

Education and development in the two Sudans: youth agency in (post-)conflict areas

Youth, education and work in (post-)conflict areas
Empowering young talent to (re)build communities

Summer school Groningen 17-21 July 2017
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'School is a magical place'

Unicef promotes education in South Sudan with this slogan.



<https://www.youtube.com/watch?v=ZaB0uR5PcDk>

Briefly discuss problems and solutions as they appear in the video with your neighbour

Contents

- Main question
- Theoretical background
- Research context
- Case 1 Tuti island, Sudan
- Case 2 Koboko, northern Uganda, close to South Sudanese border
- Conclusions and discussion



Main question

How does education support youth to foresee in their own livelihood and contribute to community development in the context of (post-)conflict areas?

- Youth agency
- Education relating to youth agency

Theoretical background

Globalisation and youth agency:
Individuals contribute to and directly promote social influences that are global in their consequences and implications (Giddens)

Capabilities (Nussbaum), education and (post-)conflict situations:

- **Capability security**: counting on a capability for the future
- **Fertile functioning**: functioning that tends to promote other related capabilities
- **Corrosive disadvantage**: deprivation that has particularly large effects in other areas of life

Research context



- 1956 Sudan independent
- 1955 – 1972; 1983 – 2005 Civil war North-South
- 2011 South Sudan independent
- From December 2013 armed conflicts South Sudan

Case 1 Tuti island, Sudan

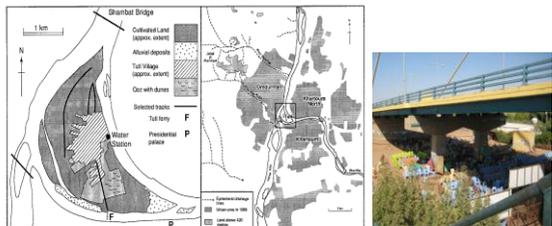


Fig. 1 Tuti Island and its location in central Khartoum, Sudan



Tuti-island: Island of education?

A Rural “Eye” in the Capital: Tuti Island, Khartoum, Sudan

Davies, H. R. J., Dr., University of Wales, Department of Geography, Swansea SA2 8PP, UK

one of the first elementary schools in the country. In 1963 Tuti’s illiteracy rate was reported as 45% (Hassan and Egeimi 1963) against a national estimate of 85% (El Tayeb 1991). Farming was looked down on and was left to hired labour and older folk. In 1963 only 11 farmers reported it as their sole occupation, though there were an unknown

Observations

- Not everybody on the island has access to education.
- University graduates sit at home or have ‘simple jobs’ like driving a rickshaw.
- Different organisations on the island cannot agree on the future of the island.

How useful is education for the development of the island?



Case 2 Koboko, northern Uganda, close to South Sudanese border

Non-formal education in a (post-)conflict area: Youth and Women Community Development Organisation



Youth and Women Community Development Organisation (YWCO)

Women Chairperson	Youth Coordinator
	
Founders	Volunteering youth
Diaspora organisation	Local government
	

Youth

Coordinator: *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.*

Volunteering youth: *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.*

Youth (cont.)

I think we are doing well ... There should also come people like you and ... They can come here and we have a chat with them. We discuss developmental issues. How we can develop the organisation. What are their experiences there, which can be transferred to our organisation?

Knowledge is very, very important. How much you have money and you do not have the knowledge of bringing up, developing the organisation, those moneys can vanish.

Diaspora and government

Diaspora: ... okay, since these women most of them are semi-illiterate and they will not understand development what... it is better to bring these youth to work together... The only challenge is now the sustainability of the centre...

Local government: 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.

Observations

- New partnerships
- University graduates play a role in community development
- Non-formal education as a flexible tool
- Vulnerability in terms of sustainability



Conclusion

How does education support youth to foresee in their own livelihood and contribute to community development in the context of (post-)conflict areas?

- It seems 'well educated' does not have a meaning beyond the availability of schools and university graduates (Tuti).
- (University) education may not lead to a well paid job, but to support community building (Koboko).

Fertile functioning versus corrosive disadvantage?

Conclusion (cont.)

- Useful education develops capabilities and agency supported by interaction and joint knowledge production.
- New partnerships and educational possibilities beyond formal schooling should be taken on board in policy development for education.

Discussion

'School is a magical place'

Making magic work ...

What does this mean in terms of contents, context, teachers etc.?



<https://www.youtube.com/watch?v=ZaROuBSPeDk>