



# Duolezing: Participatief actieonderzoek in Oeganda: kansen en uitdagingen

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# Welke bijdrage kan Participatory Action Research (PAR) leveren aan onderwijsverbetering? Twee voorbeelden uit Oeganda

*Participatief onderzoek verbinden met actie*  
(Jenny Cameron, 2007):

- *Liberatory* projecten
- Projecten *met* een organisatie
- Projecten *voor* een organisatie



**South Sudan**

Southern National Park

Boma National Park

Mundri West



Kakuma

Isiro

Arua

Gulu

Mahagi

**Uganda**

Kampala

Entebbe

**Kenya**

Nakuru

Nairobi

Migori

Onguruone

Kitui

**Rwanda**

Bukavu

Butare

Mwanza

*Réserve de faune à okapis*

angani

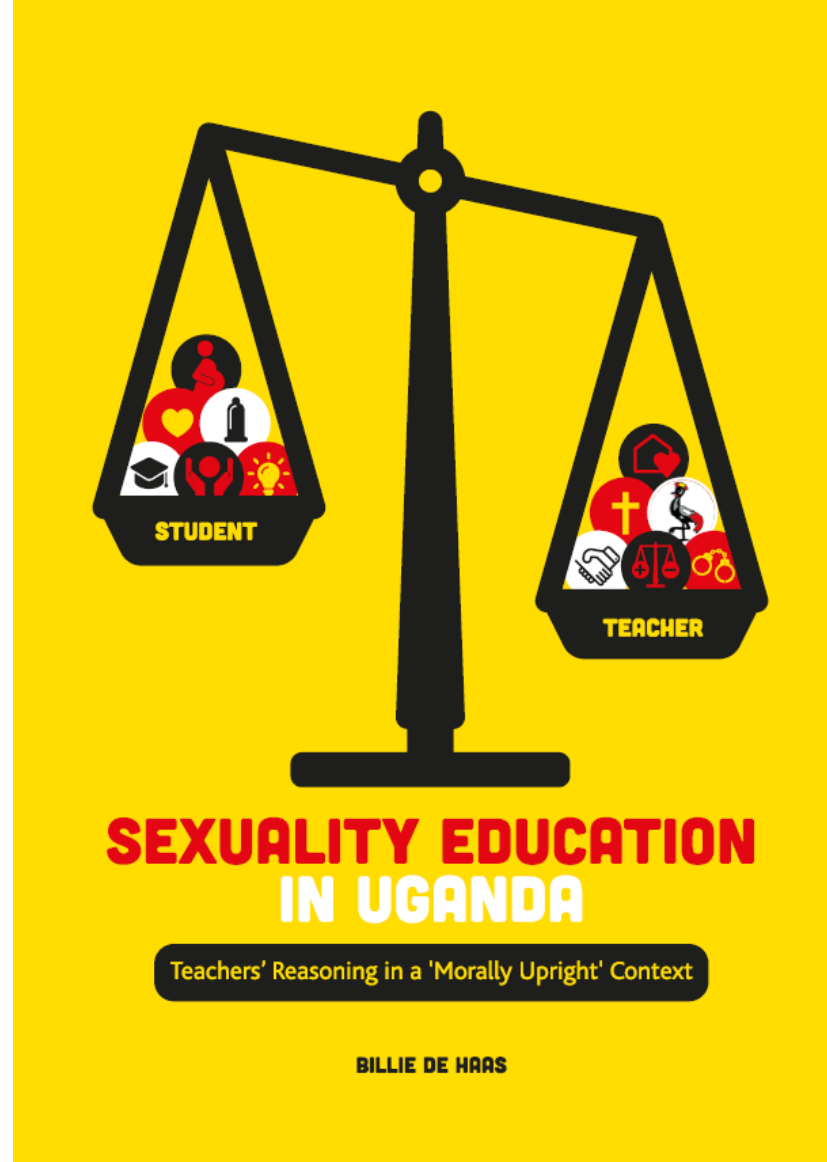
Awassa

XPV

Dilla

Finchawa



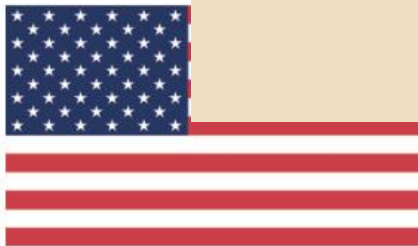


Het linken van onderzoek aan de praktijk met als **doel** de implementatie van seksuele voorlichting op scholen in Oeganda te verbeteren





Schools: PIASCY materials



PEPFAR



# De kwetsbaarheid van docenten

'You may say it at the **risk of your job**. [...] So we hide in the... [...] safety of the curriculum or the club [...] So you need some insulator, something to insulate you from... the culture and the religious and [...] ... the other pressures that try to inhibit people doing such sexuality education.' (*Mannelijke docent, 32 jaar*)



# Strategieën: doen alsof leerlingen seksueel 'innocent' zijn

I think it is, what should I call it, **a false paradise** [chuckles], you want to feel... that [...] these kids are still young and they shouldn't indulge in sex, [...] you will look at yourself morally as a failure [...] **You have not been a good teacher**, you are teaching [...] very sexually immoral or loose young people. ... [...] That's why at the end of the day, **we pretend**... I haven't seen, I don't know, these kids are still young, they don't have sex... it gives, it's an ego thing, [...] and when you look at it, **it's a disadvantage to the, to the students**, the children. Because [...] if you had talked to them, it would be better, maybe it would save one girl from getting pregnant. (*Mannelijke docent, 32 jaar*)





# Persoonlijke ervaringen versterken motivatie

'I think I made a **mistake**, I shouldn't have got... gotten into a relationship at the University, I should have waited! Perhaps if I had waited... I would not have married the person I married [...] **if I had got the information**, I should have acted differently. So in most of the times my... **my information I give to the students is out of my own experience** to stop them from... going through with my experience, so even making worse mistakes. [...] I believe... he married me because I got pregnant. [...] That means I married for wrong reasons. So I believe I talk out of my own experience to the children so that **they don't make the same mistake.**' (*Vrouwelijke docent, 43 jaar*)

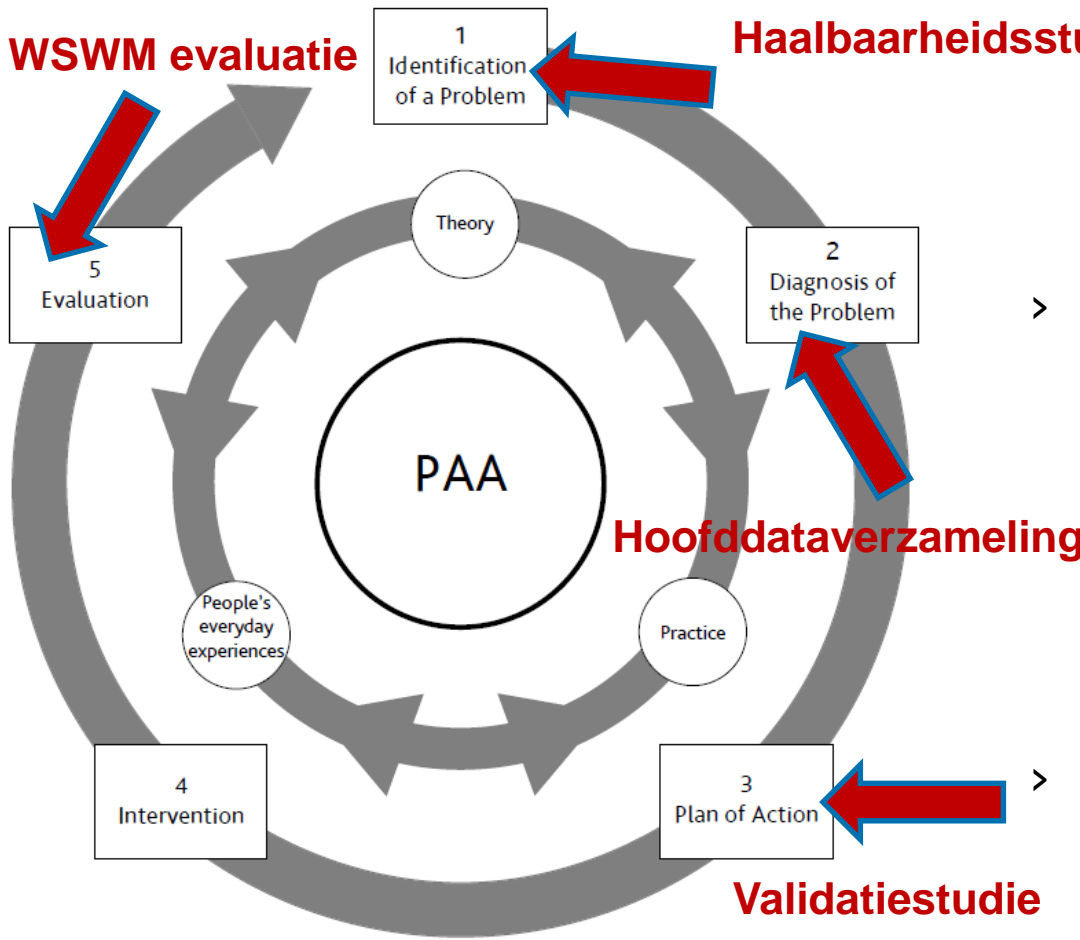


# De belanghebbenden in een multilevel context



**Rutgers**

For sexual and  
 reproductive health  
 and rights



## Regulatieve cyclus (van Strien, 1997)

- > Ondersteunt een op bewijs-gebaseerde praktijk door het integreren van wetenschappelijke theorieën en methodologieën in de oplossingen van problemen uit de praktijk
- > Cyclus van kennisgeneratie, reflectie en vertaling naar actie

Figure 2. Conceptual model based on McIntyre (2008); Boog, Slagter and Zeelen (2008); and van Strien (1997).  
Key: PAA = Participatory Action Approach



## Kansen

- > **Met:** Eén op één interactie, resultaten bespreken, kleine veranderingen
- > **Voor:** Stem van:
  - Docenten
  - Realiteit Oegandese scholen/NGOs
    - kwetsbaarheid; politieke situatie

## Uitdagingen

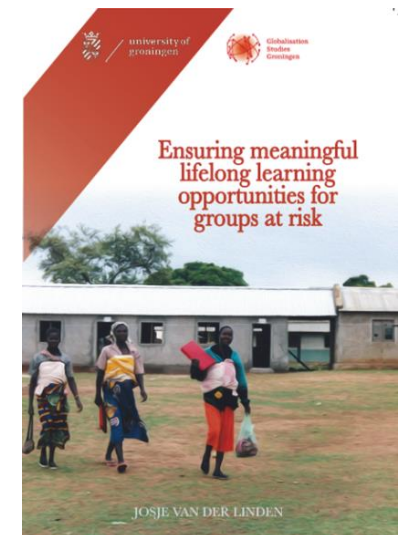
- > **Met:** Fusie en stafwisselingen/interne dynamiek
- > **Voor:** Afstand Nederland en Oeganda

→ Hoe evengoed eigenaarschap te creëren en structurele verandering tewegg te brengen?



# Een leven lang leren in een na-oorlogse situatie: inhoud en organisatie

- Hoe ondersteunen partnerschappen het aanbod van educatie in een na-oorlogs gebied?
- Hoe verhoudt het educatieve aanbod zich tot de behoeften van de deelnemers en van de gemeenschap?





Verzetsleger van de Heer tot 2006  
 actief in Noord-Oeganda en Zuid-  
 Soedan

Vluchtelingen uit Zuid-Soedan tijdens  
 oorlog Noord-Zuid (tot 2005) en nu  
 weer vanwege interne conflicten

Zwakke staat en militias in DR Congo

Scholen verwoest; kinderen en  
 jongeren zonder opleiding

*Broken citizenship* (Angucia, 2010)

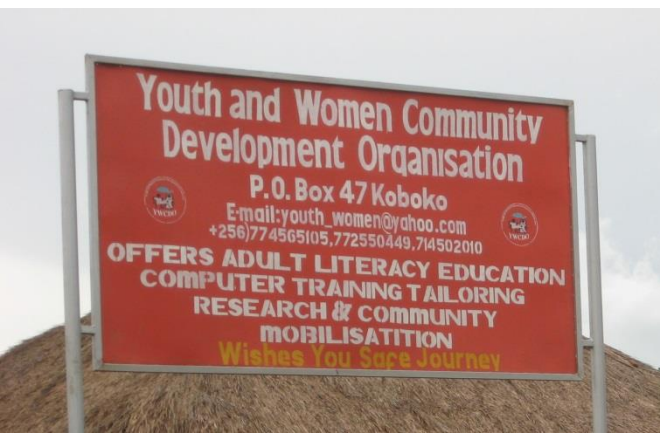
Drie stenen  
 om op te  
 koken







- 1996 - 2001 Werkzaam in **Ahfad Universiteit voor Vrouwen**, Soedan, ten tijde van oorlog Noord-Zuid
- Onderzoek naar initiatieven van **Zuid-Soedanese diaspora** in Nederland ter ondersteuning van het onderwijs in Zuid-Soedan na afscheiding van het Noorden (2011)
- Support Trust for African Development (STAD), ondersteunt **Youth and Women Community Development Organisation (YWCDO)**





# (Elementen van) PAR

- Actieve betrokkenheid bij Zuid-Soedanese diaspora en hun projecten
- Veldbezoek Zuid-Soedan (Juba)
- Veldbezoek YWCDO in Koboko, NW Oeganda
  
- *Liberatory* project (Cameron, 2007)
- *Emic perspective* (Hennink, Hutter, Bailey, 2011)
- Conversatieruimte (Van Haaster, 1991)
- *Reciprocal adequation* (Boog, 2014)

# Youth and Women Community Development Organisation (YWCDO)

**Vrouwen**

Voorzitter



Oprichters

**Jeugd**

Coordinator

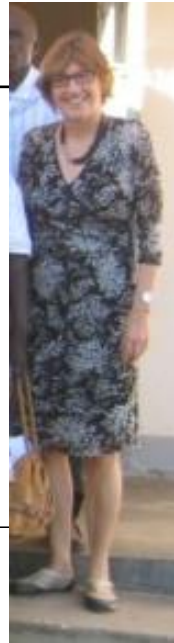


Leden

**Diaspora**  
organisatie



Lokale  
**overheid**





Voorzitter vrouwenorganisatie:

*We came and we started this thing under a mango tree...  
Amy, she got us when we were learning there.*

Oprichters vrouwenorganisatie:

*We started with farming, things like greens, khudra, durra,  
piripiri. ... Then we built this place and we adapted a section  
also for teaching.*

*We founded this place and we do not want it to die and  
secondly, as we are growing old, our children are supposed to  
benefit. Then our other question: you come here, we are  
getting old, how will you help us? (looking at me)*



Coördinator:

*We had six members ... graduates from Makerere University. So, we tried to open up a computer centre. ... Then the women also came... they were also having their organisation. ... How these organisations came together? That is through Amy.*

*Sometimes when you have a structure like this, you find that the money cannot be enough and we cannot raise money. ... And others also members, we are also looking: how can they be motivated?*

Leden:

*We felt in the Ugandan situation, we were really suffering. You go to school you finish and no job. What do we do? Let us join hands and see what we can do. So we decided to come together and form this group, fight for a common cause.*



## Diaspora:

*Since these women most of them are semi-illiterate ... it is better to bring these youth to work together.*

*The only challenge is now, the sustainability of the centre. ... If they could get a visionary, or a development worker I think it could take it to a higher level.*

## Lokale overheid:

*The majority population of the youth after primary 7, they just remain. They have no jobs. ... The centre on Kaya road? ... It is a FAL, which means Functional Adult Literacy. ... There are very few women who are organised and make something for themselves.*



# Partnerschappen in de praktijk

<b>Vrouwen</b> Voorzitter	<b>Jeugd</b> Coordinator
Oprichters	Leden
<b>Diaspora</b> organisatie	Lokale <b>overheid</b>

Sterke wortels in de  
gemeenschap  
Creatieve oplossingen  
Zwakke structurele inbedding  
Sporen van oorlog





*We should look forward. You do your best and we shall also do our best. The women in the subcounties [graduates of the course] should not work in isolation. Koboko as a district is an enabling environment.*

*We welcome more donors, if they use the rightful procedures to access the community, support activities that are of our need and do not promote ideas and ways of living that go against our traditions.*

*(speech 'wethouder' bij uitreiking van certificaten Women Leadership and Entrepreneurship course)*



# Reflectie: kansen en uitdagingen

Wie participeert bij wie?

Echt in gesprek komen (decoloniserende methodologie, Lida Tuhiwai Smith, 2012)

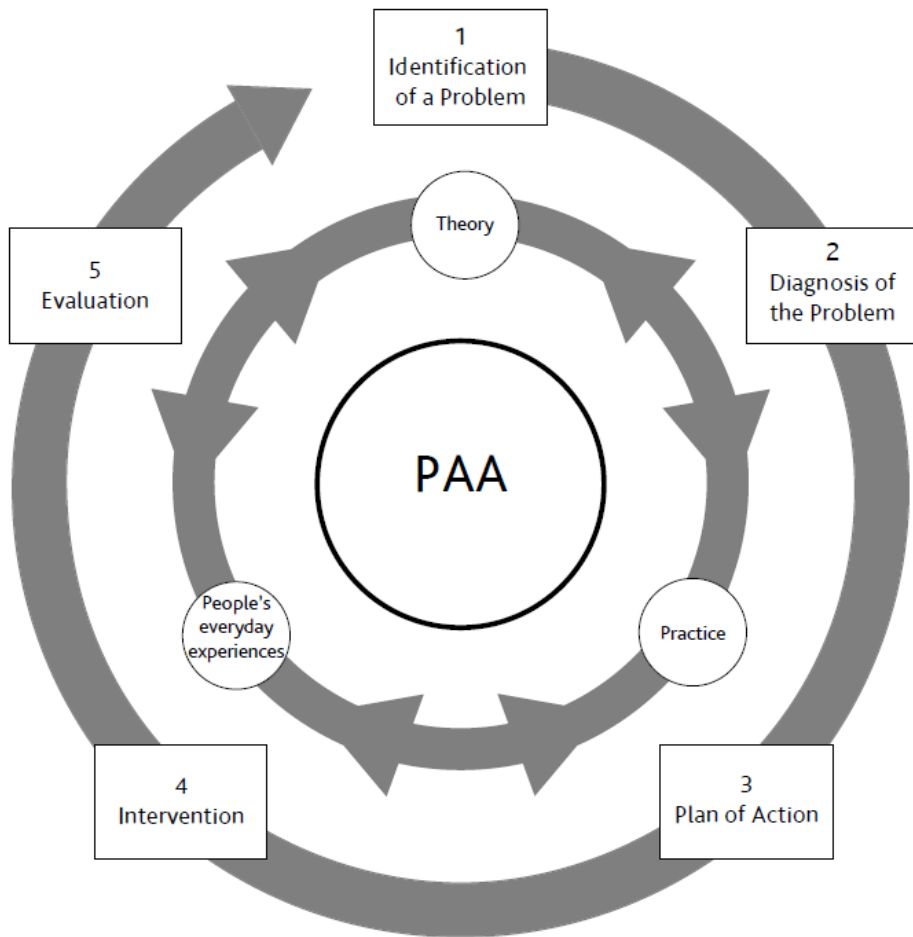
Wat actieonderzoek teweeg kan brengen en wat juist niet

Betrokken buitenstaander (Max van der Kamp, 2002)



# Discussie

- › Herkennen jullie deze kansen en uitdagingen? Hoe?
- › Hoe kan je als buitenstaander een '*emic perspective*' ontwikkelen?
- › Hoe kan je dit '*emic perspective*' overbrengen naar andere betrokkenen om daadwerkelijke verandering te bereiken?
- › Stopt de betrokkenheid van actieonderzoeker op een bepaald moment in de regulatieve cyclus (Van Strien)? Waar dan?



## Regulatieve cyclus (van Strien, 1997)

- > Ondersteunt een op bewijs-gebaseerde praktijk door het integreren van wetenschappelijke theorieën en methodologieën in de oplossingen van problemen uit de praktijk
- > Cyclus van kennisgeneratie, reflectie en vertaling naar actie



university of  
 groningen

# University of Groningen Summer Schools 2018

## Youth, education and work in (post-)conflict areas

*Empowering young talent to  
 (re)build communities*

20 – 30 July 2018  
 Gulu, Uganda



### > Summer school description <

At first sight, the small town of Gulu in northern Uganda is a lively meeting place bustling with activities. There is a huge market, an expanding university and one can get a good cup of coffee.

The summer school gives participants the chance to get a deeper understanding of the area which was once the battle ground of the

infamous Lord's Resistance Army. Young people who were abducted or threatened to be abducted by this army are now struggling to find their way in education and work, also contributing to the development of their community.

The summer school will be oriented by academics from the region and from other (post-)conflict areas. Participants will conduct fieldwork together with Ugandan students. The programme includes the sharing of research results on youth initiatives, field visits, and data collection in and around Gulu town. This will give participants an opportunity to engage with the youth, their dreams and difficulties, but also their resilience and strength in an area where conflict has never been far away.

#### > Academic coordinators

Prof. Jacques Zeelen (UNESCO Chair Gulu University and Globalisation Studies Groningen)  
 Prof. George Openjuru (Gulu University)  
 William Amone Msc (Gulu University)  
 Dr. Josje van der Linden (Faculty of Behavioural and Social Sciences, University of Groningen)

#### > Fee

€ 350 (including local transport)

#### > Target audience

Researchers, policy makers, practitioners, undergraduate, graduate and PhD students

#### > Language of instruction

English

#### > Application deadline

1 May 2018

#### > More information

summerschoolyoutheducationwork@rug.nl  
 www.rug.nl/summerschools



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