Children’s Lived Experiences of Uganda’s Child-Centred Education

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Uganda has recently implemented a child-centred education reform, derived from the global education development agenda to improve the quality of education in the global South.

This child-centred model is rooted in two colliding discourses in the field of education development: 1) western constructivist ideas following Piaget, Vygotsky and Dewey and 2) neoliberal economic perspectives, which look to human capital and capabilities approaches to development.

From an education ethnography completed in rural Uganda, which involves children’s perspectives and research participation, this presentation problematizes global child-centred education and the politicization of ‘the child’ in Uganda’s education system. It further reviews how the child-centred model has been recontextualized at the local level in children’s lived education experiences.