PEACEBUILDING, EDUCATION AND ADVOCACY IN CONFLICT-AFFECTED CONTEXTS PROGRAMME

UNICEF Uganda

2014 Annual Report
Map of Uganda
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>C4D</td>
<td>Communication for Development</td>
</tr>
<tr>
<td>CDRM</td>
<td>Conflict and Disaster Risk Management</td>
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<tr>
<td>CSO</td>
<td>civil society organization</td>
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<tr>
<td>E4PB</td>
<td>Education for Peacebuilding</td>
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<tr>
<td>ECD</td>
<td>early childhood development</td>
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<tr>
<td>ESARO</td>
<td>Eastern and Southern Africa Regional Office (UNICEF)</td>
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<td>FENU</td>
<td>Forum for Education NGOs Uganda</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>IIPE</td>
<td>International Institute of Education Planning (UNESCO)</td>
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<tr>
<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<tr>
<td>IPSS</td>
<td>Institute for Peace and Strategic Studies</td>
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<tr>
<td>M&amp;E</td>
<td>monitoring and evaluation</td>
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<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
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<td>MoGLSD</td>
<td>Ministry of Gender, Labour and Social Development</td>
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<tr>
<td>MoRES</td>
<td>Monitoring Results for Equity System</td>
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<tr>
<td>NGO</td>
<td>non-governmental organization</td>
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<td>PBEA</td>
<td>Peacebuilding, Education and Advocacy programme</td>
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<tr>
<td>PCA</td>
<td>Programme Cooperation Agreement</td>
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<tr>
<td>PTC</td>
<td>Primary Teacher College</td>
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<tr>
<td>PTE</td>
<td>Primary Teacher Education</td>
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<tr>
<td>RTRR</td>
<td>Reporting, Tracking, Referral and Responding (RTRR Guidelines on Violence against Children in Schools)</td>
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<tr>
<td>STF</td>
<td>Straight Talk Foundation</td>
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<td>T4D</td>
<td>Technology for Development</td>
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<td>UNDAF</td>
<td>United Nations Development Assistance Framework</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UPF</td>
<td>Uganda Police Force</td>
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<tr>
<td><strong>Contribution Summary</strong></td>
<td></td>
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<tr>
<td>--------------------------</td>
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<tr>
<td><strong>Project Name</strong></td>
<td>Peacebuilding, Education and Advocacy (PBEA) programme</td>
</tr>
<tr>
<td><strong>Donor</strong></td>
<td>Government of the Netherlands</td>
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<tr>
<td><strong>Programme Country</strong></td>
<td>Uganda</td>
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<tr>
<td><strong>Purpose of the Contribution</strong></td>
<td>To strengthen the transformative potential of education in conflict-affected contexts to support cohesive societies and human security</td>
</tr>
<tr>
<td><strong>PBEA Programmable Contribution Amount (2014)</strong></td>
<td>US$3,300,000</td>
</tr>
<tr>
<td><strong>PBEA Reference</strong></td>
<td>SC110667</td>
</tr>
<tr>
<td><strong>UNICEF Progress Report No.</strong></td>
<td>3</td>
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<tr>
<td><strong>Date Prepared</strong></td>
<td>March 2015</td>
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<td><strong>Period Covered</strong></td>
<td>1 January 2014 – 31 December 2014</td>
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Executive Summary

This past year, 2014, was a transitional period for the Peacebuilding, Education and Advocacy (PBEA) programme in the UNICEF Uganda Country Office, with significant changes in staffing and an overall sharpening of the programme so that it would have a stronger peacebuilding lens. In January 2014, the Uganda Country Office recruited a Peacebuilding Specialist, which enabled the PBEA programme to strengthen its peacebuilding focus and gain greater technical capacity – two factors that benefited not only the PBEA, but also UNICEF’s education (e.g., the Keep Children Learning initiative) and other country-level programmes. Significant time was spent revisiting programmatic approaches and objectives with staff and partners to generate ownership and greater commitment to overall objectives.

Key management tools – the Operational Matrix and the monitoring and evaluation (M&E) framework – were updated and improved, which gave greater strategic focus to the PBEA in 2014 and will help guide activities in 2015. Overall, this approach has led to several positive outcomes, including stronger programme design, better informed UNICEF staff and partners, strengthened relationships with government counterparts, and a solid research/knowledge base to pursue PBEA advocacy and programming in 2015. Furthermore, key partnerships were strengthened (e.g., a UNICEF and Ministry of Education and Sport Advisory Committee was established), while new ones were developed (e.g., the Office of the Prime Minister became a focal point agency for national peacebuilding efforts in Uganda). Also, new and/or amended Programme Cooperation Agreements (PCAs) were signed in 2014 that include significant technical inputs on mainstreaming conflict sensitivity and peacebuilding, and M&E – all of which support strategic-level results.

Tangible results were delivered under Outcomes 1 and 2 in terms of integrating education and peacebuilding. A mapping of the conflict reduction/peacebuilding landscape in Uganda was undertaken during the first quarter of the year, while significant advocacy and capacity building by key government officials and other stakeholders took place during the second, third and fourth quarters. These activities resulted in raising awareness of conflict-sensitive education (CSE) and education for peacebuilding (E4PB) approaches. It also resulted in the inclusion of conflict-sensitive and peacebuilding parameters in public policies, which were later endorsed by the Government of Uganda in support of UNICEF’s work on tackling violence against children and promoting equitable access to education through early childhood development (ECD). Hundreds of government officials, civil society members and UNICEF staff were trained on conflict-sensitive and peacebuilding approaches. Women were specifically targeted to participate in the trainings, and gender sensitivity was featured as part of the PBEA’s overall approach.

Meaningful progress was made under Outcomes 3 and 4 by using community dialogues (barazas) as a way to raise community awareness on violence against children and other causes of conflict. A cross-sectoral component – jointly implemented by UNICEF’s Education and Child Protection sections – also served to strengthen the capacity of institutions and systems that were established to tackle violence against children.

Along with this, youth-led advocacy initiatives – meant to mobilize and enhance the capacity of young boys and girls and promote peace at the national and local levels – were implemented in 28 districts across the country. U-report has been employed as a unique platform to promote the role of youth in building sustainable peace in Uganda, and 50,000 new U-reporters were recruited in 2014. U-report was leveraged to showcase the positive contributions youth can make in peacebuilding by way of UNICEF-supported celebrations on days such as the International Day of Peace.
In promoting social cohesion and community resilience, significant progress was made by delivering ECD services to the most marginalized, while the innovative monitoring platform EduTrac meaningfully contributed to enhancing the quality of education services in the districts where it was deployed.

In terms of generating knowledge under Outcome 5, an update of the 2012 conflict analysis took place in 2014. This was done in collaboration with UNICEF’s research partner, the University of Gulu’s Institute for Peace and Strategic Studies (IPSS). The study built on the previous conflict analysis by deepening UNICEF’s understanding of the district-level dynamics of conflict, and also investigating the relationship between education and conflict in 28 of the PBEA-focus districts. Specific conflict drivers were found, which enabled the Country Office to identify strategic areas of ‘education for peacebuilding’ investment. Three case studies were developed on violence against children and ECD in 2014, and one article was published in the Journal of Peacebuilding and Development in December 2014 that showcased the role of innovations and technology in promoting peace through education. Significant time was spent on Outcome 5 to develop clear links between global research initiatives and the programmatic priorities of the Uganda Country Office; generate evidence to support UNICEF’s advocacy efforts; and build the capacity of local research institutes so they become long-term strategic research partners of the PBEA programme.
1. PBEA Programme Overview

The PBEA programme aims to foster social cohesion and resilience in conflict-affected contexts through education and advocacy for peacebuilding. The vision for the programme in Uganda balances the need for building resilience in both institutions (by strengthening the capacity of government entities to address the root causes of conflict) and communities (through individual and collective mobilization on peace initiatives, violence reduction interventions and conflict mitigation strategies).

The PBEA programme was launched in Uganda in 2012 and remains a complex multi-sectoral intervention engaging the Government of Uganda through the Ministry of Education and Sports (MoES), the Ministry of Gender, Labour and Social Development (MoGLSD) and the Office of the Prime Minister, along with NGOs and partners in 28 districts.\(^1\) The PBEA’s core interventions are led and managed by UNICEF’s Basic Education Section (e.g., ‘Keep Children Learning’), although significant components were delivered in tandem with the agency’s Child Protection (e.g., ‘Keep Children Safe’), Communication for Development (C4D), Partnerships, Youth Engagement and Technology for Development (T4D) sections.

The 28 PBEA focus districts were prioritized based on results from the 2012 UNICEF conflict analysis and include all districts in the Karamoja region (Abim, Amudat, Kaabong, Kotido, Moroto, Nakapiripirit and Napak), 12 districts in northern Uganda (Agago, Amuru, Arua, Gulu, Lamwo, Kitgum, Nebbi, Nwoya, Oyam, Pader, Yumbe and Zombo), and 9 districts in western Uganda (Bundibugyo, Kabale, Kabarole, Kanungu, Kasese, Kisoro, Kyenjojo, Ntoroko and Ntungamo).

The PBEA programme’s scope and complexity has necessitated building the capacity of UNICEF and its partners to effectively manage and deliver results. The Uganda Country Office fast-tracked PBEA implementation in July 2012 by initiating a pilot programme that revised existing education interventions so their new focus addressed conflict and promoted peace. This fast-tracking enabled the Country Office to carry out a comprehensive conflict analysis in the second half of 2012, the findings of which informed programmatic entry points and theories of change that address the causes of conflict identified.

In 2014, a Peacebuilding Specialist was appointed in the office, and while gains were made in all outcome areas, significant progress were made under Outcomes 1, 2 and 5. In 2014, key national planning processes involving the Government of Uganda, the United Nations Country Team and UNICEF put their focus on generating evidence, advocating for the inclusion of CSE and E4PB approaches in education and sector plans, and building the capacity of stakeholders to internalize and advocate for such approaches. The development of the Country Office’s new Country Programme 2016–2020 framework provided UNICEF with a unique opportunity to mainstream conflict-sensitive and peacebuilding approaches throughout its work in all sectors. In 2014, the expiration and/or amendment of four PCAs slowed down the implementation of PBEA activities under Outcomes 3 and 4, although it did give the PBEA team an opportunity to fine-tune partner-led interventions and adjust the programme focus to respond to new findings from the conflict analysis update carried out mid-year.

The conflict analysis update helped UNICEF significantly sharpen its theories of change/strategic focus and emphasize nexus areas between education and the causes of conflict. Carried out in partnership with IPSS, the analysis showed strategic areas where peacebuilding investments are more likely to yield tangible results. Outcome statements and indicators have been sharpened and refined, and new activities were planned for 2015 will that support the roll-out of policies developed in 2013–2014 and build capacity to

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\(^1\) PCAs were signed with the Uganda Scouts Association, the Forum of Education NGOs in Uganda (FENU), the Straight Talk Foundation (STF) and BRAC.
operationalize them at the district level. The changes in outcome statements and indicators have arisen through a process of consultation with our four non-governmental organization (NGO) partners whose PCAs have been amended and/or extended, as they were expiring at the end of 2014. The process of reviewing their results frameworks has driven most of the changes in UNICEF’s new 2014–2015 Operational Matrix, reflecting the strong partnership focus of the Uganda Country Office’s PBEA programme.

The following adjustments were made to the programme framework/Operational Matrix, which have been progressively transitioned into the 2014 programme to be fully applicable in 2015, including:

- Refined theories of change;
- Narrowed down conflict drivers tackled by the programme following the 2014 conflict analysis update and focusing more strongly on those ‘nexus’ areas between education and conflict drivers;
- Sharpened country-level outcome statements;
- Refined output/outcome-level indicators to strengthen the ability to measure and capture impact in this crucial final year of programming; and
- Introduction of new activities for 2015 to support the roll-out of policies developed in 2013–2014 and build capacity to operationalize them at district level.

The sharpened PBEA theories of change and rationales have been included under relevant outcomes in the Results section to better contextualize 2014 results and the strategic focus of the 2014–2015 programme and PBEA investments:

- Continue to build capacity of key institutions (MoES, District Education Officers, key education civil society organizations (CSOs)) to mainstream CSE/E4PB approaches;
- Support the roll-out and operationalization of key policies developed/infused with CSE/E4PB approaches, including their incorporation into district policies and plans;
- Support local education authorities’ outreach to and dialogue with communities around education service planning and delivery;
- Promote peacebuilding by supporting a ‘child-friendly schools’ approach through strategic programme areas like ECD and violence against children that encourage greater community engagement in education while challenging inequity/exclusion and ‘cultures of violence’; and
- Promote adolescent/youth engagement and participation through the acquisition of relevant life skills and peacebuilding competencies in formal/informal education settings.

It is foreseen that the 2015 programme will build upon 2014 gains under Outcomes 1, 2, and 5 (policy, capacity, evidence/knowledge) to drive programming under Outcomes 3 and 4 to harvest strategic level results around social cohesion and resilience.

2. **Country Profile**

2.1. **Overview**

<table>
<thead>
<tr>
<th>Country profile</th>
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<tbody>
<tr>
<td>1. Full country name</td>
<td>Uganda</td>
</tr>
<tr>
<td>2. Area</td>
<td>241,000 km²</td>
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</tbody>
</table>
5. Life expectancy, male 52.2 (World Stat)
6. Life expectancy, female 54.3 (World Stat)

### National education indicators

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<tr>
<th></th>
<th>Description</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Number per 100 population, mobile phones</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>Number per 100 population, Internet users</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>Pre-primary school participation, gross enrolment ratio (%), male</td>
<td>9.67% (MoES)</td>
</tr>
<tr>
<td>10</td>
<td>Pre-primary school participation, gross enrolment ratio (%), female</td>
<td>9.81% (MoES)</td>
</tr>
<tr>
<td>11</td>
<td>Primary school participation, gross enrolment ratio (%), male</td>
<td>109.7% (MoES)</td>
</tr>
<tr>
<td>12</td>
<td>Primary school participation, gross enrolment ratio (%), female</td>
<td>110.3% (MoES)</td>
</tr>
<tr>
<td>13</td>
<td>Primary school participation, net enrolment ratio (%), male</td>
<td>92.9% (MoES)</td>
</tr>
<tr>
<td>14</td>
<td>Primary school participation, net enrolment ratio (%), female</td>
<td>94.6% (MoES)</td>
</tr>
<tr>
<td>15</td>
<td>Primary school participation, net attendance ratio (%), male</td>
<td>N/A</td>
</tr>
<tr>
<td>16</td>
<td>Primary school participation, net attendance ratio (%), female</td>
<td>N/A</td>
</tr>
<tr>
<td>17</td>
<td>Secondary school participation, net enrolment ratio (%), male</td>
<td>22.4% (MoES)</td>
</tr>
<tr>
<td>18</td>
<td>Secondary school participation, net enrolment ratio (%), female</td>
<td>23.3% (MoES)</td>
</tr>
<tr>
<td>19</td>
<td>Secondary school participation, net attendance ratio (%), male</td>
<td>N/A</td>
</tr>
<tr>
<td>20</td>
<td>Secondary school participation, net attendance ratio (%), female</td>
<td>N/A</td>
</tr>
<tr>
<td>21</td>
<td>Number of out-of-school children and youth, male</td>
<td>N/A</td>
</tr>
<tr>
<td>22</td>
<td>Number of out-of-school children and youth, female</td>
<td>N/A</td>
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### Conflict and disaster indicators (where applicable)**

<table>
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<tr>
<th></th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>23</td>
<td>Number of violent deaths</td>
<td>N/A</td>
</tr>
<tr>
<td>24</td>
<td>Number of conflict incidents</td>
<td>N/A</td>
</tr>
<tr>
<td>25</td>
<td>Number of natural disasters recorded (floods, earthquakes)</td>
<td>N/A</td>
</tr>
<tr>
<td>26</td>
<td>Number of internally displaced persons, male</td>
<td>30,130, (OCHA, 2015)</td>
</tr>
<tr>
<td>27</td>
<td>Number of internally displaced persons, female</td>
<td>N/A</td>
</tr>
<tr>
<td>28</td>
<td>Number of refugees, male</td>
<td>405,300 (OCHA, 2015)</td>
</tr>
<tr>
<td>29</td>
<td>Number of refugees, female</td>
<td>N/A</td>
</tr>
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2.2. Changes in the Country Context

The operational context for the PBEA programme has remained largely unchanged since the 2013 report. The situation in Uganda is stable, although there are pervasive and latent causes of conflict at the national and community levels. As the next presidential elections loom (2016), campaigning is already under way and has fuelled tensions at the local level between the dominant National Revolutionary Movement and opposition parties. Political fault lines have ethnic and regional dimensions, which tend to centre on conflict drivers such as access to resources, land and mineral/oil exploration. Addint to these issues is the main cause of conflict in Uganda: the disenfranchised youth who make up 71 per cent of the population and hold grievances about being excluded from accessing services, opportunities and socio-political participation.

However, changes in the Government have led to new opportunities for advocacy and policy work. The Office of the Prime Minister is UNICEF’s main government partner in leading efforts on conflict prevention and mitigation, conflict/disaster risk reduction and post-war reconstruction efforts in Northern Uganda. The Government’s Department of Relief, Disaster Preparedness and Management chairs the National Conflict Prevention and Peacebuilding Platform and has brought together government and non-government partners to engage in peacebuilding programming. Positive changes in the relationship between the Office of the Prime Minister and development partners opened up a space for UNICEF’s PBEA team to engage in discussions with the Department of Relief, Disaster Preparedness and Management about collaborating on peacebuilding initiatives. The appointment of a new prime minister also improved the potential for greater collaboration, and created opportunities to promote the transformative role of education in conflict-affected contexts.

3. Conflict Analysis

An update of the 2012 conflict analysis took place in 2014. UNICEF and IPSS updated the earlier conflict analysis, which deepened stakeholder understanding of the district-level dynamics of previously identified drivers of conflict. This update also enabled researchers to investigate the relationships between education and conflict in the 28 focus districts. All conflict drivers identified at the national and regional levels remain unchanged, although findings show that certain communities are growing increasingly frustrated with regard to undelivered promises of prosperity and service improvements (with reference to delayed oil extraction). There are still grievances about inequitable and inadequate services, as well as concerns about excluded and disenfranchised youth – a valid worry since these youth are vulnerable to political mobilization and to anti-social behaviours that can undermine social cohesion in their communities. District-specific causes of conflict have been drawn from the analysis and now inform all aspects of UNICEF’s PBEA programme delivery. They have also enabled the Country Office to identify strategic areas of E4PB investment.

Participants in the field study included central- and local-level education sector officials, teachers, students, civil society members and parents/community leaders who overwhelmingly acknowledged that conflict continues to undermine access to, and enjoyment of, education services. Additionally, participants recognized the distinct role education can play in fuelling and addressing conflict.

The main conflict drivers identified at the level of education service delivery included:

- Inequity and exclusion from education;

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2 This is following the 2012 corruption scandal in the Office of the Prime Minister, when high-level officials misappropriated millions in donor funds. This constrained the ability of international development partners to engage in direct budget support between 2012 and 2013.
• Poor quality (e.g., teacher performance) and relevance (e.g., thematic curriculum) of education;
• Inadequate infrastructure and resources;
• Alleged mismanagement of education resources;
• School-community disputes over land;
• Violence (including sexual and gender-based violence) against children in schools and communities;
• Adolescent/youth exclusion from education (formal/non-formal) and socio-economic opportunities; and
• Reported discriminatory practices based on gender/ethnicity/religion/diverse abilities in schools, which affect staff and students.

Key recommendations pointed to areas of education where conflict is most prevalent, and identified context-sensitive strategies and interventions. These have been incorporated into UNICEF’s programme design for 2015 in the Operational Matrix and renewed PCAs. They include:

• Creating attitudinal and behavioural change for development;
• Exchange of ideas to bridge sociocultural divides;
• Addressing sociocultural constraints/orientations that affect attitudes, behaviour and access to education;
• Improving teacher welfare and motivation in all spheres;
• School-community dialogues about school properties and their benefits;
• Clearer interpretation/application of the Education Act 2008 and role of ‘Foundation Bodies’ in school administration;
• Multi-stakeholder involvement in decision-making processes so all participants have ownership of initiatives;
• Creating a special needs sensitive teaching-learning environment;
• Improved universal primary and secondary education programming, funding and implementation; and
• Better implementation and acceptance of the thematic curriculum.

The above informed the design of the 2015 PBEA programme by highlighting the need to engage districts more and promote additional community engagement in education. Some of the specific strategies developed related to the findings and recommendations will involve the promotion of partnerships at the district level between communities, education authorities and schools, supporting local education authorities’ outreach abilities, and dialogue with communities concerning education service planning and delivery.

To share the findings of the analysis update, a policy meeting took place with members of the MoES PBEA Advisory Committee to validate the identified causes of conflict and discuss ways to address them. Another example was a briefing for the visiting European Union delegation that took place in November, where UNICEF gave an introductory presentation on the PBEA programme and led a discussion about the need to continue to address conflict drivers through social services such as education. The findings of the updated conflict analysis informed the PBEA team’s review of the Uganda National Development Plan II (2015–2020), along with the Country Office’s new Country Programme Situation Analysis. Relevant inputs also fed into a review of the new United Nations Development Assistance Framework (UNDAF) for Uganda (2016–2020).

3 The five-year Uganda National Development Plan is drafted by the National Planning Authority and sets out the macroeconomic growth targets and priority public-sector development programmes. The current plan runs until the end of 2015, and its successor will cover the period from 2016 to 2020.
4 The UNDAF is a programme document drafted by a government and the United Nations Country Team that outlines the collective actions and strategies of the United Nations towards achieving national development outcomes. The current Uganda UNDAF will lapse in 2015 with the next one covers 2016–2020.
4. 2014 Results

4.1. Global Outcome 1 – Integrating peacebuilding and education

**Theory of Change Outcomes 1.1/1.2:** If key peacebuilding actors recognize the role of education as a key social service that can promote social cohesion and resilience at the community level, then more investments will be made to promote CSE/E4PB in Uganda. Moreover, if the education sector is able to address issues that continue to fuel conflict through the mainstreaming of CSE/E4PB approaches into policies and programmes, then education can make a positive contribution to peacebuilding.

The two mutually reinforcing theories of change support the mainstreaming of CSE/E4PB approaches across the programmes and policies of key government institutions and development partners. This will raise awareness of conflict drivers that are often overshadowed by the dominant narrative in Uganda, which is that it is a ‘country at peace’. This narrative masks the ongoing structural violence and grievances that remain unaddressed despite significant reconstruction efforts. Moreover, these theories of change will build institutional capacity to address multiple conflict drivers identified in the 2012 and 2014 conflict analyses, including grievances about inequity/exclusion in education, poor quality/relevance of education, violence against children and sexual and gender-based violence in schools, adolescent/youth exclusion, perceived mismanagement of education resources, lack of trust in institutions/government, discrimination based on gender/religious/ethnic identity in schools, and disputes over school land/resources.

**Country-level Outcome 1.1: Increased integration of education into existing conflict reduction and peacebuilding policies.**

Significant progress was made in 2014 towards integrating education into existing conflict reduction and peacebuilding policies. UNICEF’s advocacy work to promote the inclusion of education into conflict reduction and peacebuilding policies was done based on the premise that gender and other forms of equity in education constitute powerful approaches to addressing conflict. The set target of instilling two peacebuilding policies/processes with education was surpassed as the following frameworks, processes and/or policies were leveraged and strengthened with inputs:

- Conflict sensitivity and education for peacebuilding approaches were incorporated into the 2016–2020 UNDAF draft framework;
- Conflict sensitivity and education for peacebuilding approaches were integrated into UNICEF’s draft 2016–2020 Country Programme Document through the incorporation of findings from the conflict analysis update into the draft 2016–2020 Situation Analysis. Findings were also mainstreamed into other sector programming (ECD, Quality Education and Adolescent Development); and
- UNICEF joined the Office of the Prime Minister-chaired Platform for Conflict Prevention and Peacebuilding, a forum that brought together more than 20 government departments, development partners and CSOs working on conflict mitigation and peacebuilding.

The process of integrating education into the above forged new – and strengthened existing – partnerships between UNICEF and key stakeholders. It also helped the PBEA team raise awareness about the distinct role education has as a peace dividend. Briefings with

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5 The old Outcome 1 has been split into Outcomes 1.1 and 1.2 to reflect the distinct advocacy and capacity-building efforts undertaken to integrate education into peacebuilding and vice versa. Relevant outputs and targets are examined under each of these two outcomes.
stakeholders highlighted the relevance of concepts such as resilience and social cohesion, and these were identified as important development frameworks for Uganda. The emphasis on ‘education for peacebuilding’ advocacy was strategic in nature, as planning processes were under way that presented unique opportunities to integrate education during specific consultations, such as the 2016–2020 Uganda National Development Plan II and the 2016–2020 UNDAF. The briefings emphasized the need to invest in education for peacebuilding return. While the insertion of E4PB elements into the abovementioned frameworks/processes is evidence of stakeholder recognition and support for the PBEA’s theories of change, the long-term impact on conflict drivers will only become evident when these frameworks and policies are rolled out at the district level.

Targets set under Outputs 1.1.1 and 1.1.2 were fully met, with more than 470 interlocutors from the Government, development partners and CSOs were reached through 20 briefings, meetings, workshops and conferences. A summary of key events is summarized below.

**UNICEF joined the Office of the Prime Minister-chaired Platform for Conflict Prevention and Peacebuilding’ and briefed 15 participants at each of the five meetings held on PBEA programming and its overall contribution to Uganda’s national peacebuilding processes.**

**Briefed the First Secretary of Security and Rule of Law from the Embassy of the Netherlands in June and October to discuss PBEA progress and strategic direction of the programme in 2015 and beyond.**

**Briefed a European Union delegation visiting Uganda in November about PBEA and the role of education in addressing conflict.**

**In September, the PBEA team participated in a UNDAF planning meeting on governance, and infused CSE/E4PB approaches into the UNDAF country document.**

**Briefings for the Education Development Partners Group in May, June and December enabled participants to discuss the PBEA and investments to be made in education that promote peace. The June meeting led to a follow-up training of 50 civil servants from the Korean International Cooperation Agency and Korean NGO staff on conflict sensitivity and peacebuilding approaches. The December meeting included the participation of the Global Partnership in Education (GPE) Uganda focal point and resulted in an invitation to participate in planning events prior to the roll-out of GPE in Uganda in 2015 (in order to strengthen E4PB investments).**

**NGOs that are a part of FENU were briefed in August on the PBEA. This was done to support the Forum’s role in advocating for E4PB inputs in the 2014 Education and Sports Sector Review.**

**Members of the recently established PBEA-MoES Advisory Committee and PBEA Advisory Committee were briefed on the goals of the PBEA and related policy developments within the sector that PBEA should be influencing.**

**Country-level Outcome 1.2: Increased integration of CSE/E4PB approaches into education policies and programmes.**

UNICEF’s focus in 2014 involved finalizing and endorsing education policies that mainstream conflict sensitivity and peacebuilding approaches, along with identifying new opportunities in collaboration with the MoES and the newly established PBEA Advisory Committee. New education policies and programmes were infused with conflict-sensitive and peacebuilding approaches, surpassing the outcome targets of two activities. The peacebuilding-imparted Early Learning Development Standards were approved by the MoES in 2014 and disseminated at the national level in the government sectors responsible for education, health and social protection. The process of dissemination supported UNICEF
advocacy in increasing its support to the MoES with regard to early learning. Also finalized in 2014, and endorsed by the MoES, were the Conflict and Disaster Risk Management Guidelines for the Education Sector in Uganda (CDRM Guidelines), which raised awareness about resilience in education among all stakeholders involved in validation workshops at central and district levels. Building the capacity of government and CSO stakeholders was done in partnership with the International Institute of Education Planning (IIIEP) of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNICEF’s Eastern and Southern Africa Regional Office (ESARO), and enabled the Country Office to identify entry points for the inclusion of conflict-sensitive and peacebuilding approaches, such as mainstreaming CDRM into forthcoming education planning processes at central and district levels.

Following the integration of peacebuilding components into the Primary Teacher Education (PTE) curriculum in 2013, UNICEF supported Primary Teacher Colleges (PTCs) tutors in effectively implementing the revised PTE curriculum. Trainings and briefings were carried out to ensure that tutors had the skills and capacity to deploy the peacebuilding components of the PTE curriculum. Aside from the curriculum content, sessions provided a platform for the MoES, PTC administrators and tutors to address some of the issues affecting PTCs, such as: gaps in service and pay, perceived unfairness in the selection of participants for professional trainings, misinterpretation of the curriculum, and inadequate resources and staff. An action plan to address these challenges was developed.

Gender-sensitive education and peacebuilding
The integration of conflict sensitivity and peacebuilding includes a distinct component of gender sensitivity in order to address gender-specific conflict drivers identified such as sexual and gender-based violence in schools or gender disparities in access and education attainments. One area of work where gender mainstreaming has been successful at highlighting the valuable contribution of conflict sensitivity in improving access to, and quality of, education is around violence against children. PBEA support to education policies, specifically addressing pervasive violence against boys and girls in schools, also generated crucial outcomes, with the finalisation of the ‘National Strategic Plan and national Action Plan on Violence Against Children in Schools’ and the Reporting, Tracking, Referral, and Response Guidelines on Violence Against Children in Schools’. These two policies have greatly contributed to the understanding that education is a platform that can be used to address conflict in schools and communities.

The MoGLSD, which co-chairs the Inter-Sectoral Committee on Violence against Children, has been closely involved at every step of the drafting and endorsement of these policies.

Advocacy to integrate conflict-sensitive approaches in education was undertaken by FENU, an umbrella organization representing more than 60 education NGOs in Uganda. Through this engagement, FENU successfully initiated structural changes to improve the MoES’ review, planning and budgeting process. Among the recommendations adopted are changes in the ministry’s timetable to bring planning and budgeting together and reinstating the planning and budgeting workshop this year. FENU also coordinated civil society input into the US$100 million GPE grant process since 2012. One of civil society’s recommendations was that Uganda must stop decreasing the education budget for the next three years – a suggestion that was adopted as a key condition for Uganda to receive the grant. FENU also successfully lobbied with the MoES or the establishment of a ministerial gender working group within the MoES, and brought together, communities, teachers, trade unions, religious institutions, district officials and government representatives to campaign for improved education for children with disabilities during Global Action Week, during which NGOs initiated joint action throughout the country.

The PBEA team engaged with international donors through the Education Development Partners group. With UNICEF as chair of the group in 2014, the PBEA team was able to

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6 The group consists of bilateral and multilateral development partners that support the education sector in Uganda.
actively engage with partners to present PBEA progress and obtain feedback on the programme’s focus and interventions. A key outcome of this engagement was a follow-up meeting with the GPE focal point to discuss the integration of CSE/E4PB approaches into the GPE grant in Uganda. Additionally, conflict-sensitive and peacebuilding approaches were integrated into UNICEF’s own education programmes, as well as into proposals submitted for the Country Office’s new 2016–2020 Country Programme. Briefings took place with UNICEF colleagues across sections, and technical inputs were submitted to draft proposals. The Situation Analysis has integrated causes of conflict linked to education, while conflict sensitivity and education’s contribution to resilience and social cohesion was integrated into the overall theory of change of the new country programme. Achievements linked to policy advocacy and strengthening institutional capacity to integrate conflict-sensitive and peacebuilding approaches into education are summarized below.

The Output 1.2.1 target of briefing 200 stakeholders on the findings of the 2014 conflict analysis update was partially met. Some 150 government and civil society representatives and development partners were briefed on findings from the analysis. Final validation meetings and publication are scheduled in early 2015.

The target of identifying, training and mobilizing 5 government experts under Output 1.2.2a was surpassed, as the PBEA Advisory Committee reached out to 12 MoES officials who are now fully informed of PBEA goals and are committed to integrating conflict-sensitive and peacebuilding approaches to policies and programmes developed and implemented in their sectors.

The target of 2,500 ECD recipients receiving the Early Learning Development Standards under Output 1.2.2b was met, and the target of one core PTC piloting the PTE under Output 1.2.2c was surpassed, with 15 core PTCs now deploying the guidelines.

The target of 22,000 schools receiving the guidelines under Output 1.2.2d and the target of 11 districts mainstreaming CDRM into their district development plans under Output 1.2.4 have been set as new targets for 2015.

4.2. Global Outcome 2 – Building institutional capacities

**Theory of Change Outcomes 2.1/2.2:** If the capacity of central/local government and key education/peacebuilding actors to promote/deliver CSE/E4PB is enhanced, then the potential of the education sector to address conflict drivers and promote peace will be increased. If education authorities can positively contribute to addressing conflict drivers, then social cohesion will be enhanced through improved partnerships between authorities and communities around education service planning and delivery. If education authorities, schools, learners, parents, communities and key civil society actors come together to promote ‘safe schools’, then cultures of violence will be challenged, thereby contributing to building peace in and around schools.

The three mutually reinforcing theories of change support social cohesion by building the capacity of institutions and communities to engage in collaborative partnerships with education institutions to realize and maximize the peacebuilding impact of education. Using formal and non-formal education institutions as entry points for community-level peacebuilding to tackle violence against children promotes social cohesion and resilience by challenging cultures of violence and conflict drivers that divide communities along gender, age, religious or ethnic lines.
Outcome 2.1: Increased capacity of UNICEF, the MoES, post-conflict districts and other partners to supply CSE/E4PB.

The focus on capacity building in 2014 was strengthened by the recruitment of a Peacebuilding Specialist. A number of specific training products were developed and delivered to UNICEF staff, MoES counterparts, District Education Officers and civil society counterparts to support the understanding and integration of CSE and E4PB approaches. Women were specifically targeted to participate in the trainings, and gender sensitivity featured as part of an overall conflict-sensitive approach. The target of getting two institutions to apply conflict-sensitive and peacebuilding approaches to their work has been met, as the vast majority of officials trained in 2014 indicated greater knowledge, skills and confidence in their ability to integrate these approaches in their work. For example, central- and local-level officials trained by the Inter-Agency Network for Education in Emergencies (INEE) and the PBEA team in July were asked to rate the relevance of content to their needs, and when asked how they would apply what they learned through the training, they gave some of the following examples: “[To] Identify and integrate conflict-sensitive education strategies into the teacher training programme;” to “work with the district-level governments to use conflict-sensitive approaches in identifying their target beneficiaries;” and to “apply the knowledge learned to minimize conflict in education and train others to be conflict-sensitive.”

As follow-up to this training, INEE facilitated two workshops in July 2014 to build the capacity of central- and district-level counterparts to mainstream conflict sensitivity into their education policies and programmes. Evaluations indicated an increase in knowledge but also greater confidence in applying the skills acquired.

Figure 1 – First training for MoES officials

“I go away from this training satisfied that I know more about CSE than when I came for the training.”
INEE Training Participant, July 2014
Evaluation of the Uganda Country Office-ESARO-UNESCO joint CDRM capacity-building intervention in Southern and Eastern Africa (with a special focus on Uganda) showed a high degree of internalization of key concepts and approaches. In all, 41 out of 44 participants in the regional training in October responded that their overall impression of the seminar was ‘excellent’ (17) or ‘good’ (24). Up to 98 per cent of participants strongly agreed or agreed with the following statements: ‘The content of the seminar was relevant to my work’ and ‘What I have learned will impact on the way I work’. In addition, 100 per cent of participants in follow-up trainings noted the applicability of training content and the impact it had on their work.

Based on such activities, officials have reached out to UNICEF for support in integrating the knowledge and skills gained through training. For example, National Curriculum Development Centre counterparts invited the PBEA team to review the Lower Secondary Curriculum in 2015 and integrate CSE/E4PB components in schools in the 28 PBEA focus districts. Moreover, skills and knowledge delivered through trainings have been transmitted onto others. Following the training of 27 Teacher Trainers on the application of the peacebuilding-mainstreamed PTE curriculum, another 1,103 District Inspectors Principals, UNICEF District Programme Officers, coordinating centre tutors and pre-service tutors were targeted in 15 PTCs. A comprehensive follow-up to demonstrable their increased capacity will be carried out in 2015.

In 2014, the Uganda PBEA team facilitated a number of trainings targeting key stakeholders at central and district levels. The **Output 2.1.1** target of training 5 MoES officials and 22 District Education Officers was surpassed, as 198 government and civil society counterparts were trained on CSE and E4PB approaches. A training workshop for members of the Inter-Sectorial Committee on Violence against Children targeted 17 officials (10 women) from the MoES and MoGLSD, while another was organized for 45 (9 women and 36 men) Uganda Scouts leaders. The two INEE trainings in July targeted education officials at central (32 participants, with 53 per cent women) and district levels (30 participants, with 20 per cent women). These participants were trained on CSE approaches, how to conduct conflict analyses, and INEE’s guiding principles on integrating CSE policy and programming in conflict-affected and fragile contexts.
The CDRM workshops coordinated by IIEP aimed to strengthen national capacities to mainstream conflict/disaster risk management into education policies and plans. Over the course of three workshops between October and December, 64 (28 women) officials from ministries of education in Uganda and East Southern African countries received training. Additionally, in December a training workshop for 27 Teacher Trainers was held to support the dissemination of the PTE curriculum. The capacity of UNICEF staff was also strengthened in 2014, as 26 staff based in Kampala and three Zonal Offices were trained on CSE/E4PB approaches. Seventy five per cent of participants said they felt confident in applying CSE/E4PB concepts and tools into their daily work following the training.

Outcome 2.2: Institutional systems and capacities to prevent and address violence against children in schools are strengthened.

The capacity of institutions and systems to tackle violence against children have been significantly strengthened in 2014 by way of this cross-sectoral component of PBEA – jointly implemented by the UNICEF Education and Child Protection sections. Capacity building and mentoring work with the MoES, MoGLSD, the Uganda Police Force (UPF) and the Inter-Sectoral Committee on Violence against Children led to the development of policy and institutional frameworks at central and local levels that provide effective responses to violence against children. A strong gender perspective informed all efforts under this outcome – and with a clear understanding that such violence affects boys and girls differently; therefore, distinct approaches are required. This was reflected in policy documents finalized with PBEA support, such as the 'National Strategic Plan and National Action Plan on Violence Against Children in Schools and the Reporting, Tracking, Referral, and Response (RTRR) Guidelines on Violence Against Children in Schools. The process of developing these policies has built strong partnerships between ministries and other institutions. Moreover, indicators to address violence against children in schools have been incorporated in the EMIS, which is yet another sign of commitment by the MoES to create safe school environments.

The establishment of an Inter-Sectoral Committee took place in 2014 and had significant impact at the outcome level. The 27-member committee is co-chaired by the MoES and MoGLSD and includes representatives of the Parliamentary Forum for Children, teachers and student unions, and the UPF, among others. The Committee met every two months in 2014 to develop strategies and harmonize interventions, and its role in driving the development of the national strategy and RTRR on violence against children was crucial. Regional consultations and national validation events took place in six regions of Uganda and attracted 1,337 participants – ultimately raising their awareness of violence against children.

Ongoing capacity building and mentoring by UNICEF served to enhance the capacity of UPF to tackle violence against children. Training workshops targeting the force’s Child and Family Protection Unit, Criminal Investigation and Intelligence Department, District Police Commanders and Regional Police Officers enabled the police to respond to 2,377 cases of violence against children. In conjunction with the training, a standardized national data collection tool was reviewed and presented to the Police Administrative Council. Sixty UPF officers responsible for data compilation gained practical skills on use of the form, which will enhance the process of case management by simplifying recording, referral, response and analysis of reported cases. In addition, the Police Administrative Council has received updates on issues resulting from field-level interactions. Such engagements at the national level have resulted in increased ownership of programme activities and consequent remedial actions, while also promoting a shift in organizational culture towards zero-tolerance for violence against children.
As a result of the violence against children campaigns, harmonized community awareness programmes were drawn by the UPF in several PBEA focus districts. Increased reporting of cases of violence against children, including defilement, female genital mutilation, child marriage and denial of education rights, has led to more robust and coordinated responses by the District Chain-Linked Coordinating Committees. For example, a case of female genital mutilation involving seven girls was registered at Moroto Central Police Station. Thanks to the quick intervention of the Police and District Chain-Linked Members, the accused were arrested and prosecuted. Overall, this intervention improved the supervision and monitoring of district work, which was not regularly done in the past. On a quarterly basis, representatives from the Child and Family Protection Unit, Criminal Investigation and Intelligence Department and national-level researchers travel to 20 target districts to mentor District Officers in processing juvenile cases. They are thus able to identify gaps and leverage resources from other agencies to support the work of the UPF in tackling violence against children.

The capacity of the MoGLSD to prevent and respond to violence against children was also greatly improved following the operationalization of the National Child Helpline service, which was rolled out in January 2014 and was officially launched in June. The service is now accessible on four main telecom networks, and provides children and the general public with an alternative avenue for reporting incidents of violence against children that take place in school, at home or within the wider community. The MoGLSD took on full management responsibility of the service. The national call centre previously run by the Uganda Child Rights NGO Network was handed over to the Ministry in December 2014. A national steering committee was formed, which will be responsible for overseeing the delivery of the service. Two committee meetings were held during the year, resulting in the endorsement of the committee terms of reference, approval of the brand manual and the communications strategy, and constitution of a communication sub-committee that will focus on publicizing the service. Progress in building institutional capacity and systems strengthening to tackle violence against children was supported in the following ways:

Output 2.2.2 (RTRR developed and disseminated) was partially met, as the guidelines were endorsed in December. However, during the development of these policies, several consultative and awareness-raising events took place targeting duty bearers such as district leadership, head teachers, school management committees and religious leaders, attracting more than 1,337 participants (864 women).

Targets under Output 2.2.4 (developing and disseminating the Revised Teacher’s Code of Conduct) were met, with a total of 1,522 schools/institutions being reached through dissemination and awareness-raising activities that attracted 18,622 teachers in 14 districts. Interventions contributed to increased awareness regarding the need to protect children from abuse and the central role of teachers in this endeavour.

In 2014, 300 police school outreach sessions were carried out in 20 districts, surpassing the target of 40 set for Output 2.2.5. This intervention reached 106,642 children (49,723 females) in 500 primary and secondary schools to contribute to increased awareness of reporting mechanisms and vigilance in monitoring cases of violence in schools. In addition to primary schools (249), police

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7 Committee representatives include the MoES, the Ministry of Information and Communication Technology, the National Union of Disabled Persons in Uganda, the National Information and Technology Authority, the Uganda Communications Commission, the Private Sector Foundation, the Office of the Prime Minister, the UPF, the Uganda Youth Development Link, the Uganda Child Rights NGO Network, Action for Children, the African Network for the Prevention and Protection against Child Abuse and Neglect, and UNICEF, under the chairmanship of the MoGLSD.

8 Outputs 2.2.1 and 2.2.3 are new additions to the 2015 operational matrix to reflect activities undertaken that were not planned under the 2014 matrix but were implemented with significant impact.
school outreach sessions have been expanded to target secondary schools (51) to help them tackle increased violations, child pregnancy and marriage, which often lead to increased high school drop-out rates. The UPF now has in-house capacity to engage with children in an age-appropriate and gender-responsive manner. In all, 503 additional duty bearers (including 71 medical staff, 6 district prosecutors, 36 police Child and Family Protection Unit officers, 20 police community liaison officers, 21 Probation and Social Welfare Officers, 117 police investigators and 232 district police commanders) have gained skills and knowledge in prioritizing children’s cases and applying child-friendly procedures when handling juvenile cases. The total number of trained duty bearers stands at 1,453.

With regard to the establishment and functionality of the Child Helpline, the 50 per cent response rate target for Output 2.2.8 was surpassed. The helpline was officially launched in June 2014 and publicity of the service commenced in October. In 2014, the helpline received 274,631 calls from across the country. Child neglect was the most reported (48 per cent), followed by physical abuse (20 per cent) and sexual abuse (19 per cent). Of the cases reported, 2,180 (57 per cent) were handled and closed. Up to 4,711 calls (2 per cent) were made directly by children – and children reported 879 cases of abuse (23 per cent). A majority of the calls made to the helpline were secondary in nature, made after callers tried to access support elsewhere but failed. This shows that the service provides much-needed alternatives to existing reporting mechanisms and platforms.

4.3. Global Outcome 3 – Developing community and individual capacities

Theory of Change Outcomes 3.1/3.2: 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. If adolescents/youth are equipped with relevant life skills and peacebuilding competencies, then they can change negative perceptions of youth among community leaders and positively contribute/fully participate in the development and welfare of their communities, thus reducing opportunities for conflict promoting behaviours.

The two supporting theories of change informed UNICEF interventions in tackling adolescent/youth exclusion and intra- (gender, age/generation) and inter- (religious, ethnic) community conflict related to access of education rights. Both content (explicitly dealing with violence and/or conflict promoting behaviours of youth) and approach (promoting partnerships at local/community levels) will contribute to building social cohesion and resilience.

Country-level Outcome 3.1: Increased capacity of parents (M/F), children (M/F), youth and community members to prevent, reduce and cope with conflict and promote peace

Progress towards meeting the target of “80% of surveyed target beneficiaries reported positive change in perceptions in relation to preventing, reducing and coping with conflict and promoting peace” could not be ascertained because no baseline was established in 2013 to guide consequent M&E efforts. New indicators and targets for 2015 were set in consultation with partners, while micro-level baselines (to capture progress in PBEA intervention areas) will be conducted in 2015.

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9 Additional Outputs 2.2.6, 2.2.7 and 2.2.9 have been included in the 2015 matrix to reflect the varied work carried out to support the CHL.
However, meaningful progress was made to build capacities at the community level, including tangible changes through community dialogues (barazas) to raise community awareness on violence against children and other conflict drivers. The barazas have provided a platform for the community to engage and challenge the attitudes and behaviours that support violence against children, as well as other conflict issues like domestic violence, land wrangles, early marriages and female genital mutilation. More than 78 Community Action Plans were generated through dialogues to peacefully address several of the identified issues. The PBEA programme also facilitated outreach visits for the District Leadership to follow up on the implementation of Community Action Plans. These interventions contributed to building social cohesion by strengthening collaborative partnerships between districts, education institutions and communities.

The Uganda Scouts Association developed a Scouting for Peace Manual that aimed to increase the capacity of the scouts’ reach in preventing and addressing violence against children in schools. This manual is being used in a comprehensive training programme targeting 560 schools across all 28 PBEA-focus districts. The intervention has led to a renewed focus on the organization’s peacebuilding work through its networks – it now has a presence in almost every school in Uganda. Moreover, during the East Africa Scouts Conference held in Kigali in December, the Scouting for Peace strategy was shared with scouts from Burundi, Kenya, Rwanda, South Sudan and the United Republic of Tanzania. Digital kiosk services have been expanded to deliver peacebuilding content to schools, youth centres and other learning spaces.

In terms of developing individual capacities for peace, the Output 3.1.1a/b target was partially met, with community barazas held in 26 out of 28 focus districts. A high number of women and girls were engaged (10,106 out of 16,300 participants). Barazas were organized by District Education and Community Development Officers and held in communities located close to schools. Sub-county chiefs, secretaries for education in local councils, School Management Committees, parent-teacher associations, teachers, parents, police, children, school inspectors, district counsellors and the general community attended. Sub-counties with the most pressing conflict issues were selected for this intervention through a consultative process at the district level.

Targets set under Outputs 3.1.4 and 3.1.5\(^\text{10}\) were surpassed, as 50 youth centres, with innovation platforms, were established. Well over 2,000 children and youth use these centres, as well as the digital kiosks that have more than 170 gigabytes of educational and peace promotional data, including videos, audio and text. These kiosks are meant to aid children’s learning and access to information in post-conflict zones. An average of 25 young people access the digital content each day. Some 70 per cent of the users are repeat customers and 30 per cent are new users.

\(^{10}\) The output has been sub-divided to reflect distinct work streams requiring separate reporting.
Country-level Outcome 3.2: Increased capacity of youth to advocate and manage conflict peacefully.

In order to address youth exclusion and overcome negative perceptions of youth held by community and government leaders, a national campaign to promote positive messages of peace was organized by youth in the lead-up to the International Day of Peace. U-Report polls asked young subscribers if they enjoyed the right to peace and asked them to identify specific contributions they could make to promote peace in their communities. Forty five per cent of 22,477 respondents said they did not enjoy the right to peace, with a greater number of negative responses coming from children living in northern districts and girls. Of the obstacles identified, exclusion and lack of participation topped the list. A follow-up poll asked U-reporters what contributions they could make to build peace in their communities, and more than 10,000 shared ideas about how they could build peace in their communities, including ‘tackling sexual and gender-based violence and domestic violence’, ‘volunteering in my community’, and ‘resolving conflict peacefully’. An overview of the poll and youth voices was used to brief the Platform for Conflict Prevention and Peacebuilding of the Office of the Prime Minister to successfully advocate for the inclusion themes specific to youth during celebrations to commemorate the International Day of Peace.

The Right of Youth to Peace’ event was held in September, which brought together more than 160 youth to discuss ways to promote young people’s contributions to peace and support the development of a youth-led National Peacebuilding Policy for Uganda. The Office of the Prime Minister, the Parliamentary Forum on Youth, the National Youth Coalition, and other youth networks and organizations attended the event. A follow-up U-Report conference was held in November and provided a platform to continue mobilization of youth to contribute to the process of developing the Peacebuilding Policy. The conference had outstanding print and TV media coverage, and Tweets by participating media specialists resulted in 5 million impressions on the event.

Furthermore, UNICEF’s partner, Youth Coalition, mobilized young people in Northern Uganda to raise awareness about the International Day of Peace, advocate for youth inclusion and showcase the positive roles that they can play in their communities. Community peace dialogues in Northern Uganda took place in the days and weeks before and after Peace Day. In Moroto, a district with a long history of conflict between herding communities and security forces, a youth participating in a PBEA-supported community dialogue noted: “We [...] need to engage [police] in constructive dialogues with members of the community. It’s their job to work with us to keep peace. If we don’t, we stand in the way of peace.” Following the success of events at the central and local levels, the Office of the Prime Minister invited UNICEF to lead youth/child engagement in elaborating the Peacebuilding Policy, and to ensure that their voices were centrally featured in the process and final product.

“*Youth are the backbone of the country [...] without youth there is no development. Whether there is peace or no peace depends on how youth is involved [...] youth are the tools for peace.*”

_U-reporter August 2014_
Under Outcome 3.2b, government action resulted in the successful advocacy of including youth in the process of developing a National Peacebuilding Policy for Uganda. Additionally, a poll addressed U-reporters from three districts affected by inter-communal violence in July that left 100 dead and 3,000 internally displaced, and resulted in school closures. Results from the poll fed into a joint district campaign to encourage teachers and students from affected communities to return to school.

Activities under Outputs 3.2.5 and 3.2.6 led by STF targeted 10,000 youth with conflict-sensitive and peacebuilding messages. Aims were not fully met due to delays in renewing the expired PCA. Regardless, the Junior Journalists programme facilitated 192 community dialogues to address causes of conflict, and a ‘Theater for Peacebuilding’ component led by C4D in headquarters was implemented, with theatre groups in 12 sub-counties of Moroto (a total of 545 youth, 315 girls) established.

4.4. Global Outcome 4 – Increasing access to conflict sensitive education

Theory of Change Outcome 4: If conflict-sensitive education that promotes peace is delivered equitably as a peace dividend in parts of Uganda that are recovering from conflict, then grievances and perceptions of neglect that have historically fuelled conflict in those communities will be reduced.

The theory of change underpinning this intervention articulates the importance of addressing historical grievances around inequity/exclusion from social service delivery, as well as discrimination of marginalized communities and vulnerable groups (e.g., girls and special needs children/adolescents). Moreover, it underpins the importance of vertical social cohesion to build trust and legitimacy of institutions by promoting quality and relevant education, and accountable and responsible institutions.

Country-level Outcome 4: Increased number of schools and ECD centres in target post-conflict districts providing education that adheres to Basic Requirements and Minimum Standards in Education and Early Learning Development Standards

More than 140,000 children of pre-primary and primary school age gained access to education through PBEA interventions, such as community sensitization and local education authorities’ engagement in Back to School campaigns and the provision of ECD services in conflict-affected communities in the 28 target districts. Significant progress was made in promoting social cohesion and community resilience through the delivery of ECD services to the most marginalized, while the EduTrac monitoring platform meaningfully contributed to enhancing the quality of education services in districts where it is deployed. Progress was made towards delivering results against targets set under this outcome, with increasing numbers of schools and ECD centres adhering to UNICEF-supported Basic Requirements and Minimum Standards in Education and Early Learning Development Standards. The aim of work under this outcome is to identify specific barriers to girls’ access and enjoyment of education, and specific gender parity strategies to promote enrolment and retention.

ECD trainings targeted parents, Centre Management Committee members and caregivers, using peacebuilding curricula and gender- and conflict-sensitive approaches for early learning and community engagement. Monitoring visits to targeted ECDs have shown a greater ability by caregivers to plan and deliver lessons and improve teaching and learning conditions, while innovative toys made from locally sourced materials built by the local community have strengthened the resilience of businesses and reduced costs to parents. The centres near primary schools have established collaborative partnerships that aided children’s transition to primary education. Two case studies exploring the peacebuilding impacts of ECD were carried out in northern and western Uganda, providing powerful
evidence of impacts on social cohesion and community resilience through: interaction between the centres and communities, enhanced livelihoods due to the relief from childcare afforded to households, a greater appreciation of the value of education for the boy and girl child among parents, and inter-community cooperation and dialogue occurring during the three yearly meetings taking place in most ECD centres.

How EducTrac can make a difference

Recent UNICEF polls attempted to gauge refugee enrolment in the North, as well as the impact of unrest in western schools. Where setting up a network of teachers, head teachers and school committee members in the midst of a crisis situation would be virtually impossible, the EducTrac network can be leveraged to enable an immediate information exchange between stakeholders.

Another PBEA innovation is EducTrac – a mobile-based data collection tool used to monitor a range of key indicators, such as absenteeism and cases of violence against children in schools. EducTrac is currently used in 3,500 schools in 34 districts and has 10,000 registered reporters. The tool provides information that supports the activities of District Education Officers, as well as MoES. By promoting quality education and safe schools, EducTrac is maximizing the impact of education as a ‘peace dividend’ as it attempts to address inadequate and conflict-insensitive service delivery. The participatory nature of its approach promotes community ownership of a key social service. The accountability and transparency the platform promotes increases trust in education institutions and local government. EducTrac has increasingly been used to support UNICEF’s preparedness and disaster response activities.

Targets under Output 4.1.1 a/b were partially met with Back to School campaigns conducted in 23 PBEA districts and targeting the most marginalized children. That said, the impact on the re-enrolment of out-of-school children exceeded expectations, and the set target of 4,000 was surpassed, with 30,341 children (16,844 girls) returning to school as a direct result of campaigns that reached individuals through sports, dance, drama and community dialogues. Although no EducTrac-specific targets were set in the old Operational Matrix, significant progress was made in building the capacity of government officials in preparation for a handover to the MoEs in 2015.

The number of community-based centres in all 28 PBEA districts is 1,322 (out of 5,055). A total of 2,791 caregivers have been trained and certified via a MoES and PBEA-supported community childcare programme. The Output 4.1.4a target to support the registration of 200 ECDs was surpassed, and 424 centres were given licenses by district officials. With regard to Output 4.1.4b, just over 112,000 boys and girls aged 3 to 5 years benefited from access to ECD in community-based centres in some of Uganda’s most marginalized communities. The national ECD enrolment stands at 457,186 (of which 226,786 are boys).

4.5. Global Outcome 5 – Generating evidence and knowledge

Theory of Change Outcome 5: If key stakeholders of the education sector in Uganda can be persuaded by sound evidence of the PBEA programme’s positive impact on community resilience and social cohesion, they will be more receptive to, and supportive of, UNICEF’s advocacy efforts to promote CSE/E4PB approaches.

The theory of change underpinning the UNICEF Country Office’s research strategy for 2014–2015 informs mutually reinforcing research and advocacy interventions that challenge perceptions that Uganda is a ‘country at peace’ and draw attention to pervasive conflict drivers at the community level by facilitating dialogue between government institutions and development partners – evidence-based narratives that will inform the programmes and policies of UNICEF and its partners.
Country-level Outcome 5: Generation of knowledge and evidence to support CSE and E4PB approaches in Uganda

The key priority under this outcome area in 2014 was the **design and implementation of a conflict analysis update**. The ‘Conflict Analysis of the Education Sector in the PBEA Districts’ (to be published in early 2015) study explored district-specific causes of conflict that affect and/or are affected by education. This update generated crucial evidence at the service-delivery level and identified critical entry points for future programming. Findings were disseminated through advocacy briefings and informed the planning processes of UNICEF, the United Nations Country Team and the Government of Uganda. The recruitment of a Peacebuilding Specialist has given this outcome new strategic direction through the development of a revised research strategy for the final year of the PBEA programme. All research interventions implemented in 2014 and/or planned for 2015 have explicit links to strategic areas and/or are supporting M&E. New research undertaken will feed into the Country Office’s new Country Programme Document and a proposal for a follow-up PBEA programme in Uganda. Output delivery exceeded targets set under **Output 5.3**, as three case studies were developed instead of two. All other targets were met under **Outputs 5.2 and 5.4**, including the creation of one conflict analysis update, two research studies and one journal article. Moreover, various advocacy products (e.g., Gulu video and Peace VoxPops) were developed to showcase programmatic impacts and were developed in collaboration with an ESARO Communication and Advocacy Consultant.

The new 2014–2015 PBEA research strategy identifies key areas of research to inform programme adjustments and chart pathways to harvest and document results, with three case studies delivered on violence against children and ECD in 2014, and one article published in the *Journal of Peacebuilding and Development* in December 2014 showcasing the role of innovations and technology in promoting peace through education. The focus and role in driving programme investments of the 2014 case studies and journal article are summarized below.

**Case Study 1: ‘Assessing the Impact of Police Outreach Campaigns in Schools to Tackle Violence against Children (VAC) in Uganda – A case study of Amudat District’, August 2014** (internal) – The study identified tangible impacts on the attitudes and behaviours of children (specially girls) and teachers engaged in the police-led outreach interventions in schools, although the limited engagement of the parents and community in the same signified a crucial gap in the intervention. Following the study, planning meetings with colleagues at Safe (child protection) have shifted the focus of our cross-sectoral intervention, with greater focus to be placed on parental/community involvement.

**Case Study 2 (with ESARO): ‘Early Childhood Education and Peacebuilding in Post-Conflict Northern and Eastern Uganda’, December 2014** (finalized publication early 2015) – The research at the community level presented in this study has been useful in shedding light on the new linkages being forged between parents and schools, between the community of parents and between pupils. These linkages appear more powerful, more immediate and more relevant for peacebuilding than the cognitive and brain structure changes posited for individual participants in ECD. By leading parents to reconsider the value of their children as receptacles for new livelihoods skills and competencies through education, by forging new parent-teacher links and embedding parents in practical networks such as the regular parents meetings or the Centre Management Committees, ECD is building the foundation for peace in communities. This study asserted the need to continue to invest significantly in ECD in post-war districts of Northern/Eastern Uganda, and to shift UNICEF’s focus to promote greater community engagement to build on gains made in curriculum development and caregiver training.
Case Study 3 (with ESARO): ‘Early Childhood Education and Peacebuilding in Areas of Ongoing Conflict and in Refugee Settlements in Western Uganda’, December 2014 (finalized publication early 2015) – ECD in Western Uganda contributes substantially to early cognitive development, social cohesion and community resilience. The study revealed evidence that ECD centres, using their most basic educational entry point, played key roles in child protection, inter-ethnic dialogue and social cohesion in their communities when violence broke out on 4–5 July 2014 in Bundibugyo, Kasese and Nteroko districts. ECD centres, and the dedicated management committees they create in their communities, appear to provide a lasting platform for peacebuilding in communities struggling to break long-running cycles of violence. ECD’s contributions to peacebuilding are both direct and indirect. This study highlighted the need to reach out to ECD centres at times of crises, as they remain a focal point for positive inter-communal engagement.

Journal article: ‘UNICEF in Uganda: Using technology-based innovations to advance peacebuilding’, Monica Llamazares and Katie Mulloy, December 2014 – The potential for innovative technology to support positive social change is an exciting prospect for UNICEF and the development community. Guided by the principles of conflict-sensitive innovations, such platforms provide spaces where key partnerships (including with local government, formal/informal education institutions, civil society and communities) can be strengthened to enhance resilience and social cohesion in divided or conflict-affected contexts. The peacebuilding impact of the deployment and utilization of such platforms comes through enhanced accountability, improved social service delivery and greater responsiveness of institutions to the voices of the excluded and marginalized constituencies these platforms can and do reach. The article highlighted the need for critical engagement with innovative technology platforms to ensure that they reach the excluded and marginalized, especially girls in rural settings, and that continued investment through PBEA is necessary to scale up current initiatives and harvest strategic-level results.

The revised PBEA research strategy includes a long-term partnership with IPSS. The institution already played a role in two of UNICEF’s key research outputs in 2014 (the conflict analysis update and a national peacebuilding survey) and also provided support to the Global Research Consortium Uganda case study that will roll out in 2015. To pursue research under the PBEA programme, significant work has been carried out to build the capacity of IPSS. This has been done through briefings and workshops with 12 IPSS researchers. PBEA global research partners, the Harvard Humanitarian Initiative and the University of Ulster provided additional capacity-building support to assist IPSS in carrying out its interventions. IPSS will remain a strategic PBEA partner in 2015, and it is anticipated that it will become a centre for excellence in education and peacebuilding research following its engagement with UNICEF.

The UNICEF Country Office spent significant time developing clear links between global research initiatives and programmatic priorities of the PBEA in Uganda, and generating evidence to support advocacy efforts. For example, FHI360’s quantitative analysis of education and inequity in Uganda (‘Data Abstract: Horizontal education inequality in Uganda’, October 2014) highlighted areas of inequity – both regional and gender-based – that lead to conflict in Uganda and reinforcement of historical grievances linked to exclusion. The findings from this study were used to successfully argue for mainstreaming a conflict-sensitive approach in education programming in the Country Office’s new Country Programme Document. Advocacy briefings for Government of Uganda officials at central and local levels, development partners and civil society organizations also promoted the need for mainstreaming E4PB approaches through sector policies and plans.

Another example was the Harvard Humanitarian Initiative’s national survey on peacebuilding domains, the results of which helped to strengthen the Country Office’s M&E framework and shaped the results frameworks for UNICEF’s four newly renewed/amended PCAs. The latter
now include rapid micro-level baselines to enable UNICEF to link up with the platform developed by the Harvard Humanitarian Initiative at the national and subregional levels. The Initiative’s continuing partnership with the PBEA programme in Uganda will include support for the development and implementation of micro-level baselines and their utilization in the innovative platforms being developed. The inception of the Gender Socialization in Schools in Uganda programme – to be jointly implemented in 2015 by the Gender section at headquarter and the Uganda Country Office – will generate additional evidence on the peacebuilding potential of gender socialization in primary schools in Karamoja and also respond to gender-related causes of conflict identified in the region.

5. Monitoring and Evaluation (M&E)

A comprehensive and gender-sensitive M&E framework is in place to guide the monitoring and evaluation of the PBEA programme, including systematic gender disaggregation of all data collected. The PBEA M&E is aligned with the Monitoring Results for Equity System (MoRES), and some PBEA indicators are also MoRES L3 indicators. The standard MoRES quarterly reporting template, with customized indicators for each implementing NGO partner and government counterpart, is in place and used to provide quarterly progress reports and feed into the annual reports. Quarterly monitoring visits are conducted for all interventions, and UNICEF and partners carry out programme quality assurance exercises twice a year. These regular visits provide the Country Office with an opportunity to monitor and strengthen the conflict sensitivity of PBEA programme interventions, and generate data to feed into the regional monitoring platform and similar systems being developed by ESARO.

A comprehensive review of the Operational Matrix was undertaken since all PCAs were reviewed in 2014 and either amended and/or renewed. Additionally, partners developed new PCA M&E frameworks. This process was supported by Search for Common Ground through training and technical support provided to UNICEF focal point staff, PBEA partners and MoES colleagues. Two training activities took place in August and November, at which time PBEA partners developed new results frameworks, baseline inception plans, and participatory and innovative M&E methods and tools to support their interventions. Three case studies elicited valuable lessons on contributions to peacebuilding with regard to ECD and violence against children, while research interventions carried out by the Harvard Humanitarian Initiative and FHI360 elicited national and subregional baselines and provided valuable longitudinal quantitative data on education inequity in Uganda.

6. Partnerships

The PBEA programme is implemented in partnership with the MoES, whose Advisory Committee jointly coordinates and monitors programme activities. The programme is also implemented in close collaboration with the MoGLSD and District Education Officers in each of the 28 districts. In 2014, the Country Office focused on building the capacity of government officials in the above-listed institutions through targeted CSE/E4PB trainings. It also launched a new and exciting partnership with the Government of Uganda by way of the Platform for Conflict Prevention and Peacebuilding chaired by the Office of the Prime Minister. This platform is the leading institution on conflict prevention and peacebuilding in Uganda and the coordinating body for conflict and disaster preparedness, and response and refugee issues.

The PBEA programme is implemented through four PCAs with local NGOs STF, FENU, the Uganda Scouts Association and BRAC. In 2014, a system of monthly coordination meetings with PCAs enhanced cooperative efforts and generated opportunities for closer collaboration between partners. Moreover, FENU is an umbrella organization of more than 100 NGOs.
working on education and other themes such as gender parity, education in emergencies, and quality and access. This has provided the UNICEF Country Office with a broader civil society platform to promote CSE/E4PB approaches and identify new partners. CSO involvement also increased with UNICEF’s membership in the Conflict Prevention and Peacebuilding Platform, which includes more than 20 NGOs working in peacebuilding. Other key partnerships include one with IPSS and the UPF.

UNICEF also reached out to the Dutch Embassy in Uganda, and two meetings were held with the First Secretary of Security and Rule of Law in June and October. The meetings served to informally discuss the results achieved so far and the future direction of the programme. The First Secretary expressed an interest to be regularly updated on programme activities and progress in relation to the Peacebuilding Policy process led by the Office of the Prime Minister.

7. Programme Management

7.1. Staffing Changes and Variances in Programme Activities

During the reporting period, significant changes affected programme management. In January 2014, the Uganda Country Office recruited a Peacebuilding Specialist, which enabled the PBEA programme to strengthen its peacebuilding focus and gain greater technical capacity. This benefited not only the PBEA, but also the Education section and other Country Office programmes. In February, the Education Specialist in charge of the PBEA management had to depart Uganda due to a family emergency. The Senior Education Specialist provided programme management support at the outset, but this was a temporary measure. The Peacebuilding Specialist took over the PBEA programme management role, with budget management support from the Senior Education Specialist. Such changes negatively impacted the implementation capacity of PBEA interventions; however, almost all targets set for 2014 were met and significant results were delivered. The recent recruitment of a Peacebuilding M&E Specialist will provide much-needed support to the programme and enable the PBEA M&E focal point and Education Specialist to focus specifically on violence against children and district-level work.

7.2. Inter-sectoral Engagement

The PBEA programme in Uganda is cross-sectoral and implemented through UNICEF’s Education section. While this is the case, the agency’s Child Protection, Youth Engagement, C4D and T4D sections deliver significant components of the programme. Tackling violence against children has involved strong partnerships with the UPF, national judiciary and other rule of law institutions, while UNICEF’s Youth Engagement, C4D and T4D sections are managing elements of the PBEA’s innovative youth participation programme, such as EduTrac. Furthermore, work with counterparts from the Government of Uganda reflects the cross-sectorial nature of the programme. For example, the violence against children in schools intervention is implemented through an Inter-Sectoral Committee co-chaired by MoES and MoGLSD. The committee comprises 27 government agencies, all of which have mandates to protect children’s rights. The committee jointly developed a National Strategy and Action Plan and the RTRR guidelines, with clear roles and responsibilities for each sector. Discussions are under way with the Office of the Prime Minister to take a lead role in the coordination of the Inter-Sectoral Committee and devise ways to hold sectors accountable during the operationalization of the RTRR and National Strategy and Action Plan.

11 Some of the committee members include: the UPF, the Ministry of Justice, the National Council for Children, the Parliamentary Forum for Children, the Uganda Human Rights Commission Teachers and Students Association, civil society partners and others.
8. Challenges, Lessons Learned and Unintended Consequences

The year 2014 has been a transitional period for the Uganda Country Office’s PBEA programme, with significant changes in staffing and an overall sharpening of the programme using a peacebuilding lens. Many challenges faced were successfully turned into opportunities to strengthen programme design, partnerships and strategic focus. For example, challenges in implementing activities were often linked to protracted PCA amendment/renewal processes and internal staffing, issues that placed an additional burden on the newly recruited Peacebuilding Specialist. This, however, gave the Peacebuilding Specialist an opportunity to get to know the programme quickly and manage its implementation from a strong peacebuilding perspective. It was also a chance for the PBEA team to review programme content and strategic focus, and spend time building stronger relationships with counterparts from the Government of Uganda and those in the districts.

In terms of activity implementation, it became clear that key concepts and approaches underpinning the PBEA were not fully understood and/or internalized by UNICEF staff and partners, which led to significant investments in training and capacity building. The PBEA team redirected its focus to Outcomes 1, 2, and 5, where a great deal of progress was made. Time was spent re-visiting programme approaches and objectives with staff and partners, which generated greater ownership and commitment.

This strategy was also pursued in relation to developing the new Country Office 2016–2020 Country Programme, and in raising awareness among UNICEF senior management and planning staff of the value in mainstreaming conflict-sensitive and peacebuilding approaches into UNICEF programmes. Lessons were learned about the need to build the technical capacity of education staff and education-sector stakeholders before programmes are designed and rolled out. One key focus in 2014 was spending time briefing and re-visiting the PBEA programme with colleagues to enhance their understanding of its contribution to UNICEF’s overall vision and results for children. Strategic engagement with ESARO helped impart key Country Office documents (e.g., Situation Analysis) with CSE/E4PB approaches, and greatly enhanced UNICEF’s internal advocacy efforts. Overall, this led to very positive outcomes, with a stronger programme design, better-equipped UNICEF staff and partners, strengthened relationships with government counterparts, and a solid research/knowledge base to pursue advocacy and programming in 2015.

Key lessons learned about the programme through participatory M&E consultations with counterparts and partners were articulated into the theories of change, M&E frameworks and programme design for 2015. For example, PBEA investments can only deliver strategic-level results around social cohesion and resilience if UNICEF invests in the relationships of key stakeholders. That said, investments in education are constrained by changes in donor priorities, and the Country Office’s resources cannot deliver changes at systemic level that will transform state-citizen relationships. UNICEF’s work on policy and programmes at the national level can be best supported by targeted local interventions that promote collaborative partnerships between districts, communities and education institutions at the point of service delivery. This strategy has been integrated into the Country Office’s plans for 2015, and progress will be documented by the end of the year.

9. Outreach and Communications

Significant progress was made to engage key stakeholders for peacebuilding throughout the year. Youth outreach efforts were particularly successful and culminated in the Right of Youth to Peace event in September, when UNICEF developed a national campaign engaging youth to advocate for the development of a youth-led peacebuilding policy. The
event brought together more than 160 youth and high-profile figures from the Office of the Prime Minister. In days leading up to the event, a series of polls on the enjoyment of youth to their right to peace were dispatched to U-reporters. Poll results were used as the basis for national and local multimedia campaigns to raise awareness on the International Day of Peace and showcase the role of youth as peacebuilders in their respective communities. The Office of the Prime Minister and UNICEF coordinated a nation-wide follow-up event for the International Day of Peace in Adjumani District. It attracted more than 2,000 people and sensitized participants on peacebuilding values.

![International Day of Peace](image)

**U-Report**

A U-Report conference held in November 2014 was major landmark for the PBEA programme. The conference targeted 270,000 U-Reporters in the country, all of whom were asked how U-Report changed their lives. More than 12,000 U-reporters replied, and 50 respondents were invited to the conference to share their stories. Members of parliament and CSO focal points attended the event, highlighting the importance of connecting U-reporters with the government. The conference had outstanding print and TV coverage. Tweets by participating media specialists resulted in 5 million impressions on the event.

**The Right of Youth to Peace**

UNICEF played a critical role mobilizing Uganda’s youth through traditional and social media to advocate for the inclusion of children and youth in Ugandan peacebuilding processes. The campaign involved U-Report polls, social media mobilization, TV/radio spots, and the development of promotional materials to showcase and highlight the positive contribution children and youth can make to build peace in Uganda.
10. Resources

Programme resource allocation by year

<table>
<thead>
<tr>
<th>Category</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total PBEA funds allocated</td>
<td>US$2,308,000</td>
<td>US$4,555,000</td>
<td>US$3,300,000</td>
</tr>
<tr>
<td>Total PBEA Funds Utilized</td>
<td>US$1,880,162</td>
<td>US$3,483,184</td>
<td>US$4,773,155*</td>
</tr>
</tbody>
</table>

* Note: The total expenditure in the Funds Utilization Report from Management Reports for 1/1/2014–31/12/2014 includes also the amounts spent on the Gender Socialization Project (Gender Unit).