political Commissars of the Uganda Peoples' Defence Forces (UPDF).

The project involved a series of activities that range from Training of Trainers (TOT) workshops for Voluntary Action Groups (VAGS) and Political Commissars of the Uganda People's Defence Forces,

d at sustaining and enhancing the work of the Uganda Human Rights Commission at grass root l in the communities of Uganda. It also involved carrying out of human rights trainings for District ıan Rights Desks Offices and/or Committees and sensitization of Human Rights and Peace Clubs. project specifically embarked on the dissemination of the guidelines on freedom of assembly and ic demonstration which is intended to popularize them at the grass root level and empower the public ı knowledge on their rights and obligations regarding this right.

ording to Kimbowa (2006), the good work and amount of efforts put in the National Civic Education gramme (NCEP) pilot project carried out from December 2005 to March 2006 calls for continuation ause Uganda needs citizens who take active and participatory interest in the growth of their nation and ), in the process, will be able to hold both the public and the private leadership accountable at both ıonal and local levels. Just as in West Nile and Apac, the areas where MS Uganda was involved in the ɔt project, it was realized that there was more political unity with people of different political views ely associating. The area also witnessed a reduction of electoral offences the 2006 election compared previous elections. The project was carried out between December 2005 and March 2006.

cording to Khatai (2010) often people, including political leaders and government officials, see civic ucation as voter education, yet civic education is more than voter education, it involves knowing ones ghts as a citizen and being aware of how to fully participate in bringing positive change in the mmunities. It aims at narrowing the gap between the leaders and the people they are leading. It is ıportant that people do not just sit back and wait for development to come to them. They must demand r development through the provision of social services by government and the private sector. mpowering citizen is a task that requires commitment to work with limited resources and in ɔmmunities with a variety of literacy levels and preconceived ideas.

ording to Khatai (2010), carrying out community development work has never been easy. So civil ety organizations working on civic education should be ready to face the challenges of being labeled isan especially in the new multiparty dispensation where the topics covered in civic education may lve political, ethical, religious, cultural and economic issues. Like sailing a ship, it is collective effort brings the sailors to their destination, civic education being an enormous task also requires olvement and participation of many stakeholders including the civil society organizations, the erent government institutions, the private sector and the donor community. It is not a one man's w, it therefore requires many actors in empowering as many Ugandans as possible, to know their its and responsibilities so as to engage in building this country.

borah Kabuye, director for education in the Uganda Human Rights Commission says that although the nor Community has not yet pronounced its commitment in facilitating civic education, those ganizations that are capable of carrying it out can continue provided they use the recommended civic ucation material that does not contravene the Ugandan Law. < htt://www.actionaid.dk/sw41282.asp>

ie UHRC has a constitutional mandate to, among others things, provide civic education to enhance spect of human rights and create awareness on the Constitution. During the Civic Education ogramme Launch held in Kampala on 13th December 2005 Rev. Prof. John Mary Waligo, ommissioner UHRC who was also Chairperson for the NCEP programme management committee, id, "on behalf of the National Civic Education Programme, I appeal to you all to make this programme regular feature of Uganda before, during and after the elections and civic education should be a ermanent feature to create the minds of people for democracy, rule of law, human rights respect, non-olent culture, unity and tolerance." < htt://www.actionaid.dk/sw41282.asp>

## Curriculum Content, Pedagogy and Learning Resources

e are many aspects of curriculum that have bearing on conflict. When curriculum is conceived owly as the transmission of knowledge from one generation to the next, it may be perceived as an emely powerful tool to promote particular political ideologies, religious practices or cultural values traditions. The contemporary trend in many countries is to 'modernize' the curriculum so that it is ned in terms of 'learning outcomes' where learning outcomes refer to skills, attitudes and values as l as fa, tual knowledge. This may include the development of 'generic skills' such as communication ls, the ability to draw on multiple sources of information and evaluate conflicting evidence, the elopment of media literacy, critical thinking and moral development (EFA, 2003). Within rnational development settings there is a particular emphasis on 'life skills' as a means of providing ld protection, social and health education and the argument is that these are the types of skills that are o helpful for peace-building (UNICEF, 2005).

ery area of the curriculum carries values with the potential to communicate implicit and explicit litical messages. Language, literature, history, geography and the place of culture and religion are just me of the areas that often get drawn into controversy. Such areas are sometimes referred to as 'national bjects', in many instances tightly controlled by governments and regarded as essential tools for nation ilding. UNESCO International Bureau for Education (IBE) carried comparative research on curriculum form processes in seven conflict-affected countries (Bosnia-Herzegovina, Guatemala, Lebanon, ozambique, Northern Ireland, Rwanda, Sri Lanka) and the findings illustrate a range of educational sues that can become implicated in conflict. In terms of basic education, curriculum is a combination of pecifying learning (curriculum), pedagogy (teaching methods) and resources. One of the reasons for oncentrating on these three is that they are normally a central part of education reform processes for hich member states of the World Bank request funding. Often three key ingredients of any education

m proposal are to "modernize" the curriculum, replace existing textbooks, and improve the quality aching through improved teaching methods and investment in teacher education.

### Type of curriculum

cation reforms that promote a change from content-based syllabi to a "learning outcomes" model e significant implications for learning resources. Drawing on a variety of texts and incorporating the of different media and new technologies may contribute toward the development of multiple spectives. On the other hand, these particular reforms have an economic cost, and this broader roach requires different skills from the teacher than simply teaching from a textbook. The question is ether learning is for compliance or to produce critical, questioning minds Tawil, (2004).

### .2How history is taught

e teaching of history is an important concern in relation to conflicts. Issues include epistemological ues about the impact on conflict of single narrative histories versus multiple perspectives approaches. is is also bound up in issues of whether education systems are driven by content and syllabuses or by lls and learning outcomes. There is a considerable literature on this, including initiatives such as cing History and Ourselves (http://www.facinghistory.org/) and from the Council of Europe and uroclio with practical experience of projects in conflict-affected countries such as Cyprus, Rwanda and stern European countries, (http://www.euroclio.eu/site/index.php)

### 2.3 Textbooks

contested societies, arguments over textbook content can become cultural and ideological battlegrounds." For example, the critique that education reconstruction in Afghanistan is rebuilding chools, but doing little to address attitudes of intolerance in school textbooks that have been reprinted sing international development assistance Spinl., (2005). Part of the education reforms in Bosnia has nvolved the removal of "offensive material" from history textbooks. Such a process necessarily raises

ive issues about the judgment of what might be considered offensive and by whom, about who d be involved in such a process, and how it is implemented. Textbook review processes have a long ry. For example, there were joint initiatives on French-German textbooks during the 1920s; German- h cooperation following the Second World War; a US-Soviet textbook project in the 1970s; more ıtly China and Korea have raised concerns about the treatment of the second World War in Japanese ıooks.

**ı The role of 'peace education'**

nitions and forms of 'peace education' place different emphases on non-violent 'conflict resolution' 'conflict transformation' Salomon and Nevo, (2002). Many approaches to peace education draw ily on social Psychology and the intergroup 'contact hypothesis. Salomon (2003) found that series of si-experimental studies carried out with Israeli-Jewish and Palestinian youngsters revealed that ɔite the ongoing violence, participation in various programs yield positive attitudinal, perceptual and tional changes manifested in, for example, more positive views of peace, better ability to see the other e's perspective, and greater willingness for contact depending on participants' initial political views t play an attitude-reinforces function, but prevents the worsening of perceptions of and attribution to other side, thus serving in a preventive capacity, Salomon, (2003).

ıwever, Beckerman (2010) cautions against over-optimism about the impact of intergroup contact less it also engages with deeper issues of identity and historical inequalities in power relations perhaps : most influential ideas of relevance to the contribution of education to peace building come from ıltung (1990) who draws an important distinction between negative peace the cessation of violence and ısitive peace structural changes to address social injustices that may be a cause of violence. Lederach 997) has built on these ideas in terms of importance of working simultaneously at policy, community ıd grassroots levels to achieve sustainable peace.

**lucation and Identity**

ecoming increasingly important to distinguish between 'state-building' and 'nation-building'. The re often conflated yet can represent very different concepts. Nation-building often refers to the opment of a state where citizens share the same social, cultural, and religious background. In many the concept of the nation transcends state boundaries and includes Diasporas who can have ficant influence on state development, for example, through remittances that may fund nationalistic icts or peace-building efforts Demmers, (2002). However, increasing globalization and movement of le means that the concept of the homogeneous nation state is also being challenged, partly through mergence of regional and super- national entities such as the European Union, and partly due to the asing diversity of citizens within states. Modern state-building therefore places more emphasis on l rights and responsibilities of all citizens irrespective of their ethnic, religious or cultural identity. cation may become a key instrument in terms of which ideology is most dominant (identity-based on-building or rights-based state-building).

ıtity factors are important for understanding conflict, partly because they may be mobilized to erate or escalate conflict, rather than being fundamental causes. Stewart (2001) refers to differences ween identity-based groups as 'horizontal inequalities' to distinguish them from 'vertical inequalities' ed on economic status and access to power, although these often map closely on each other and the ential for conflict may be greater. This means that it is difficult for education to be perceived as utral' in conflict-affected countries, particularly where divisions are organised around identity factors, nston, and Stewart, (2007). For example, in exploring the links between schooling and conflict in kistan Durrani and Dunne (2009) found that, 'the complex nexus of education, religion, and national entity tends to construct 'essentialist' collective identities. To promote national unity across the diverse nic groups comprising Pakistan, the national curriculum uses religion (Islam) as the key boundary tween the Muslim Pakistani 'self' and the antagonist non-Muslim 'other'. Ironically, this emphasis

:s social polarization and the normalization of militaristic and violent identities, with serious cations for social cohesion, tolerance for interral and external diversity, and gender relations`.

role of education in identity formation may be one reason why education and schooling become ts for attack in many conflicts. From a preventative perspective it also means that careful ideration should be given to aspects of education that are closely linked to identity development. In lict-affected countries, four areas that merit particular attention relate to separate schooling, uage, faith and citizenship, Durrani and Dunne (2009).

**arate schooling – cause or consequence**

ecurring theme in conflict-affected countries is the relationship between conflict and separate ›oling based on identity factors such as language, ethnicity or religion. The evidence on the impact of ırate schooling is contested and highly context-dependent. Gallagher (2010) provides some ıparative examples of shared and separate schooling in divided societies and states that 'many mass cation systems had assimilation as an overt aim. He suggests that 'The distinction between segregated tems, in which minorities are obliged to use their own schools (such as apartheid South Africa, or the ıthern states of the U.S. prior to 1954), and separate systems, in which minorities run their own schools a matter of choice, is important', but goes on to say that 'whether schooling systems are segregated or ›arate, there is evidence that such systems can have a detrimental impact on social cohesion', citing the trimental impact on Arab-Israelis of the decision in the 1950s to formally divide schools in Israel. awing on the cases of Brazil, Britain, Canada, Israel, Malaysia, Netherlands, and the USA, he ncludes that the influence of schooling arrangements may be better understood as a combination of 'the ucture of schools, the content of the curriculum, and the routes and opportunities available to young :ople'. This is consistent with the view that the impact of separate schooling needs to be considered in ›ntext and depends on whether such schools are perceived to be reinforcing assimilation, separate or

l development. Where mixing or integration takes place consideration needs also to be given to the : of teaching and learning in the sense that identity factors are avoided, addressed or considered in of their impact on inequalities and social justice, Smith,(2005).

ugh few would argue that separate schooling is a fundamental cause of conflict, the prevalence of ate schooling based on identity factors in conflict-affected countries such as Bosnia and egovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda and Sri Lanka suggests that nkage is not just a coincidence. One possible reason for the prevalence of separate schooling in ict-affected countries is that the institutional structures reflect and replicate the political, social and ral divisions within the broader society. In Bosnia and Herzegovina, for example, many nentators point to the greater integration that existed within schools before the war. The impact of ic cleansing and displacements of populations has meant that parents are wary of the security of their lren returning to their former schools. This is reflected in research by the Organisation for Security Cooperation in Europe (OSCE) that highlights how parents will avoid their nearest school and travel e distance to enroll their child in another school associated with their own 'national identity'.

vever, in many other conflict-affected countries there are examples of programmes that promote gration, often initiated by parents overcoming community divisions. The rationale for such grammes is that, whilst education may not have caused conflict, it can make a positive contribution ards peace building by educating children together. Such initiatives could be considered to fall within e broad types; efforts at the voluntary integration of schools such as from Northern Ireland where it taken more than twenty years to achieve shared schooling for 6% of schoolchildren; the creation of vish-Arab schools such as Neve Shalom; and desegregation of education in South Africa.

er situations children from different national backgrounds might attend the same school, but often erent times and being taught different curricula. Children have separate breaks, teachers have te rooms and there may be little cooperation between separate administrations. UNICEF research that parents with children at 'two schools under one roof' were the most concerned for their safety, EF Research Report, (2008.)

**overnance**

on and Vegas (2009) highlight two distinctive aspects to definitions of governance. The first mostly erns who has political control of a system and in this context, 'governance is defined mainly in terms e process of policy-making (e.g. how the rules of a political regime provide the context in which y-making is carried out)'. The second aspect refers more to technical capacity and the ability to ement policies. It is the former that is most likely to be contentious, particularly in conflict-affected tries since it can give rise to charges of bias and discrimination, although lack of technical expertise capacity can also lead to grievances over inequalities due to poor implementation and policy omes. In addition, government preoccupation with security responses to terrorist threats may lead to eased, unchecked authoritarianism, particularly where 'special powers' are introduced that limit the t to freedom of expression or the suspension of normal legal processes (See for example, Carrión, 6), The Fujimori Legacy; The Rise of Electoral Authoritarianism in Peru. In such situations ernments may feel even more need to control state institutions such as the education system and cators may feel constrained to engage in critical enquiry of state policies and actions.

ogan and Vegas(2006:9) state that the World Bank and other agencies use a number of measures as t of governance assessments that very frequently, governance assessments are based on country scores particular dimensions of governance like voice and accountability, political stability, government ectiveness, regulatory quality of government, rule of law and control of corruption. This explains need

nsider equity and poverty reduction policies; the formulation of policies containing clear goals; the lopment of political leadership; the need to consider education quality issues; and the need to ase national education budgets. Aragon and Vegas (2009) provide a case study of education rnance policies as part of democratic transition in Peru when the rural population suffered oportionately during the period of political violence (1980-2000). Reforms were based on tification of national priorities for education; new emphasis on professional development of teachers; eased financing and an anti-corruption plan. The European Commission has also published a study on governance challenges for education in a number of countries that have been affected by conflict. The opean Commission, 2009: *Study on Governance Challenges for Education in Fragile Situations: ly Synthesis Report*, Brussels). The report is based on case studies of Aceh (Indonesia), Cambodia, nocratic Republic of Congo, Haiti, Lebanon, Liberia, Somalia and Southern Sudan.

ilst governance matters in all countries, the following are examples of good governance strategies that y have particular significance in protecting education systems in conflict-affected countries.

ce gaining independence from the United Kingdom, Uganda has experienced nearly four decades of itical instability. Coups, dictatorships, and ensuing power struggles slid the country into economic and ial decline, and human rights abuses abounded. In the past 20 years, the continued conflict in Northern anda has displaced an estimated 1.7 million people from their homes. In 1995 new constitution was acted referring to Uganda as a Republic. However, the country's institutions of democratic governance nain weak and neither participatory, transparent, nor accountable to an informed public. This situation s resulted in poor service delivery, severe social sector issues, and a decaying faith in democratic stems. Despite these challenges, Uganda held its first multiparty general elections after twenty years of ovement rule in 2006 and has built a framework for decentralization that will encourage both political rticipation and institutional accountability.

International, as a subcontractor to the State University of New York Center for International lopment, works to connect good-governance champions at every level of Ugandan society to ote public participation in the political process, strengthen institutional transparency and untability, and improve public service delivery. Under the U.S. Agency for International elopment funded activity, Strengthening Democratic Linkages in Uganda (LINKAGES, 2007–2010), works at the local level to bolster the public's ability to voice their needs and priorities, as well as to ort local governments in responding with reforms. RTI also assists civil society organizations Os) at local and national levels to effectively engage with local governments and Parliament, cate for reform, and exercise their oversight function.

**Teachers and Teacher Education**

chers are probably the single most important factor in mediating the curriculum and the values it veys. Research has shown that teacher quality is the key resource that determines achievement ling-Hammond, (1999), but also a threatened resource in conflict-affected countries. Factors related eachers that may have a bearing on the extent to which education can be a positive force in conflict- ected countries include status of teaching within a society, diversity sensitive recruitment and loyment policies, quality of initial teacher education and type of training and these needs not to be sight of if the most intended goals of education are to be achieved.

**.1 Status of teaching within a society**

e status of teachers may be related to factors such as entry qualifications, rates of pay, and terms and nditions of employment. These factors will affect morale and motivation as well as the prospects of aining teachers in conflict-affected countries and in rebuilding capacity as part of post-conflict onstruction. Unfortunately these are not what is happening in Kitgum Town Council even after INEE

leveloped important 'Guidance Notes on Teacher Compensation in Fragile States, Situations of lacement and Post-Crisis and this is the clear reason why there is poor performances in education by the teachers and the learners in the area.

**Diversity-sensitive recruitment and deployment policies**

;e include ensuring an adequate recruitment of male and female teachers from different ethnic groups adequate supply of teachers to provide education to different groups in their first languages. Often ntives encourage the deployment of teachers in rural areas, for example, through the provision of sing. This is indeed being done at very minimal level that does not cater for the ideal situation which ld require for the equal ratio of female and male teachers and more teachers from different areas ıing and teaching in Kitgum Town Council.

**3 The quality of initial teacher education and type of training**

often-neglected aspect of overall development within an education system is whether it is helpful to vide teacher education through separate, faith-, or language-based institutions. The extent to which chers are trained in the basics of human rights education, and the extent to which personal values and spectives are challenged may be important.

her issues to consider include the role of teachers in political socialization. In a research carried out ıong 866 high school students in the three main cities of Israel, students were asked to identify those ıchers who influenced their political attitudes. The most influential teachers were those who hold more ogressive, democratic, dovish and Zionist attitudes than the non-influential teachers, support more olitical education and tend to be more aware of and involved in politics Bar-Tal and Harel, 002).Teachers may be part of post-conflict peace building and there is need for professional

pment that sensitizes teachers to know their own values and strategies for the discussion of versial issues Montgomery and McGlynn,(2009).

**ndamental Human Right**

ding to Weber (2009), rights are something that most people take for granted. Few individuals are le of explaining what rights actually are, and even fewer can give you any coherent reasons for ng that we have them. In addition, fundamental rights are somewhat primary in our general ssion of rights. If we cannot get the concept of fundamental rights off the ground, derivative rights oing to fall away as well. Fundamental interests are always necessary to human flourishing, and mental rights seek to guarantee their protection. For example, most people would likely accept the that freedom of speech is a fundamental right. What this means is that no matter how we conceive good life for humans, that conception always includes being able to freely say what we want with otable exception of threatening speech. Our fundamental interest in freedom of speech leads to the ection of freedom of speech as a fundamental right.

prevent abuses that threaten the entire civilization, to create happiness for all people, and to prevent t unjustified suffering, all fundamental rights are granted to all people in every civilized society. The ndment grants all fundamental rights not already granted in other parts of the Constitution. Moreover, right is a liberty since it prevents certain restrictions on one's state of body or environment; liberty not be denied without "due process of law" (Fifth and Fourteenth Amendments of the constitution of Republic of Uganda); and there is no due (proper) process of law to deny fundamental rights since ying such rights is inherently improper since fundamental rights are those rights whose protection is ential for the society. Liberty is the ability to do whatever one wants; thus, all restrictions are privations of liberty. However, some restrictions are proper and thus with due process of law. Freedom

trol other people is a liberty since the right to achieve what one wants (or even merely freedom )odily restraint) is meaningless without some control over other people Taranovsky, (2003).

**uman Development**

.n development in the scope of humanity, specifically international development, is an international conomic development paradigm that is about much more than the rise or fall of national incomes. e are the real wealth of nations. Development is thus about expanding the choices people have, to .ives that they value and improving the human condition so that people will get the chance to lead ves Streeten, (1994).

amental to enlarging these choices is building human capabilities that are the range of things that le can do or be in life. Human development disperses the concentration of the distribution of goods services that underprivileged people need and center its ideas on human decisions Srinivasan, May 4). The most basic capabilities for human development are to lead long and healthy lives, to be vledgeable, to have access to the resources and social services, needed for a decent standard of living to be able to participate in the life of the community. Without these, many choices are simply not lable, and many opportunities in life remain inaccessible. UNDP-Human Development - Human elopment Reports at. (<http://hdr.undp.org/en/humandev/>)

re are four basic pillars of human development: equity, sustainability, production and empowerment. iity is the idea of fairness for every person; we each have the right to an education and health care. ondly, sustainability is the view that we all have the right to earn a living that can sustain us and have ess to a more even distribution of goods amongst populations. Thirdly, production is used to show v the government needs more efficient social programmes for its people. Lastly, empowerment is an ect of general well-being, Srinivasan, (1994: 238-243).

**verty Eradication**

; the World Education Forum held in Dakar in April 2000, the international community .cored the need to eradicate extreme poverty and gave its collective commitment to work towards m through education. A commitment to poverty eradication was also one of the most important nes of the World Summit for Social Development held in Copenhagen in 1995, where abject ty was considered a severe injustice and an abuse of human rights. Its action programme proposes )port livelihood systems and survival skills to help poor people to combat poverty. Subsequently, nited Nations General Assembly declared the period 1997 to 2006 as the First United Nations le for the Eradication of Poverty.

ole of education in poverty eradication, in close co-operation with other social sectors, is crucial. No ry has succeeded if it has not educated its people. Not only is education important in reducing rty, it is also a key to wealth creation. Within this context, one of the pledges of the Dakar ework for Action - Education for All: Meeting our Collective Commitments - was "to promote EFA ies within a sustainable and well-integrated sector framework clearly linked to poverty elimination development strategies".

role of education in this process is particularly to achieve universal primary education and adult acy. The report made by the Secretary-General of the United Nations within the context of the ade for the Eradication of Poverty confirms that universal primary education is central to the fight nst poverty UNICEF, (2005). Understandably so, because this is the level of education through which t poor children pass and within which their achievements should assist them to break the cycle of erty. In fact, education is the social institution that reaches the largest segment of the population with goal of guiding it through a systematic learning process.

5, Uganda started a process of developing a comprehensive and sustainable development strategy, n overall objective of wiping out abject poverty in the country. This process culminated in the ation in 1997 of the draft Poverty Eradication Action Plan (PEAP) which was issued in three es: Vol.1-Strategic Policy Framework, Vol. II-Public Investment Plan and Vol. III-Principles for ved Partnerships. This plan aims at reducing the population living in absolute poverty to 10% in In 2000 this was revised to incorporate new information generated from the widened consultations nalysis, particularly from the pilot Participatory Poverty Assessments (PPAs) undertaken and ed over the past three years. The revised PEAP also reflects progress in various sectors in terms of ating on their policies, investment plans, outcomes and performance indicators. Besides Roads and tion Sectors, the major additions relate to the Health Sector, Modernization of Agriculture which s environment, Private Sector Competitiveness, Water and Sanitation and Justice, Law and Order. 'EAP, for that matter is a fairly Comprehensive Development Framework (CDF) which is holistic overarching framework which covers macro and micro-economic, financial, structural, social, utional, environmental and human resource considerations. This will enable the country to transform ty and the economy to effectively reduce poverty and the PEAP summary was adopted in 2000 as nda's Poverty Reduction Strategy Paper (PRSP).

d on the PEAP as the guiding policy framework, Uganda has pursued the development and ementation of sector-wide policies, investment plans and programmes, with the participation of esentatives of as many stakeholders as possible, in a genuine partnership, which involves rnment at the centre and the Districts Development Partners; the Civil Society, NGOs and the ate Sector. Uganda's strategic action plan for mass poverty eradication is based on four interrelated rs for ensuring: sustainable economic growth and structural transformation; good governance and rity; ability of the poor to raise incomes; and improve their quality of life.

**ernment Policy**

)2 Government White Paper on Education is the basis of official policy on the purpose and ımes of education .While some of the programmes have been revised as a result of intervening the White Paper's articulation of the purposes of Ugandan's education system continues to be the e guidance for the sector. Its aims are to promote citizenship; moral, ethical and spiritual values; e scientific, technical and cultural knowledge, skills and attitudes; eradicate illiteracy and equip uals with basic skills and knowledge and with the ability to "contribute to the building of an ted, self-sustaining and independent national economy".

:y policy thrust in the educational sector for both rural and urban Uganda includes providing ole access to quality and affordable education to all Ugandans, propelling the nation towards ing the goals of Poverty Eradication Action Plan (PEAP), meeting commitments to achieve tion for All (EFA) and the Millennium Development Goals (MDGs) by 2015, providing relevant .ion and enhancing efficiency, and strengthening partnerships in the education sector. In Uganda, tion is a constitutional right enshrined in the constitution of the Republic of Uganda, Articles 30 s education for children a human right, and Article 34 ensures that children are entitled to basic ıtion by the state and parents. The current education policy focuses on expanding the functional :ity of educational structures and reducing on the inequalities of access to education between gender, raphical areas, and social classes in Uganda. It advocates for the redistribution of resources vis-a-vis ming the educational sector. More resources have been allocated to lower educational public sector ıgh the UPE programme in order to enhance equity of access at that level between boys and girls .&S, (1998 b). Higher education especially tertiary education is increasingly becoming liberalized, :h in fact means privatized. The impact of this shift in policy on the gender equality is yet to be

ined. but for females from poor districts, their chances for higher education have become ingly small.

tion to the MDGs, Uganda is also committed to meeting the Education for all (EFA) goals (set in n in 1990 and reaffirmed in Dakar in 2000). The current Government efforts in education sector, ally the launching of the Universal Primary Education (UPE) policy are, by and large, premised on commendation of the Government White Paper on Education of 1992, but also focus towards ng the Millennium Development Goals (MDGs) and Education for All (EFA) goals.

# CHAPTER THREE: METHODOLOGY

## ntroduction

hapter presents the methodology that was employed in the study. The area of foci were research
, area of study, population and sample, sampling techniques and sample size, research procedure,
ments, data collection techniques, data analysis and management, and assumption and limitation.

## Research Design

study was carried out through a cross- sectional survey design .The research integrated both itative and qualitative paradigms/techniques but with more inclination towards the quantitative n. The cross- sectional design was most suitable for the research because it took into consideration imited amount of resources; it enabled rapid data collection and the ability to understand a lation from a part of it. The design was also suitable for this extensive research. The survey research gn generally entailed investigation on population by selecting the samples to analyze and discover rrences. For the purposes of this study, the survey design enabled easy data collection within a two- k period of time, which was relevant as for the limited resources available. It also provided some ntitative and numeric description of some parts of the population and described and explained the ings.

## - Study Population

target population consisted of 150 respondents. The respondents consisted of ten former abducted ulation, twelve the parish elders, six opinion leaders, two Kitgum Town Council officials, two CBOs, e NGOs, two FBO and the selected Head teachers, teachers and pupils/students in the mary/secondary schools in the four chosen parishes. The researcher used random sampling to select study population.

**ıpling Procedures**

ıpling techniques that were used for this study included stratified sampling, simple random
ʒ and purposive sampling techniques. Simple random sampling was used to select sample
bias from the target population. A sample frame or list of the entire respondent was obtained
e Households Registration Book for Birth and Death Registration (BDR) in the Town council

ed sampling was used to select the villages, households, schools and the categories of respondents
ere included in the sample. Non probability sampling was also necessary for ensuring that the
population was divided into different homogenous strata and each stratum was represented in the
proportion equivalent to its size in the population. This was to ensure that each sub group
teristics was represented in the sample hence raising the external validity of the study.

sive sampling was used to select some respondents who were believed to have relevant information
ıe subject understudy. This was applicable to the categories of respondents such as the Head
ers, teachers, students, pupils, District Education Officer, the Senior Education Officer, the
ector of Schools, the District Planner and the Secretary for Education in the District council.

**2.1 - Sample Size**

researcher opted to use the formula below which was advanced by Yamane (1973)
edis.ifas.ufl.edu/PD006).

$N/1+Ne^2$

ere, N is the target population which is 240, n is a sample size and e is the level of statistical significance

e confidence level in this study will be 5%. Hence the level of statistical significance is 0.05.

case, n =240/1+240(0.05)$^2$

:40

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?40(0.0025)

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ormula approach was adopted yielded less bias.

**: 3. Category of respondents**

| | Category of respondents | Male | Female | Total |
|---|---|---|---|---|
| | Formerly Abducted persons | 5 | 5 | 10 |
| | Parish leaders | 6 | 6 | 12 |
| | Opinion leaders | 3 | 3 | 6 |
| | Kitgum Town Council Officials | 1 | 1 | 2 |
| | NGO's Staff | 2 | 1 | 3 |
| | CBO's Staff | 1 | 1 | 2 |
| | FBO's Staff | 1 | 1 | 2 |
| | Primary schools Pupils | 20 | 20 | 40 |
| | Primary school teachers | 05 | 05 | 10 |
| | Secondary schools Pupils | 16 | 16 | 32 |
| | Secondary school teachers | 12 | 12 | 24 |
| | District Officers | 5 | 2 | 7 |
| | **Total** | **77** | **73** | **150** |

**rce: Primary data**

**nstruments of study**

e the research was centered on ideas, facts and opinions of community leaders, household members, ncilors, teachers, students and other categories of respondents on the education and its consequences he sustainable peace building on the victims, questionnaires with standardized validity and reliability

were used. Interviews were also used for tapping information from the respondents. Observation lly of clearly visible aspects, use of past records and data on education was relied on.

**ata Collection: Methods and Instruments**

search involved the use of questionnaires, interviews and document analysis as the main tools for ollection. These tools have been selected because of the nature of data to be collected, the time ole and the objectives of the study. The research focused on the views, opinions and perceptions of spondents and such information was collected through the use of questionnaires, interview ques and document analysis technique.

:andardized questionnaire was developed, pre-tested with thirty respondents and corrected the gaps ed in the tools and the researcher used the corrected version to collect data. The study was rned with variables that could not be directly observed such as views, opinions perceptions and iences. The sample size was also quite large and given the time constraints, the use of ionnaires as the tool for data collection was the best.

**Data Analysis**

qualitative and quantitative data were analyzed and coded by the use of SPSS. Descriptive ,ories of data, percentages and frequency distribution using SPSS version 16 were used to exhaust irch question one about the indicators of Education and sustainable peace building in a transitional conflict area. Pearson's' correlation coefficients were used to establish the degree of relationships ngst variables in research question three.

**Assumptions and Limitations**

researcher assumed that there would be adequate time for data collection and enough financial urces and available transport means. The researcher further assumed that respondents would be

to give their views in general and there will be genuine enthusiasm for the project, leading to ɔation by the local people and leadersh·p structures in data collections. The researcher also ɛd that some District and parish officials might be reluctant to give the relevant information for at it would expose the weak points of their administrations.

ɛsearcher faced challenges of acquiring literature related to the study subject due to inadequately d libraries,

# CHAPTER FOUR: PRESENTATION OF FINDING

## troduction

hapter contains the presentation, analysis and discussion of the study findings. The presentations made capturing the demographic characteristics in terms of age groups, educational levels and r of the respondents. The findings were then presented on the basis of the research questions earlier mulated in chapter one.

## emographic Characteristics of respondents

### The Age Distribution of the respondents

espondents interviewed were of various age categories as stipulated on the table below. This age et was stretched from 14 to 39 years of age, due to the study cutting across primary schools to a r institute of learning.

**e 4: Age Distribution of the respondents**

| | Frequency | Percent |
|---|---|---|
| 18 | 78 | 52 |
| 24 | 52 | 34.7 |
| 29 | 10 | 6.7 |
| 34 | 7 | 4.7 |
| 39 | 1 | 1.0 |
| + | 2 | 1.3 |
| tal | 150 | 100 |

**rce: Primary Data**

tal of 150 questionnaires were distributed to different age category was as follows: the majority of age category interviewed were those aged14- 18 years (52%), those in between 20-24 with (34.7%), category 25-29 produced (6.7%), 30-34 scored only (4.7%). Age group 35-39 has only (1%) and lly 40 years and above were (1.3%). This concretely reveals that all categories of age brackets were red for and their opinions, responses and suggestions were attained in this study.

**e gender distribution of the respondents.**

der distribution as tabled below was to show out how many male

ale were interviewed during the study

**: Gender distribution of the respondents**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| Male | 63 | 42.0 | 42.0 | 42.0 |
| Female | 87 | 58.0 | 58.0 | 100.0 |
| Total | 150 | 100.0 | 100.0 | |

**: Primary Data**

cated in the Frequency table above, 58% {N-87} of the respondents were females while 42% } were males implying that the responses were dominated by the female category. This could be ed by the fact that most of the respondents sampled were female. However the percentage below ot significantly bias the results obtained from the field research.

**Educational distribution of respondents**

**6: Indicating the level of education of respondents**

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|
| university level | 18 | 12.0 | 12.0 | 12.0 |
| tertiary institution | 2 | 1.3 | 1.3 | 13.3 |
| secondary level | 81 | 54.0 | 54.0 | 67.3 |
| primary level | 49 | 32.7 | 32.7 | 100.0 |
| Total | 150 | 100.0 | 100.0 | |

**:e: Primary Data.**

m of the level of education, the study found that more than half of the respondents had attained dary level of education with 54% (N-81), Primary level constituting 32.7 % (N-49) while holders of ersity degree attained 12% (18), and finally holders of tertiary institution level scored only 1.3% (N-

study revealed that most respondents have not attained high level of education. The responses :d were based on informed knowledge, views and experiences.

**ıat are the indicators of education and sustainable peace building in the transitional post t.**

ing to research question one, the below are the findings of indicators of education and sustainable )uilding in the transitional post conflict area.

**:ivic education and citizenship**

are the processes involved in preparing the people to take up roles and responsibilities governing wn country, demand for essential services and attain citizen trait for their own democracy. The table handled responses on the providers of civic education, voting participation, civic education mmes available and citizen's activeness on speaking out their issues.

**7: Level of civic education and citizenship**

| | | S. Disagree | Disagree | Not sure | Agree | S. Agree |
|---|---|---|---|---|---|---|
| civic education providers in Uganda? | Count | 2 | 35 | 31 | 65 | 17 |
| | Table N % | 1.3% | 23.3% | 20.7% | 43.3% | 11.3% |
| ictively participate in any election (voting)? | Count | 5 | 16 | 4 | 51 | |
| | Table N % | 3.3% | 10.7% | 2.7% | 34.0% | 49.3% |
| ake part in community problem-solving initiatives? | Count | 7 | 18 | 8 | 84 | 33 |
| | Table N % | 4.7% | 12.0% | 5.3% | 56.0% | 22.0% |
| attend local government school meetings? | Count | 4 | 3 | 0 | 83 | 60 |
| | Table N % | 2.7% | 2.0% | 0% | 55.3% | 40.0% |
| willingly participate in collective activities? | Count | 4 | 4 | 0 | 75 | 67 |
| | Table N % | 2.7% | 2.7% | 0% | 50.0% | 44.7% |
| mally contribute to election campaigns? | Count | 15 | 10 | 8 | 62 | 55 |
| | Table N % | 10.0% | 6.7% | 5.3% | 41.3% | 36.7% |
| contact any elected officials? | Count | 12 | 23 | 4 | 75 | 36 |
| | Table N % | 8.0% | 15.3% | 2.7% | 50.0% | 24.0% |
| greater political knowledge of your country Uganda? | Count | 7 | 24 | 29 | 73 | 17 |
| | Table N % | 4.7% | 16.0% | 19.3% | 48.7% | 11.3% |
| ducation programmes is being implemented in a democratic manner? | Count | 14 | 31 | 54 | 36 | 15 |
| | Table N % | 9.3% | 20.7% | 36.0% | 24.0% | 10.0% |
| izens of Uganda are reluctant to discuss or speak out on issues of concern, may be perceived as risky? | Count | 9 | 30 | 25 | 61 | 45 |
| | Table N % | 6.0% | 6.7% | 16.7% | 40.7% | 30.0% |

**ectiveness of Curriculum content, Pedagogy and Learning resources**

| | strongly disagree | | Disagree | | not sure | | agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| ı is conceived as the transmission of knowledge ration to the next. | 6 | 4.0% | 9 | 6.0% | 12 | 8.0% | 75 | 50.0% | 48 | 32.0% |
| where your child is studying , the curriculum is ing outcomes- where learning outcomes refer to s : nd values as well as factual knowledge? | 0 | .0% | 14 | 9.3% | 21 | 14.0% | 76 | 50.7% | 39 | 26.0% |
| n can develop students' generic skills. | 0 | .0% | 22 | 14.7% | 33 | 22.0% | 71 | 47.3% | 24 | 16.0% |
| rriculum carry values with the potential to implicit and explicit political messages? | 12 | 8.0% | 18 | 12.0% | 42 | 28.0% | 65 | 43.3% | 13 | 8.7% |
| where your child is studying well equipped with aboratories? | 13 | 8.7% | 34 | 22.7% | 21 | 14.0% | 32 | 21.3% | 50 | 33.3% |
| nally teach students or pupils from text books. | 2 | 1.3% | 25 | 16.7% | 10 | 6.7% | 49 | 32.7% | 64 | 42.7% |

**Primary Data**

, table 8 indicates that 50% of respondents agree and 32% strongly agree that the curriculum is ed as the transmission of knowledge from one generation to the next; 50.7% strongly agree and gree that in the schools where their children are studying, the curriculum is based on learning ies- where learning outcomes refer to skills, attitudes and values as well as factual knowledge. In gards 47.3% agree and 16% strongly agree that the curriculum can develop students' generic skills. s that 43.3% agree and 8.7% strongly agree that the curriculum carry values with the potential to unicate implicit and explicit political messages; 33.3% of the respondents who strongly agree and who agree that the schools where their children are studying are well equipped with libraries and tories; and finally 42.7% strongly agree and 32.7% agree that teachers normally teach students or from text books.

**Education and Identity**

:ation here means the process by which one learns from time of birth to the time one dies, and

.ity simply refers to the ones' feeling of belongingness.

**9:Education and identity**

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Tabl : N % | Count | Table N % | Count | Table N % | Count | Table N % |
| ideally play a key role in creating a national identity | 3 | 2.0% | 11 | 7.3% | 9 | 6.0% | 73 | 48.7% | 54 | 36.0% |
| our school or where your child is g has a fundamental base on ethnicity | 40 | 26.7% | 70 | 46.7% | 15 | 10.0% | 15 | 10.0% | 10 | 6.7% |
| our school or where your child is g has a fundamental base on religion | 22 | 14.7% | 41 | 27.3% | 13 | 8.7% | 40 | 26.7% | 34 | 22.7% |
| re programmes initiated by parents to : integration in order to overcome nity division | 13 | 8.7% | 21 | 14.0% | 24 | 16.0% | 66 | 44.0% | 26 | 17.3% |
| mpact of ethnic cleansing and ements of population has meant that are worry of the security of their n returning to their former schools | 26 | 17.3% | 19 | 12.7% | 51 | 34.0% | 35 | 23.3% | 19 | 12.7% |
| ts adaptation to schools are mediated ariety of intra-cultural and intercultural | 12 | 8.0% | 22 | 14.7% | 46 | 30.7% | 56 | 37.3% | 14 | 9.3% |

**urce: Primary Data**

ble 9 show that 48.7% of respondents agreed and 36% strongly agreed that schools ideally play a key e in creating a sense of national identity; 46.7% disagreed and 26.7% strongly disagreed on the tement that, the schools where their children are studying are ethnicity based; 26.7% agreed and 22.7% ongly agreed that the schools where their child is studying has a fundamental base on religion; up to % of the respondents agreed and 17.3% strongly agreed that there are programmes initiated by parents promote integration in order to overcome community division; 34% of the respondents were not sure

nly 12.7% agreed that the impact of ethnic cleansing and displacements of population has meant that its are worried about the security of their children returning to their former schools; and finally % of respondents were not sure and 37.3% agreed that students adaptation to schools are mediated variety of intra-cultural and intercultural factors.

**l Governance**

: is the mechanism/process and institutions, through which the people articulate their interest, exercise r rights, meet their obligations and mediate their difference.

**le 10: The level of governance**

| | SD | | Disagree | | not sure | | Agree | | SA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | TableN % |
| is increased business competence | 8 | 5.3% | 25 | 16.7% | 48 | 32.0% | 39 | 26.0% | 30 | 20.0% |
| is presence of financial probity and transparency for the it of all stakeholders of organizations. | 17 | 11.3% | 20 | 13.3% | 44 | 29.3% | 51 | 34.0% | 18 | 12.0% |
| e is increased economic growth and greater trade and tment in east Africa and central Africa regions. | 15 | 10.0% | 22 | 14.7% | 32 | 21.3% | 56 | 37.3% | 25 | 16.7% |
| vailability of more jobs and living standards are being essed | 28 | 18.7% | 55 | 36.7% | 23 | 15.3% | 29 | 19.3% | 15 | 10.0% |
| e is increased enhancement on environmental sustainability | 13 | 8.7% | 33 | 22.0% | 24 | 16.0% | 47 | 31.3% | 33 | 22.0% |
| l society members are trained on the structure, functions, operations of local governments and parliament. | 9 | 6.0% | 33 | 22.0% | 36 | 24.0% | 53 | 35.3% | 19 | 12.7% |
| government chain of linking village councils to national slature from parish | 13 | 8.7% | 22 | 14.7% | 35 | 23.3% | 66 | 44.0% | 14 | 9.3% |
| re is improved hygiene and sanitary facilities within munity | 5 | 3.3% | 22 | 14.7% | 19 | 12.7% | 77 | 51.3% | 27 | 18.0% |
| re is good treatment obtained from health centers or ntals | 11 | 7.3% | 41 | 27.3% | 10 | 6.7% | 70 | 46.7% | 18 | 12.0% |
| re is easy accessibility from one location to the other items oads | 12 | 8.0% | 48 | 32.0% | 1 | .7% | 66 | 44.0% | 23 | 15.3% |
| re is security around where you live | 9 | 6.0% | 11 | 7.3% | 9 | 6.0% | 76 | 50.7% | 45 | 30.0% |

**ource: Primary Data**

e above shows that a significantly higher percentage of respondents 32% were not sure and 26% espondents agreed that there is increased business competence. Up to 34% of the respondents and 29.3% were not sure that there is presence of financial probity and transparency for the of all stakeholders of organizations. 37.4% agreed and 16.7% strongly agreed that there is :d economic growth and greater trade and investment in East Africa and Central African regions; disagreed and 18.7% strongly disagreed with the statement that the availability of more jobs and standards are being witnessed. 31.3% agreed and 22% strongly agreed that there is increased ement on environmental sustainability. Up to 35.3% of the respondents agreed and 12.7% strongly that civil society members are trained on the structure, functions, and operations of Local iments and Parliament; 44% of the respondents agreed with the statement and 9.3% of the dents strongly agreed that the government has a chain of linking national legislature from parish to councils. Over an average of 51.3% agreed and 18% strongly agreed with the statement that there roved hygiene and sanitary facilities within the community. 46.7% of the respondents agreed and trongly agreed that there is good treatment obtained from health centers or hospitals; while 44% of spondents agreed and 15.3% of the respondents strongly agreed that there is easy accessibility from ocation to the other in terms of roads; and finally an average of 50.7% agreed and 30% strongly d with the statement that there is security around they live.

**Teachers and Teacher Education**

eachers and teacher education contribute to sustainable peace building? A teacher is a person who des education for pupils (children) and students (Adults) in both formal and non formal in and out of ol. Teacher education is a programme that is related to the development of teacher proficiency and petence that would enable and empower the teacher to meet the requirements of the profession. In of the above, the table below show now teacher and teacher education has been found out to ibute to sustainable peace building.

## 1: Teachers and Teacher Education

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| re qualified teachers in your r where your child is studying | 6 | 4.0% | 6 | 4.0% | 6 | 4.0% | 57 | 38.0% | 75 | 50.0% |
| ; a fair rate of pay, and terms nditions of employment of | 10 | 6.7% | 37 | 24.7% | 38 | 25.3% | 39 | 26.0% | 26 | 17.3% |
| ; adequate recruitment of male male teachers from different roup | 9 | 6.0% | 47 | 31.3% | 13 | 8.7% | 64 | 42.7% | 17 | 11.3% |
| 's education should be provided separate, faith , language based ons | 40 | 26.7% | 47 | 31.3% | 24 | 16.0% | 31 | 20.7% | 8 | 5.3% |
| ost influential teachers in politics nore progressive , democratic, igious attitudes | 9 | 6.0% | 39 | 26.0% | 47 | 31.3% | 44 | 29.3% | 11 | 7.3% |
| 'rs are equipped with sional development that zes them to their own values and ies for discussion of versial issues | 8 | 5.3% | 15 | 10.0% | 45 | 30.0% | 45 | 30.0% | 37 | 24.7% |

**ce: Primary Data**

able above indicates that an average of 50% of the respondents strongly agreed and 38% agreed that are qualified teachers in the school where their child are studying. 25.3% of the respondents were ure and 26% of the respondents agreed that there is a fair rate of pay, and terms and conditions of oyment of teachers. Up to 42.7% of the respondents agreed and 11.3% strongly agreed that there is uate recruitment of male and female teachers from different ethnic groups. 31.3% disagreed and

of the respondents strongly disagreed that teacher's education should be provided through :, faith and language based institutions. Up to 31.3% of the respondents were not sure and 29.3% espondents agreed that most influential teachers in politics hold more progressive, democratic, igious attitudes; and finally 30% of the respondents were not sure and those who agreed that s are equipped with professional development that sensitizes them in their own values and es for the discussion of controversial issues are 30% and 24.7% strongly agreed.

**› Fundamental Human Right**

:fers to the entitlements to freedcm that are concerned universal to humanity, regardless of leadership,

ıcy, status, ethnicity, gender or other considerations.

**12: Fundamental Human Right**

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| ı capable of explaining what rights actually | 5 | 3.3% | 6 | 4.0% | 16 | 10.7% | 61 | 40.7% | 62 | 41.3% |
| ıave freedom of speech | 3 | 2.0% | 14 | 9.3% | 2 | 1.3% | 84 | 56.0% | 47 | 31.3% |
| have the ability to do whatever you want | 9 | 6.0% | 35 | 23.3% | 1 | .7% | 72 | 48.0% | 33 | 22.0% |
| ıle are fundamentally equal, and thus welfare person is of equal importance to the society | 4 | 2.7% | 16 | 10.7% | 13 | 8.7% | 57 | 38.0% | 60 | 40.0% |
| ımental right is denied if a person is punished rcising the right | 0 | .0% | 11 | 7.3% | 11 | 7.3% | 78 | 52.0% | 50 | 33.3% |
| ht to control one's body and not to have the amaged is fundamental | 8 | 5.3% | 8 | 5.3% | 3 | 2.0% | 79 | 52.7% | 52 | 34.7% |
| ıcieties are able to prevent great human ng and the right to have all basic needs ed | 7 | 4.7% | 11 | 7.3% | 11 | 7.3% | 68 | 45.3% | 53 | 35.3% |
| ave to eat well, sleep well and have a good | 3 | 2.0% | 9 | 6.0% | 6 | 4.0% | 49 | 32.7% | 83 | 55.3% |

**ource: Primary Source**

ne aspect of fundamental rights has significant impact on sustainable peace as indicated by the sponses got from the research. When respondents were asked about capability in explaining what rights

/ are 41.3% strongly agreed and 40.7% agreed with the statement that they are capable of ing their rights. Over 56% of the respondents agreed and 31.3% of the respondents strongly with the statement that they have freedom of speech. 48% of the respondents agreed and 22% of spondents strongly agreed that they have the ability to do whatever they want. 38% of the dents agreed and 40% strongly agreed that all people are fundamentally equal, and thus welfare of erson is of equal importance to the society. 52% of the respondents agreed and 33.3% of the idents strongly agreed that a fundamental right is denied if a person is punished for exercising the 52.7% of the respondents agreed and 34.7% of the respondents strongly agreed that the right to l one's body and not to have the body damaged is a fundamental right. 45.3% of the respondents l and 35.3% strongly agreed that the societies are able to prevent great human suffering and the o have all basic needs satisfied. Finally 55.3% strongly agreed and 32.7% of the respondents agreed ey do eat well, sleep well and have a good health.

**Iuman Development**

s the process by which human beings in their everyday life enlarge their choices which are nic, social, political and cultural in nature. These are all backed by endeavors. It is thus about ding the choices people have to lead lives that they value and improving the human consideration t people have the chance to lead full lives.

**3: Human development**

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| living a health life | 5 | 3.3% | 7 | 4.7% | 10 | 6.7% | 70 | 46.7% | 58 | 38.7% |
| :nowledgeable | 3 | 2.0% | 13 | 8.7% | 10 | 6.7% | 76 | 50.7% | 48 | 32.0% |
| have access to the s and social | 1 | .7% | 23 | 15.3% | 10 | 6.7% | 87 | 58.0% | 29 | 19.3% |
| know that you each he right to an on and health care | 3 | 2.0% | 21 | 14.0% | 11 | 7.3% | 81 | 54.0% | 34 | 22.7% |
| ı able to participate fe of the community | 0 | .0% | 12 | 8.0% | 0 | .0% | 97 | 64.7% | 41 | 27.3% |
| ı have the idea of : for every person- | 4 | 2.7% | 4 | 2.7% | 13 | 8.7% | 68 | 45.3% | 61 | 40.7% |
| u know that you each the right to an on and health care | 0 | .0% | 3 | 2.0% | 20 | 13.3% | 41 | 27.3% | 86 | 57.3% |

**rce: Primary Data**

ıle 13 indicates that 46.7% agreed and 38.7% strongly agreed that they are living a healthy life. 50.7% he respondents agreed and 32% strongly agreed that they are knowledgeable. Up to 58% agreed and 3% strongly agreed that they have access to the resources and social services. 54% agreed and 22.7%

y agreed that they do know that they each have the right to an education and health care. 64.7% 7.3% of the respondents strongly agreed that they are able to participate in the life of the unity. 45.3% agreed and 40.7% strongly agreed and agreed that they have the idea of fairness for person-equity and finally 57.35% strongly agreed and 27.3% agreed that they know that they all ne right to an education and health care.

**Poverty Eradication**

s a process which seeks to reduce the level of poverty in a community or amongst a group of people unties. This is done through education as a popular method; other methods include economic opment and income redistribution. Where as in the developed world, increase in poverty rights to increase poverty reduction. Government corruption affects poverty reduction in the developing

l.

**; Showing poverty eradication**

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| s proper action e proposed to support systems | 7 | 4.7% | 16 | 10.7% | 70 | 46.7% | 36 | 24.0% | 21 | 14.0% |
| survival skills that people to combat | 10 | 6.7% | 28 | 18.7% | 41 | 27.3% | 59 | 39.3% | 12 | 8.0% |
| children undergoing | 48 | 32.0% | 42 | 28.0% | 8 | 5.3% | 41 | 27.3% | 11 | 7.3% |
| presence of adult your community | 14 | 9.3% | 53 | 35.3% | 26 | 17.3% | 47 | 31.3% | 10 | 6.7% |
| munity are practicing ed agriculture | 44 | 29.3% | 53 | 35.3% | 10 | 6.7% | 21 | 14.0% | 22 | 14.7% |
| | 29 | 19.3% | 54 | 36.0% | 14 | 9.3% | 49 | 32.7% | 4 | 2.7% |

**irce: Primary Data**

'ds to table 14, it is revealed that 46.7 % of the respondents were not sure and 24% agreed that proper action programme proposed tc support livelihood systems. 39.3% of the respondents though 27.3% of them were not sure about the survival skills; 32% strongly disagree and 28% ed that all children undergoing education. 35.3% disagree and 17.3% were not sure that there is iteracy in their community. 35.3% disagree and 29.3 strongly disagreed that the community :rs are practising modernized agriculture; and finally 36% disagreed and 19.3% strongly disagreed e statement that there is easy access to financial support from microfinance.

**Government Policy**

efers to any course of action by government which intends to change a certain situation. The iment uses policy to tackle a wide range of issues. Government departments such as education, es and councils, all make policies that affect our lines. They can be influenced by decision making ernment, voluntary agencies, community groups, medium and public opinions.

**5: Government policy**

| | strongly disagree | | Disagree | | not sure | | Agree | | strongly agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % | Count | Table N % |
| ernment of Uganda is wiping verty through poverty eradication in | 17 | 11.3% | 59 | 39.3% | 37 | 24.7% | 35 | 23.3% | 2 | 1.3% |
| l of citizenship is promoted as overnment policy | 10 | 6.7% | 29 | 19.3% | 53 | 35.3% | 50 | 33.3% | 8 | 5.3% |
| re moral, ethical and spiritual nong the community members | 9 | 6.0% | 14 | 9.3% | 53 | 35.3% | 60 | 40.0% | 14 | 9.3% |
| overnment promotes scientific, and cultural knowledge, skills ides | 3 | 2.0% | 19 | 12.7% | 32 | 21.3% | 80 | 53.3% | 16 | 10.7% |
| vernment through its education | 11 | 7.3% | 16 | 10.7% | 33 | 22.0% | 77 | 51.3% | 13 | 8.7% |
| think government officials can be countable to the people who voted power | 3 | 2.0% | 16 | 10.7% | 29 | 19.3% | 60 | 40.0% | 42 | 28.0% |

**rce: primary data**

nent policy is an essential indicator on the sustainable peace building as indicated by findings in e 15. 39.35% disagreed and 11.3% strongly disagreed that the government of Uganda is reducing poverty through poverty eradication action plan. 35.3% of the respondents were not sure and agreed that the level of citizenship is promoted as part of government policy. Up to 40% of the lents agreed and 35.3% were not sure that there are moral, ethical and spiritual values among the nity members. 53.3% of the respondents agreed and 10.7% strongly agreed that the government es scientific, technical and cultural knowledge skills and attitudes. 51.3% of the respondents and 8.7% strongly agreed that the government, through its education policies is giving support to unity members and finally 40% of the respondents agreed and 28% strongly agreed that they do hat political leaders can be held accountable to the people who voted them in power.

**/hat are the challenges to attaining sustainable peace building in the transitional post conflict**

erence to research question two, the following are the challenges involved in attaining sustainable in transitional post conflict;

**The extreme polarization held by Political/Government leaders to win support from the es**

has always taken the shape of dehumanizing and demonizing the opponent and their supporters over glorifying themselves. Such extremity has led to the creation of enemy image among leaders h have negatively affected the pursuit for sustainable peace

**The use of stereotype is limiting interaction between neighbours and also leaders**

scenario has made negotiation for peaceful co-existence very difficult hampering the quest for inable peace. This stereotypical tendency has affected service delivery, appointment into public es and even building the capacities of the people to analyze and demand for services they deserve. pled with this is the continuous human rights abuse.

esence of political misinformation and distrust at political levels has resulted in lack of dialogue litical clarity leading to wrong beliefs and attitudes on each other. Such misunderstanding being ıore dangerous than extreme stereotype has negatively affected the process of attaining sustainable

isuse of historical information and interpretation that produces controversies has further produced ıral and cultural violence instead of establishing the culture of peace. History is supposed to shape .y and promote peaceful co-existence but the wrong application in this context is leading to .ce and divisionism which is very detrimental to the search for sustainable peace in the transitional y.

**The language of the victims has not always been heard in every struggle for peace**

quite unfortunate that women and children who have suffered the most from the brunt of the :gency have mostly been ignored leading to self-victimization and inferiority complex because of inuous stigmatization from the community members among whom they live. Worse still, their hts have not been addressed and some of them continue to disappear and nobody can account for re they are. This alone has caused suspicion in the victim's minds that they are being taken as ıinals but not victims of what happened to them hence they have no confidence in any peace mpts and this is very detrimental to the attainment of sustainable peace.

**Limited involvement and engagement in the policy formulation at the national level of the l community**

ording to the interviews conducted with the opinion leaders, it was found out that there are :alistic decisions based on policies which are not relevant in the context of the areas that have ·ered from the two decade's insurgency. To this effect no questions of the affected societies have been wered making it difficult to realize sustainable peace in the areas. For sustainable peace to be

:d it is important to involve those who are from the areas of conflict to put forward the real

:n for proper analysis before policy decisions are arrived at.

**There is high illiteracy levels translated into leadership and businesses making the people more vulnerable to outsiders**

ituation has produced leadership of ownership leaving completely the application of intellectual

.ch to leadership. Such a circumstance has made the intrusion of outside ideas of leadership and

ss to domin~te the operation of the District businesses perpetuating exploitation and manipulation

local community hence increasing the dependency syndrome which has negatively been affecting

stence and attainment of sustainable peace.

**Low motivation of teachers making them not to like their job and yet they are meant to shape ciety's destiny and nation building.**

the demolition of the camps where the schools were merged together as learning centers, the

ls returned to their original locations which are far away from the teachers' families and they have

ouses in addition to low payment. Worse still, the governments' lack of commitment towards

ovement of teachers' condition of service apart from unfavorable policy on teacher in-service

ng, is leading to high rate of teachers' stagnation at the same level for many years. Stagnation at one

has always deprived progress in any effort to achieve a goal and this situation has turned into an

emic in the life of teachers making their lobbying efforts frustrated. This alone has lowered the

ity of the education provided in schools, and de- motivated those in their jobs, making creativity on

eachers side an illusion and less commitment to teach.

**What are the relationship between education system and sustainable peace building in sitional post conflict era?**

s therefore addressed research question three on the relationship between education and sustainable
ce building in transitional post conflict.

## 16:Pearson Correlation

| | | Peace | Citizenship | Resource | Identity | Governance | Education | Fundamental right | Human dev't | Poverty eradication | Gov't policy |
|---|---|---|---|---|---|---|---|---|---|---|---|
| stainable peace | Pearson Correlation | 1 | .852** | .887** | .944** | .921** | .939** | .830** | .831** | .938** | .908** |
| | Sig. (2-tailed) | | 000 | 000 | 000 | 000 | 000 | 000 | 000 | 000 | 000 |
| cation and citizenship | Pearson Correlation | .852** | 1 | .942** | .872** | .875** | .876** | .945** | .933** | .884** | .895** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| ulum content, pedagogy and learning | Pearson Correlation | .887** | .942** | 1 | .915** | .910** | .915** | .915** | .905** | .922** | .895** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 | .000 | 000 | .000 | .000 |
| n and identity | Pearson Correlation | .944** | 872** | .915** | 1 | .954** | .974** | .853** | .843** | .975** | .930** |
| | Sig. (2-tailed) | .000 | 000 | .000 | | .000 | .000 | .000 | 000 | .000 | .000 |
| nce | Pearson Correlation | .921** | .875** | .910** | .954** | 1 | .978** | .837** | .841** | .973** | .947** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 | .000 | .000 | .000 | .000 |
| s and teacher education | Pearson Correlation | .939** | .876** | .915** | .974** | .978** | 1 | .841** | .847** | .990** | 947** |
| | Sig. (2-tailed) | .000 | .000 | 000 | .000 | .000 | | .000 | .000 | .000 | .000 |
| ental right | Pearson Correlation | .830** | .945** | .915** | 833** | .837** | .841** | 1 | .971** | .852** | 856** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | | 000 | .000 | .000 |
| development | Pearson Correlation | .831** | .933** | .905** | 843** | .841** | .847** | .971** | 1 | .852** | .848** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | 000 | 000 | | .000 | .000 |
| eradication | Pearson Correlation | .938** | .884** | .922** | .975 * | .973** | .990** | .852** | .852** | 1 | .941** |
| | Sig. (2-tailed) | .000 | 000 | .000 | .000 | .000 | .000 | .000 | .000 | | .000 |
| ment policy | Pearson Correlation | .908** | 895** | .895** | .930** | .947** | 947** | .856** | .848** | .941** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 | |

rrelation is significant at the 0.01 level (2-

16 above, show that there was significant relationship between sustainable peace building and ion at 1%: Sig. (2-tailed) <0.01).

this output Pearson r = 0.852 for sustainable peace building and civic education and citizenship. orrelation is positive, meaning that high scores on the civic education and citizenship test tend to be l with relatively high scores on the sustainability peace building test. For sustainable peace building urriculum content, pedagogy and learning resources the result is 0.887. The correlation is positive, ing that high scores on the Curriculum content, pedagogy and learning resources test tend to be d with relatively high scores on the sustainability peace building test. For education and identity and inable peace building Pearson r =0.944. The correlation is positive, meaning that high scores on the ation and identity test tend to be paired with relatively high scores on the sustainability peace ing test. Governance and peace building produce Pearson r = 0.921. The correlation is positive, ning that high scores on the Governance test tend to be paired with relatively high scores on the inability peace building test. The output revealed that Pearson r = 0.939 for sustainable peace ding and Teachers and teacher education. The correlation is positive, meaning that high scores on the chers and teacher education test tend to be paired with relatively high scores on the sustainability ce building test. The test showed that Pearson r = 0.830 for sustainable peace building and damental right. The correlation is positive, meaning that high scores on the Fundamental right test l to be paired with relatively high scores on the sustainability peace building test. From this output, rson r = 0.831 for sustainable peace building and Human development. The correlation is positive, aning that high scores on the Human development test tend to be paired with relatively high scores on sustainability peace building test. The output showed Pearson r = 0.938 for sustainable peace building l Poverty eradication. The correlation is positive, meaning that high scores on Poverty eradication test id to be paired with relatively high scores on the sustainability peace building test. From this output u can read Pearson r = 0.908 for sustainable peace building and Government policy. The correlation is

e, meaning that high scores on Government policy test tend to be paired with relatively high scores sustainability peace building test.

# CHAPTER FIVE:

# DISCUSSION OF FINDINGS

## roduction

ection presents the findings of the research in respect to the three different research questions. The

sion is presented based on the research question formulated in chapter one and findings that are

ted in chapter four.

## ıe Indicators of Education system and Sustainable Peace Building in Transitional Post ict Era.

with research question one, findings were presented in chapter four above and the discussion is

ıted.

## Civic Education and Citizenship

education and citizenship is a significant tool to apply in realizing sustainable peace building in a itional society and provide answers to the questions of dynamic societies as revealed by 43.3% d about the present of the civic education providers and 56% do take part in community problem ng initiatives, Rietbergen McCracken (2005). This definitely address research question one, as one ıe indicators of Education and sustainable peace building in transitional post conflict. However, the level of involvement is not adequate given in an area that is recovering from war and is witnessing ıls in community level conflicts, such as land disputes and domestic violence. Ideally, more and more ıe citizenry should get involved in community level efforts to resolve these conflicts.

## 2 Curriculum Content, Pedagogy and Learning Resources

ording to the findings, it is indicated that curriculum is understood to be the passing of knowledge n one generation to the next based on learning outcomes where skills, attitudes and values are

d onto the learners alongside with factual knowledge. It was also found out that the curriculum lp in the child's general skill development; it has values and potentials to communicate implicit licit civic messages and the schools in the study areas have well stocked libraries and laboratories xtbooks and apparatus where teachers can adequately prepare themselves for facilitating learning, F, (2005).

ove findings show that the curriculum is effective with the methodology and learning materials. all, with the inception of the Universal Primary Education started in 1997 in order to increase to education by children in the absence of adequate resources, few well trained personnel to nent the curriculum, the quality of the curriculum implementation was drastically reduced. This on is currently worst with the fact that there is commonly low staff head count in many primary condary schools compared to the high number of learners who come to school.

**Education and Identity**

indings portray that, education creates a sense of nationhood and tries to break the ethnic and ous blocks which often cause divisionism and hostility, Alexandar Et.al, (2010). Findings revealed here is a lot of fear attached to the remains of those who unfortunately were killed during the peak of surgency since they are being found in the return sites. This is a point of concern because it has a ous connotation where there are fears of being possessed by the spirits of the departed ones and al children have experienced hallucinations.

clear that informal education is very important in providing knowledge of indigenous faith and ral practices of a community and significantly the identity of a particular people. This indigenous wledge is the building block of social fabrics weaving the believe systems and philosophy which ody the purpose and the goal of life. The other value to take into account is that informal education ld provide the knowledge and respect for other cultures and belief systems. This helps to instill in the

ı the knowledge of pluralism and diversity which is a global need and this is better taught to the ı at the early age. This finding is in agreement with that of Saffigna et al (2011) who established ldren achieve better outcomes when their diverse strengths, abilities, literate and cultural practices lerstood and supported, valuing and respecting diversity is vital for children to develop a strong f identity.

**Governance**

tudy found out that, there is growing business competence, integrity and transparency in financial es to the people. There is rise in economic growth and investments; availability of employment unities and proper environmental protection as well as massive education on the government ures from the grassroots to the top; good health services and transport and communication. This s that the general life situation of the people should be excellent but as the findings is minimal, its :ation is limited for a society such as Kitgum Town council. In regards to governance, the study l evidence of unaccountable leadership which engages itself in handling party conflict other than the n's need; poor service delivery, rising rate of institutional corruption, bureaucracy and inefficiency vernment institutions and weak judicial systems.

finding confirms the study done by Kwak yela (2012) on sustainable peace building in the Great s Regions, who established that political and economic stability is an illusion and if peace building be sustained, it should be enshrined in a long term approach to address structural causes of conflict ensure these core institutions that will promote the kinds of distribution and procedural justice that wholly reduce violent conflict.

**5 Teachers and Teacher Education**

study found out that there are mainly qualified teachers in schools with good terms and conditions of ice, fair ratio of male and female teachers, modes of service is based on universality acceptable

rds other than faith, language and gender. Teachers who are influential politically hold democratic

This response show an ideal school situation but practically most schools have teachers in the

al level required but no continuous development as should be. However, the balance between male

:male teachers is still far from ideal, with male teachers outstripping female teachers in most

ls. This gap presents challenges more especially where teachers are required to deal with different

ng and gender needs in the school.

**Fundamental Right**

indings show that due to good level of education in the town council, the level of awareness of their

is high compared to the lowly educated communities. The people also, to a large extent, exercise

rights. This means that the community members do easily access other social services such as

nation from the media; they can also attend non-formal education organized by CSOs, government

als and participate in international events like the Human Rights Day, Day of the African Child, 16

of Activism against Gender Based Violence. From participating in several of such activities and

tions, one gets to know more about rights and responsibilities that is why the indicator is high

pared to others. This also explains why there is relatively reduced violence in most homes of the

ated. There is correlation between education and achieving sustainable peace building. This situation

ıly challenged by systematic discrimination on political and religious ground, access to school of

:rent quality, weak law enforcement by government institutions which is able to pose dangers on

ainable peace building and perpetuating structural violence.

**7 Human Development**

/as found that, there is a good level of education of the community. People seek and receive good

ntion and health services, good level of respect for individual differences due to fair level of pluralism

diversity of knowledge.

nerefore shows that education offers a level of assertion that people apply in response to their daily on unlike in the absence of education were people tend to accept their situation the way it is even if nfavorable this agreed to the work by Streeten, 1964. Such appreciation of diversity is very useful quest for sustainable peace building.

**Poverty Eradication**

s found that some knowledge of government development programmes exist within the communities ıe number of people involved in such programmes is low in terms of self-help projects. This low of involvement can adversely affect poverty eradication efforts by limiting the opportunities for development. An inference can be drawn that most of the poverty eradication initiatives such as AF and NAADS have been largely abused, due in part, to the low level of involvement by nunity members. This finding can explain the growing rate of poverty, despite the huge investments e in these programs.

**) Government Policy**

ording to the study, there is strong disagreement on the governments' efforts and commitment in ting poverty and promoting citizenship which would address conflict from its roots. This situation is sened with the moral decay and unethical approaches to the management of public affairs with low ituality. This situation is important because in struggling to achieve sustainable peace building, it is portant to bear strong moral integrity, ethical values and one has to be charismatic enough to educate public on why everybody's participation in peace building is paramount. On the other hand, the study ws that the government effort in promoting science, technical and cultural knowledge is good since it ieved to be upholding the values of the community, Government white paper, 1992. However the thods being applied should depict a positive intention instead of creating knowledge gap which can sily affect human development in the current trend where globalization has taken a pace that everybody

struggle to catch up with and still where the knowledge of pluralism and diversity is highly able for peaceful co-existence.

means that any peaceful and developed community must have very good and relevant education ms that support human growth and development in all aspects: economically, socially and ically. These aspects of life are indicated in form of good healthcare, excellent education ormances with continuous quality and relevant researches, growing businesses and standard of living, ect and upholding of fundamental human rights, freedom of expression, good morals and integrity of lic servants and the citizens.

**The relationship between Education system and Sustainable Peace Building in Transitional t Conflict Era.**

**1 Civic education and sustainable peace building**

cording to the test in chapter four, it showed that there is strong relationship between civic education l sustainable peace building which is represented by Pearson r = 0.852 for sustainable peace building l civic education and citizenship. The correlation is positive, meaning that high scores on the civic ication and citizenship test tend to be paired with relatively high scores on the sustainability peace ilding test, and vice versa. This therefore means high score on the civic education test would predict it there is relatively high score on the sustainable peace building test, and when civic education has low ore then we can predict low sustainable peace building.

**2.2 Curriculum content, pedagogy and learning resources and sustainable peace building**

relation to the analysis done in chapter four, it revealed that Pearson r = 0.887 for sustainable peace ilding and Curriculum content, pedagogy and learning resources. The correlation is positive, meaning at high scores on the Curriculum content, pedagogy and learning resources test tend to be paired with

latively high scores on the sustainability peace building test, and vice versa. In other words, if there is gh score on the curriculum content, pedagogy and learning resources test, would predict that there is latively high score on the sustainable peace building test, and when curriculum content, pedagogy and arning resources has low score then we can predict low sustainable peace building.

### 2.3 Education and identity and sustainable peace building

he output read Pearson r = 0.944 for sustainable peace building and Education and identity. The orrelation is positive, meaning that high scores on the Education and identity test tend to be paired with latively high scores on the sustainability peace building test, and vice versa. This signifies that high ore on the education and identity test, would predict relatively high score on the sustainable peace ilding test, and when education and identity has low score then we can predict low sustainable peace ilding.

### 2.4 Governance and sustainable peace building

rom this output you can read Pearson r = 0.921 for sustainable peace building and Governance. The orrelation is positive, meaning that high scores on the Governance test tend to be paired with relatively igh scores on the sustainability peace building test, and vice versa. In other words, if there is high score n the governance test, would predict that there is relatively high score on the sustainable peace building est, and when governance has low score then we can predict low sustainable peace building.

### 2.5 Teachers and teacher education and sustainable peace building

The output revealed that Pearson r = 0.939 for sustainable peace building and Teachers and teacher education. The correlation is positive, meaning that high scores on the Teachers and teacher education est tend to be paired with relatively high scores on the sustainability peace building test, and vice versa.

tively high scores on the sustainability peace building test, and vice versa. In other words, if there is
ı score on the curriculum content, pedagogy and learning resources test, would predict that there is
tively high score on the sustainable peace building test, and when curriculum content, pedagogy and
ning resources has low score then we can predict low sustainable peace building.

**3 Education and identity and sustainable peace building**

: output read Pearson r = 0.944 for sustainable peace building and Education and identity. The
elation is positive, meaning that high scores on the Education and identity test tend to be paired with
tively high scores on the sustainability peace building test, and vice versa. This signifies that high
re on the education and identity test, would predict relatively high score on the sustainable peace
lding test, and when education and identity has low score then we can predict low sustainable peace
lding.

**.4 Governance and sustainable peace building**

ɔm this output you can read Pearson r = 0.921 for sustainable peace building and Governance. The
relation is positive, meaning that high scores on the Governance test tend to be paired with relatively
gh scores on the sustainability peace building test, and vice versa. In other words, if there is high score
the governance test, would predict that there is relatively high score on the sustainable peace building
t, and when governance has low score then we can predict low sustainable peace building.

**!.5 Teachers and teacher education and sustainable peace building**

ıe output revealed that Pearson r = 0.939 for sustainable peace building and Teachers and teacher
ucation. The correlation is positive, meaning that high scores on the Teachers and teacher education
ıt tend to be paired with relatively high scores on the sustainability peace building test, and vice versa.

means high score on the teachers and teacher education test, would predict that there is relatively score on the sustainable peace building test, and when teachers and teacher education has low score we can predict low sustainable peace building.

**Fundamental right and sustainable peace building**

test showed that Pearson r = 0.830 for sustainable peace building and Fundamental right. The elation is positive, meaning that high scores on the Fundamental right test tend to be paired with ively high scores on the sustainability peace building test, and vice versa. Therefore high score on the amental right test, would predict that there is relatively high score on the sustainable peace building and when fundamental right has low score then we can predict low sustainable peace building.

**7 Human development and sustainable peace building**

n this output, Pearson r = 0.831 for sustainable peace building and Human development. The elation is positive, meaning that high scores on the Human development test tend to be paired with tively high scores on the sustainability peace building test, and vice versa. This put it clearly that high re on the human development test, would predict that there is relatively high score on the sustainable ice building test, and when human development has low score then we can predict low sustainable ice building.

**.8 Poverty Eradication and sustainable peace building**

ie output showed Pearson r = 0.938 for sustainable peace building and Poverty eradication. The rrelation is positive, meaning that high scores on Poverty eradication test tend to be paired with latively high scores on the sustainability peace building test, and vice versa. In other words, if there is gh score on the poverty eradication test, would predict that there is relatively high score on the

: ainable peace building test, and when poverty eradication has low score then we can predict low
ainable peace building.

### 9 Government policy and sustainable peace building

m this output you can read Pearson r = 0.908 for sustainable peace building and Government policy.
: correlation is positive, meaning that high scores on Government policy test tend to be paired with
ıtively high scores on the sustainability peace building test, and vice versa. This point it out that high
re on the government policy test, we would predict that there is relatively high score on the
tainable peace building test, and when government policy has low score then we can predict low
tainable peace building.

## Summary

ım the study, education and sustainable peace building are indivisible. They make an ideal society
ere the culture of peace and the capacity to respond to any conflict situation are adequately inculcated
the mind of every member of the society. It should be realized that peace building is not just a once off
:urrence or utility but a continuous function that should effectively and efficiently be carried on for
.bility in any society.

ıe fact that conflict is found everywhere and anytime in the life of the people, one achievement should
ıt be over celebrated but further analysis should continue to identify any future danger and preparation
ade to prevent it on time. This is only possible through a very good and strong system of education with
.itable curriculum addressing the national needs and preparing the citizens for a corporate responsibility
shape the destiny of their own nation. Education is important here in view of the fact that it plays roles
transforming the peoples' thinking and attitude to peaceful behaviors, thus influencing the individual's
:tions.

:ver, on the other hand, education when misused can cause and perpetuate conflict and negatively t the peace building process and sustainability. For instance, when applied to over glorify certain res and religions above others it can breed wars, just like Galtung (2002:5) - (J.Galtung, Carl G. ɔsen and Kai Frithjof-Jacobsen (2002:5), pointed out that strict reading sacred Books such as the hamic traditions facilitates war culture since in this tradition conflict is considered a separation een God and Satan.

# CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

## ntroduction

chapter presents the summary, conclusion of the findings, recommendations and suggestion for er research.

## ummary of research findings

study used both secondary and primary data The analysis was done using statistical presentations. frequency correlations.

study findings revealed that education is a very important tool and has very good influence on every oach to achieving sustainable peace building. It was true that so many means have been used in aging and resolving conflicts in an attempt to build peace and even keep peace but unfortunately all e approaches have not been able to sustain peace however it was also found out that, education can be sed and never helps to resolve conflict more especially at a latent level.

dly the study revealed that there are numerous challenges which affect the implementation of ation in a manner that should promote sustainable peace building. These challenges are systematic, ronmental, economic and social in nature. The suggestion is to readdress the education systems and rove on the implementation and monitoring of education programmes.

## Conclusions

clear from the research findings that education can provide a reliable means for inculcating the es of peace in post conflict areas where potential for community conflicts remains high. To attain ainable peacebuilding, using the education system as a building block presents a huge potential for ess. This is possible because if the children are exposed to a culture of peace right from an early age, groomed through the said system to become peace loving citizens, then chances are that they will

ry the values of peace into their adult lives, in their homes and in the communities, and actively ıtribute to community life. Through education one is able to look at peace building as a continuous ›cess that should shape the socio dynamics of the society. the respect for moral justice where people th the skills of problem solving take a stand for one another's needs and the good of the country. It is portant to note that with a concrete education system, relevant curriculum and rich methodology, it is ssible that the civic disposition shall become inclined towards interdependence and harmonious lationships.

## 3 Recommendations

regards to the above study findings, the study recommends that the government of Uganda through the inistry of Education and Sports and the Ministry of Finance, Planning and Economic Development, the egislators, the National Curriculum Development Centre, the Civil Society Organizations, development ırtners, the local councils other stakeholders take part towards sustainable peace building in the llowing ways:

here should be curriculum revision by the National Curriculum Development Center. The purpose of ıis exercise shall be to eliminate elements of the curriculum that create and perpetuate negative erceptions, attitudes and behavior such as over glorifying resistant personalities in History subjects. hese elements should be replaced with the introduction of lifeskills that lead to less hostilities and bjective information on history, culture and aspirations. It is also important to introduce human rights nd democracy education which shall answer the peoples' desperate need to know their rights and roles n the governance of their own country.

The teachers should create the culture of non-violence and peace through their practical involvement in ıon-violent activities and behaviours change such as participatory and rights based learning, children

:ting involved drawing class rules and regulations. This should be supported by organizing many
)blem solving activities like dialogue, experience sharing, inspiration, action planning and counselling
iich will in turn motivate the children to deal with their own problems and that of others. On this
:ommendation, the civil society organizations should also organize problem solving workshops and
ninars targeting young people and teachers. This will provide the basis upon which the teacher is able
exemplify the curriculum implementation. The advantage is that it shall help to reduce on the
:idences of physical and verbal violence in schools and all the educational settings. Besides this, the
:thods used in the class situation should be more democratic than authoritative in order to enforce on
tive listening skill and diatogue.

:ace and conflict information should be included in the teacher education curriculum so that by the time
teacher qualifies, one is able to credibly convey peace messages to learners from the beginning. It is
:ry useful for a teacher to believe in his/her knowledge and how it is going to bear fruit in the life of the
arner. The transformation a learner achieves from the revamped curriculum education will increase the
arners' involvement in conflict prevention and solving the existing one. So the teacher's participation
peace education, meetings and seminars prepares a fertile ground for cultivating the seed of peace and
ıstainable peace building in a transitional society.

ınother important recommendation is that schools and civil society organizations should engage children
nd teachers in active peace discussions through organizations of debates, meetings, essay writings and
ırts for Peace activities. This will enable the exchange of information, peace and their involvement in it
hemselves and their situations. It should be noted that open discussions and interactions with different
)eople, makes children and adults begin to critically and thoroughly think and re-think about their own

in relation to others perspectives, hence formation of an original opinion based on realistic nation.

government should, in collaboration with the civil society organizations programme the ementation of revised civic and citizenship education based on human rights. This curriculum should s on four key areas: Equality and Justice, Diversity and Pluralism, Human Rights and Social onsibilities and Democracy and active participation. This should also be included in the teachers' ing curriculum to enable them implement the education programme objectively and from an rmed point of view. This is believed to cultivate the culture of peaceful co-existence and corporate onsibility in the citizens.

tically neutral meetings and discussion should be organized among young people across cultures. s is important to empower the young people to spread values like tolerance, respect of cultural ersity, transparency and assertion that enhances freedom and creation of personal friendship beyond itical and religious boundaries. This can be done through formal and informal educational settings in ıools, Universities, Conferences, workshops and seminars and community meetings. This is believed peacefully weave people's action together to sustain for peace for sustainable peace building.

ıe civil society organizations and educational institutions targeting young people and adults should ntinuously organize conflict resolution workshops and seminars to educate participants on alternative ols to violence. This should further be strengthened with the introduction of conflict resolution ıechanisms which should be practiced daily by children and adults as part of the practical life situations. he inter-religious dialogue and prayers should be held to help participants and the community at large to nite in the course of building sustainable peace and co-exist instead of taking divergent opinion. This

l also help participants to understand the importance and values of each other and the places they ne from for instance the different communities living in Kitgum Town Council and Uganda as a ole. The work of the religious leaders and the community leaders remains very important to make this :ality.

e use of internet as an educational tool is good for sharing peace information and mobilizing people for stainable peace building. The use of this facility allows free interactions among people and access to ferent people with different experiences about peace. The government and the civil societies should sure the safety and quality control of the use of this to avoid further abuse to cause conflict and moral rruption of the people who might focus on phonography instead of peaceful use of the internet

ıe Government, through the Ministry of Education and Sports and the Ministry of Finance, planning d Economic Development should ensure the recruitment of qualified teachers and planned properly for eir wellbeing in terms of their payments, terms and conditions of service. These should be favorable to otivate them to render the quality service. For the education of the schools leading to the sustainable :ace development, such is considered to enable the retention of teachers in conflict affected areas, give so the opportunities for teachers' in-service development in terms of training, increase on the morale of :achers and promote sustainable peace buiiding in such community as Kitgum Town Council that has een in a conflict situation for decades.*[http://ineesites.org/uploads/documents/store/doc 1 INEE Guidance Notes on Teachers CompensationPiloting.pdf]*.

The government should focus on the Education sector reform through the political economic analysis of education sector. Here emphasis should also be on quality service delivery, planning and procurement. Once these have been affected in the education sector, the output and outcome shall ably address the need

the citizen in terms of quality. This is very important in sustaining the quests for a lasting peace.

*ontgomery,A and Mcglynn. C.(2009) New peace, new teachers: students teachers' perspectives of ersity and community relations in Northern Ireland. Teaching and Teacher education. 25: 391-399].*

# APPENDICES

# GULU UNIVERSITY

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## INSTITUTE OF PEACE AND STRATEGIC STUDIES


4th/August/2012

Dear Sir/ Madam,

**RE: TO WHOM IT MAY CONCERN**

This is to introduce **Mr.Kibwota Richard Okidi**, registration number **09/U/2202/MAC** who is our Masters student in Conflict Transformation Studies at the Institute of Peace and Strategic Studies, Gulu University.

His research is; **"Education and Sustainable Peace building in a Transitional Society: A Case study of Kitgum Town Council"**.

Please, we request that you accord him the necessary assistance that he needs as he does his research.

Thank you.

Yours Sincerely,

pp:

**Dr. T. Aloysius Malagala**
**Ag. Director**
**Institute of Peace and Strategic Studies**
**Gulu University**

04 AUG 2012

**ɔendix II:Showing the Research instruments**

r Sir/Madam,

n Kibwota Richard Okidi, a student of Masters of Arts and Conflict Transformation, at Gulu versity. As a part of my course, I am undertaking a study on the roles of education and sustainable ɛe building in Kitgum District. I kindly request you to contribute to this study by completing this stionnaire. The information you will provide will be treated with utmost confidentiality and be used academic purposes only. I thank you for your contribution towards widening knowledge and eavor for improvement.

ɔTION A BIO-DATA

| | QUESTIONS | Tick or write your answer in this column |
|---|---|---|
| | Name (optional) | |
| | Age group | |
| | 20-24 | |
| | 25-29 | |
| | 30-34 | |
| | 35-39 | |
| | 40 and above | |
| | Sex | |
| | Male | |
| | Female | |
| | Level of education | |
| | University level | |
| | Tertiary institution | |
| | Secondary level | |
| | Primary level | |
| | None | |

## SECTION B:

ey:

A = Strongly Agree A = Agree NS = Not Sure D = Disagree SD = Strongly Disagree

| | QUESTIONS | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| ) | **Civic Education and Citizenship** | | | | | |
| | Are there civic education providers in the Uganda | | | | | |
| | Do you actively participate in any election (voting)? | | | | | |
| | Do you take part in community problem-solving initiatives? | | | | | |
| | Do you attend local government meetings or school meetings? | | | | | |
| | Can you participate in any protest. | | | | | |
| | You normally contribute to election campaigns. | | | | | |
| | Do you contact any elected officials? | | | | | |
| | There is greater political knowledge of your country Uganda | | | | | |
| | Civic education programmes is being implemented in a democratic manner. | | | | | |
| ). | The citizens of Uganda are very reluctance to discuss or speak out on issues of concern, as this may be perceived as too risky. | | | | | |
| 3) | **Curriculum Content, Pedagogy and Learning Resources** | | | | | |
| | The curriculum is conceived as the transmission of knowledge from one generation to the next. | | | | | |
| | In the school/where your child is studying, is the curriculum is based on learning outcomes- where learning outcomes refer to skills, attitudes and values as well as factual knowiedge? | | | | | |
| | The curriculum available can develop students' pupils' in 'generic skills' such as communication skills, the ability to | | | | | |

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|---|---|---|---|---|---|---|
| | draw on multiple sources of information and evaluate conflicting evidence, the development of media literacy, critical thinking and moral development | | | | | |
| | Does the curriculum carry values with the potential to communicate implicit and explicit political messages | | | | | |
| | Does the school where your child goes has a well-equipped library and laboratory? | | | | | |
| | Teachers normally teach students'/pupils from text books. | | | | | |
| ) | **Educatior and Identity** | | | | | |
| | Schools ideally play a key role in creating a sense of national identity | | | | | |
| | Does the school where your child is studying have a fundamental base on ethnicity? | | | | | |
| | Does the school where your child is studying have a fundamental base on religion? | | | | | |
| | Does the school where your child is studying have a fundamental base on religion? | | | | | |
| | There are programmes initiated by parents to promote integration in order to overcome community division. | | | | | |
| | The impact of ethnic cleansing and displacements of populations has meant that parents are wary of the security of their children returning to their former schools. | | | | | |
| | Students' pupils' adaptation to schools are mediated by a variety of intra-cultural and intercultural factors. | | | | | |
| ) | **Governance** | | | | | |
| | There is increased business efficiency. | | | | | |
| | There is present of financial probity and transparency for the benefit of all stakeholders of organizations. | | | | | |
| | There is increased economic growth and greater trade and investment in East and Central Africa Region. | | | | | |

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| | The availability of more jobs and higher living standards are being witnessed. | | | | | |
| | There is increased enhancement on environment sustainability. | | | | | |
| | Civil society members are trained on the structure, functions, and operations of local governments and Parliament. | | | | | |
| | The governance chain of linking village councils to the national legislature from parish; sub-county, county, then district councils, is transforming the living conditions and improving lives of ordinary people. | | | | | |
| | There is improved hygiene and sanitary facilities in the community. | | | | | |
| | There is good treatment obtained from health centers/hospitals. | | | | | |
| ). | There is easy accessibility from one location to the other in terms of roads. | | | | | |
| 1. | There is security around where you live | | | | | |
| F) | **Teachers and Teacher Education** | | | | | |
| . | There are qualified teachers in the school where your child is studying. | | | | | |
| :. | There is a fair rate of pay, and terms and conditions of employment of teachers. | | | | | |
| 3. | There is adequate recruitment of male and female teachers from different ethnic groups and an adequate supply of teachers to provide education to different groups in then first languages. | | | | | |
| 4. | Teacher education should be provided through separate, faith-, or language-based institutions | | | | | |
| 5. | The most influential teachers in politics hold more progressive, democratic, and attitudes? | | | | | |
| 6. | Teachers are equipped with professional development that | | | | | |

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| sensitizes them to their own values and strategies for the discussion of controversial issues. |
| **Fundamental Right** |
| Are you capable of explaining what rights actually are? |
| Do you have freedom of speech? |
| Do you have the ability to do whatever you want? |
| All people are fundamentally equal, and thus welfare of each person is of equal importance to the society |
| A fundamental right is denied if a person is punished for exercising the right. |
| The right to control one's body and not to have the body damaged is fundamental.<br>*Don't read:(because such right is needed for proper existence and thus for preservation of other rights)* |
| The societies are able to prevent great human suffering and the right to have all basic needs satisfied. |
| You have to eat well, sleep well and have a good health. |
| **Human Development** |
| Are you living a healthy live? |
| Are you knowledgeable? |
| Do you have access to resources and social services? |
| Do you have a decent standard of living? |
| Are you able to participate in the life of the community? |
| Do you have the idea of fairness for every person-equity? |
| Do you know that you we all have the right to an education and health care? |
| **Poverty Eradication** |
| There is proper action programme which proposes to |

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| support livelihood systems. | | | | | |
| There are survival skills that help poor people to combat poverty. | | | | | |
| Are all children undergoing education? | | | | | |
| There is adult literacy program in your community. | | | | | |
| The community members are practicing modernized agriculture. | | | | | |
| There is easy accessibility to financial support from microfinance. | | | | | |
| **Government Policy** | | | | | |
| The government of Uganda is reducing abject poverty through Poverty Eradication Action Plan(PEAP) | | | | | |
| Citizenship is being promoted as part of government policy. | | | | | |
| There are moral, ethical and spiritual values among the community members. | | | | | |
| The government is promoting scientific, technical and cultural knowledge, skills and attitudes. | | | | | |
| The government, through its education policies of UPE and USE, is eradicating illiteracy and equipping individuals with basic skills and knowledge and with the ability to contribute to the building of an integrated, self-sustaining and independent national economy. | | | | | |

**HANK YOU VERY MUCH.**

## endix III:Interview Guide

As a citizen, are you aware of your civic rights and duties? If yes, how did you become aware?

Are there agencies that particularly providing civic education in your area? How do they go about it?

How often to you participate in community initiatives (meetings, functions, discussions)? Do you find this participation useful? If yes, how?

Do the schools where your children study impart knowledge that is relevant to peace building? How is it packaged and delivered?

How do the schools instill values in your children that can be useful for peace building?

How is the issue of identity, such as ethnicity and religion, dealt with through the schools? Do the schools promote such identity? If so, how does the identity affect community integration? As parents, does this issue present a concern to you?

How efficient is the regulatory environment for business in Kitgum Town Council?

What governance issues do you see that have impacted on the business climate in Kitgum Town council, both positively and negatively?

How efficient is the level of service delivery in Kitgum Town Council? What is your opinion on the availability and accessibility of the different services, such as health, water, hygiene, education, roads, security?

How transparent and accessible are the relevant offices in the town Council?

**ppendix IV: Showing the work plan / time schedules**

| N | ACTIVITY | DURATION |
|---|---|---|
| | Problem Identification | Oct-Nov 2011 |
| | Writing proposal | Dec 201-1Feb 2012 |
| | Development of Research tools and pre-testing | March- July 2012 |
| | Data collection | July 2012- January 2013 |
| | Data shorting, Coding ,analysis | February- March 2013 |
| | Writing research reports | April 2013 |
| | Binding final copy, presentation and submission of final copy | May 2013 |

**ppendix V: Showing the school classroom and bookstore situation.**



## ppendix VI: REFERENCES


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