



United Nations Children's Fund
Peacebuilding Education and Advocacy Programme
Basic Education and Adolescent Development Section
Uganda Country Office
Kampala, Uganda

June 2016

Cover photo: © UNICEF. Straight Talk Foundation Junious Journalist during participatory video event.

Author: Semine Lykke Brorson (Peacebuilding M&E Specialist)
Principal editor: Dr. Monica Llamazares (Peacebuilding Specialist)

Acknowledgements: This report is published as part of evidence generation efforts under the Peacebuilding Education and Advocacy (PBEA) Program, a global partnership between UNICEF and the Government of the Netherlands. Under its global outcome 5, the PBEA is producing high-quality research products exploring the relationship between education, conflict and peace to enhance the peacebuilding impact of education policies and programs. UNICEF would like to sincerely thank the Straight Talk Foundation team for their strong engagement in program monitoring, data collection and participatory data analysis.

Table of contents

Executive Summary	3
Introduction	4
Context: Conflict Drivers in Education.....	
Theory of Change.....	6
Program approach	7
Study methodology	7
Findings	10
Domain 1: Awareness about conflict drivers in education and peace-building	10
Domain 2: Demonstrated individual skills and capacity development.....	11
Domain 3: Youth role in the community	15
Domain 4: Community results from dialogue, radio and youth participation.....	22
Learning and recommendations.....	28
Conclusion	32

Executive Summary

In 2012, UNICEF launched the Peacebuilding, Education and Advocacy Program in 14 countries including Uganda. The program has aimed to contribute to address conflict drivers related to education and contribute to peace and social cohesion. This case study portrays an intervention carried out in partnership with Straight Talk Foundation to promote awareness about conflict drivers, strengthen peacebuilding competencies and the capacity of youth and communities to mitigate and manage conflicts in and around education. The intervention is informed by a 2014-15 conflict analysis of the education sector and has utilized a Communication for Development approach comprising media-based, school-based and community dialogue activities.

The case study presents findings from program monitoring along with evidence from quantitative baseline and end-line surveys and a participatory most significant assessment.

Overall it is found that the intervention strategy has been highly relevant and effective. Strong results are identified across parameters such as increased awareness about conflict drivers in education among both youth, parents and community leaders. There is evidence of adoption of new practices among program participants in relation to both conflict management, taking on roles of advocating for conflict sensitivity in education in the community; as well as emerging trends of gender transformative changes in attitudes and practices around child marriages and girl's access to education.

One of the strengths of the intervention has been found as its ability to provide access to information on peacebuilding and education that youth and community members in many cases have highly limited or no access to. The media-based intervention paired with community dialogue events has proven to be a powerful method in firstly dispersing information and cultivating interaction over conflict drivers and their solutions, and secondly to tap into channels of communication in communities that has enabled a trickle-down effect from direct participants to secondary beneficiaries in the wider community.

The findings of the qualitative assessment with program participants have been corroborated with random sampled youth respondents in target locations, and the evidence points to that the program has contributed to a move towards increased use of dialogue-based conflict management methods, increased use of community structures in conflict management and community members experiencing that conflict levels have reduced within schools and between school as and community members. Most importantly, responses to the quantitative surveys in 2015 and 2016 respectively indicate a change in perceptions of how much of a problem physical violence, lack of safety and sexual violence in schools – indicating a trend of reducing the scope of these grave issues in education.

The intervention has been found to be highly successful in strengthening collaborative partnerships among education stakeholders. The program has had a notable reach beyond the main target group of youth, and has been found to contribute to changes in parental engagement and investment in education as well as the engagement of local leaders in addressing conflict drivers such as teacher absenteeism and barriers for equitable access.

The program has been found highly relevant for Education for Peace interventions. It is recommended that the approach is replicated, scaled and mainstreamed. Moreover, a potential to augment results have been identified in the opportunity to increasingly pursue synergies and complementary in targeting and thematic work across implementers working cross-sectorially with conflict-sensitive education.

Introduction

The Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme, funded by the Government of the Netherlands, is a four year programme (2012-2015) designed to strengthen resilience, social cohesion and human security in countries at risk of, experiencing, or recovering from conflict in 14 countries globally. The PBEA programme is an innovative programme that addresses the drivers of conflict on and over education, and promotes peacebuilding through education sectors interventions and places great emphasis on generating evidence and identifying best practices through inquisitive research. Evaluative case studies are critical tools for the PBEA programme to demonstrate results.

The PBEA programme was launched in Uganda in 2012 to consolidate and build peace through interventions in the education sector, child protection, and youth engagement at national and district levels. UNICEF Uganda has promoted the integration of education and peacebuilding across policies and programmes of government and partners, and built capacity of institutions and communities to address conflict drivers and promote peace through collaborative education sector partnerships. In Uganda, the PBEA programme has been implemented in partnership with the Ministry of Education, Science and Technology and Sports (MoESTS), local governments in 28 focus districts and NGO partners. Several civil society organisations have supported the implementation of the programme, including the organisation at the centre of this study: Straight Talk Foundation.

UNICEF recognizes and works to address the distinct vulnerabilities and needs of adolescents and youth living in fragile and conflict-affected contexts such as Uganda. UNICEF also recognises and supports the distinct roles that adolescents and youth can play in addressing conflict and promoting peace in their communities. The PBEA program in Uganda has focused some of its interventions to overcome barriers to socio-economic and political participation of boys and girls, young men and women, and to identify best practices to ensure that they are given an opportunity to meaningfully and constructively contribute to the development of their communities.

As part of the PBEA program in Uganda, UNICEF has partnered with Straight Talk Foundation (STF) to strengthen youth access to information, participation and skills in relation to conflict management, and to actively work with education stakeholders in local communities to build awareness of conflict drivers around education and to foster mechanisms for inclusive participation as well as mitigation and resolution of conflicts affection children and education institutions.

Straight Talk Foundation has in 2014-2015 implemented a multi-pronged media and community dialogue intervention in 20 Districts across Western Uganda, Northern Uganda and Karamoja. This case study is a compilation of data collection before, during and after the program implementation and seeks to assess changes at the individual, community and institutional levels as a result of the intervention.

Context: Conflict Drivers in Education

The intervention has been informed by analysis of conflict drivers affecting children, youth and educational institutions. This is based on a national conflict analysis, conducted by UNICEF in 2012, in which youth exclusion, unemployment and geographical inequity in access to services were among the issues that surfaced. In 2014-2015, conflict drivers particularly affecting and interacting with education in 28 PBEA target district were identified. This included key challenges relating to unclear communication between schools, parents and local authorities; low levels of parental engagement and involvement; children's basic needs and school requirements not being met; lack of effective mechanisms to respond to disputes between schools and local communities were strongly articulated along with a deep frustration from youth and parents over the educational outcomes that in the eyes of many contribute to high levels of youth unemployment and unproductivity. In the Education Sector Conflict Analysis, a number of recommendations were formulated to address community-school conflicts and conflicts between school stakeholders:

Recommendations for the resolution of *social conflicts affecting education*:

- Development of school action plans for conflict and disaster management
- Training of teachers and learners on school conflict and disaster management
- Building strong participatory community networks around schools that are resilient to social conflict
- Building platforms of dialogue and conflict management around education institutions, which can be replicated for conflict management in the community

Recommendations for the resolution of *conflicts between school stakeholders*:

- Strengthening of conflict management, mediation and resolution skills among education stakeholders
- Provide mechanisms for children and parents to raise complaints over experiences of discrimination based on ethnic and religious intolerance
- Develop a practice of consultations at District and school levels in education policy development
- Strengthen local level dialogue-based accountability and promote trust-building between community and education providers
- Ensure effective implementation of disciplinary measures in cases of breaches of the Teacher Code of Conduct and misappropriation of funds
- Effective management, oversight and accountability for use of capitation grant

Theory of Change

Against this background of conflict drivers and recommendations, a theory of change was developed for the PBEA program. For the program’s outcome 3, which the Straight Talk Foundation project is part of, is has been broken down in a two-pronged theory of change statement. The first part of this emphasize changes in relationship and collaboration among education stakeholders, and states:

*If schools are used as platforms for bridging community divisions (ethnic/tribal, religious, gender) through collaborative partnerships between institutions, learners, parents, community, and civil society, **then** education can contribute to building peace in targeted communities through increased social cohesion*

The theory of change stipulates that changes in participation and collaboration among school stakeholders can impact on children and youth’s education experience and contribute to foster social cohesion and strengthen community resilience in relation to education as well as peacebuilding, as illustrated in table 1:

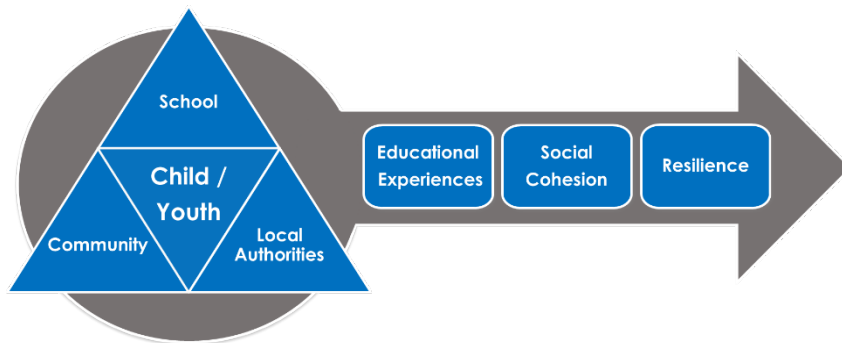


Table 1: Theory of change model. *Harvard Humanitarian Initiative, Uganda Population-Based Survey on Peace & Education, December 2015*

The second part of the theory of change applicable to the intervention relating to the capacity, behavior and role of youth in relation to conflict prevention, management and resolution in local communities. The statement takes its point of departure in the stigmatizing perception of Ugandan youth as being involved in conflict-prone behaviors, and the marginalization experienced by youth who upon completion or drop-out from education struggle to engage substantially in income earning:

*If adolescents/youth are equipped with relevant life skills and peacebuilding competencies, **then** they can change negative perceptions of youth amongst community leaders and positively contribute/fully participate in the development and welfare of their communities thus reducing opportunities for conflict-promoting behaviors*

The case study has been carried out to examine the intervention in relation to the theory of change. As such, the first step of the assessment is to establish to what extent the intervention has succeeded in making the *if*-statements materialize, and if so to what extent this has contributed to the *then*-statements. Further – and importantly – exploring *how* this has happened.

Program overview

The Straight Talk Foundation project under study is the 2015 PBEA-funded intervention, which has comprised several project elements on education and peacebuilding. The intervention has spanned across media-based activities such as radio programs and thematic ‘EduTalk’ newspapers, community dialogue activities, youth clubs in schools and drama performances, strategically informed by a Communication for Development program logic. In the table below key indicators of the 2015 project implementation are listed.

Output indicator	2015 result
Community dialogues	183
Participants in community dialogues	4,386
E4P Radio programs broadcasted	206
People providing feedback on radio shows	868
Listenership groups	38
Listenership group members	800
EduTalk newspapers distributed	400,000
Schools receiving EduTalk newspapers	3,155
Primary schools with Young Talk Clubs	158
Young Talk Club members	2,100
Teachers supporting Young Talk Clubs	176
Youth Community Theatre Group performances	6



Study methodology

This case study is the result of a mixed methods M&E intervention, aiming to capture individual and community-level change. It has included several data collection activities and builds on three elements: 1. A quantitative baseline and end-line survey, which was carried out respectively in April 2015 and April 2016. 2. On-going monitoring and data collection of results such as development of community by-laws, no. of listeners that provide feedback to radio shows etc, and 3. A qualitative most significant change assessment, which as carried out by STF journalists in January 2016. The aims of level of measurement varies across the assessment methods, as program monitoring and the most significant change assessment have been carried out to understand changes as they have occurred and been experienced by program participants. The quantitative surveys on the other hand aim to assess change broadly among young people in the target areas, who have been sampled randomly. As such, the results of both the participatory, community-based activities, trickle-down effects of this and the wider media broadcasting activities is sought captured.

From the onset of the M&E intervention 3 out of 20 target Districts have been sampled for continuous monitoring and data collection. The three Districts of Amuru, Kaabong and Bundibugyo make up the social contexts in which the wider intervention is studied. The selection of these particular districts were informed by criteria aimed at identifying districts that a) represents the three regions on intervention: Northern Uganda, Karamoja and Western Uganda b) includes a variety of conflict drivers and –contexts,

spanning from great poverty and transition out of a protracted conflict situation in Karamoja (Kaabong District) over post-conflict recovery in Northern Uganda (Amuru) and communities affected by refugee influx and recent eruption of inter-ethnic violence in Western Uganda (Bundibugyo). The districts of Amuru, Kaabong and Bundibugyo have as such been target locations for a range of M&E data collection across PBEA partners, including Straight Talk Foundation.

As mentioned, the M&E intervention informing this case study comprises 3 elements, and each element is explained in more detail below.

Quantitative baseline and end-line

Straight Talk Foundation is one of two PBEA partners in Uganda who has received capacity building and technical support from the research partner Harvard Humanitarian Initiative to complete a tablet-based pre- and post-survey to assess program results. STF has in this way carried out a quantitative baseline exercise in April 2015, which is repeated in April 2016 for comparative analysis. The quantitative assessment has been carried out in the three sample Districts of Amuru, Kaabong and Bundibugyo where respondents between the ages of 14 and 25 have been randomly sampled for interview. The survey questionnaire in use comprise a section that has been tailoring to assessment of STF's program intervention, exploring knowledge, attitudes and practices in relation to awareness about conflict drivers, conflict management capabilities and practices as well as youth participation. Another section of the questionnaire has been aligned with a survey tool used by Harvard Humanitarian Initiative in a nationally and sub-regionally representative study on the interaction between education and conflict on one side and social cohesion and social resilience on the other. As such, the data collection has been designed for the dual purpose of enabling effective monitoring of the impact of Straight Talk Foundation's intervention, and to contribute with a district-level 'micro-study' on the role of E4P in relation to social cohesion and resilience.

Data collection has been carried out by 18 external enumerators under the management of STF's M&E Department and continuously supervised by UNICEF's M&E Specialist. The quantitative data collection has included more than 1200 randomly sampled respondents aged 14 to 25 across Amuru, Kaabong and Bundibugyo Districts. The surveys have equal representation of male and female respondents at 50/50%.

Program monitoring

In the course of implementation of program activities, Straight Talk Foundation staff and youth facilitators have tracked key indicators of change. Besides basic output monitoring this has included continuous monitoring of community bye-laws that have been developed at community dialogue events, feedback and participation generated by media activities and records of cases of community conflict resolution that has ties to the program activities. This information is in this case study used in combination with the quantitative and qualitative data collected in the dedicated M&E activities.

Most significant change assessment

In January 2016 Straight Talk Foundation carried out a most significant change assessment in the same three Districts as had been sampled for the quantitative baseline and end-line. The MSC methodology was selected due to its usefulness in exploring change processes and capturing evidence of change as it is understood and found important from the perspective of beneficiaries. Further, STF was found to have a comparative advantage in the application of this method since journalistic story collection is an embedded part of the day-to-day work of the organisation.

The purpose of the most significant change assessment was to explore the impact of the program intervention as experienced and expressed by the target group. The data collection methodology was designed to benefit from the grounded way of obtaining information from beneficiaries, while also purposefully informing assessment of results anticipated in the theory of change.

For this purpose four domains of change were articulated to inform data collection. In line with the results framework, these are:

1. Awareness about conflict drivers in education and peace-building
2. Demonstrated individual skills and capacity development
3. Youth role in the community
4. Community results from dialogue, radio and youth participation

A team of 9 internal enumerators from Straight Talk Foundation were trained to undertake a most significant change assessment for these domains, which took place 10 – 15 January 2016. In each of the three sample Districts a MSC story collection and participatory analysis took place with program participants of 1) radio listenership groups 2) community dialogue participants and 3) community leaders. As such, a total of 9 MSC change events took place with a total of approximately 123 participants across Districts and target groups.

The MSC assessment has been carried out with the following steps in data collection and analysis:

1. Story collection in groups of project participants
2. Story selection and analysis in groups of project participants
3. Transcribing of all stories
4. Story selection and analysis by project STF implementers
5. Story selection and analysis by UNICEF PBEA team

In this way, out of the stories shared, one has been selected as *most* significant for each domain with 5-8 stories accompanying under each domain to exemplifying the scope and scale of change that has been identified by participants.

Consent has been sought from all participants for publication of the stories shared, and respondents were given a choice of anonymity. Among the stories showcased in this case study, all respondents have consented to non-anonymized publication.

Findings

This section presents the identified outcome and impact-level results that have been captured through the various means of assessment. The findings are structured according to the four domains of change that were explored in the most significant change assessment. For each domain the results that have been captured through qualitative means with program participants and stakeholders is introduced first and followed by evidence of change among the wider group of 14-25 year-old respondents in the quantitative baseline and end-line surveys.

Domain 1: Awareness about peace-building and conflict drivers in education

The intervention specifically aimed to increase awareness about conflict drivers in and affecting education. The purpose was to equip youth with awareness and analytical tools to engage in prevention, management and resolution of conflicts relating to education. Testimonies shared by respondents in the most significant change assessment show that the intervention has been highly successful in this area; that participants are able to mention a range of drivers of conflict. Notably, mentioning of conflict drivers in most cases go hand-in-hand with testimonies of personal action taken to respond, which is further detailed under the following domains on changes in practices.

“Me, as Gad, I learnt that drinking is bad. I listened to a story on the radio program about a drunken person being beaten by a mob and he almost lost his life. The drunken man was beaten because, under the influence of alcohol, he was found raping a 13 year old girl. I realized that my life was in danger because I also used to drink too much” - Bwambale Gad, 27, Bundibugyo

“I remember one day, when some STF members came to this place, I was around the football play ground hanging around, and my friend told me they were giving out newspapers for reading. That is why you found me with this copy of Straight Talk and Edutalk paper that what have at hand is linked to challenges in education of our children. Prior to the dialogue and teachings with PBEA team, we were hardly exposed to this issue to be sincere. In all sincerity, I was aware of these challenges, but did not treat them with the same seriousness I do right now. The dialogues have opened my eyes to the bigger picture” – James Mugisha Ocen, 24, Amuru

One of the primary objectives of the series of youth-inclusive community-dialogue events were to create a space for youth participation and strengthen dialogue over conflict and peace in education among different segments of community members. One of the key results of this has been that awareness about conflict drivers in education not only has been built among youth, but also greatly among parents and local leaders, as exemplified by the following statements from a parent:

“During the time when I attended community dialogue, we discussed some issues that lead to conflict among us parents, teachers and children and hence affecting the quality of education of our children. I realized that some teachers do not concentrate on children when in class. They don’t care whether pupils have attended or not. However, I also noted that we parents do not create time to follow up our children and monitor what they are doing and even finding out whether they reach school. Most of us parents we only mind about paying fees and sending children to school is another matter” - Besiga Paul, 35, Bundibugyo

Domain 2: Demonstrated individual skills and capacity development

The second domain under study pertains to what extent the intervention has been effective in promoting peacebuilding competencies. This looks at acquisition of knowledge and application of this to increasingly prevent, manage and resolve conflict. This has been promoted across the platforms of intervention, and have particularly aimed to strengthen the capabilities of youth and community members to constructively engage in mitigation of conflict in and around education.

The change noted by participants in the qualitative assessment attest to changes in both conflict management and conflict prevention skills among youth who have been exposed to the media and community-based intervention. The most frequently mentioned category of change is increased reporting and use of community mechanisms to respond to conflict, which corresponds with one of the key aims of the intervention. Moreover the stories of change that participants find significant range across provision of third party response, stopping to use violence and revengeful methods and reduction in alcohol consumption. In a process of participatory analysis, stakeholders have elicited the following criteria of significance to arrive at the stories that are presented below:

Change assessment stakeholder	Emphasis in evaluation of most significant change (across all stories for domain)
Community members, youth and leaders	<ul style="list-style-type: none">• After having applied violent revenge changing towards preference for non-violent conflict management• Prevention of early marriages• Starting an IGA• Inspiring youth to work hard and succeed even if not having attended school• Taking action to resolve cases of child marriages through the 'right steps'
Program team	<ul style="list-style-type: none">• Youth involvement in community leadership• Stopping use of violent response to conflict• Reduction of youth involvement in crime

Based on this process, the following story from a project participant in Kaabong District has been selected to represent change that the program has brought about in relation to individual skills and capacity building. The main justifications for selection of this story shows how the intervention has contributed to a person transforming active participating in violence and crime into a role of promoting peaceful conflict management and crime prevention in his community. Moreover, it shows how a youth can utilize peacebuilding skills to enter into a position of leadership.

Domain 2 Most Significant Change story:

“My name is Lokong Luka Lokiruon, and I am the Local Council 2 Chairperson of Kalapata parish in Kalapata Sub County.

Before this program came I used to move at my own only thinking of the bad things and even carrying bullets in the wilderness. After coming back home here I was elected as LC 2 Chairperson.

Recently I started listening to these radio programs of Straight Talk and I was elected as the leader, right now I am a leader of those community members who are living with me. But before all this I was very stubborn, the influence from the other peers always caused death to some of the youth, for example when some of them influence others to go and carry out raids with them. Later it then results into the loss of lives to some of them and this causes conflicts for the families. Also, some do go tell others that ‘let us go and take my girl friend’, then when reaching the home of the girl war sparks off and this creates conflicts among many families. Since this program of STF came those ones who used to influence others to carry out raids, rape and abduct girls have all stopped after listening to the radio programs. They have realized that they were doing wrong things and they have even seen their fellow friends doing business, agriculture and brick laying. They have even discovered that some of their friends have died because of raids and theft. People were are doing all this just because of ignorance and people were moving like the animals but now they have loved sharing and being together as well as even sharing the advice with the rest. This is not like in the past where they used to move the way they could feel like in their hearts. All this resulted from the poverty they had, and this forced them to go and steal in people’s garden in search for what to eat, and that is why there was too much death between them just because of hunger.

Since STF came there is now great change in us, for example I who used to be a team leader for those in the bush am now their LC2 chairperson. All those who used to raid have now come back and some of them serve as leaders; some compose songs for peace, others are now doing agriculture such as growing greens. Whenever we go to the place where the radio is, we are now able to hear all that is taking place - even if it is from Turkana-land [across the Kenyan border] and we have found that the radio is now doing well. You find that even the young boys in the kraal are enjoying the radio talks and this thing is really too good. The change that I have seen is that the cases of rape and raiding have reduced and people have got total peace. Some people now sleep outside since there is nothing disturbing them, the place is now so good and even enjoyable; no more fighting or robbing. That is the great change that I have noticed. I have even seen the way of leading people nowadays, since I heard about it from STF. Right now, if people are called for a meeting in the community, they all come without delaying with the interest of hearing what you to tell them” - Lokong Luka Lokiruon, listenership member, Kaabong District

One thing that cuts across most stories of change is that people appreciate having accessed new information through the radio, newspapers and meetings. This trend corroborates that STF is targeting participants that as a starting point have little or no access to information about peacebuilding and conflict-sensitive education. It appears that the provision of such access can be effective instruments in challenging norms and destructive patterns in communities, and that it has the strength of reaching multiple segments in a community. The following two excerpts of stories have been selected as representing significant change under domain two because of the way the participants have utilized the information they have accessed to make changes in their conflict management and –prevention strategies, and how this has translated into improved inter-personal relationships that in turn has contributed to heightened productivity and well-being.

“My name is Sokode Laura, I am a member of St. Monica listenership group. I was once a charcoal burner and chopped wood for sale. I used to always disrespect my husband and this could end up in fights and conflicts. My husband and I had parallel ideas, I would do things on my own and we had daily and serial fights. I had no hopes for life beyond fighting. We could use even the little money we had for treating the injuries that came out of the fights. I had two friends from St. Monica listenership group who advised me to join the group and promised I could learn much. And in fact, the inspiration I got from the group helped to change my husband as well, and now we are both members of the group. We do share ideas, do businesses and even save for our future. I have liked the radio shows, and we use radio topics for sensitizing other community members. Now we are the agent of the change. I have realized that as an individual I only lacked the information that could bring change my life. We seek for information from the radio, especially from the talk shows and the news that we listen to. We have inspired many, especially the ex-raiders in our community” - Sokode Laura, Listenership group member, Kaabong District

“My name is Lopech Gino Korikau and I am a community member in Kalapata. For sure, before STF reached our village, people in my community were not knowing how to communicate properly and we could also not share information with other neighbouring districts. People would use radios for music only but not for information. As a way of resolving conflicts, community members would fight and revenge. Also, people could take too much alcohol, especially parents who would then leave their children suffering alone at home. There was too much spread of diseases as a result of poor sanitation and personal hygiene, which led to death. Children used to loiter in the community instead of going to school. Most especially the youth who dropped out of school and then going for raids which claimed their lives. They could also steal cattle from their neighbours, for example stealing cattle in Moroto, Napak, and Kotido due to ignorance and poor communication. This led to poverty and there was no peace in the region. There was also a lot of forced marriage and family neglect by parents; that is why most children were in the streets and the enrolment of children in schools was poor.

When STF and UNICEF introduced the PBEA program, people became much more interested in listening to the radio shows, coming for the community dialogues and reading Straight Talk papers both in schools and communities, where there were good messages like reduction of alcoholism, importance of education, early marriages, drug abuse, child labour, defilement, rape and also of how to resolve conflicts peacefully. This really started bringing positive changes in the community. For example, I have stopped drinking alcohol and access to information has become easier. I now share this information with my neighbours and thereby promote peace in the community. Right now we have formed a disciplinary committee and bye laws, which are helping some who before did not manage to take their children to school. But not only that, it is also for punishing people who normally commit crimes in the community such as theft, raids, child labour, family neglect, abusing children’s rights. We also have go-back-to-school campaigns in order to improve on the enrolment of children in schools and promoting education in that way.

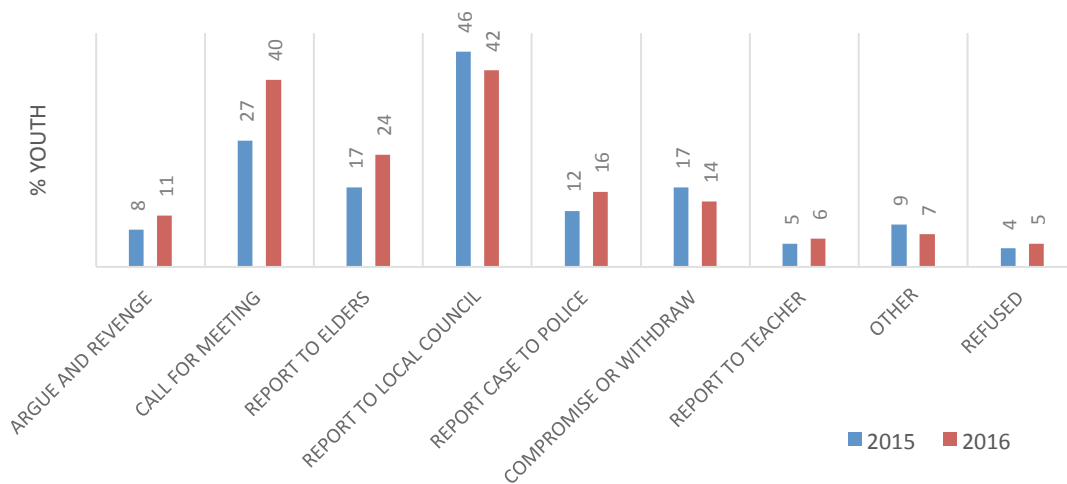
The changes I have realized in our community are that theft has reduced in the community, since we were advised by STF to form the committees and the bye laws in order to prevent people from committing crimes unlike those days where we never had the committees or groups like this ones. Secondly, parents have taken their children to school, and moreover our people now exchange visits with the neighbouring districts, which means that there is free movement in the community and unity among people. Yes, the most significant change now is the unity among community members and the neighbors. Thank you” - Lopech Gino Korikau, Kaabong

In the quantitative data collected among randomly sampled youth, there are some emerging tendencies of individual-level skills development having transpired in the wider catchment segment in the communities. The first indication is in relation to youth involvement in conflicts, as there has been a drop from 24% to 19% of respondents who state to have been involved in any dispute or conflict in the past 12 month.

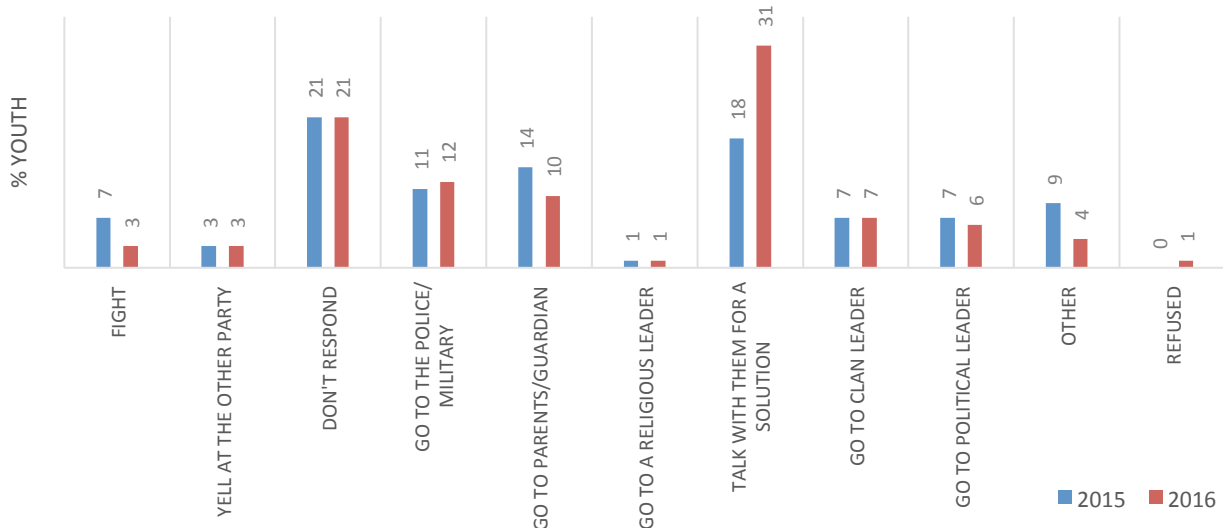
Moreover, there has been a drop in the frequency of youth having been involved in domestic disputes from 56% to 47%. There has been an increase in self-reported application of peaceful methods such as ‘call for a meeting’, which has increased from being stated as applied by 27% of youth respondents in 2015 and by 40% in 2016. Further, the option of ‘talk with them for a solution’ as preferred conflict management strategy has increased from being mentioned by 18% to 31% of respondents.

The quantitative data suggests that there majorly has been change on two parameters among youth widely in the target communities. The first is a great increase in use of dialogue-based methods to respond to conflict issues. The second is strengthened access to and use of community mechanisms in conflict management, as manifested in increased reporting to local leaders and security providers. This supports the aspirations in the theory of change of strengthening youth inclusion in established community structures for peaceful conflict management. In terms of youth’s substantial involvement in conflict management there has moreover been a noticeable shift of youth involvement in land disputes, which has increased by more than 10% points. The data sources does not fully provide the answers to how this should be interpreted, but coupled with the finding that involvement in intra-household disputes has reduced a possible interpretation could be that youth increasingly are included to respond to an ‘adult’ type of dispute that it would in many cases be the head of the household responding to.

HOW DID YOU TRY TO RESOLVE THESE CONFLICTS?



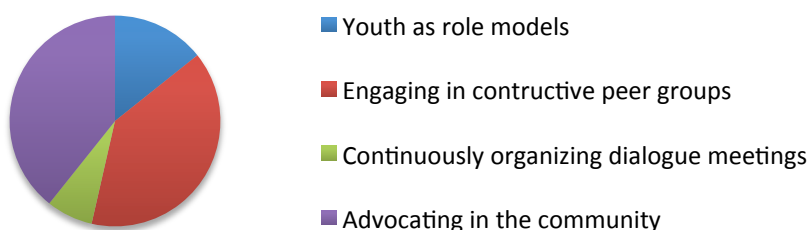
WHAT WOULD USUALLY BE YOUR IMMEDIATE ACTION IF YOU WERE FACED WITH ANY CONFLICT?



Domain 3: Youth role in the community

While the above domain looked at individual-level changes, this looks at youth and adolescents as a group. The program aspired to contribute to strengthening of youth involvement in conflict management in the community, particularly in relation to education. In this section it is explored to what extent the project has prompted collective action, and how that more broadly contributes to changes in the role of youth in the community.

In the qualitative assessment participants greatly emphasize youth collaboratively advocating in the community based on the information acquired through the program, as well as engaging in constructive peer groups. The latter majorly represents youth utilizing the radio programs as a source of both information and inspiration to initiate new income generating activities as a group and to join savings and loan associations. This last aspect of change is highly interesting, as the program was informed by a conflict analysis that identified socio-economic exclusion and marginalization of youth as a major conflict driver in education but this particular project was not anticipated to have transformative capacity in relation to livelihoods. The preliminary qualitative findings suggest so, and this may spur more evidence gathering about the potential of media and community participation interventions - informed by C4D strategies - in transformation of poverty and livelihoods vulnerabilities. Moreover, youth becoming role models in their communities and continuously self-organizing community dialogue meetings have been noted as change. Overall, the proportions of testimonies under each category of change under the domain is illustrated in the following graph:



In the evaluation of the most significant change under this domain, the following criteria have been solicited in the two stages of story selection:

Change assessment stakeholder	Emphasis in evaluation of most significant change (across all stories for domain)
Community members, youth and leaders	<ul style="list-style-type: none"> Youth involvement in peace clubs because they are effective in addressing conflict drivers Youth as role models, inspiring others to get education Youth reaching out to prevent early marriages Individual change leading to advocating in community, and bringing changes to community-level Involvement in IGA groups and organising community meetings Youth involvement in income generation, enabling earning a living and investing in education and preventing involvement in risky behaviour
Program team	<ul style="list-style-type: none"> Youth as drivers for local initiatives for peers and community members on peace and education Changes in practices beyond youth segment – also among parents and other adults in community Gender-sensitive responses and practices strengthened

The following story from a participant in Bundibugyo District has been selected to represent change for this domain due to its illustration of how youth, who previously identified as idle and prone to participate in violence, have taken initiative to work together in promoting the messages of peacebuilding, non-discrimination and equity in education to parents and community members in their area. This story's emphasis on non-divisiveness and ethnic reconciliation, and youth involvement in this, has particularly been noticed due to having taken place in a context that has been spurred by ethnic clashes and violent incidents in the program period.

Domain 4 Most Significant Change story:

"My name is Muhindo Milton of Busigha village and a member of Busigha listeners' club. I am 24 years of age. I have been a member of Straight Talk Listenership club since 2007 and I listen to most Straight Talk programs on radio on various issues. Specifically the peace building radio program that has been running for the past year has helped me to realize that it's possible for different tribes to work together without discriminating amongst ourselves basing on race or tribe in order to develop and even educate our children, due to the radio program I became aware that discriminating against each other brings more conflict in our communities. The radio program created a lot of awareness that I have to work with people from other tribes in order to develop our community. The radio program started at the time we needed it most because it was the time when different tribes in the Rwenzori Sub Region were clashing with each other. The kind of awareness created by the radio programs helped in easing the tensions by highlighting its dangers like death.

Ever since I started listening to the peace building radio program, I have heard several people sharing their testimonies on how to work and generate income because unemployment and low levels of income can cause conflicts. Unemployment leaves many youth redundant and idle, and they are easily lured into gangs and cults that promote violence and hate. Prior to knowing programs like peace building radio program, we would spend most of our time idle and gambling. Such programs guided me on what to do. Before the peace building radio program, we had conflicts among ourselves and spent most of our time idle and fighting. As members of Busigha listenership club, we carry out community dialogues sensitizing people about what we learnt from the peace building program on radio, for example, how to solve conflicts and teaching people how to stay together in peace and harmony. We also encourage parents to minimize conflicts at schools by attending meetings and providing lunch to their children so that they can focus well on their studies. From what we learnt in the radio program, we teach the young girls about the dangers of child marriages and early pregnancies, for example, we tell the girls that if they become pregnant at an early age, they are most likely to face complications during pregnancy, at birth and after birth. We, as youth and members of this club, normally move around our community teaching people the issues we learn from the radio program about peace building.

Since we started sharing information about peace building program with the community members, we have realized that there has been a noticeable change in this community. For example cases of conflicts in the community are reducing and parents are now taking heed to what we tell them because I see some of them are now providing lunch to their school going children. Others are now cooperating and setting up businesses together. Before we started listening to programs such as this, people especially in this community lived their lives just moving around the village aimlessly and engaging in unproductive activities like drinking alcohol and smoking. There were constant conflicts amongst people in this community for example; domestic violence and divorces were high. But ever since we started listening to the program, we as the youth started changing our attitude towards life and decided play a part in bringing about a positive change in our community. Now many youth are involved in income generating projects like farming, bricklaying and joining SACCOS. The youth are getting an income from the projects and this helps the person to be able to sustain and elevate his living. For example I now look after my family and, thus I no longer have to conflict with members of my family because at least I am able to provide the basic needs for the family. As an individual, I feel a big change in my life because I now know how to utilize my time well by engaging in productive activities like farming and bricklaying. I now spend my time well because I am no longer idle and therefore, can not engage myself in things that cause conflicts.

I personally see that ever since the inception of this radio program about peace building, people have started following what is taught on the program. In the past, parents favoured boy child to girl child education because some parents think girls can get pregnant at any time." - Muhindo Milton, listenership group member, Bundibugyo District

The following three excerpts from stories have all been selected because of the way they show how access to information and knowledge has prompted taking action in the community. Notably, all three stories include key aspects of addressing gender-based inequalities and conflicts, and portray how respectively a young woman and young man engaged in mobilising other youth in advocating for prevention of forced and early marriages, and engaging community members in addressing of conflict drivers in education. It shows how the intervention has a trickle-down effect in the community, and how youth can be in the driving seat of this process.

“My name is Mbambu Alice, 22, a member of Busigha Straight Talk listenership club since 2009. When I started listening to the peace building radio program that were running in the past year, I learnt about early marriages and early pregnancies. I learnt that early marriages are a result of poverty, alcoholic parents and child neglect, peer pressure. Regarding early pregnancies, I learnt that it is mainly due to peer pressure whereby a girl goes boasting around that she has a boyfriend who gives her money and encourages a friend to get a boyfriend too.

After listening to the peace building radio program, I, together with other members of Busigha listeners’ club sat down and laid a strategy on how we can reach the information to the members of our community. I had learnt a lot of things from the radio program. We started going out to churches and schools in our community and sensitized the people about various issues that can bring about conflicts. We discouraged parents from involving the children in cultural practices that can bring about conflicts; for example, early marriage. We urged parents to treat both their boy and girl children with equal accord. If you teach a girl child and she gets married, she will not have to depend on the man as a *‘kavera waiter’* because she is able to buy herself cosmetics and clothes, and even contributes economically on her family.

If a woman is not educated and only depends on her husband, there can come be conflicts in their home. For example, when the woman’s relative is sick and she asks for money to go and check on them and the man say he does not have money, there can be conflict in the family. If you can fend for yourself and contribute towards your family economically, you just seek for permission from your husband and, because you have some money, he can easily allow you to go and see the sick relative.

We sensitized the people that when a young girl becomes pregnant, she is prone to many complications ranging from still birth, disability and even death because their bones and body is not yet strong enough to carry a baby. There was also a tendency of arranged and forced marriage of the girl child which usually brought about some conflicts between the parents and their daughters. Now that we taught the people the importance of girl child education and the dangers of early pregnancies, and early and forced marriages, the people in the community have taken our advice and the practices are stopping hence reducing conflicts between parents and their girl children.

These peace building radio programs have brought change in our community. Many people have now shunned away from early marriages and early pregnancies. Now you can see that many girls are going to school” - Mbambu Alice, listenership group member, Bundibugyo District



© Straight Talk Foundation. Junior Journalists on air in Moroto.

“My name is James Mugisha Ocen, I am 24 years old, I hail from Turu Parish, Tudokituba. I remember one day, when some STF members came to this place, I was hanging around, and my friend told me they were giving out newspapers for reading. That is why you found me with this copy of Straight Talk and Edutalk paper that what have at hand is linked to challenges in education of our children. Prior to the dialogue and teachings with PBEA team, we were hardly exposed to this issue to be sincere. In all sincerity, I was aware of these challenges, but did not treat them with the same seriousness I do right now. The dialogues have opened my eyes to the bigger picture. We used not to accord teachers the respect they deserve.

In the recent past, it was very unusual that a teacher calls you and you obey and do what they want-Never!, but now we honour them, knowing how important they are to our community. Some parents were prompt to marrying off young girls simply because some were orphans and could not continue with education. Today, they know it can attract public concern - the entire community cannot sit on and look at a young girl being married off. Our people know that any young person should not be pushed into marriage.

Shortly after the conclusion of the academic year, I learnt of a man who had taken a young girl of not more than 15 years into marriage, but this was wrong. So I took it upon myself and other youths, to go and speak to this young girl, who was already a wife in the man's home. We also met the perpetrator of this early marriage- and told him that this girl is very young, even if you love her, it would be better to give her chance to study when she still can as she matures. I assured him that I will not take him to prison but rather, he should understand and let this end here peacefully, so he accepted his mistakes. We brought the girl back to their home, and now she is willing and ready to re start school this new academic year of 2016.

As the youth here, whenever anything we feel we can do alongside leaders, we actively engage local leaders. So after the dialogue discussion with STF, we now have started supporting elderly who cannot grow their own food and vulnerable in the community, for instance by collecting water or some food for them in the evenings whenever need be. We sat and reflected that these are the elders who took care of this society, ensured that we were safe, but now those days holiday makers would be on their own, we would never meet to do anything constructive.

One change you can directly see, is the level of stubbornness and disobedience among the children has drastically reduced, of course there may be those who still do not show respect, but the fact that children were part of the dialogue, they listen and accept being sent around. We used to have fights in our trading centers here, but after this dialogue, with children and parents and youth, sincerely let anyone here stand up and tell me when they last saw or heard of a fight in this place. People no longer fight anyhow, those days they were quick to show their might, but this has changed” - James Mugisha Ocen, EduTalk reader, Amuru District

As mentioned earlier on, the study finds that the intervention in addition to having had capacity to equip youth with new skills and mobilise youth to engage in community activities on peace in education, this has also to an impressive extent been the case among parents and community members. The following case study illustrates how the intervention has contributed to a full circle of change – from knowledge acquisition to change in attitude over changes in practices and internalization of change to a point of advocating for it to the wider community. The story in question is about a 53-year-old father from Bundibugyo District, who shares how his perspective on early marriages and girls' access to education has changed after having participated in the project.

"I am called Peter Balyebulya, 53 years old, I am a parent at Bundikeki P/S married with 6 children (4 girls and 2 boys) of whom four are married and two young girls in P3 and P6. Here we have cocoa as our cash crop from which we get income to support our children in school. The community dialogue we had last helped me to learn about the dangers of early marriage, danger of taking a lot of alcohol and how it affects peace in our families and communities in general. Alcohol is one of things that really affect development in this village of ours. Just like how I told you earlier, we have cocoa, and during the season we get money and therefore buying alcohol is very easy because with cocoa selling money finds us at home.

For the past years, I have always taken girl children to be the best source of wealth. In fact, those two daughters of mine who got married did so because I pushed them into marriage unknowingly. In our community, when you have girls, men are always there to marry them. I remember, the two girls had reached P.6 but I married them off because I was excited to get dowry and not only that but also wanted money for these other two boys to marry. But as I talk now, the girls and their children are back home. The boys are also at home with their wives and children and all of them are under my care and I regret why I did all this.

When we had Straight Talk dialogues, we discussed peace building and conflict issues and how they affect our well being I realized that to a bigger extent I am the one who cause all these problems to myself. There are parents in the neighborhood whom we were at the same level and kept their children in school, they are now enjoying the fruits of education because their children did not get married off like mine. I now take responsible of these two young girls I am staying with so that they keep in school and complete their studies. Even when I am away from my home, every parent I meet or hear that he/she is doing what I did I endeavor to tell them to take their children to school and have them complete their education.

The most significant change here is that I was able to realize I realized that taking children to school and let them complete their studies is the most precious asset you can give to you children. I am now referred to as counsellor and whenever I pass people approach me for advice on how to handle their children even those who have children that have dropped out of school. This has also given me more synergy to inform community members that peace building is a collective responsibility and we must all contribute to.

As I speak, my way of thinking about girl children and wealth has changed. Wealth is not acquired through marrying of our girl children early but investing in their education. In the dialogues, I was able to reflect on how I had been spending buying alcohol and with other men who would actually advise me to marry off my daughters, I really regretted and said " I wish all this money was invested in educating my children" so that my family can be well off in future. Nevertheless, I have not lost hope and have decided to concentrate of these other two girls keep them in school and complete their studies. I want at least one become a nurse and another one a planner. Last year, I started following up on their performance and attendance, discussed their performance with their teachers and I hope for the best. I now attend the PTA meetings which I never used to; I realized that it's not enough to just send children to school but to also keep monitoring their progress" - Peter Balyebulya, community dialogue participant, Bundibugyo District

As indicated in the beginning of this section, the qualitative data suggests that the intervention to a significant extent has contributed to changes in livelihoods strategies. Across the three surveyed Districts, members of the listenership groups share testimonies of having found inspiration in the radio programs to increase their productivity, venture into new income generating strategies and partnering with other youth in the community around income generation and savings. The following story from a participant in Kaabong has been selected to represent the stories from this category of change.

“My name is Ngorok Isaac Jacques, and I am the secretary of the St. Monica listenership group. When I joined the listenership group two years ago my life was not well with other people in the community.

Hatred and jealousy was everyone’s hobby in the community, and this gave birth to violence and conflicts. It was not safe to have property in the community, because it could be stolen the next day. With the radio programs I came to know about all the factors that could bring conflicts in the community. One evening we sat down as usual as members listening to the STF radio show, and it was about domestic violence. I thought about the causes of domestic violence like alcohol consumption, hatred, early marriage, stealing. I used to do all this and I realised that I was one of those doing violence both in my family as well as in the community. I was touched in the heart, felt guilty and promised never to do violence like such again.

Before introducing the radio programs the youth were known to be idle and notorious. At times they could organize raids, doing gambling, stealing, burglary and breaking into people’s homes, and that was so bad. Now, with the presence of the Straight Talk radio programs, the youth have learnt to do productive activities, most especially the un-educated youth have joined savings groups. They have used their savings to engage in business like selling and buying goats across the neighbouring Districts like Kotido, and the businesses are promoting peace beyond our own district. These days the youth are united and they take on advice given to them by elders in the community. They no longer rape girls like in the past days. since they are now aware of the existence of HIV/AIDS. They compose songs and also conduct dramas as a way of promoting peace on big days when they have functions like food distribution by World Food Program and also world AIDS day. This educates the community at large. Some of those who have completed both O-level and A-level have formed a new association called Komuria Students Association. You may now find these boys making bricks and growing some vegetables such as cabbage and egg plant. When these vegetables get ready, they take them to the market for sale as a way of getting income. This teaches the youth the importance of good work. Other youth compete in performing their dramas at the District level where they get a lot of money after having performed well. Now there is a big change in them; before they were bad but now have improved on their behaviors and life style.

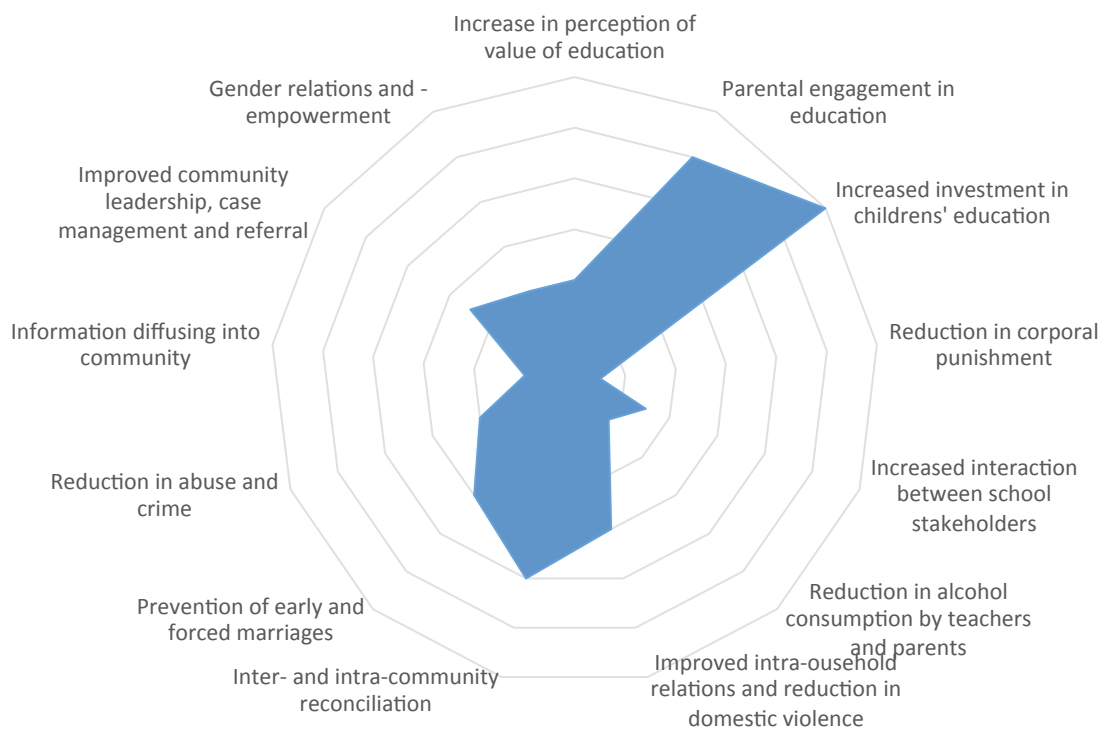
As secretary of the village committee as well, I am using my position to stare up change in the community. We are organizing the youth to form groups aimed at IGA’s like growing vegetable and savings to keep them occupied and to forget conflicts. The most significant change I have seen here is the way communities have reduced on the rates of defilement, as an individual I have a mission to bring these rates to zero level. With the radio shows people are now aware that all issues like defilement can only be settled at police stations, we do not give chance to defilers to settle issues on their own. We also organize village meetings weekly to sensitize the parents and the youth on why it’s bad to have the young girls married at early age. For sure I recently rescued one young girl who was forced to marry some big man. These people in the community are now hungry for information, either through radios or village committee meetings” - Ngorok Isaac Jacques, listenership group member, Kaabong District

Domain 4: Community results from dialogue, radio and youth participation

In this fourth and last domain under study, it is the community-level results of the intervention that is looked at. It is explored to what extent community dialogues, radio programs and the youth participation prompted by the intervention have contributed to changes in the community.

For this domain, a high number of changes have been experienced by participants in the qualitative assessment, as illustrated in the radar diagram below. Most frequently, participants express to have noted changes in investments in children’s education – particularly provision of scholastic materials and mid-day meals to children – and parental engagement in education as seen in parents increasingly making efforts to attend school meetings, follow-up children’s attendance and performance and interact with teachers. Moreover, reconciliation both within and across communities is noted as a significant result along with improved intra-household relations and reduction in domestic violence, which are factors that are know to impede children’s continuous access to education. In the assessment of change by project stakeholders there are also indications of improvements in local leadership practices relevant to conflict-sensitive education, including examples of local leaders engaging in prevention of violence against children in school, teachers’ attendance and children’s enrolment.

Community changes and results in relation to youth, peacebuilding and education



The participatory assessment that has informed story selection has solicited the following criteria of significance of change:

Change assessment stakeholder	Emphasis in evaluation of most significant change (across all stories for domain)
Community members, youth and leaders	<ul style="list-style-type: none"> • Improvements in parents’ communication and collaboration leading to school engagement • Trust-building between men and women promoting peace in the community • Making savings for education • Taking children back to school and provision of mid-day meals • Following up with children, promoting return to school and improved performance • Development of bye-laws that enable vulnerable children to return to school • Parents and community members starting to make sanitary towels to support girls’ enrolment • Prevention of early marriages, crime and sexual violence
Program team	<ul style="list-style-type: none"> • Trickle-down effect of intervention • Strengthened role of local leadership on promoting conflict-sensitive education • Collaborative community-level engagement in education among parents, teachers and leaders • Strengthened gender-equity in education

The story that has been selected as representing the most significant change for this domain has been shared by a female local leader in Bundibugyo District. The story has been selected because it showcases change on three parameters; firstly strengthened parental collaboration in ensuring children’s access to education and support. According to the parent this has secondly improved children’s educational experience, because their needs are cared for and the parents are engaged in their continuous attendance, amongst others by reducing child labour. Thirdly, the story represents both attitude and behaviour change towards child marriage that has had tangible benefit for a daughter who had been married off, but that parents now prioritized education and protection of.

“The community dialogue I attended with Straight Talk Foundation helped me to become aware of many things such as lack of unity among parents which sometimes leads to domestic violence. Through the community dialogues, we also became aware that as parents, we are bound to give guidance and respect to our children. We also learnt that involving children in child labor like cocoa harvesting during school days is also affecting the level of children’s academic performance.

We used not to work together with my husband and often had misunderstandings on who should pay fees since all of us were parents. Now after attending the community dialogues, decided to share responsibilities as parents; for example he pays the fees and I buy the books, pens and uniforms. My daughter had been subject to child marriage and from what I learnt in the community dialogues, I decided to take her back to school and she is now in S.3. I see that education is better than child marriage because me as a parent I never went far with education and because of that I am struggling to support my children with the little income I have. By taking my daughter back to school, I am empowering her to be able to support her children in the future. As a parent, now know my role of providing guidance to my children especially by talking to them about the dangers of child marriage such as poverty and domestic violence. Now I no longer involve my children in cocoa harvesting during school days because I realized that keeping them home during school days would make them miss some lessons at school and thus not catching up with the syllabus which eventually leads to poor performance. I also learnt that a girl child needs a lot of guidance and support because they are vulnerable to many temptations like sexual harassments from men” - Kyasibangi Rukia, Parish councillor and community dialogue participant in Bundibugyo



© Straight Talk Foundation. Mogoth Theatre Group in Moroto.

Another story from a local leader has also been identified as representing a major and important change. An LC1 chairperson from Bundibugyo District, shared a testimony of how the participation in the community dialogue prompted him to both take action within his family and in the wider community in the capacity of LC1. At the family level, the story – as above – represents increased parental valuing of education, and thus increased investment leading to tangible results of a girl re-enrolling. Moreover, the story is a model case of the theory of change model that the program has cultivated; promoting collaboration between communities, authorities and schools on improving educational quality and experience for children. In this case, a local leader has taken initiative to both follow-up issues of teacher absenteeism at school, and follow-up cases of drop-outs in the community to foster re-enrolment.

Kakoko Elifazi, LC1 Chairman Butama village

“After being part of the community dialogue with Straight Talk Foundation, we became aware that children were not committed to education and because of that children were not performing well in schools. Many parents in this village were also not valuing investing much in the education of their children. We became aware that not finishing the syllabus is also one of the major causes of poor academic performance in most schools in the rural areas Ndugutu Sub-County.

After attending the community dialogues with Straight Talk Foundation, I went back home and talked to my family on how we can improve on the education of our children. One of the things we discussed was investing more in education of our children by providing the necessary requirements like lunch and scholastic materials. Before I attended the community dialogue, I and my wife never made it a point to invest a lot in providing such requirements to our school going children. Nowadays, I make sure that I save most of the money got from cocoa sales for my children’s school fees and to provide them with other items necessary for their education. One of my daughters had dropped out of school because she lacked commitment towards studies. I went and beseeched her to go back to school and currently she is in her P.6.

After learning from the community dialogue about children performance at school, I went and talked to the head teacher of Bulimba P.S on how we can improve education of the children at our school. There was a tendency of teachers coming to school late. I talked to the head teacher; we held a meeting with the teachers and warned the teachers about the habit. Nowadays, teacher late coming has significantly reduced and by this year the school was among the best Primary Leaving Examinations in the Sub County.

Most parents have now started preparing and providing lunch for their children. As chairman LC 1, I have been talking to children who dropped out of school for certain reasons to go back to school. Programs like peace building are important and I wish they continue to run in our area. At Bulimba P.S, there were three girls who had dropped out of school due to poor attitude towards education. I mobilized and encouraged the girls to go back to school and they accepted and resumed their studies in P.6, thanks to my efforts as LC 1 chairperson in practicing what I learnt from the community dialogues”



© Straight Talk Foundation. Moroto District Education Officer participating in radio talk-show.

In a 2014-15 conflict analysis of the education sector, the challenge – and in many cases lack of – feeding to children while at school was identified as a major driver of both conflict and drop-out. The following story has been selected in that context, as it showcases how increased parental investment in education in the form of provision of mid-day meals can be a key outcome that contributes to both retention and performance. In addition, the respondent exemplifies how she experiences that conflicts over theft in the community has reduced, and that improved intra-household collaboration contributes to reduction in domestic violence.

My name is Biira Regina, 27 years old and married with three children in Bundikeki village. I have learnt that there can be conflict if parents do not feed the children well; provide medical care and good accommodation for the children. With peace education program, I now endeavor to feed my children well so that their brain can develop well and become active. I provide them basic needs like clothes, enough books and I have paid money for meals at school.

I have learnt that observing children's rights is very essential. After the dialogue I worked so hard that I bought mattresses for my children and now they sleep well. Generally my home has improved; I now critically consider the conditions of the children.

The community I see that there is a lot of community participation in the different activities like farming, small business, educating children, peace building committees and conflict resolution committees. For instance during the season of harvesting cocoa, all families become busy, those that do not have cocoa plantation do casual labour to earn a living.

Before the introduction of the programme, there were issues of stealing in people's plantations and this could cause conflicts. This has greatly changed and people have become more responsible working for their families other than thinking of stealing. Another thing that has improved is couples planning together and hence improving family incomes. As a result, domestic violence has reduced and children are going to school

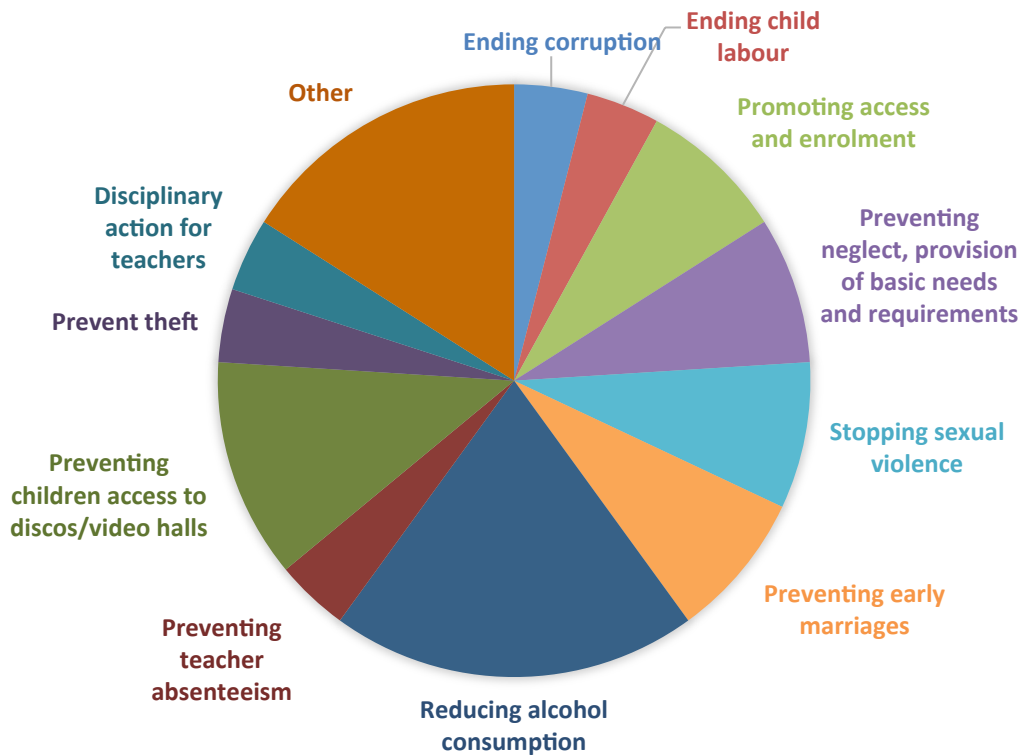
The last story presented under this domain pertains parental engagement in education in the form of participation in school activities. A youth participant from Amuru District shares how he experiences increased awareness about educational issues in the community, and that this has stimulated motivation to engage in dialogue at the termly meeting at the school. In addition he attributes improved teacher-pupil relations to the intervention along with a change in teachers' attitude to use of corporal punishment:

"The other issue about parents neglecting the academic issues of their children is slowly changing. We had the biggest Parent Teachers and Pupil meeting end of 3rd term in 2015, that no school within has ever attracted such a huge crowd. The community is now concerned about the school affairs of their children than they have ever been or shown concern. STF has helped open our eyes a lot.

Teachers no longer think beating is the ultimate form of punishment to children. This change of mind has made pupils closer to teachers, my little brother no longer hides or runs away from his teachers, he is very free, and because he knows there are many ways of correcting him other than the scary canning through sticks, which several pupils dread so much" - James Mugisha Ocen, EduTalk reader, Amuru District

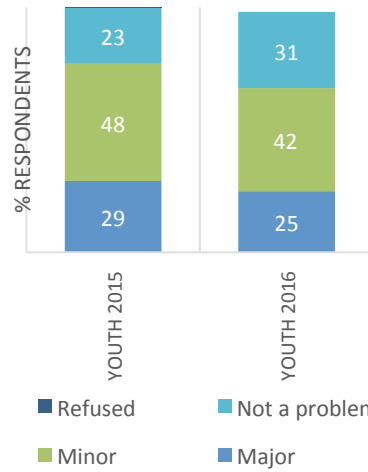
A key outcome of the community dialogue activities has been the development of community-level regulation to strengthen conflict-sensitive education. Across 20 target Districts a total of 40 community bye-laws have been developed as a means to institutionalize and sustain the changes that community has agreed to pursue. The bye-laws target a range of issues, majorly relating to factors that community has identified as barriers for children’s safe and continuous access to school enrolment:

CONTENTS OF DEVELOPED COMMUNITY BYE-LAWS

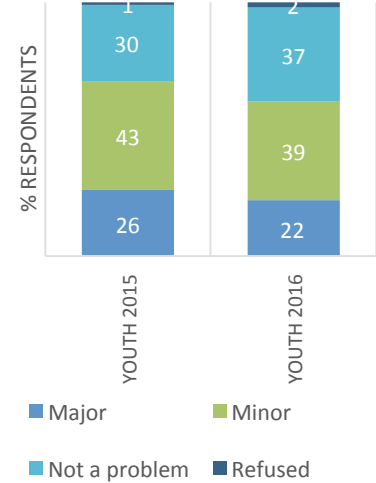


Community-level results have also been assessed in the quantitative assessment among 14-24 year-old respondents. Comparison of answers between the 2015 baseline and the 2016 end-line indicates that youth have experienced some change in frequency of conflicts around education and a reduction in key violent and abusive practices. There has been an increase in youth stating that conflicts between school stakeholders and that conflicts between communities and schools are 'not a problem'. This finding corroborates the assumption in the theory of change that strengthened collaborative relationships among school stakeholders – that has been found in the qualitative data - has capacity to reduce conflict levels and address conflict drivers in education.

HOW MUCH OF A PROBLEM ARE CONFLICTS BETWEEN SCHOOL STAKEHOLDERS (TEACHERS, PARENTS, STUDENTS ETC.) HERE?

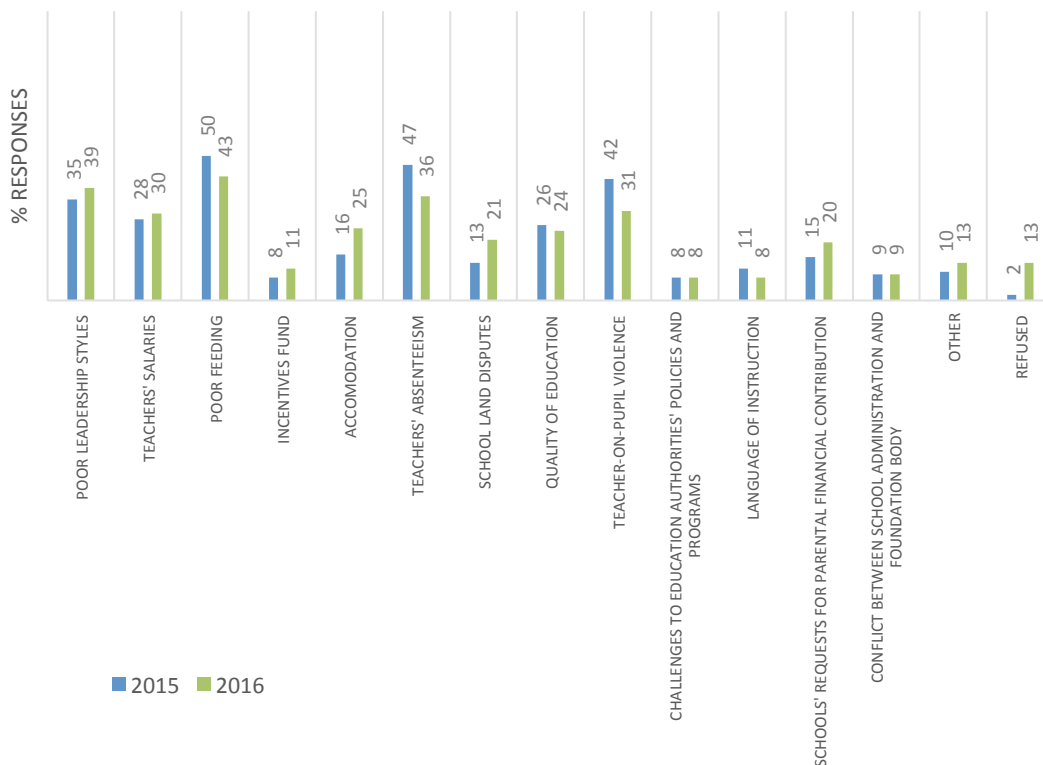


HOW MUCH OF A PROBLEM ARE CONFLICTS BETWEEN THE COMMUNITY AND THE SCHOOL HERE?

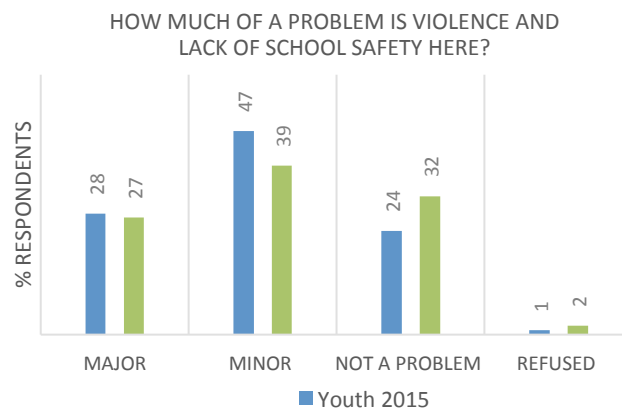
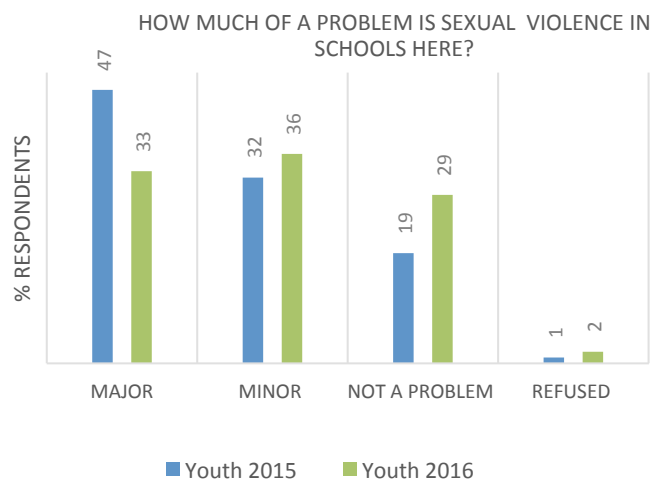


Notably, the quantitative data indicates the same trend of reduction of certain types of conflicts related to education as was expressed by participants in the qualitative data collection. Survey responses in 2015 and 2016 equally indicates a reduction in disputes over feeding, teacher absenteeism and teacher-on-pupil violence. This is in itself a valuable finding, and also corroborates the qualitative finding of the intervention having a successful trickle-down effect from direct participants to the wider community.

WHAT WOULD YOU SAY ARE THE MOST COMMON TYPES OF DISPUTES OR CONFLICTS HAPPENING IN SCHOOLS HERE?



The most significant impact-level change that has been evidenced in this study is the possible contribution the intervention has had on reduction of violence and abusive in school. With the limitation of working with perception-based data rather than incidence data, the available evidence suggests that problems with sexual violence, physical violence and lack of school safety has reduced in the program period. There is a 10% point increase in respondents stating that sexual violence is 'not a problem' and an 8% point increase in respondents stating that violence and lack of school safety is 'not a problem'. In a context, where an estimated 82% of children are exposed to physical violence in schools, it is a major achievement to contribute to any degree of reduction of violence. Based on the findings in the qualitative data it is found likely that outcomes of the STF PBEA intervention has contributed to these results, and that the program approach is highly relevant to the promotion of safe, protective and peaceful learning experiences for children and adolescents.



Learning and recommendations

This case study has found that the intervention has been highly successful in confirming the relevance of the underpinning theory of change, and has contributed greatly to key outcomes. The participatory, youth-inclusive community dialogue activities coupled with media-based C4D-informed programming has proven to be a highly relevant and effective method to cultivate peacebuilding competencies, awareness on conflict-sensitivity in education and emerging transformation of role of youth and social norms in relation to education, conflict, violence and exclusion. A substantial part of the learning that has materialized from the intervention is thus a reaffirmation of the applicability of the approach, and that it can be recommended for replication, scaling and mainstreaming.

At the end of the project period, there are also reflective learning points about how the intervention could have been even stronger. Here, one of the main learning points pertains the potential inherent in increased pursuit of synergies and complementarities in the implementation.

Program learning: Strengthening synergies and complementarity

The STF project has been implemented as one of several intervention streams under the 4-year PBEA program. More than 7 civil society partners, 28 local government District and a number of technical government agencies have been involved in the implementation. In retrospect, it is observed that results potentially could be augmented through purposeful coordination and collaboration both thematically, geographically and in targeting of respondents as will be exemplified below.

Thematic synergies and partnerships

STF has employed a participatory and media-based approach to engage youth and community members and convey messages around certain themes on peace and conflict in education. It is encouraged that partnerships are pursued, so existing initiatives are amplified. Examples with particular relevance includes the Child Help Line and dissemination of the Reporting and Tracking, Referral and Response Guidelines for prevention of violence against children. Linkages with such could strengthen the access to response structures and redress mechanisms for participants, and increasingly contribute to vertical stakeholder collaboration.

Collaborative targeting

The approach employed by STF is found to be highly effective in raising awareness and stimulating community participation, both among youth and elders. The listenership groups have proved to be effective networks of learning, and the community-dialogue strategy has fostered youth inclusion and prompted community action to address conflict drivers in education. These results are highly complementary to other forms of youth and adolescent empowerment initiatives supported under the PBEA program, and it is recommended that synergies are purposefully pursued, i.e. through collaborative targeting of the same participants across several implementing partners for mutual reinforcement of results. A practical example from the PBEA program where this retrospectively could have been relevant has been in Karamoja, where BRAC concurrently with the STF intervention operated a peacebuilding, livelihoods and social participation project in youth centers across the region. In this case, the BRAC youth centres could have been easy entry-points for the establishment of listenership groups. Access to the STF radio programs could potentially have reinforced the skills development promoted in training activities, contributed to trickle-down of competencies to other youth in the community, while STF would have benefitted from the continuity of the work in the youth centers. Moreover, there would be likely synergies between the action-planning for peacebuilding initiatives in the BRAC youth centers and the community-dialogue approach employed by STF. In sum, it is recommended that local partnerships are promoted, so targeting allows for synergies and access to avenues of learning, participation and services beyond what is offered by STF alone.

Conceptual learning: Contributing to peace and social cohesion in and through education

The intervention portrayed in this case study has been part of the Peacebuilding, Education and Advocacy program, which was designed to contribute to peace and social cohesion in education.

In the long term, Education for Peace programming should be assessed by the gradual impact it has on incidents, types and gravity of conflict and violence *in* schools, *affecting* schools and *influencing* children and youth's access to school. It puts *social cohesion in education* at the forefront of the strategic-level change that interventions can contribute to in the medium term, as this seen as in instrumental precursor to substantial change in frequency, types and gravity of conflicts *in* and *affecting* education.

Establishing a link between education and social cohesion represents an innovative strand of programming, and it has been an explicit aim to utilize the intervention to strengthen understanding of the concepts and approaches for successful programming. Some of first questions have been '*what is social cohesion in education?*', and '*what are the factors that can strengthen social cohesion in education?*'.

UNICEF established a partnership with Harvard Humanitarian Initiative (HHI) to explore this, and a national baseline was developed and carried out in 2014 for the PBEA program. The STF baseline and end-line data collection that has been presented in this study was developed cognizant of this - with involvement of HHI – and replicated parts of the national baseline assessment questions, while also adding new elements to the assessment framework informed by the learning since the national baseline a year earlier.

Visit the inter-active national baseline resources on:
www.peacebuildingdata.org/education/uganda

In the aftermath of implementation the strings are pulled together to suggest a framework for assessment of social cohesion in education, building on both the findings in the quantitative data and the more grounded process of assessment in the most significant change assessment.

With this in mind it is suggested to define social cohesion in education along two parameters: 1) Education sector stakeholder participation and collaboration and 2) Capacity of education sector to contribute to peacebuilding. Coupled with long-term indicators on incidents of conflicts and violence in and around education, the following assessment framework is detailed:

Domain of change	Assessment area
Peace in education	<ul style="list-style-type: none"> • Frequency, gravity and type of conflicts in and around education • Prevalence of violence in or associated with education
Capacity of education sector to contribute to peacebuilding	<ul style="list-style-type: none"> • Extent to which curriculum and teaching methods promotes peacebuilding competencies • Extent of equitable access to and retention in education • Pupils' exposure to role models and demonstrated peaceful conflict management in and around schools • Education institutions' capacity to prevent, respond, report and refer incidents of violence
Education stakeholder participation and collaboration	<ul style="list-style-type: none"> • Frequency and character of interaction between parents, schools, pupils and duty bearers • Dispute management practices within schools • Dispute management practices between schools and communities • Community/parental involvement in school management • Institutionalization of inclusive, child-friendly and dialogue-based platforms of education stakeholder interaction (vertical and horizontal) • Extent of cross-sectorial collaboration (i.e. administratively, among duty bearers).

This framework could inform assessment of change over a multi-year period to evidence progress towards social cohesion and peacebuilding in and through education. The domains of change and assessment areas have been informed by an iterative assessment and learning process throughout the duration of the 4-year PBEA intervention in Uganda, and aspires to contribute to heightening the analytical starting point for the next wave of conflict-sensitive education programming, and particularly monitoring of these.

Conclusion

The intervention was designed to increase awareness about conflict drivers in education, strengthen youth competencies in peacebuilding and access to established community structures for conflict management, as well as promote collaborative partnerships around education in local communities. In all of these aspects the intervention has been found to be highly successful, and the C4D-informed strategy of intervention has been effective in cultivating change across a wide range of target segments.

The study documents significant changes in key outcome and impact indicators for the program in 3 out of 20 target Districts. The consistency in findings across districts and triangulated data sources is seen as an indicator of reliability of the evidence and likely validity of the findings for the project as a whole.

It is suggested that the intervention is replicated and scaled to enhance conflict management capabilities around education, foster gender-transformative norm changes in relation to education and strengthen relationships that benefit children's' educational experience. Recommendations are made about how the program approach can be utilized complementarily alongside other related interventions, and how results may be mutually augmented through such partnerships.

The study has been a piece in wider process of qualifying concepts and factors of social cohesion in education, and as a reflective learning point suggests an analytical framework to be used in development and monitoring of future Education for Peace programming.