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The Republic of Uganda

Uganda National Commission for UNESCO

Integrating Human Rights Education in Primary and Post – Primary Institutions in Uganda

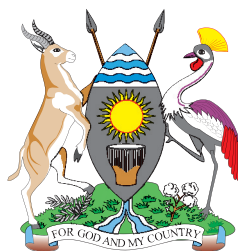
***A situation Analysis Report and
National Implementation Strategy
for Human Rights Education***

December 2012



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List of Acronyms

ABEK	Alternative Basic Education for Karamoja
ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
BOG	Board of Governors
BTVET	Business Technical Vocational Education Training
CCTs	Center for Coordinating Tutors
CSOs	Civil Society Organisations
DES	Directorate of Education Standards
DEOs	District Education Officers
DIS	District Inspector of Schools
ECD	Early Childhood Development
EFA	Education for All
FENU	Forum for Education NGOs in Uganda
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FHRI	Foundation for Human Rights Initiative
GEM	Girl Education Movement
HR	Human Rights
HRE	Human Rights Education
IEC	Information Education and Communication Materials
MAK	Makerere University Kampala
MDGs	Millenium Development Goals
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NTCs	National Teacher Colleges
OVC	Orphans and Vulnerable Children Policy
PIASCY	Presidential Innitiative of HIV/AIDS Strategies and Communication for Youth
PTA	Parents and Teachers Association
PTCs	Primary Teacher Colleges

PWDs	Persons With Disabilities
SCIU	Save the Children in Uganda
SFG	School Facilitation Grant
SMC	School Management Committee
UHRC	Uganda Human Rights Commission
UNATCOM	Uganda National Commission for UNESCO
UNCRC	United Nations Convention for Childrens Rights
UNDP	United Nations Development Program
UNEB	Uganda National Eaxminations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
UNISE	Uganda National Institute of Special Needs Education
UNOHCHR	United Nations High Commissioner for Human Rights
UPDF	Uganda People’s Defence Forces
UPE	Universal Primary Education
USE	Universal Secondary School
WFP	World Food Programme
WPHRE	World Program for Human Rights Education

Foreword

The Constitution of Uganda (1995) as amended recognises the importance of protection and realisation of human rights. Chapter Four of the Constitution constitutes Uganda's Bill of Rights. However, most Ugandans know very little about this document, let alone other international instruments on human rights.

To address this knowledge gap, Uganda as party to the United Nations proclamation in 2004 of the World Programme for Human Rights Education (WPHRE) and the Plan of Action for the First Phase of the WPHRE (2005-2007) committed itself to promoting HRE.

Subsequently, the Ministry of Education and Sports in 2008 developed a concept paper on the implementation of the WPHRE in Uganda. In support of this process, the UNATCOM undertook to conduct a study in 2011 to establish the status of HRE in primary and post-primary educational institutions in Uganda as well as to assess existing teaching and learning materials on HRE.

This report presents the findings of the study and the input of key stakeholders in education as to how they would like to see human rights education implemented in Uganda. The report also provides a draft National Implementation Strategy for HRE for primary and post-primary institutions in Uganda.

We hope this report will be of value to educators, policy makers and anyone interested in promoting a culture of human rights in Uganda. As Uganda celebrates the golden jubilee of independence, it is important to secure a solid base for the development of a culture of human rights.



AUGUSTINE OMARE- OKURUT

SECRETARY GENERAL

Acknowledgement

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We would also like to thank the consultants, Ms. Joan Aliobe and Mr. Peter Iranya for conducting the study on the current status of Human Rights Education in Uganda.

We thank the Task Force Members Mr. Augustine Omare-Okurut, Ms. Rosie Agoi, Mr. Peter Olowo, Ms. Patricia Achan Okiria, Ms. Elizabeth Ndyabagye, Mr. Edmond Nkalubo, Ms. Hilda Oyella, Ms. Alice Nassaka and Ms. Anna Grodzki for guiding and steering the project. We also appreciate the role played by the stakeholders during the regional consultations and the national validation of the study findings as well as the participants of the National Stakeholder Workshop for their commitment and their contributions.

We would like to express our profound thanks all those who contributed their time and opinions to this research by participating in the interviews as well as the individuals and organizations that assisted the study by providing information and sharing their perceptions, understanding and personal experiences on human rights education in Uganda.

Finally, we thank all the UNATCOM staff for their overall support in implementing the project.

Executive Summary

This is a report on the UNESCO funded “Participation Programme” project titled “Support to the Integration of Human Rights Education into Uganda’s Education System” implemented by the Uganda National Commission for UNESCO. This project was undertaken in pursuit of Uganda’s commitment towards the implementation of the 1st Phase of the World Programme for Human Rights Education (WPHRE), proclaimed by UN member states in 2004.

The report represents the findings of the study which was conducted to establish the status of human rights and life skills education in Uganda by looking at existing education policies and their implementation, learning environments, teaching and learning of human rights as well as education and professional development of teachers and other educational personnel.

A National Stakeholders Workshop was held to bring relevant players together to discuss the presented findings and recommendations of the study and to identify priority areas which informed the basis of a Draft National Implementation Strategy for HRE in Uganda. The participants also identified possible members for a National Steering Committee who will be tasked with overseeing and implementing the National Implementation Strategy and ensuring cooperation and coordination between relevant stakeholders.

The findings show that there is no comprehensive policy on human rights education in Uganda and the Ministry of Education and Sports (MoES) has not yet fully incorporated human rights education into the school curriculum. Different organizations are involved in promoting some aspects of human rights education in schools, institutions and also in the informal education sector. However, these efforts are not well coordinated. Human rights abuses such as corporal punishment, defilement, child labor, child trafficking to mention still occur in the school setting and at homes, besides some tribes and communities are still practicing Female Genital Mutilation (FGM). These are attributed to low levels of human rights awareness.

There are a few schools that have benefited from the human rights training specifically on raising awareness on the rights of children. However, many institutions and schools need to be educated on human rights education. There are inadequate learning materials on human rights in schools. Human rights is incorporated into peace clubs, patriotism clubs and crime prevention clubs in schools but in most schools visited there were no direct human rights club.

Several actors tried to influence the inclusion of HRE into the curriculum but faced challenges and several organizations that are implementing HRE in schools have complained of resource constraints hence a small coverage in activities on HRE. The communities were not being educated about human rights and so while human rights are promoted at school, they are still being abused at home.

Situation Analysis Report of the Current Status of Human Rights and Life Skills Education in Primary and Post – Primary Education Institutions in Uganda

Introduction

This situation analysis was commissioned by the Uganda National Commission for UNESCO in Uganda (UNATCOM) in 2011 to establish the current status of HR and life skills education in primary and post-primary education institutions in Uganda. The study focused on policies and policy implementation, training of teachers and education personnel, curriculum and education materials and the learning environment for HRE in Uganda as provided for in the Plan of Action for the First Phase of the WPHRE.

The study was conducted by a team of consultants under technical guidance of a taskforce constituted by UNATCOM, consisting of representatives from United Nations Office of the High Commissioner for Human Rights (UNOHCHR), Ministry of Education and Sports (MoES), Uganda Human Rights Commission (UHRC), Ministry of Ethics and Integrity, Foundation for Human Rights Initiative and National Curriculum Development Centre (NCDC).

Background to Human Rights Education

The World Programme for Human Rights Education (WPHRE) was proclaimed by all Member States of the United Nations in December 2004¹. In so doing, the UN Member States confirmed their belief that HRE is essential to the realization of human rights and fundamental freedoms and this contributes to promoting equality, preventing conflict and enhances participation and democratic processes. In July 2005, the General Assembly followed up on this commitment by adopting a Plan of Action for the First Phase of the World Programme, focusing on primary and secondary school systems as a concrete strategy and a practical guidance for implementing HRE in UN Member States.

With the adoption of the United Nations Declaration on Human Rights and Training, on 19th December 2011, the International Community has continued to express its consensus on the importance of human rights education to the realization of human rights as well as to the long term prevention of human rights abuses and violent conflicts. HRE is a process that builds knowledge, skills and attitudes prompting behaviour that upholds human rights. In this sense, human rights education makes an essential contribution to the protection of human rights and supports communities where the human rights of all are valued and respected.

Provisions on HRE have been incorporated in international instruments including the Universal Declaration on Human Rights (UDHR), The International Covenant on Economic, Social and Cultural Rights, The Convention on the Rights of the Child, The Convention on the Elimination of all Forms of Discrimination Against Women, The UNESCO Convention against Discrimination in Education, and the Vienna Declaration and Programme of Action, among others.

1 GA Resolution 59/113, UN Document February 2005, adopted on 10th December 2004

HRE in the school system is an important component of the right to education because it enables the education system to fulfill its fundamental aims of promoting the full development of the human personality and the sense of dignity, to strengthen respect for human rights and deliver quality education for all. In this sense, HRE contributes to improving the effectiveness of the education system as a whole which in turn contributes to a country's economic, social and political development as it provides the following benefits:

- Improved quality of learning achievements by promoting child centered and participatory teaching and learning practices and processes as well as a new role for the teaching profession.
- Increased access to and participation in schooling by creating a right-based learning environment that is inclusive and welcoming and fosters universal values, equal opportunities, respect for diversity and non-discrimination; a contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values.
- Setting guiding principles to support education reforms and helps to respond to current challenges of education systems worldwide, such as access to and equal opportunities in education for students and society, the improvement of education outcomes and education governance.

Introducing Human Rights Education in Uganda within the framework of the WPHRE

In pursuit of the WPHRE Uganda, the MoES took leadership in developing a concept paper, that was adopted as a programme for implementing Human Rights Education in both primary and post primary institutions. This was in partnership with and guidance of UNOHCHR, UNICEF, UNATCOM and UHRC. The activities identified in the concept paper were those recommended by the Plan of Action of the First Phase of the WPHRE and they included:

- i. Undertaking a situation analysis of the current status of HR and life skills education in primary, post-primary and teacher training education institutions.
- ii. Convening a national stakeholders workshop to discuss the findings of the situation analysis and identify priority areas of intervention to form the basis of drafting a national implementation strategy for HRE in Uganda by the Ministry of Education and Sports.
- iii. Establish a national steering committee to oversee the implementation of the strategy and further provide advice on development of policies and guidelines and ensure cooperation and coordination between relevant stakeholders in HRE.
- iv. Adoption of the national implementation strategy for HRE in primary and secondary school systems in Uganda.

The World Programme fosters the following human rights education principles (Plan of Action, para 8):

- i. Promote the interdependence, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development;
- ii. Foster respect for and appreciation of differences, and opposition to discrimination on the basis of race, sex, language, religion, political or other opinion, national, ethnic or social origin, physical or mental condition, and on other basis;
- iii. Encourage analysis of chronic and emerging human rights problems (including poverty, violent conflicts and discrimination), which would lead to solutions consistent with human rights standards;

- iv. Empower communities and individuals to identify their human rights needs and to ensure that they are met;
- v. Build on the human rights principles embedded within the different cultural contexts and take into account historical and social developments in each country;
- vi. Foster knowledge of and skills to use local, national, regional and international human rights instruments and mechanisms for the protection of human rights;
- vii. Make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights;
- viii. Foster teaching and learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality;
- ix. Be relevant to the daily life of the learners, engaging them in a dialogue about ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

Purpose of the situation analysis

The situation analysis provided a rapid overview of what is currently being done in HRE, including the gaps and possible remedies to achieve the overall goal of the WPHRE. This exercise was crucial for identifying priority needs to inform the domestication, implementation and monitoring of national policy commitments in HRE and the national implementation strategy. The benchmarks of the study was organized around the five components of the primary and secondary schooling as outlined in the plan of Action for the First Phase of the WPHRE.

Objectives of the situation analysis

The overall objectives of the study was to establish the current status of Human Rights and life skills education in primary and post primary education institutions and to develop a draft implementation strategy for HRE in Uganda.

The specific objectives of the study were drawn from within the five components laid out in the Plan of Action² of primary and secondary schooling which include: education policy, policy implementation, the learning environment, teaching and learning processes and tools, education and professional development of school personnel. The specific objectives therefore were:

- To establish Uganda's legal obligation on Human Rights Education.
- To establish the current policy issues on human rights education implemented by the Ministry of Education and Sports.
- To find out how Human Rights Education is integrated in the Ugandan school curriculum.
- To develop an inventory of human rights education materials.
- To find out whether training of teachers and other educational personnel in HRE is being done.
- To identify best methods and practices in schools that promote Human Rights Education.
- To identify the level and nature of involvement of international, regional and national actors in HRE so as to identify best practices.
- To identify obstacles and opportunities to Human Rights Education in the school system and possible mitigation measures.

² Plan of Action for the World Program for human rights education, UN Document, 2006

Scope of Study

The situation analysis provided a rapid overview of where the country is at and what it is currently doing in HRE. This exercise was crucial in identifying priority needs to inform the development of national policy commitments in HRE and a national HRE strategy. The thematic scope of the study was: Education policy and implementation on HRE, Curriculum and HRE materials, Training of teachers and educational personnel, the Learning environment in schools. The study geographically covered sample selected and representative districts in the country within a time frame of two months.

Literature Review

The available legal and policy frameworks literatures reviewed are the international instruments such as Universal Declaration of Human Rights, Convention of the Right of Child, Millennium Development Goals, Vienna Declaration and Programme of Action of the World Conference on Human Rights, and World Programme for Human Right Education as well as the national policy frameworks. National instruments /legislation were developed to observe the international standards like The Children's Act, ECD policy, UPE and USE policies. The other legal frameworks are Constitution of the Republic of Uganda, the Government White Paper, the Education Act, the National Development Plan and the Education Strategic Sector Plan.

Based on International Human Rights Instruments³, *“Human Rights Education can be defined as the training, dissemination and information efforts aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes, directed at strengthening respect for human rights, fundamental freedoms tolerance, equality and peace, among individuals within societies and among nations”*.

Uganda as a Member State adopted the United Nation Convention on the Rights of the Child (UNCRC), which are a set of universal entitlements for every child and young persons below the age of 18.

A human rights based approach to education promotes both human rights through education ensuring that all the components and processes of education, including curricula, materials, methods and training are conducive to the learning of human rights of all members of the school community. The entitlements apply to children of every background and encompass what they need to survive and have opportunities to lead stable, rewarding lives. Thus the international community has increasingly expressed consensus on the crucial contribution of human rights education to the realization of human rights as well as to the long term prevention of human rights abuses and violent conflicts in the Member States.

Uganda is committed to implementing a human rights based approach to education that promotes human rights and safeguards that all the components and processes of education such as the curriculum, educational materials, teaching methods and training are all conducive to the learning of human rights in education and ensures that the human rights of all the members of the school community are respected. Human rights are those basic and fundamental rights to which every person for the simple reason of being human is entitled to. They are inherent to all human beings, irrespective of their nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. They are therefore innate, universal, inalienable, indivisible and interrelated.

³ The Universal Declaration of Human Rights Article 26(2) states that ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations or the maintenance of Peace’

After approval of the World Program for Human Rights Education by the members state, Uganda begun to pursue its commitment to implement a number of activities in the first phase of the World Programme. In April 2009, the Ministry of Education and Sports adopted a concept paper on national Implementation of the WPHRE. The concept paper has now been transformed into a Programme for Human Rights Education. However due to budgetary constraints, the MoES did not carry out any of the stipulated activities in the programme. Human Rights Education is widely considered to be an integral part of the right to education as stated by the Committee on the Rights of the Child (CRC).

The process of implementing the WPHRE in Uganda was revitalized in April 2008 under the coordination and leadership of the MoES, a number of stakeholder's meetings were held with the view to launch and implement the core elements of the plan of action for the first phase of WPHRE in Uganda which include: policy implementation, Curricular and educational materials, training of teachers and other educational personnel, human rights education at the school level, programmes implemented under the international, regional and national levels, obstacles and opportunities to human rights education in the school system, possible measures to overcome them and recommendations.

In order to promote human rights education in Uganda, the Uganda Human Rights Commission has formed Peace Clubs, Voluntary Action Groups and Human Rights Committees in districts to disseminate human rights knowledge at the grassroots level. The Commission has produced "Your Rights Magazines" and Human Rights Readers Book 1-7, which can be used in human rights education in primary schools.

Advocacy to introduce human rights education in the primary curriculum is on going. Several training programmes and workshops have been conducted by the Commission and civil society across the country. More effort is needed to reach minorities and the disadvantaged persons in Uganda with human rights knowledge through education programmes. This entails production of basic materials in relevant local languages.

Methodology

The study was purely qualitative and involved reviewing existing literature, collecting and analyzing data from the field on HRE. Key informant guides were used to consult the Ministry of Education officials, heads of tertiary institutions, secondary schools, primary schools, and NGOs in the country providing human rights and education services in the education sector. Key Informant interviews and case studies were carried out to understand an in-depth information about the current status of Human Rights Education in Uganda. In addition, observation with video documentary was also used to comprehend human right issues in a learning environment. Although the research team could not reach to all the parts of the country to document enough evidence due to limited time and resources.

Structured interviews were administered to the following categories and other resourceful persons met in the selected districts who included: the District Education Officers, District Inspectors' of School, head teachers, representatives of peace clubs/human rights clubs in the selected schools, Principals of National Teachers Colleges and Primary Teachers Colleges were individually interviewed. Teachers who had benefited from human rights and peace education training were also interviewed. Organizations dealing with issues related to HRE, like UNICEF, save the children, NGO Forum, Uganda Human Rights Commission in the regions, among others were also interviewed.

In Kampala, the key resourceful persons conducted were from the Ministry of Education and Sports, National Curriculum Development Centre (NCDC), Makerere University School of Education, Kyambogo University Education department, Uganda Human Rights commission, Peace and Conflict Resolution Institute and teachers from the various teachers' training colleges from all over the country currently being trained and upgraded. There were four interview guides that were used under four different categories specifically for the key informant interviews, documents were also reviewed and observation used as method for data collection.

A video documentary was used to capture more information and justify the findings. Literature review of existing documents on HRE was also used to form an opinion and guide the structure of the study. Focus Group Discussions (FGDs) was used with special interest groups like the learners.

A validation of the research was done to authenticate the study. Regional consultations were also held to verify the study findings and solicit for more views from all the stakeholders on HRE at the grassroots level. The validation process was used to probe stakeholders on why the situation was as the study revealed and seek their recommendations. The validation took the form of public consultations and conferences to give feed back to stakeholders and ensure their broad input and ownership of the recommendations to inform policy and development of a strategy for the implementation of HRE in Uganda.

Study Findings of the Situation Analysis

Uganda has policy and legal frameworks that are adopted from the international instruments on HRE but the implementation of these frameworks are not fully operationalized. This is exemplified by the curriculum of the primary education which is not in tandem with the observation of HRE yet in actual sense it is supposed to be taught in all primary schools in Uganda. Although the teachers through training, were provided with knowledge on child rights but the teaching and professional development about HRE was not provided to them since it is a new initiative into their curriculum. In most of the institutions visited, the education materials on Human Rights Education are still lacking to the trainers. Whereas the Uganda Human Rights Commission and other International agencies like UNICEF and Save the Children in Uganda have provided skills on HRE to some teachers, others have not had similar opportunities. There is little impact on the learning environment in schools because HRE is not uniformly implemented in all the primary and post-primary schools.

1.0 Educational Policy

The current policy and legal regime in Uganda provides a framework that promotes human rights, specifically the right to education. This is embedded in national legislation which is derived from some of the international instruments. Aspects and values of HR have been incorporated in the lower primary school educational curriculum and in teacher training institutions.

The Policy framework

The policy frameworks were developed in line with the recommendations by international bodies to their member states to promote human rights and ensure that Human Rights Education is manifested into their National legislations. These includes;

The Constitution of the Republic of Uganda in Chapter Four⁴, commonly referred to “The Bill of Rights” is aimed at promoting human rights in general. Article 30 states that “**all persons have the right to education**”. This is in tandem with Article 26 of Universal Declaration of Human Rights of 1948 and Article 28 of the Convention of the Right to Child which address the right of the child to education, Article 5 of the International Convention on the Elimination of all Forms of Racial Discrimination (1965) highlights the right to education and training. The Vienna Declaration and Programme of Action of the World Conference on Human Rights (1993) puts emphasis on the rights of the child, reduction of illiteracy rates by providing basic education.

The Constitution also in Article 34 recognises the right of children to basic education as a responsibility of the state and the parent of the child. It also states that children shall have the right to know and be cared for by their parents or those entitled by law to bring them up. It further states that no child shall be deprived by any person of medical treatment, education or any other social or economic benefit by reason of religious or other beliefs. This view is derived from the Convention of the Rights of the Child and Universal Declaration of Human Rights in article 26.

The Universal Primary Education (1997) policy⁵ is aimed at achieving Education for All (EFA) Goal 1 through provision of educational facilities to enable every child enrol and remain in school until the primary cycle of education is complete; making education equitable in order to eliminate disparities and inequalities; ensuring that education is affordable to all Ugandans; and equipping every individual with basic skills. This

4 The Constitution of the Republic of Uganda (1995)

5 Ministry of Education and Sports, The Education Sector Strategic Plan (2004-2015) p5

policy is in line with the Millennium Development Goals which emphasizes that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Some of the principles of the Global Movement for Children allude that every child – all girls and boys must receive free primary education, and children must have a say in decisions concerning them. The same view upholds the Convention on the Rights of the Child⁶, (Article 28 (1,2) recognizes the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular;

- (a) make primary education compulsory and available to all;
- (b) make educational and vocational information and guidance available and accessible to all the children; and
- (c) take measures to encourage regular attendance at schools and the reduction of dropout rates.

The Universal Secondary Education policy of 2004 addresses the education needs that is provided for in the Education For All Goals and the Universal Declaration of Human Rights. Article 13 of the UDHR provides for compulsory and available free primary education for all, secondary education which shall be generally available to all; such education includes technical and vocational secondary education. Higher education shall be made equally accessible to all, on the basis of free education. The article also provides for fundamental education for those persons who have not received or completed the whole period of their primary education; and the development of school system at all levels shall be actively pursued. It provides for the establishment of an adequate fellowship system, and the material conditions of teaching staff to be continuously improved.

The Early Childhood Development Policy of Uganda (2007) promotes holistic approaches to early childhood development and effective/teaching processes appropriate to the age group of (0-8) years. This is done through equitable access and quality early childhood development services for all children in Uganda. The policy therefore is geared towards achieving Education For All (EFA) Goals and Millennium Development Goals.

The Orphans and Vulnerable Children's Policy (OVC) of 2004 provides for the promotion of access to education and retention of orphans and other vulnerable children in school, and improving the functional adult literacy and numeracy of care-givers. Uganda is a signatory to the UN Convention on the Rights of the Child (CRC), which was ratified in 1990. Uganda is also party to the African Charter on the Rights and Welfare of the Child, which obliges Member States to recognize the rights, freedoms and duties enshrined in the Charter. It further provides for the Member States to undertake the necessary steps, in accordance with their national constitutional processes and with the provisions of the present Charter, to adopt such legislative or other measures as may be necessary to give effect to the provisions of the Charter.

The Physical Education Policy, 2008 is aimed at promoting pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through ability to manage themselves successfully in a variety of situations. The United Nations Plan for Human Rights Education, (1995-2004) also indicates the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential.

6 The African Charter on the Rights and Welfare of the Child, Ratified by Uganda in 1992, ARTICLE 11(b)

The Government White Paper of 1992, which is the core background of policy on education programs aiming at promoting citizenship; moral, ethical, and spiritual values; promote scientific, technical and cultural knowledge, skills, and attitudes; eradicate illiteracy and equip individuals with basic skills and knowledge and with the ability to “contribute to the building of an integrated, self-sustaining and independent national economy.” The adoption of the Government White Paper is in line with the Universal Declaration of Human Rights that focuses on imparting knowledge and skills and moulding of attitudes, which are directed to full development of human personality and sense of its dignity, strengthening of respect for human rights and fundamental freedoms with the aim of maintaining peace (Plan for UNHRE, 1995-2004). This is also stressed in the African Charter on the Rights and Welfare of the African Child (1992) that states that: “the education of the child shall be directed to;

- (a) the promotion and development of the child’s personality, talents and mental and physical abilities to their fullest potential,
- (b) fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples’ rights and international human rights declaration and conventions.”

The Ministerial Circular (2006) and the Guidelines for Universal Primary Education (1998, article 3.4 iii) states that corporal punishment should not be used in schools, but there is no explicit prohibition in law. The proposed draft Amendment Bill for The Childrens Act, Cap 59 (2010) prohibits corporal punishment. The Convention on the Rights of the Child, Article 16 also provides for the Protection Against Child Abuse and Torture. States Parties to this convention are reminded to take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse, while in the care of the child. Further, Uganda ratified International Labour Organisation Convention 182 on Worst Forms of Child Labour, which protects children against sexual exploitation.

The Legal Framework

The legal frameworks support the policies and guides different institutions to develop programs that are in line with the international and national policies to uphold human rights standards.

The Children’s Act (2004), articulates children’s rights and the need to adhere to them. In addition to these provisions are the national objectives and directive principle of the state policies that provide for the state to promote free and compulsory education, take appropriate measures to avail every citizen an equal opportunity to attain the highest education standards possible and that individuals, religious bodies, and other non-governmental organizations shall be free to found and operate educational institutions if they comply with general educational policy of the country and maintain national standards.

Section 3 of The Children Act Cap 59, provides for the welfare principles and the children’s rights which are set out in the first schedule of the Act. It shall be the guiding principles in making any decision based on the Act. Paragraph 4, in particular sets out the rights of the child⁷ in (c) stipulates that a child shall have a right to exercise all the rights set out in the United Nations Convention on the Rights of the Child 1989 and the Organization of African Unity Charter on the Rights and Welfare of the African Child 1990 which may not be

⁷ United Nations Convention on the Rights of the Child 1989

expressly set out in the Act itself. Section 5 of the Act stipulates the duty of a parent, guardian or any person having custody of a child to maintain that child and in particular this duty gives a child the right to education and guidance⁸. Under Section 9 of The Children Act Cap 59, it is the duty of both the parents of children with disabilities and the state to take appropriate steps to ensure that those children are afforded facilities for their rehabilitation and equal opportunity to education⁹.

The Education Act 2008, provides for education and training to the child shall be a joint responsibility of the State, the parent or guardian and other stakeholders. It states that basic education shall be provided and enjoyed as a right by all persons. It also states that religious studies shall form part of the curriculum in primary and post primary schools. However the Act mainly relates to the regulation of formal education, registration and licensing of teachers and other related matters but has no direct provision on the human right education or right to education. On a positive note, the Education Act also empowers The Minister of Education and Sports to initiate policies and reforms of education as the need arises.

Programs and Strategies

The programs and the strategies developed was to work hand in hand with the policy and legal frameworks. This is to operationalize the legal frameworks by the member states in order to achieve the targets.

The Education Sector Strategic Plan (2004 to 2015), is the framework of the Ministry of Education and Sports to fulfil its mission, which is “to support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development;”. To guide all sub-sectors in their regular medium-term and annual planning and budgeting exercises; and also to help the Ministry of Education, as sector coordinator, negotiate with other government agencies, other actors in the education sector, and external funding agencies the scope and use of their investments in the education sector. The strategy is a fulfilment of Uganda’s commitment to the Vienna Declaration of 1993 that human right education shall geared toward eradication of illiteracy and full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

The strategy of National Development Plan 2010/11 to 2014/15 on education is to increase access, equity, improve quality of both primary and secondary education for girls and boys by reducing cost of education to families and supporting programs for disadvantaged children and youth, expand and improve primary school infrastructural facilities. The Convention on the Right of the Child 1989, in Article 17 provides for State parties to promote and encourage international cooperation especially with regard to the elimination of ignorance and illiteracy in the word, access to scientific and technical knowledge and modern teaching methods.

The Uganda Vision 2025 implicitly focuses on providing specialized education and training programs for the disadvantaged, vulnerable groups and gifted children as well as improving the quality and standards of teacher training. Above all, the Vision emphasized full literacy for both men and women by aspiring for a literate, informed, creative and well educated society. In Vienna Declaration of 1993, which was adopted by the World Conference on Human Rights that all States should consider human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace. Yet as a member states the government of Uganda through the Ministry of Education and Sports, such recommendations were not fully incorporated into the education sector.

8 The Organization of African Unity Charter on the rights and Welfare of the African Child 1990

9 The Children’s act (2005)

2.0 Policy Implementation

There are national mechanisms to ensure implementation of educational policies. The MoES has the overall responsibility for the development and implementation of all policies, laws/acts, and strategies on education. There are departments in the MoES which include: Basic Education, Secondary Education that has both the government and private schools, Special Needs Education, Career Guidance and Counseling, Physical Education and Sports, Teacher Education.

Although the Education Act is strictly followed in the education sector, NCDC is responsible for curriculum development, monitoring and review. NCHE is also responsible for regulating tertiary institutions and universities. The Directorate of Education Standards is responsible for quality control, monitoring and periodic evaluation. At the local government level, the DEOs and the DIS are responsible at the district level and at the school level, it's the head teachers and teachers responsible for policy implementation. It is further implemented by student governing councils, PTA, BOG and the SMCs. But these structures have not fully conceived the concept of Human Rights Education into their respective areas of responsibilities.

Human rights education is not fully incorporated into the school system including some of the international instruments including the Universal Declaration on Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of all forms of Discrimination against Women, the UNESCO convention against discrimination in education, and the Vienna declaration and programme of action, among others.

Further still, education statistics indicate high enrollment rates at lower primary levels but there are progressive and high dropout rates attributed to early marriages, domestic child labor, inadequate financial support and FGM. This indicates low completion rates and poor skills development.

Human rights education in the school system is an important component of the right to education, as it enables the education system to fulfill its fundamental aims to promote the full development of the human personality and the sense of its dignity, to strengthen respect for human rights and to deliver a quality education for all.

The UN conventions on children's rights are considered in the teachers training colleges. The adoption of United Nations human rights principles and guidelines are in the training manual and also the schools rules and regulations are extracts of the Uganda constitution. Since there is an emphasis on human rights issues. For example during the school assembly, teachers tell children about their rights and patriotism which is love for their country and their immediate environment and how they can defend it.

Human Rights Education is also observed in formation of human rights and peace clubs that promote respect and campaigns for human rights education in the school. There is a policy of abolishing corporal punishment in schools and the ministry of education and sports have designed an introductory rules and regulations to schools where children's obligation were clearly stipulated in schools.

The Universal Primary Education (UPE) and Universal Secondary Education (USE) are programmes that promote Education For All (EFA) and are all inclusive and in support of the Declaration on the rights to education under the Millennium Development Goals (MDGs). At the district levels, UPE has been placed under the decentralization program. The education department and the teachers are under the local government structures. This includes paying the teacher's salary, releasing the school facilitation grants (SFG), and building the infrastructures. The UPE emphasized that all children must be in school and access learning materials in school.

The Children's Act Cap 59 is taught to teachers in the training colleges. The Act includes their obligation and how they are supposed to be guided to be responsible. Further still, in January, 2012 Uganda Human Rights Commission (UHRC) trained Principals of Teacher Training Colleges on the of human rights and its integration into the school curriculum. After that the principals have included into their system while others have not put into practice. This was done to implement Human Rights Education in schools.

The Uganda Vision 2025 implicitly focuses on providing specialized education and training programs for the disadvantaged, vulnerable groups and gifted children as well as improving the quality and standards of teacher training. Inclusive education where all children are given opportunities to participate in school activities and girl child education is particularly encouraged. The design of UPE involved all categories of children to be in school and the teachers must have capacity to cater for their needs, also special education infrastructure was built for children with disabilities.

Promotion of environmental friendly in schools. The government has provided safe water, fence in some schools, and advocate for girl child education through distribution of sanitary materials and building better bathrooms for girls. The students are also allowed to choose their leaders democratically. In some schools which are boarding, they are provided with foods, and medical treatment within the school premises. The School Facilitation Grants (SFG) is provided to construct modern facilities in the schools that cater for children with disabilities. For instance the SFG provides modern facilities that include ramps, hand rails and steps for children with special needs¹⁰.

There is a policy on non-formal education, for instance ABEK which gives opportunity to children who have not had access to formal education. There are non-formal educators who follow these children at the grazing fields and by the time they return from grazing they have been exposed to education. This has increased on the rate of children turning up for formal education due to development of interest. Livestock education was used as an entry point to teach children about animal diseases and alternative ways of looking after cattle. This eventually attracted the parents to join¹¹.

The responsibilities of the children are clearly set in the school rules and regulations. For example time management, avoid late coming, smartness, putting on school uniforms in the school environment, no mobile phones in school compound, and respect for each other and the staff. Improvement of the infrastructure in the school environment also motivates the children and the teachers to enjoy learning. Teachers are expected to teach their entire syllabus in the class within the period allocated for them. The Center Coordinating Tutors (CCTs) with the help of school inspectors supervise the teachers and their lesson plans.

10 Guidelines on: Policy, Planning, Roles and Responsibilities of Stakeholders in Implementation of UPE for Districts and Urban Councils 008

11 Ministry of Education and Sports, The Education Sector Strategic Plan (2004-2015) p. 71

3.0 Curriculum and Human Rights Educational Materials

Human rights are streamlined in thematic curriculum of P1 to P3. NCDC in partnership with MS Uganda developed supplementary materials in line with democracy and human rights in Uganda. However, when visiting the schools, many of these materials were found dusty and lying in the school library and were not in use by the learners or teachers. There was no evidence of these materials being used in the classroom. In P5-P7, topics related to HRE are taught such as rights, responsibilities and child rights for P5, The Road to Independence in East Africa, Justice and Injustice in the Community, introducing Basic Rights and Responsibilities of the Citizens.

During the curriculum design, NCDC also develops assessment guidelines for UNEB. These are sample test papers and a test blue print which acts as a guide for setting exams and assessment. This implies that the HRE is assessed wherever it appears in the curriculum.

On rolling out a new curriculum, NCDC orients the teachers on the new curriculum; teachers thus get guidelines on the new innovations on the curriculum. NCDC further monitors the implementation together with CCTs, Core PTCs and DISs. This enables NCDC to get feedback from both teachers and learners on the curriculum and forms a basis for curriculum review. Apparently, NCDC is in the process of overhauling the lower secondary school curriculum which will give room to the integration of human rights education into the secondary system.

The study came up with an inventory of Human Rights Education materials indicating what different stakeholders have done in a defined period of time. The inventory indicates the title of the resource, the type of material, the organization responsible for the material, the year of publication and a brief description of the material. It has been appended in this report. A total of 70 different Human Rights Education materials were collected.

Currently, there are educational materials on human rights education both for primary and post primary schools produced by the government in partnership with international actors such as Save the Children and UNICEF. Some of these materials include 'Alternatives to Corporal Punishment'. The latest publication is the application of human rights into some subjects such as social studies and religious studies in primary schools. There are also readers from primary one to primary seven developed by the Uganda Human Rights Commission. In secondary schools, human rights apply in Christian Religious Education and history particularly African nationalism at the advance levels.

At pre-primary level, National Curriculum Development Center (NCDC) developed an Early Childhood Development comprehensive curriculum material for nursery schools and care givers commonly known as the Learning Framework. It has been translated in 16 local languages. However, it has not been widely distributed and most nursery schools continue to use syllabi developed by individuals, some of which tend to cover work of primary one.

There are guidelines in existence for writing or revising textbooks so that they are in line with human rights principles and commitments. There are no specific teachers allocated to teach Human Rights Education lessons and there is no preparation made to teach specifically HRE lessons.

NCDC needs to work together with other Stakeholders in HR to develop content to be integrated into the curriculum because it's the only institution mandated to develop and review the curriculum. There is expertise in curriculum design and training design for HRE in the country. NCDC needs to come up with a design for the primary school readers.

At higher levels of institutional learning, most of the universities such as Makerere University and Gulu University do not teach human rights education as a complete course unit across the courses. They teach human rights at a Masters level as a complete package. Human rights is taught as a course in selected disciplines at the university. However, not all learners benefit from this as not all of them offer these courses. There is a cross-disciplinary approach in integrating HRE into the Curriculum and it's not taught as a single subject.

UNEB is brailing exams and takes to children in the different centers and specialists transcribe the exams for marking. UNISE intends to deploy a teacher/tutor in all PTCs to teach special needs education to schools and become tutors in the field of special needs

4.0 Training of Teachers and other Educational Personnel

For the World Program of Human Rights Education, introducing or improving human rights education requires a holistic approach to teaching and learning that reflects human rights values. Starting as early as possible, human rights concepts and practices are integrated into all aspects of education. For example, curriculum content and objectives are rights-based, methodologies are democratic and participatory, and all materials and textbooks are consistent with human rights values.

The curriculum on teacher training has the Teachers Ethics and Code of Conduct for PTCs and NTCs. There are some provisions on principles that promote the rights of children however it is not elaborate on HRE. There isn't specific training on HRE for other education personnel. Nevertheless, in an effort to bridge this gap the UHRC has conducted trainings for some school personnel specifically the Principals from Primary Teacher Colleges on human rights education in the school environment. Besides that UNATCOM in partnership with the Korean National Commission for UNESCO also carried out similar training for teachers.

Kyambogo University has a fully fledged specialised course unit in Early Childhood Development (ECD)¹² however the training of pre-primary teachers and care givers, which is the mandate of Kyambogo University has not been very effective through early childhood education under the department of teachers' education and development studies. Tutors and principles of PTCs and NTCs were trained to implement life skills and peace education in the institution and have designed course units for peace and human rights awareness particularly on how student teachers should protect the rights of others however, there is no time table for the course and yet it has to be applied and another challenge is most of the tutors reside outside the college and find it challenging to use time outside the time-table. The tutors and the students have outreach programs where they talk to the nearest community about importance of peace and how they can resolve issues without confrontation and also within school environment, the tutors also talk to the students about the importance human right issues.

UNICEF trained the core center tutors in Primary Teachers Colleges and the head teachers from various schools in Uganda about the child rights. They provide books about child participation in order to create awareness among teachers and the children such that they can report about violence and provide tips on mechanism of reporting by giving them best mechanism of reporting. In addition, they also have Girl Education Movement (GEM) that prevents gender violence in their respective environment. Teachers' code of conduct is also taught in the training colleges. This equips the teachers with skills of handling children in the school environment.

12 The Early Childhood Development (ECD) Policy 2007

13 The Rights of Vulnerable Persons and the Role of the Teacher in promoting and Protection of Human Rights.

5.0 The Learning Environment

Human rights education strives towards an environment where human rights are practiced and lived in the daily life of the whole school community. As well as cognitive learning, human rights education includes the social and emotional development of all those involved in the learning and teaching processes. A rights-based environment respects and promotes the human rights of all school actors and is characterized by mutual understanding, respect and responsibility. It enables children to express their views freely and to participate in school life, and offers them appropriate opportunities for interacting with the wider community.

In Uganda, the regulations and directives issued by the education authorities address the promotion of a rights-based learning environment both physical and psychosocial aspects, including the incorporation of human rights principles into school policies, management, governance, extra and co-curricular activities and school outreach programmes into the community. There is interaction between the schools, local government, civil society and community at large that facilitates awareness of human rights and the key principles of Human Rights Education.

In most of the schools visited, there were talking compounds, IEC materials on human rights which have been developed by the learners themselves through the following clubs:

- i. Peace clubs
- ii. Human rights clubs
- iii. PIASCY clubs
- iv. Wildlife clubs
- v. Patriotism clubs
- vi. Straight talk clubs
- vii. SCrime prevention clubs

These messages and clubs have promoted human rights awareness, improved discipline and peaceful co-existence within the school community. It has also empowered the learners peacefully to resolve their conflicts and developed early warning systems for conflict and violence in schools.

Extra – curricular activities like games, sports, music, dance and drama are also used to promote themes and principles on human rights in the school.

Schools also have code of conduct and disciplinary procedures for the learners. There are shared responsibilities among the students and staff in terms of duty rotas for the promotion of equality, respect and peaceful conflict resolution as well as creating a non-discriminatory, non-violent and corporal punishment free environment.

Previously community work was given to indisciplined learners as a form of punishment; though this is still practiced in some schools, others now encourage the learners to engage in community work to promote learning and responsibility. There are also some voluntary outreach programmes where students participate in their communities.

The school governance system promotes democratic processes through involving all stakeholders in the decision making processes. Regular students' leadership elections are also held in a transparent manner.

Access to food is necessary to all learners, however in some arid and semi arid areas like North Eastern Uganda there are limited supplies for food and children spend more time looking for food thereby avoiding school. The UN WFP in partnership with MoES initiated a school feeding programme and this has attracted children to school, however in the absence of food, they don't attend school. In other areas the school has been taken to the communities e.g. the fishing communities around the lake areas of Kalangala district and pastoral communities in Karamoja region.

Learners with special needs have also been catered for in some schools. Under the SFG, ramps and sanitary facilities have been constructed to enable access to learners with disabilities. There are also rails for the blind in some schools and the record of the blind are sent to UNEB who print exams in brail, hire specialized persons to transcribe the exams for examiners. Instructional materials have also been designed for the learners with special needs.

6.0 Contribution of development partners towards HRE

INTERNATIONAL ACTORS

Different organizations are involved in activities with the sole purpose of promoting human rights to protect children. The international organizations are working in partnership with the other NGOs and community based organizations.

Save the Children Uganda

Save the Children in Uganda (SCiU) has –

- (a) supported infrastructure development in education by constructing classrooms, pit latrines, water sources, desks and scholastic materials to schools in Karamoja region, Acholi sub- region and the Rwenzori region for example they have specifically constructed 100 classrooms, 15 teacher's houses and 30 five stance latrines in 30 schools in the four districts in the Rwenzori region in the last four years with the contribution of parents;
- (b) facilitated training of teachers in core PTC, and trained non-formal teachers in Moroto core PTC and have two non-formal teachers in each community ABEK learning modules 1-10 based on the environment, live stock and conflict;
- (c) established child rights clubs in schools whereby children can talk about their rights and are taught about their responsibility and distributed copies of the alternative disciplinary mechanisms to discourage corporal punishment that has led to school drop out;
- (d) trained SMCs and PTA members. In Western Uganda, their education program targets 25,000 children in Ntoroko, Bundibugyo, Kasese and Kabarole districts, specifically the hard to reach areas like the mountainous regions and the hard to live in areas like the pastoral and lake communities;
- (e) sensitized the communities around schools on the value of education and encourage them to pack food for their;
- (f) encouraged the parents to contribute materials available in the community like water, bricks, and clear the building sites and Save and provided building materials that cannot be found in the community like cement.

UNICEF

UNICEF trained the core center tutors in Primary Teachers Colleges who also in turn train the pre-service and the teachers in the colleges about child rights. They distributed text books like child participation in order to create awareness to both teachers and the children such that they can report cases violence of relevance authorities and try to identify which mechanism is best for reporting. Through Girls Education Movement (GEM), the organization has a special program of addressing gender violence and empowerment of women through education, economic rights in the respective environment.

Compassion International

Compassion international is supporting many children to access education by providing scholastic materials and catering for their health.

NATIONAL ACTORS

Uganda Human Rights Commission

The Uganda Human Rights Commission as established the by the Constitution of the Republic of Uganda is mandated to perform the following functions-

- (a) to investigate, at its own initiative or on a complaint made by any person or group of persons against the violation of any human right;
- (b) to visit jails, prisons, and places of detention or related facilities with a view to assessing and inspecting conditions of the inmates and make recommendations;
- (c) to establish a continuing programme of research, education and information to enhance respect of human rights;
- (d) to recommend to Parliament effective measures to promote human rights, including provision of compensation to victims of violations of human rights or their families;
- (e) to create and sustain within society the awareness of the provisions of this Constitution as the fundamental law of the people of Uganda;
- (f) to educate and encourage the public to defend this Constitution at all times against all forms of abuse and violation;
- (g) to formulate, implement and oversee programmes intended to inculcate in the citizens of Uganda awareness of their civic responsibilities and an appreciation of their rights and obligations as free people;
- (h) to monitor the Government's compliance with international treaty and convention obligations on human rights.

In light of its functions, the Commission has -

- (a) made an effort to integrate HRE in the primary school curriculum in cooperation with NCDC and MoES by developing human rights readers for primary levels 1-7, sensitization materials and documentaries;
- (b) trained education personnel in schools and teacher training institutions on human rights;
- (c) supported the establishment of human rights and peace clubs in schools including making follow up visits. These clubs have received HR materials and are using extra and co – curricula activities in promoting human rights and creating peaceful environment for learning.

Raising Voices

Raising voices has trained teachers and other resource persons to use local kits within the school environment to promote children's rights and responsibilities, alternative discipline mechanisms, creating a school friendly environment, a good teacher and designed alternative education targeting the children not in school. They have also promoted media advocacy and have identified different funders for different activities.

UNISE Kyambogo University

UNISE advocates for special needs for PWDs and advocate for the promotion and protection of the rights of learners with special needs which include the physical infrastructures to cater for PWDs. This initiative has been strengthened by the MoES policy on schools to enable PWDs access facilities like the construction of ramps in schools and places to give disabled persons accessibility to public services and facilities. They have also trained teachers on special needs education though the numbers are still inadequate and the teachers are at times transferred to places where there are no children with disability.

ANNPCAN

ANNPCAN is promoting child advocacy by establishing child based clubs in schools e.g. they have put in place letter link boxes schools to enable the children report cases of human rights abuses within the school and community they live in. There are councilors who collect these letters and later respond to them, and a report is sent to the district actors dealing with child related issues. School based child protection policies have been developed by ANNPCAN to protect children at school level and they guided teachers and children to formulate these policies. They have trained children on their rights and responsibilities and also trained teachers on alternative discipline approaches.

FHRI

FHRI has training programs where the foundation liaises with communities to discuss human rights issues. They engage politicians and through this, they discover many gaps. Advocacy is done at the community and parliamentary level

FENU

FENU encourages children to form school courts and resolve their own problems among themselves. They only resort to the teachers when it's beyond their control. There are dialogues being held with the communities targeting parents. Also radio programs have been presented with the aim of sensitizing parents and community members on issues affecting children in particular communities, mainly targeting the discouragement of corporal punishment.

Human Rights Focus

Human Rights Focus Gulu is taking human rights to primary schools and advice learners to form HR clubs after sensitizing them and acknowledge that there has been an over-whelming need for HR education. They target weekends and specifically target the S2 class. The program not being on the curriculum has to be over the weekend and have been to St. Stephens Layibi, Sacret Heart, Kitgum High and Sir Samuel Baker. They use simplified materials that they have summarized to teach the learners. They have 604 HR volunteers in Acholi sub region and include among others primary teachers and nurses who were trained and now talk to parents or refer children to LCs or police. They are HRF contact points to the community

Kapchorwa Civil Society Organization Alliance

Kapchorwa civil society organization alliance focus on the discouragement of FGM, offer legal advice and resolve some problems in homes and the community. Have gone to 5 schools and taught them about the dangers of FGM, and left them with information, education and communication materials. They have not been able to follow up on their activities due to lack of funds

REACH

REACH program in Kapchorwa promote the rights of children and are discouraging FGM. They too hold community dialogues and encourage participatory approach. Had programmes for children up to 2007 and went to schools educating children about their rights and sensitized the teachers as well. They visited 5 primary schools within Kapchorwa which include: kapterek p/s, tuban p/s, kutung p/s, Kapchorwa p/s, and Kapchorwa demonstration school. They formed human rights clubs in the schools but have not followed up on progress due to lack of funds

Plan Uganda

Plan Uganda works with schools and communities by strengthening community based structures at the grass root level with the aim of making them knowledgeable about the rights of children. They also strengthen support for disabled children. Plan uses a child centred approach to children programmes and have established anti-violence clubs in schools to promote human rights have trained teachers and empowered children to advocate for their rights both at school and at home. They have 72 child protection committees in all the 72 parishes where they are located and involve parents in issues of violence within the community. It also provides scholastic materials trains teachers and construct classrooms. They are partnering with raising voices. In a survey carried out last year by Save the Children, it was discovered that 83% of P3 and 76% of P6 children complained about injustices. For example they are cained, made to dig and clean dirty latrines as a mode of punishment. This is still on despite the ministry coming up and condemning corporal punishment

7.0 Challenges to Human Rights Education in Uganda

Uganda has policies in place that promote human rights. Some of these policies are derived from the international instruments on HRE. There are still challenges in implementing policies in order to realize the intended goals for HRE. These include:

Educational Policies

- i. Despite the fact that the MoES has a policy on corporal punishments in schools, it's still being practiced by teachers and this is a weakness in policy implementation. Some families are also still administering corporal punishment as a way of instilling discipline and this is as a result of a negative attitude towards change because some communities have a belief that corporal punishment is effective.
- ii. There is emphasis on children's rights and advocating for child friendly schools without focusing on their responsibilities and this breeds a conflict of right bearers and duty holders. On the other hand, teachers feel their rights are not being considered and teacher friendly schools are not being advocated for. This has a gap in the policy of advocating for both teachers and the pupils or students.

Teaching and Learning Processes

- i. There are a few instructional materials that relate to human rights education and many schools cannot access the few. Even in schools where these materials exist, there is limited evidence of usage.
- ii. The curriculum designed for teachers is not adequate enough to integrate human rights education.
- iii. The curriculum is exam oriented in nature and puts more emphasis on academics rather than lifelong learning. It doesn't have HRE as a taught subject however it promotes HRE through extra-curricular activities as well as co-curricular activities which have values of respect that promote Human Rights Education. However, there is limited time given to these activities and most of it goes un-supervised.
- iv. Schools are not well equipped with learning materials for Special Needs Education.
- v. Where as children are taught sign language at school, the parents are not and when the children communicate they are misunderstood.

Learning Environment

- i. There is a challenge in terms of educational facilities and human resources. Kalonge Primary School in Kasese has 350 children with only two structures and are using slates as black boards. Besides, the teachers walk for 2 hours before reaching the school. SCIU is building a two classroom block, a latrine and provided them with books. St peters mirambi in lake katwe has a similar challenge. In Bundibugyo, Nyahuka Primary School has gross inadequacies in human resources with the head teacher running the school single-handedly. In the same school, P5,6 and 7 share one class room. Follow up is a challenge and classes are too congested and the numbers are extremely high.
- ii. Monitoring schools activities and their progress is challenging because some of the schools are very far, and many organization don't have budgets for activities in this regard. This poses a challenge of sustainability.

- iii. Interventions on HRE by CSO's have a limited scope because they operate in few districts and are limited by financial constraints.
- iv. There are areas with complex terrains and hence hard to reach. This poses a constraint in terms of transport especially in the mountainous areas of Bundibugyo and Kapchorwa, this translates into absenteeism on both the side of the teachers and the learners.
- v. Parents send children to school without food and in some schools.

Education and Professional Development of School Personnel

- i. Some teachers have a negative attitude and think CSOs are making the children unruly. They are usually uneasy when issues of HR are talked about and think their 'powers' are being taken away. This stems from the fact that the teachers themselves are not trained in human rights education.
- ii. UNISE trains teachers for learners of Special Needs Education, however, when they are transferred to other schools leaving the special needs education beneficiaries handicapped.
- iii. There is poor payment of teachers which is demoralizing and further explains the concept of absenteeism as many are engaged in other income generating activities.
- iv. It is also not easy to change people's mind sets because people say HR is not their culture.

8.0 Opportunities to Human Rights Education in the School System

- i. Some schools have abandoned corporal punishment and resorted to alternative disciplinary mechanisms.
- ii. Some communities are always willing to accommodate teachers and provide the teachers with breakfast and lunch so that the children are taught.
- iii. Early childhood care and development motivate children to come to school for formal education.
- iv. Some schools and head teachers in particular appreciate the role of the HR clubs. In Moroto High School, the theft of computers from the school was gradually leading to a strike and it was the members of the peace and human rights club that convinced the students out of the strike. Any time members from the UHRC visit the school, they are welcomed.
- v. Some students after school students have gone out into the villages to form voluntary action groups in the community and promote human rights.
- vi. The principals of PTCs who were trained by the UHRC appreciated the program and recommended the program for deputy principals and tutors. These are resourceful people that are in position to integrate HRE in the modules of their trainings for teachers who can be rolled out to teach and train learners
- vii. The MoES is positive and supportive, without their support you cannot achieve much. The DEOs have supported programs on HRE in most of the districts visited and have given the development partners the necessary assistance.

9.0 Conclusion and Recommendations

Conclusion Policies

The MoES should take the lead supervisory, monitoring and evaluation of the program and ensure schools and institutions adhere to the HRE. Most policies that support the international instruments have been domesticated however there is a challenge in implementation due to financial constraints among other reasons. The HRE policy is not pronounced in the school environment apart from child rights and clubs formed on the basis of human rights but not on the basis of human rights education.

Curriculum

The secondary school curriculum is going to be reviewed and HRE should come out more clearly in their education. NCDC should print uniform materials on HRE so that its uniformly distributed to all schools

Teacher training

There is need to allocate financial resources in the professional development of teachers specifically on HRE. Teaching is a profession and should not be looked at as a last resort. The academic scores of admitting teachers should be raised so that committed and interested people apply for the course and not simply as a last resort.

School environment

There is need to continuously hold community dialogues so that the school and home environment can be made better.

Development partners

The international community should come in to train the different parties involved and print enough materials. Their activities too should be streamlined

Recommendations

MoES should take lead in as far as HRE is concerned, more so the fact that different MoES of all member states were tasked to take a lead role in championing HRE and be committed, particularly the line ministries and officials within MoES concerned. There should be political will for HRE to be effected in this line ministries. There are still inadequate school facilities as well as human resources.

There is need for financial and technical support given to the MoES to facilitate Human Rights Education at all educational levels. Financial support is needed specifically for purposes of producing more human rights materials and training in service teachers about HRE after fully incorporation of HRE into the curriculum at secondary levels. Time should be set a side on the secondary school time table every week as a directive from the MoES specifically for HRE. Teaching as a profession is usually taken on by individuals as a last resort and people with not so good results are taken on as teachers. Teaching/education should be for people with only the best grades because they are educating a nation

Policies on human rights education needs to be formulated because the government has already made a commitment towards that cause which education policy should translate into a curriculum. The education act has to operationalize the policy.

Motivate teachers by providing refresher courses to the teachers, head teachers and education officers about human rights education as one way of bringing them on board.

Provide adequate materials about human rights education to all schools and should be user friendly to all the staff and the students in the education environment.

Human rights education goes beyond the right of the child. The teachers' rights should also be upheld so that they can be in position to uphold the rights of the children. Parents are abusing the rights of the teachers. Human rights should not be silent on the rights of teachers.

The study recommends that different actors should come and join hands and work in regions where other actors are not working or have not been in position to reach. They should not leave the bulk of work to a few actors

MoES needs to streamline the activities of the international, regional and national actors in order to avoid duplication of services. Schools in the extremely remote and hard to reach areas should be given priority because many schools within the towns have had some access to HRE by the fact that they have IEC materials in the schools. This will also improve on coverage.

Exchange visits programs for teachers and the students in other countries where human rights is practiced for long time so that they can learn and bring the ideas back to their home country. Have a study tour through linking up students in different countries.

The study recommends that more resources be availed to train teachers on Human Rights Education at both in service and pre-service. There is also need to come up with a training course unit on Human Rights Education for teachers. There is need to empower the teachers, parents and the learners and non formal programs for parents should be introduced.

There is need to reproduce and disseminate already developed human rights materials that can be used by the human rights clubs and enough to be distributed to all schools and also to encourage the children to read these materials casually in class. Harmonise the different HRE materials that are to be distributed to the schools.

The curriculum should have a national outlook of Human Rights Education. There is need for resources to review the curriculum and not put emphasis on passing exams/ academics. Human rights needs to be put highly on the agenda of reviewing the curriculum.

Provide sensitization and awareness to the public about the importance of human rights education to the learning environment. Human rights should be taught in higher levels of education in order to target the youth who have become intolerable or violent in the community.

Improve infrastructure of schools in the country. For instance some schools don't have classrooms for teaching the children and this can facilitate abuse of children by teachers. The universities have poor sanitation and have leaking toilet facilities while others have had buildings whose roof has been blown off by the strong wind.

Provide adequate human resource in the education sector and train them with skills of human rights. This will also bring patriotism in the country.

NGOs should not only target core PTCs for Human Rights Education training. There is need to build a strong partnership with parents. What is taught at school should be consolidated at home.

10.0 Good Practices

- Human rights is taught at some universities as a course at post graduate level in the Universities e.g. Nkozi, Gulu, Mukono, Mbarara.
- NGOs are conducting community dialogues on human rights through outreach programmes.
- Extra and co – curricular activities in schools promote human rights activities through clubs.
- Newspapers in Education (NiE) is a weekly pull out in the newspapers that give career guidance and counseling to learners besides giving useful and educative information on human rights.
- Some cultural practices promote respect of human rights. For example the *ekisakate* program among the Baganda inculcates respect for the self and others.

The National Stakeholders Workshop Report

23rd April 2012

Imperial Royale Hotel, Kampala

Introduction

This one and a half day National Stakeholders Workshop on Human Rights Education (HRE) in Uganda was organized by the Uganda National Commission for UNESCO at Imperial Royale Hotel in Kampala on 25th April 2012. The purpose of the workshop was to present and discuss the findings of the situation analysis, develop a National Implementation Strategy for HRE and to form a National Steering Committee for HRE in Uganda.

The workshop was attended by a wide range of stakeholders representing the following organisations:

- i. UN Agencies
- ii. International Agencies
- iii. Government line ministries, departments and agencies
- iv. Civil Society Organizations
- v. The Uganda Police
- vi. The Uganda Prisons Service
- vii. Religious Institutions
- viii. Cultural Institutions

In his opening remarks Mr. Augustine Omare – Okurut, the Secretary General, Uganda National Commission for UNESCO highlighted the following issues:

- i. Welcomed the participants to the workshop.
- ii. Gave the origin of UNESCO and purpose of its foundation to contributing towards peace.
- iii. Origin of the WPHRE and the contribution of UNATCOM towards realizing HRE in Uganda.
- iv. Explained the Action Plan for the First Phase of the WPHRE.
- v. Encouraged the MoES to fully integrate HRE in the education system.
- vi. Informed the workshop about the Second Phase of the WPHRE.

A keynote address on the WPHRE was thereafter given by Ms. Birgit Gerstenberg, Head of Office, UNOHCHR. She made the following highlights:

- i. Proclamation of the WPHRE by the UN General Assembly to promote HRE in Member States in 2004.
- ii. Efforts by Uganda to fulfilling its obligation in the context of the WPHRE.
- iii. Mentioned the International Instruments of HRE and the importance of HRE in the longterm prevention human rights abusea and violent conflicts including the promotion of equality and sustainable development.
- iv. Explained the phases of the WPHRE and gave examples of initiatives that had been undertaken in Africa on HRE.
- v. OHCHR initiatives for the support of the WPHRE at the global nad national level.
- vi. Urged the MoES to play a crucial and important role in take lead in the development and subsequent implementation of the national strategy for HRE in Uganda.

The workshop was officially opened by Prof. Eriabu Lugujjo, Vice Chairperson of UNACTOM who made the following remarks:

- i. Recognized the efforts by all the stakeholders for spearheading and making the implementation of the First Phase of the WPHRE a reality in Uganda.
- ii. Underscored the importance of HRE in Uganda given the turbulent history of the country.
- iii. Emphasized the role teachers play in upbringing children and should be involved in HRE at the schools, communities and families.

Presentation of findings of the situation analysis

The consultants Ms. Joan Aliobe and Mr. Peter Iranya presented the findings on the situation analysis they conducted. They gave a definition of HRE within the framework of international instruments and briefly highlighted aspects of Uganda's history, which were relevant for the study. They highlighted the core elements of the Plan of Action for the First Phase of the implementation of the WPHRE, cited the purpose of the study, the general and specific objectives and the scope of the analysis and described the methodology, information on target stakeholders and literature review.

The findings of the situation analysis were regarding:

- Policy and policy implementation on HRE
- Curriculum and HRE materials
- Training of teachers and other educational personnel as well as a positive learning environment for HRE
- Learning environment for HRE
- Challenges in HRE in Uganda
- Opportunities and recommendations for HRE in Uganda

Group Discussions on thematic areas for developing a national implementation strategy

To get the diverse inputs, suggestions and relevant information for drafting the strategy, participants were divided into 5 groups to discuss each, one of the following themes focussing on the First Phase of WPHRE:

G1. Policies and policy implementation

G2. Learning environment

G3. Teaching & learning

G4. Education and professional development of teachers and other personnel

G5. Advocacy, civil society organizations

The groups proposed objectives, strategy, activities, outputs, responsibility and time frame for the national implementation strategy as summarized in the Annex VI.

Opening Remarks by the Secretary General UNATCOM

(Mr. Augustine Omare – Okurut)

Vice Chairperson UNATCOM,

The Head of Office UNOHCHR,

The Country Representative UNICEF,

The Secretary UHRC,

Representatives of line ministries and local governments,

Representatives of CSO's,

District Education Officers,

Head teachers,

Ladies and gentlemen.

It is my honour and pleasure on behalf of the Uganda National Commission for UNESCO and on my own behalf to welcome you all to this National Stakeholders Workshop for Human Rights Education in Uganda.

UNESCO is a specialized Intergovernmental Agency of the United Nations System founded to contribute to the construction of peace, human development and dialogue through its areas of competence i.e. education, natural science, social and human science, culture and communication. The core functions of UNESCO are to serve as a laboratory of ideas, standard setter, a clearing house, capacity builder and a catalyst for international cooperation.

The interface of UNESCO at Member States is by and large through the National Commissions for UNESCO. It is on this basis that the Uganda National Commission for UNESCO (UNATCOM) engages with individuals and institutions by providing catalytic, intellectual and research capabilities. UNATCOM supported the initiative of conducting a situation analysis to establish the current status of human rights and life skills education in primary and post primary education institutions in Uganda. This was in view of developing a national implementation strategy for human rights education within the framework of the First Phase of the World Programme for Human Rights Education (WPHRE). Human rights is one of the thematic areas in Major Programme II, social and human sciences.

In December 2004, the World Programme for Human Rights Education was proclaimed by all member states of the United Nations. In doing so, UN Member States confirmed their belief that human rights education is essential to the realization of human rights and fundamental freedoms and contributes to promoting equality, preventing conflict, and enhances participation and democratic processes. In July 2005, the General Assembly followed up on this commitment by adopting a Plan of Action for the first phase of the World Programme, focusing on primary and secondary school systems. The Plan of Action was adopted as a concrete strategy and practical guidance for implementing human rights education in UN Member States.

At the conclusion of the first phase of the WPHRE (2005-2009), each country was to undertake an evaluation of actions implemented under the Plan of Action. The evaluation considered progress made in a number of areas, such as legal frameworks and national education policies, curricula, teaching and learning processes and tools, revision of text books, improvement of school environment. UN Member States were called upon to provide their final evaluation report to the UN Inter-Agency Coordinating Committee on Human

Rights Education in the School System. On this basis, a final evaluation report on the World Programme was submitted by the Inter-Agency Committee to the UN General Assembly. Uganda did submit its report for the First Phase.

After the adoption of the World Programme, ministries of education around the world were invited by the Office of the High Commissioner for Human Rights (OHCHR) and the UN Educational, Scientific and Cultural Organization (UNESCO) to support the World Programme and implement the Plan of Action. Consequently, the Chairperson of the Uganda Human Rights Commission (UHRC) wrote to the Ugandan Minister of Education and Sports in May 2006, proposing the appointment of a Ministry representative to spearhead the WPHRE and to work together with the Commission in its implementation.

The Ministry of Education and Sports responded positively to this request, notably by appointing a focal point person for human rights education. A number of activities, all coordinated with the UHRC, were subsequently undertaken by the Ministry of Education and Sports. These included the holding of a national workshop organized by UNESCO on how to implement the WPHRE and cooperation with UNICEF on advocacy against corporal punishment. Due to lack of resources, poor response by development partners, and the absence of an overarching national policy and strategy on the implementation of WPHRE, these and other activities remained ad hoc in character and were largely uncoordinated.

The process to implement the WPHRE in Uganda was revitalized in April 2008. Under the coordination and leadership of the Ministry of Education and Sports, a number of stakeholders meetings involving OHCHR, Uganda National Commission for UNESCO, UHRC, and UNICEF, were held with a view to launch and implement the core elements of the Plan of Action for the first phase of WPHRE in Uganda which were as follows:

Policy; meaning that human rights education is included as an aim of education and quality criteria of education within key texts such as the Constitution, educational policies and laws, curricula and training programmes.

Policy implementation; meaning the creation of an environment in which central authorities as well as the local/school administration can take steps towards the implementation of human rights education at all levels and aspects. It entails the preparation of a national implementation strategy for human rights education which clarifies the roles and responsibilities of various actors and the allocation of sufficient resources for HRE.

Learning environment; meaning that educational objectives, practices and organization of each school are consistent with human rights values and principles. A rights-based school is one characterized by mutual understanding, respect and responsibility. Such a school ensures the existence and effectiveness of, among other things, a charter on students' and teachers' rights and responsibilities; a code of conduct for a school free of violence, sexual abuse, harassment and corporal punishment; and non-discrimination policies protecting all members of the school community.

Teaching and learning; meaning that human rights education is included in:

- teaching and learning contents and objectives,
- teaching and learning practices and methodologies,
- teaching and learning materials. In terms of evaluation and assessment, it means that indicators are developed in order to evaluate, measure and review the processes, outcomes and impact of HRE.

Education and professional development of teachers and other personnel: Introducing HRE in primary and secondary education implies that the school becomes a 'model of human rights teaching and practice'. Teachers play a key role to this aim. In this respect, it is important to acknowledge that **teachers are themselves rights-holders**; the recognition of a respect of their professional status and upholding of their self-esteem are important prerequisites for them to promote human rights. Therefore, it is important that teachers training curricula includes human rights and human rights education methodologies.

In pursuit of the commitment of Uganda to implement the first phase of the World Programme, the Ministry of Education and Sports (MoES) in April 2009 adopted a concept paper on national implementation of the WPHRE (First Phase 2005 – 2009). The concept paper was transformed into a Programme of Human Rights Education. On this basis, the concept paper outlined the rationale and objectives of integrating human rights education in the Ugandan school system. It summarizes concluded activities in the area of human rights education and draws up a work plan of how Uganda could build upon these interventions and make them sustainable by making human rights education an integral part of its education policies, legislation and school system.

The international community has continued to express on many occasions – most recently, with the adoption of the United Nations Declaration on Human Rights Education and Training, on 19 December 2011 - its consensus on the importance of human rights education as a process that builds knowledge, skills and attitudes prompting behaviour that upholds human rights. In this sense, human rights education makes an essential contribution to the protection of human rights and supports communities and societies where the human rights of all are valued and respected.

UNATCOM supported the initiative to conduct a situation analysis and today the findings will be presented by a team of Consultants led by Ms. Joan Aliobe and Mr. Peter Iryanya. Validation of the study findings and further regional consultations were also done by UNATCOM and FHRI with the guidance and financial support of UNOHCHR. This study was supported by “**A Self Assessment Guide for Governments**” developed by UNESCO and UNOHCHR. The guide builds on the Plan of Action for the first phase (2005-2009) of the World Programme for Human Rights Education, developed by experts and practitioners in the area of human rights education in primary and secondary education. Although the first phase ended in 2009, numerous challenges remain and therefore the WPHRE encourages Member States to continue their efforts in the implementation of human rights education in primary and secondary school systems.

The findings of this study will form the basis of drafting a national implementation strategy for human rights education in Uganda. During this one and half days workshop a National Steering Committee on human rights education will be formed, tasked, inter alia, with overseeing and implementing the national strategy, providing advice on the development of policies and guidelines, and ensure cooperation and coordination between relevant stakeholders. The committee shall include representatives from the main groups of stakeholders participating in the national workshop so as to reflect the various interests and concerns.

The Ministry of Education and Sports will adopt a national implementation strategy for the introduction of human rights education in Ugandan primary and secondary schools. The implementation strategy shall encompass activities such as curriculum for teacher training colleges, revision of textbooks, training of teachers on alternative teaching methods, etc. It is not envisaged that human rights be introduced as a new stand-alone subject matter per se; rather, human rights values and principles will be integrated across the subjects taught at primary and secondary schools and other post-primary educational institutions. It is pivotal that the national implementation strategy, based on the concerns of the present, be forward-looking and with clearly set objectives and corresponding indicators of implementation in the short- as well as long-term.

The Second Phase of the WPHRE which is ongoing focuses on tertiary institutions and civil society. I wish to appeal to all the stakeholders, government and the private sector as well as civil society and development partners to work together for the proper implementation of HRE in Uganda. Pooling resources together and building networks and synergies is one way of cooperation today. I hope that through this initiative UNATCOM has made a contribution towards the attainment of MDG 2 as well as promoting human rights, respect and peaceful co-existence in Uganda.

Ladies and gentlemen, let me conclude my remarks by extending a word of gratitude to the team that worked with us on this project that is the members of the interdisciplinary task force. To the line ministries, departments and agencies including CSOs, district local governments, schools that cooperated in different ways for the realization of this study. The research team and you all who have associated with us today, our many thanks.

Lastly, I thank UNESCO for funding the Participation Programme and to UNOHCHR for funding the regional consultations and all the UNATCOM staff for managing the entire process.

Keynote address on the World Programme for Human Rights Education

Ms. Birgit Gerstenberg - Head of Office, UNOHCHR

*Distinguished Guests,
Ladies and gentlemen,*

I have the pleasure and honour to welcome you to the 1st National Stakeholders Workshop on Human Rights Education in Uganda. Special thanks to the organizers of this very important workshop in particular the Uganda National Commission for UNESCO in liaison and support to the Ministry of Education of Education and sports.

On 10 December 2004 the International Human Rights Day, the General Assembly of the United Nations proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. The World Programme was established by the General Assembly's resolution 59/113 (10 December 2004). OHCHR provides global coordination of the World Programme.

Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.

The General Assembly Resolution gives strong reasons for promote human rights education throughout countries' primary and secondary school education saying: Convinced that human rights education is a long-term and lifelong process by which everyone learns tolerance and respect for the dignity of others and the means and methods of ensuring that respect in all societies, "Believing that human rights education is essential to the realization of human rights and fundamental freedoms and contributes significantly to promoting equality, preventing conflict and human rights violations and enhancing participation and democratic processes, with a view to developing societies in which all human beings are valued and respected, without discrimination or distinction of any kind, such as race, colour, sex, language, religion, political, or other opinion, national or social origin, property, birth or other status..."

Much advancement has been made in recent years and I am impressed by the growing interest and enthusiasm by all the relevant stakeholders in support of the Ministry of Education and the government of Uganda efforts in fulfilling its obligation in the context of the World Programme for Human Rights Education. I appreciate the different initiatives in terms of technical support and cooperation extended to the government of Uganda by different agencies including UNESCO, UNICEF and others counter parts including NGOs and relevant government departments and line Ministries.

This national consultation is a milestone towards the development of a comprehensive national Human Rights Education Action Plan for primary and secondary schools in Uganda. Human rights education, training and public information has been ear marked as a very essential aspect for the promotion and achievement of stable and harmonious relations among communities and it fosters mutual understanding, tolerance and peace among individuals within families, societies and schools.

As a result, the international community has increasingly recognised the fundamental contribution of human rights education to the realization of human rights and development. Through Human Rights Education countries can make substantive contribution to the long-term prevention of human rights abuses and violent conflicts, including the promotion of equality and sustainable development which enhances people's participation in decision-making processes within a democratic system.

Human Rights Education has been legally guaranteed under different international instruments, including the Universal Declaration of Human Rights (article 26), the International Covenant on Economic, Social and Cultural Rights (article 13), the Convention on the Rights of the Child (article 29), the Convention on the Elimination of All Forms of Discrimination against Women (article 10), the International Convention on the Elimination of All Forms of Racial Discrimination (article 7), the Vienna Declaration and Programme of Action (Part I, paras. 33-34 and Part II, paras. 78-82) and the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, held in Durban, South Africa, in 2001 (Declaration, paras. 95-97 and Programme of Action, paras. 129-139).

This therefore obligates state parties to these international conventions including the Government of the Republic of Uganda to meet its commitments in ensuring that it adopts a national plan of action for the implementation of Human Rights Education in line with applicable human rights standards and in alignment with the World Programme for Human Rights Education priorities of focus in both first and second phases.

Ladies and gentlemen,

As you already may be aware, the World Programme for Human Rights Education is divided into two phases; the First Phase covering the period 2005-2009 and the Second Phase which is currently ongoing falls between for period 2010-2014.

The Second Phase mainly focuses on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel.

in spite of the positive strides taken Uganda is still currently under phase one (2005-2007) owing to its status of implementation of the Human Rights Education, equally, it has not yet fulfilled its reporting requirements on the status of implementation of human rights education in Primary and secondary schools under this phase.

It is therefore critically important that, this national consultation processes generates consensus on concrete recommendations and strategic action to inform the development of Uganda's National Plan of action to systematize and provide a framework upon government can roll out the implementation of Human rights education in schools. It will also provide a framework through which different stakeholders can come in to reinforce and complement government efforts in the implementation of Human rights education in primary and secondary schools.

Highlights of the First and Second Phase of the World Programme for Human Rights Education

First Phase (2005-2009)

- i. Promoting the inclusion and practice of human rights in the primary and secondary school systems;
- ii. Supporting the development, adoption and implementation of comprehensive, effective and sustainable national human rights education strategies in school systems, and/or the review and improvement of existing initiatives;
- iii. Providing guidelines on key components of human rights education in the school system;
- iv. Facilitating the provision of support to Member States by international, regional, national and local organizations;
- v. Supporting networking and cooperation among local, national, regional and international institutions.

Second Phase (2010-2014).

The Second Phase mainly focused on human rights education in two broadly-defined sectors, i.e. higher education and training for civil servants, law enforcement officials and the military.

Specific objectives of the Plan of Action under the Second Phase include;

- i. Promoting the inclusion of human rights education in higher education and in training programmes for civil servants, law enforcement officials and the military;
- ii. Supporting the development, adoption and implementation of relevant sustainable national strategies;
- iii. Providing guidelines on key components of human rights education in higher education and in training programmes for civil servants, law enforcement officials and the military;
- iv. Facilitating the provision of support to higher education institutions and Member States by international, regional, national and local organizations;
- v. Supporting networking and cooperation among local, national, regional and international governmental and non-governmental institutions and organizations.

Country examples in Africa:

Angola, Burundi, Senegal, Níger, Namibia, Mozambique Mauritius, Mauritania, Malawi, Madagascar, Liberia, Lesotho Guinea, Cameroun, Chad. (See Annex)

OHCHR initiatives for support

- I. As a contribution to enhance international support to national government for the implementation of human rights Education in the Context of World Programme for Human Rights Education, OHCHR Uganda and in liaison with OHCHR Geneva Head Quarters has continued to renew its commitments in providing technical support and guidance to national government in the advancement and integration of human rights education in primary and secondary Schools assisting with advice to the National UNESCO Commission and the task force on the NHREP to design the way forward.
- II. OHCHR at the global level has compiled a compendium of Good practices on Human rights education in schools in collaboration with UNESCO, Office for Democratic Institutions (ODIHR) and the Council of Europe.
- III. In the context of Uganda, OHCHR Uganda has extended technical support as well as financial assistance to the National UNESCO Commission to conduct regional stakeholder's validation workshops to enhance regional participation in validating the findings of the study which was done to analysis the current status of Human rights education in schools. This national stakeholder's consultative process will create a platform for the consolidation of these findings to enrich and to inform the development of national plan of action for the implementation of human rights education in schools.

In conclusion

The findings of the situation analysis on the current status of human rights and life skills education in Uganda is an important step forward, towards the assessment of the status quo of human rights education implementation within the primary and secondary schools. The findings also creates important milestones to inform decision making and priority setting process which I believe will form part of the discourse of this national consultative process. However, a critical question to provoke could be; What are our aims and goals in Uganda and how can we achieve them.

- I. The findings and recommendations of the analysis will form a strong basis for discussion to enhance identification of gaps, opportunities for advancing human rights education in the school system.
- II. It is therefore imperative for this national stakeholder's consultative process to define a mission statement that highlights the basic goal for implementing human rights education in the school system.

The basis of the findings of the national study will inform priority settling taking into consideration the most pressing needs and/or the opportunities available while at the same time focusing on issues which potentially lead to leading to immediate outcomes and long term impact in schools and the society as a whole. (Priority should be given to measures that will secure sustainable change vis-à-vis ad hoc activities.

Lastly, it is critically important to note that, this exercise entirely continues to remain a government led process and I urge the Ministry of Education and Sports to play crucial and important role in taking lead in the development and subsequent implementations of this plan in consultation with relevant stakeholders including the Uganda Human rights Institution and Non-governmental organizations. I strongly appeal to the government of the Republic of Uganda to give its full support to the Ministry of Education and similarly a special emphasis goes to the Ministry of Education to systematically coordinate and oversee the implementation national human rights education plan of action in primary and secondary school education system to informing its reporting on progress made under phase one of the plan of action.

Official opening of the workshop

Prof. Eriabu Lugujjo, Vice Chairperson – Uganda National Commission for UNESCO

Representatives from the UN office of the High Commissioner for Human Rights, Distinguished Members of Parliament, Civil Society, Secretary General UNATCOM, ASG, Colleagues and fellow participants;

It is with my pleasure and a sense of great expectation that I welcome all of you here to this National Stakeholders Workshop of Human Rights Education in Uganda. It is possibly superfluous for me to state that each one of you here in this room has heard, read or participated in some human rights activities. However deeper involvement in human rights was always left for the UN Agencies or national or international NGO's, all guided by agreed upon international UN instruments.

For us in UNESCO, the issue of human rights has its elaboration in the Constitution of UNESCO that clearly states that;

‘Since wars begin in the minds of men, it is the minds of men that defences of peace must be constructed.’

It is not therefore surprising that the Commission of Human Rights established in 1945, and replaced by the Human Rights Council in 2006, was entrusted with the task of drawing up an International Bill of Human Rights, defining the human rights and freedom referred to in the Charter of United Nations signed on the 26th June 1945.

For a long time however since then Human Rights knowledge and understanding were left for a few advantaged individuals in the sphere of Human Rights specialists. It was only recently in December 2004 that the World Programme for Human Rights Education was proclaimed by all Member States of the United Nations.

At this juncture, I would like to recognize and appreciate the efforts of the Ministry of Education and Sports, Office of the High Commissioner for Human Rights Commission, UNICEF and other stakeholders who are spearheading the realization of the World Programme for the Human Rights Education. The launch and implementation of the Plan of Action for the first phase of the programme is welcome from a number of aspects;

- Uganda has one of the fastest growing youth populations that require cultivating a culture of peace through human rights.
- Attrition rates are high and this contributes to ineffectiveness and overall inefficiency in the school system.
- An expanding informal sector should be joined by well cultural, self respecting and cooperative individuals.
- The current disrespect among youth for anybody has to be checked and arrested before a crisis sets in.
- The media, internet and superhighways with their pervading stories of violence/murders are a good pointer to declining role models in society.

Ladies and gentlemen

Human Rights Education in our school system is absolutely necessary and should be given all the support it deserves. Teachers should be the first to embrace it as they play a key role as role models, replication monitoring and assessment.

Since human rights education comprises civil, political, economic, social and cultural rights, it has to be taught in both interconnected and interdependent ways. The usual formalization of segmenting learning into core and elective may not achieve the objective of the change agent. Individuals should be given opportunities to acquire knowledge of human rights standards and mechanisms for their protection, and this empowers them to be able to claim and assert their own rights as well as the rights of others.

The principles of;

- Learning to know
- Learning to do and practice
- Learning to live together - will play a guiding role in the delivery of human rights education.

In essence educators have to be very innovative in both the design of learning materials, training of teachers, conducting and assessment of learners. Generic competencies have to be structured to suit each level of learner (primary and secondary).

Ladies and gentlemen

In conclusion, the current situation and the variables contributing to it point to where the wind blows. Uganda is ripe for human rights education and the inherent challenges should be transformed into opportunities for the system to adjust and absorb the changes.

Allow me at this juncture to officially open this two day National Stakeholders workshop on Human Rights Education in Uganda.

He then declared the official opening of the workshop and invited the participants to take break tea before the team of consultants would present the results of the study.

National Steering Committee for Human Rights Education in Uganda

Terms of Reference

Background

The international community has expressed consensus on the importance of human rights education as a means to greater ends, such as achieving empowerment, enhancing participation, promoting equality and contributing to conflict prevention and resolution. With a view to encouraging the elaboration and implementation of human rights education initiatives at the national level, the United Nations General Assembly, in its resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education (WPHRE)¹ to begin on 1 January 2005.

The Plan of Action for the first phase (2005-2007) of the World Programme, dedicated to the integration of human rights education in primary and secondary school systems, was adopted by the General Assembly on 14 July 2005 by resolution 59/113B. This resolution, *inter alia*, *encouraged* “all States to develop initiatives within the World Programme and, in particular, to implement, within their capabilities, the Plan of Action” (para. 2) and appealed to “relevant organs, bodies or agencies of the United Nations system, as well as all other international and regional intergovernmental and non-governmental organizations, within their respective mandates, to promote and technically assist, when requested, the national implementation of the Plan of Action” (para. 4).

Drawing from the principles and frameworks set by international human rights instruments, as well as international declarations and programmes on education including international human rights instruments, such as the Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), the Vienna Declaration and Programme of Action (1993), the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1994), as well as international frameworks and programmes such as the Millennium Development Goals (2000-2015), the Dakar Framework for Action on Education For All, the United Nations Decade of Education for Sustainable Development (2005-2014) and the United Nations Literacy Decade (2003-2012).

The Plan of Action highlights that human rights education in the school system involves not only the integration of human rights in all educational processes and tools (curricula, textbooks, materials, methods and training) but also the practice of human rights within the education system.

The main responsibility for implementing the Plan of Action rests with each country’s Ministry of Education, which should assign or strengthen a department or unit responsible for coordinating the development and implementation of a national strategy for the effective integration or enhancement of human rights education in the school system based on four stages: needs assessment; priority setting; implementation; and evaluation in close cooperation with all relevant actors. Member States are also encouraged to identify and support a resource centre for collecting and disseminating related initiatives and information (good practices from diverse contexts and countries, educational materials, events).

At the international level, the Plan of Action envisages the establishment of a United Nations Inter-Agency Coordinating Committee, composed of OHCHR, UNESCO, UNICEF, UNDP and other relevant international agencies, including the World Bank, to be responsible for the coordination of international activities under the Plan of Action.

Composition

The Committee will mainly be composed of UN system actors involved in human rights education in the school system or more broadly in the education sector. A tentative list of members includes:

- i. OHCHR;
- ii. UNICEF;
- iii. UNDP;
- iv. Uganda National Commission for UNESCO;
- v. UNHCR;
- vi. World Bank;
- vii. Save the Children in Uganda;
- viii. Ministry of Education and Sports;
- ix. Ministry of Gender, Labour and Social Development;
- x. Ministry of Finance, Planning and Economic Development;
- xi. Ministry of Local Government;
- xii. Justice Law and Order Society (JLOS);
- xiii. Uganda Human Rights Commission;
- xiv. Religious institutions;
- xv. Cultural institutions;
- xvi. Media;
- xvii. Academia & research institutions;
- xviii. Individual experts.

Objectives and Tasks of the Committee

The main objectives of the Committee are to:

- i. Contribute to a coordinated and coherent United Nations approach to assisting national and local capacities for human rights education in the primary and secondary school systems; (46) 3
- ii. Increase cooperation among international actors involved in human rights education in the school system; (44)
- iii. Ensure that human rights education is adequately reflected in all other United Nations initiatives relevant to education/human rights;
- iv. Promote a sustained political commitment to human rights education at the international and national level;
- v. Ensure follow up on the implementation of the Plan of Action. (39)

Consequently, the major tasks of the Committee are:

- i. Encouraging and supporting appropriate implementation of human rights education in the school system at the national level, including by:

 Liaising effectively with United Nations country presences, UN country teams and other international actors; (40)

 Enhancing the use of UN mechanisms (treaty bodies and thematic and country procedures). (41/42)
- ii. Sharing information on relevant programmes and plans by each member agency in order to maximize resources, avoid duplication and ensure coherence; (45)
- iii. Liaising with all other United Nations initiatives, frameworks and interagency efforts relevant to education/human rights;
- iv. Liaising with other relevant actors;
- v. Developing ways to collect and disseminate examples from various contexts and countries; (37);
- vi. Developing a framework for monitoring and evaluating progress in the implementation of the Plan of Action;
- vii. Interacting with international and regional financial institutions, as well as bilateral funding agencies, to explore ways of linking their funding programmes on education to human rights education programmes; (48)
- viii. Contributing to reports to the United Nations General Assembly. (35/51).

Working Methods

The Committee will meet every four months. At its first meeting it will adopt its Terms of Reference. Subsequent meeting dates and venues will be determined taking into account related international events such as sessions of the Committee on the Rights of the Child and the Committee on Economic, Social and Cultural Rights, inter-agency meetings of the UN Decade of Education for Sustainable Development and so on. Costs related to the participation in the Committee will be borne by each participating organization. The working language of the Committee is English. Optimum use of IT is envisaged for easy communication among the members.

Secretariat

The secretariat of the Committee will be hosted by Uganda National Commission for UNESCO and in this regard they will:

- i. Send invitations to the Committee's members and other organizations/specialists designated by the Committee to participate in its meetings;
- ii. Establish the provisional agenda of each meeting, in consultation with the Committee's members;
- iii. Distribute background materials;
- iv. Prepare the minutes of the meetings and distribute them among the members;
- v. Maintain a master file of relevant documents, correspondence and meeting materials.

Annexures

Annex I: Guiding Questions for Situation Analysis

A. International Actors

Questions:

- 1 What international conventions (UN Treaties) is Uganda a party to in as far as human rights education is concerned
- 2 Have these conventions been ratified?
- 3 How have they been domesticated in Uganda?
- 4 What are some of the gaps?
- 5 What are some of the opportunities?
- 6 What are some of the challenges?
- 7 What recommendations would you make in as far as achieving the Human Rights Education in Uganda is concerned.

B. Regional and National Actors

STAKE HOLDER MAPPING of all activities being done by each organization in as far as HRE is concerned (Find out who is doing what in as far as human rights education is concerned and come up with an inventory.)

Questions:

1. What are some of the programs and projects related to human rights education that you are involved in
2. How has it been implemented and what was your role?
3. What are some of the obstacles in implementation of the programme in schools
4. What are some of the opportunities to human rights education in the school system
5. What are some of the possible measures to overcome some of the challenges to human rights education in schools?
6. What recommendations would you make towards the improvement of human rights education in schools?

C. Policy Issues

POLICY means that human rights education is included as an aim of education and quality criteria of education within key texts such as the constitution, educational policies and laws, curricula and training programmes.

Target respondents

- Commissioner BTVET
- Commissioner primary education
- Commissioner secondary education
- Commissioner basic education
- Commissioner teacher education

Questions:

1. What are some of the current policies in education that explicitly promote human rights based approach to education?
2. Is human rights education integrated into national education act?
3. Is it integrated into the education sector plans and strategies?
4. Are there any strategies aimed at improving education access, quality and outcomes?
5. Do the national education policy objectives explicitly promote human rights, the right to education
6. Do national or sub-national policies address a rights-based approach to school governance, school management, school discipline and codes of conduct, inclusion policies and other regulations, directives and practices affecting the school culture and learning environment?
7. Is HRE included in the national curriculum and national educational standards? What is its status (e.g., obligatory or optional, subject-based or cross-curricular)?
8. How are the policies being implemented by the MoES?
9. What policies are in place that fulfill Uganda's international treaty obligations to provide and promote quality education? For example the convention on the rights of the child
10. How have the UN treaties been domesticated to fit into the national legislation
11. What initiatives have been under taken in the framework of the UN decade for human rights education
12. What policies are in place in regard to making HRE part of the training program for teacher training institutions like MUK, Kyambogo etc
13. What are some of the gaps with regard to the integration of human rights and HRE in education policies and related implementation measures?
14. What are some of the obstacles in implementation with regard to the integration of human rights and HRE in education policies and related implementation measures?
15. What are some of the opportunities to human rights education with regard to the integration of human rights and HRE in education policies and related implementation measures?
16. What are some of the possible measures to overcome some of the challenges to human rights education with regard to the integration of human rights and HRE in education policies and related implementation measures?
17. What recommendations would you make towards the improvement of human rights education with regard to the integration of human rights and HRE in education policies and related implementation measures?

D. Policy Implementation

Policy implementation means the creation of an environment in which central authorities as well as the local/school administration can take steps towards the implementation of human rights education at all levels and aspects. It entails the preparation of a national implementation strategy for human rights education which clarifies the roles and responsibilities of various actors and the allocation of sufficient resources for HRE

Questions:

1. How has human resources been allocated in the implementation of these policies?
2. How has financial resources been allocated to the implementation of these policies?
3. What is the status of implementation of related international commitments within the convention of the rights of the child?
4. What other UN treaties have been implemented in relation to the right to education?
5. How are the activities being coordinated to ensure coherence, monitoring and accountability?
6. Who are some of the stakeholders and what is their role in as far as implementing the education policies are concerned?
7. What are some of the obstacles in implementation of the programme in schools
8. What are some of the opportunities to human rights education in the school system
9. What are some of the possible measures to overcome some of the challenges to human rights education in schools?
10. What recommendations would you make towards the improvement of human rights education in schools?

E. Curriculum and Educational Materials (NCDC)

Teaching and learning means that human rights education is included in (i) teaching and learning contents and objectives, (ii) teaching and learning practices and methodologies, (iii) teaching and learning materials. In terms of evaluation and assessment, it means that indicators are developed in order to evaluate, measure and review the processes, outcomes and impact of HRE.

Questions:

1. Which curriculum subjects include HRE in primary and secondary schooling? Is there a cross-disciplinary approach in integrating HRE, or it is taught as a single subject? How many hours are taught and at what grade levels? What are the key learning contents and objectives?
2. What textbooks, guidebooks, teaching and learning materials in primary and secondary education include HRE? Are other materials being used by schools on HRE beyond what the relevant education authority provides, and who develops them?
3. Do guidelines exist for writing or revising textbooks so that they are in line with human rights principles and commitments?
4. What are the learning methodologies associated with HRE activities? Are they child-friendly? learner-centered? inclusive and culturally sensitive? Do they encourage participation?

5. Who teaches HRE lessons in the classroom and how are they prepared to teach these lessons?
6. Which institution(s) has/have the authority to develop, approve and change curricula, including for HRE? What is the extent of their capacity in HRE?
7. What kind of expertise exists in curriculum design and training delivery for HRE in the country? Where is it housed?
8. Has evaluation or research in HRE learning and teaching processes been carried out? If so, what are the lessons that can be learned from this?
9. What are other current challenges and opportunities with regard to the integration of HRE into teaching and learning processes and tools?
10. Has there been any undertaking of a curriculum review for both primary and secondary with a view of incorporating human rights principles especially now that the national curriculum is being reviewed?
11. Is there a historical and cultural background that may influence HRE in the school system
12. How is human rights education included in the official school curriculum at primary and secondary school levels.
13. What human rights education materials have been produced
14. Are there any principles of human rights that have been incorporated in existing text books?
15. Are there materials that are developed to train teachers in the different institutions on HRE?
16. How are the teachers teaching human rights education in schools
17. What are some of the obstacles in implementation of the programme in schools
18. What are some of the opportunities to human rights education in the school system
19. What are some of the possible measures to overcome some of the challenges to human rights education in schools?
20. What recommendations would you make towards the improvement of human rights education in schools?

F. Training of Teachers and other Educational Personal

Education and professional development of teachers and other personnel: Introducing HRE in primary and secondary education implies that the school becomes a 'model of human rights teaching and practice'. Teachers play a key role to this aim. In this respect, it is important to acknowledge that teachers are themselves rights-holders; the recognition of a respect of their professional status and upholding of their self-esteem are important prerequisites for them to promote human rights. Therefore, it is important that teachers training curricula includes human rights and human rights education methodologies.

Questions:

1. Is there a comprehensive training policy for school personnel on HRE?
2. Is HRE included in pre-service teacher and head master training? Is participation voluntary or mandatory? How many hours are offered?
3. Is HRE offered through in-service teacher and head master training? Is participation voluntary or mandatory? How many hours are offered?
4. Who carries out pre- and in-service training of school personnel and what are their qualifications with regard to HRE?
5. Are learning, good practice, research and other materials concerning HRE collected by the relevant education authority? Are these made available to school personnel?

6. Is HRE considered when hiring, appraising and promoting teachers, headmasters and school inspectors?
7. What are other current challenges and opportunities with regard to the integration of HRE into education and professional development of school personnel?
8. What are some of the obstacles in implementation of the programme in schools
9. What are some of the possible measures to overcome some of the challenges to human rights education in schools?
10. What recommendations would you make towards the improvement of human rights education in schools?

G. The Learning Environment/Human Rights Education at the School Level

Learning environment means that educational objectives, practices and organization of each school are consistent with human rights values and principles. A rights-based school is one characterized by mutual understanding, respect and responsibility. Such a school ensures the existence and effectiveness of, among other things, a charter on students' and teachers' rights and responsibilities; a code of conduct for a school free of violence, sexual abuse, harassment and corporal punishment; and non-discrimination policies protecting all members of the school community.

Targets teachers who probably had a training in human rights, head teachers and students in a school

Questions:

1. Do regulations and directives issued by the relevant education authority address the promotion of a rights-based learning environment, taking into consideration both physical and psychosocial aspects, including;
 - The incorporation of human rights principles into school policy,
 - School management,
 - School governance,
 - Extra-curricular programmes and
 - School outreach into the community?
2. What practices are being undertaken in schools which reflect the principles of a rights-based approach to learning?
3. Are human rights principles (e.g., equality, dignity, respect, accountability, participation and inclusion) reflected in the;
 - policies,
 - codes of conduct,
 - disciplinary procedures,
 - governance structures,
 - management practices,
 - extra-curricular programmes and community outreach efforts of schools at the primary and secondary levels?

4. Are there evaluations, special studies or research papers available on noteworthy initiatives in rights-based learning environments at the school level which could inform lessons learned and good practice? (Such initiatives could be pilot projects on larger programmes or isolated activities undertaken by individual schools, in conjunction with NGOs, individual academics, and/or community leaders.)
5. Are there interactions between the school, local government, civil society and the wider community that facilitate awareness of human rights and the key principles of HRE?
6. Are there activities that promote human rights Education?
7. What are these activities and how have they been helpful to you as an individual and to you school as a whole?
8. How do you practice human rights in the daily routine of the school community
9. Is there mutual understanding, respect and responsibility?
10. Do the children express their views freely?
11. Does the school interact with the wider community? How What are some of the obstacles in implementation of the programme in schools
12. What are some of the programmes that promote human rights education in schools (e.g. food program in Karamoja)
13. What are some of the opportunities to human rights education with regard to infusing human rights in the school environment?
14. What are some of the possible measures to overcome some of the challenges to human rights education in schools?
15. What recommendations would you make towards the improvement of human rights education in schools?

Annex II: References

1. Plan of Action, World Program for Human Rights Education, United Nations (2006)
2. Plan of Action for the United Nations Decade for Human Rights Education (1995-2004)
3. Human Rights Education in Primary and Secondary School Systems: A self Assessment Guide for Governments, UNOHCHR and UNESCO
4. Vienna Declaration and Programme for Action, 1993
5. The Child Rights, Teachers guide, Save the Children, 2006
6. The Constitution of the Republic of Uganda
7. The African Charter on the Rights and Welfare of the Child.
8. The Childrens Act, 2005
9. Guidelines on: Policy, Planning, Roles and Responsibilities of Stakeholders in Implementation of UPE for Districts and Urban Councils 2008
10. The Early Childhood Development (ECD) Policy 2007
11. The Education Act 2008
12. The Revised Education Sector Plan 2007-2015
13. National Physical Education and Sports Policy 2004
14. The National Development Plan 2011 – 2015

Annex III: Participants for the Regional Validation of the Situation Analysis and the National Stakeholders Workshop

Mbale regional validation			
S/No	Name	Organisation	District
1	Wakimwai Ben	Babuka Development Trust Uganda	Mbale
2	Bisikwa Joyce	Bufumbo SS, Bufumbo Sub-county	Mbale
3	Cepher Mabberi	CRO	Mbale
4	Namutamba Zamuba	Mbale Municipal Council, Deputy Mayor	Mbale
5	Mutonyi Rose	Councillor PWDS MMC	Mbale
6	Amasta Sabila	Women Council Kapchorwa	Kapchorwa
7	Kyada Syodo Stephen	Mazimasa United Volunteer Agency	Butaleja
8	Musani Samuel	RHU	Kapchorwa
9	Nandudu Annet	Councillor Youth	Mbale
10	Chebet Eunice	Kapchorwa Dem School	Kapchorwa
11	Foozi Ahmed Sahim	Bucinet	Mbale
12	Katengere Juliet	Mbale Primary School	Mbale
13	Kiphansa Michael	Councillor PWD Kapchorwa	Kapchorwa
14	Chesang Tom	Youth Representative Kapchorwa	Kapchorwa
15	Ikireng Simon	TOCINET	Tororo
16	Cherot Robert	Kapchorwa Human Rights Organisation	Kapchorwa
17	Cheptegei William	KACSOA	Kapchorwa
18	Eilu Silas	Tororo Civil Society Network TOCINET	Tororo
19	Aboth Peruth	PACOAEF Tororo	Tororo
20	Cheptoek Mike	Kapchowra District Local Government	Kapchorwa
21	Wamyama Cyrus Amos	Tororo Municipal Council	Tororo
22	Nyapend Judith	Teachers' Anti-HIV Action Group TAAG	Tororo
23	Othieno Michael	Tororo College School	Tororo
24	Sarah Nyadoi	Butaleja Secondary School	Butaleja
25	Nasimiyu Linus	Education Officer Mbale Municipality	Mbale
26	Hamba Irene	Butaleja District Local Government	Butaleja
27	Onyango Benard	Tororo District Local Government	Tororo
28	Lududu Chris	Mbale District Local Government	Mbale
29	Rosemary Abbo	Tororo Girls School	Tororo
30	Mohamed Amir	Butaleja Muslim Community	Butaleja
Soroti Regional Validation			
S/No	Name	Organisation	District
1	Okello Charles	Soroti Parents Primary School	Soroti
2	Okalang Christine	International Debit Institute, Soroti Office	Soroti
3	Apilo Monica	SODANN	Soroti

4	Odeke Hillary	Iteso Cultural Union	Soroti
5	Ebuga Michael	Pioneer Primary School	Soroti
6	Omiat Moses	SODANN	Soroti
7	Martin Odipo	ChildFund	Soroti
8	Angella Godfrey	Soroti District Local Government	Soroti
9	Anyakwin Petero Choaness	Kangole Girls Secondary School	Soroti
10	Naputuka Daniela	Moroto Core PTC	Moroto
11	Sr. Lomongin Agnes	Moroto Core PTC	Moroto
12	Agan Joshua	Moroto High School	Moroto
13	Kotol William	Lotome Boys Primary Schools	Moroto
14	Napeyok Betty Volla	Local Community School	Moroto
15	Kwaput G.W.	AACAN Soroti	Soroti
16	Ben B. Okiror	Soroti Catholic Diocese, Justice&Peace Commission	Soroti
17	Musasizi Chris	Halcyon High School Soroti	Soroti
18	Aliat Molly L. Loguti	Kangole Boys' Primary School	Moroto
19	Kokobe Joseph Osaag	Moroto SDA Primary School	Moroto
20	Etadu Samuel	Teso College Acoet	Soroti
21	Loriang Stella	Moroto District Local Government	Moroto

Lira Validation Workshop

S/No	Name	Organisation	District
1	Sr. Susan M. Nganga	St. Mary's Aboke College	Kole
2	Odok M. Deogratius	Rachele Comprehensive Secondary School	Lira
3	Alfred Okello	Lango College	Lira
4	Oyma Okol	Townside High School	Lira
5	Ario Benson	Amuca Primary School	Lira
6	Patriax Ogwal	Voice of Lango FM	Lira
7	G.M. Abua	Lira District Local Government	Lira
8	Abudul George	Lira District Local Government	Lira
9	Edure Dorcus Rita	Lira NGO Forum	Lira
10	Auma Winnifred	Lira District Local Government	Lira
11	Santa Angela	Lira District Local Government	Lira
12	Otim Olal Boniface	Lira District Local Government	Lira
13	Ngwenoma Tonni	Lira District Local Government	Lira
14	Abalo Gertrude	Gulu District Local Government	Lira
15	Cankec Michael	Gulu Army Secondary School	Lira
16	Owot Fred	NUSAF Gulu	Gulu
17	Lagol Andrew	CSO Gulu	Gulu
18	Okot Cyprian	Gulu High School	Gulu
19	Obura S. Peter	Bardege Division	Gulu
20	Otwal Nickon	Uganda Police Lira	Lira

21	Fred Laboypiny	Media Association of Northern Uganda	Gulu
22	Ocen Jacob	Gulu NGO Forum	Gulu
Arua Regional Validation			
S/No	Name	Organisation	District
1	Adriko George	District Probation Department	Arua
2	Kutoma Isaac	District Education Officer	Arua
3	Iembo M.	Arua District Local Government	Arua
4	Agupimia Kergu	Anyafio Primary School	Arua
5	Kirenga A.	Arua Technical Institute	Arua
6	Amvesi Andrew Cohen	New Vision/ Nile FM	Arua
7	Candia C. Histon	Voice of Life FM	Arua
8	Achiro Jackie	Arua 1 FM	Arua
9	Col. Obitre Gama	Amnesty Commission	Arua
10	Aikoru Sunday	Arua District Local Government	Arua
11	Taibot Marko	Radio Pacis	Arua
12	Aritua Louis	Cultural Leaders Chieftdom of Lugbara	Arua
13	Angualuga Jacob	National Teachers College Muni	Arua
14	Alesi A. Barbara	Arua District Local Government	Arua
15	Ayakaka Margaret	Arua School of Comprehensive Nursing	Arua
16	Ucwiwon Winfred	Muni Girls Secondary School	Arua
17	Oyoma Florence	Child and Family Protection Unit Arua	Arua
18	Abuko Gladys	Arua Core Primary Teachers College	Arua
19	Dawin Dawa	Arua District Local Government	Arua
20	Abic Johnson	ANPPCAN Arua	Arua
21	Tollea Franco	Arua District Local Government	Arua
22	Oyo Silas Orijan	Gulu NGO Forum	Arua
Mbarara Regional Validation			
S/No	Name	Organisation	District
1	Mbabazi E.	Mbarara District Local Government	Mbarara
2	Kobusingye J.	Mbarara District Local Government	Mbarara
3	Muzoora R.	Mbarara District Local Government	Mbarara
4	Twinonjumi	Mbarara High School	Mbarara
5	Kahwa Prisca	Bumadu Seed Secondary School	Mbarara
6	Muyambi Polly	Mbarara District Local Government	Mbarara
7	Mucunguzi K. Evalist	Mbarara District Local Government	Mbarara
8	Joviah Matsiko	Mbarara District Civil Society Organization Forum	Mbarara
9	Tumuramye Ismael	Mbarara Biharwe Secondary School	Mbarara
10	Muhangi Henry	Nganwa High School	Bushenyi

11	Byarugaba Nicholas	Bundibugyo District Local Government	Bundibugyo
12	Sibogyo Agnes	Bundibugyo District Local Government	Bundibugyo
13	Ndyanabo James	Bundibugyo District Local Government	Bundibugyo
14	Kunihira Jennifer	Bundibugyo District Local Government	Bundibugyo
15	Kamugisha Noah	Mbarara District Local Government	Mbarara
16	Bithaghatire Justus	Bundibugyo District Local Government	Bundibugyo
17	Kayumbu W.R.	Mbarara District Local Government	Mbarara
18	Might K. Oliver	Bundibugyo District Local Government	Bundibugyo
19	Magezi Jon	Semiliki High School	Bundibugyo
20	Dr. P. Bamwitirebye	Bundibugyo District Local Government	Bundibugyo
21	Kabakumba Grace	Kabarole District Local Government	Kabarole
22	Twabeze Richard	Ntoroko District Local Government	Ntoroko
23	Atenyo Florence	Uganda Police	Kabarole
24	Biriumumaisho Sarah	Kabarole Secondary School	Kabarole
25	Martin Bagodle	Fort Portal Girls School	Kabarole
26	Ntaaro Emma	Ntoroko District	Ntoroko
27	Sr. Anna-Maria N.	Rosta Mestica Vocational Training School	Kabarole
28	Joseph Okupan	Uganda Prisons Fort Portal	Kabarole
29	Kamugisha Lawrence	Kisoro District Local Government	Kisoro
30	Karungi Margret	Kisoro District Local Government	Kisoro

Kampala Regional Validation

S/No	Name	Organisation	District
1	Hariimah Nantogo	Muslim Centre for Justice and Law	Kampala
2	Rukia Nyombi Nansubuga	UCOBAC	Kampala
3	Babirye K Khadija	Uganda Muslim Women Vision	Kampala
4	Nakitende Mariam	Talents Skills Initiative	Kampala
5	Ndagire Ssendagire Maisha	Makerere University	Kampala
6	Omar Kalinge	Muslim Consultative Forum	Kampala
7	Senganda Jaffer	Muslim Centre for Justice and Law	Kampala
8	Ntambi Musa	Muslim Centre for Justice and Law	Kampala
9	Twaha Mpanga	TASI Youth Organisation	Kampala
10	Mbaziira Adam	Uganda Muslim Supreme Council	Kampala
11	Byamugisha Badru	Imaams and Amiraats Development Initiative	Kampala
12	Lubowa Luwalira	Kampala International University	Kampala
13	Muhammad Kisambira	Office of the Supreme Mufti	Kampala
14	Badru Nasur	Uganda Muslim Supreme Council	Kampala

National Stakeholders Workshop

S/No	Name	Designation	Institution
1	Agaroi Noah	Accounts Assistant	UNATCOM
2	Aioka Victor	Assistant Commissioner of Prisons	Uganda prisons
3	Akullu Barbara	Teacher	St Mary's Aboke Lira
4	Aliobe Joan	Consultant	IPRC
5	Aloysius Matovu	Commissioner	Buganda kingdom
6	Angela Namukwaya	Secretary	UNATCOM
7	Anna Grodzki	Intern	UNATCOM
8	Annette Nanfuka	Specialist	NCDC
9	Antonia Dittman	Intern	UNATCOM
10	Atuhaire Maureen	Head of Child & Family Protection Unit	Uganda Police
11	Augustine Omare-Okurut	Secretary General	UNATCOM
12	Ayesiga Sarah	Senior Information Scientist	MoES
13	Ayikoru Sunday	Vice Chairperson Local Council V	Arua DLG
14	Birabwa Monica	Education Officer	MoES
15	Birgit Gistenberg	Head of Office	OHCHR
16	Bithagalire Justus	District Inspector of Schools	Bundibugyo
17	Cheptoek Mike	District Education Officer	Kapchorwa DLG
18	Cherukut Miriam	Coordinator	KACSOA Kapchorwa
19	Dinah Kyasimire	Legal Officer	Uganda Police
20	Ejalu Valerian	Principal	Soroti Core PTC
21	Els Heijnen	Technical Advisor Education	Save the Children
22	Eriabu Lugujjo	Vice Chairperson, UNATCOM	Makerere University
23	George Mainja	Ag. District Education Officer	Kasese
24	Hilda oyella	Programme Officer	OHCHR
25	Iranya Peter	Consultant	IPRC
26	Isaac Singura	State Attorney	MoJCA
27	Kaweesi Daniel	Programme Officer	UNATCOM
28	Kisekka Shaban	Disciplinary Master	Kibuli SSS
29	Kyanyondo Hephie	Persona Secretary	MOES
30	Kyomuhangi Faridah	Programme Assistant	Human Rights Centre
31	Sr. Lomongin Agnes	Principal	Moroto PTC
32	Luyinza Phiona	Student	Buganda Royal Institute
33	Mathias Nsubuga	Secretary General	Democratic Party
34	Mutumba Irene	Secretary	UNATCOM

35	Nabateregga Audryne	Data Entry Clerk	MoES
36	Nabirye Lilian	Network Development Assistant	HURINET
37	Nabulime Florence	Secretary	Budo Junior School
38	Nahirya Sarah	Senior Education Officer	MoES
39	Nkaada Daniel	Commissioner Basic Education	MoES
40	Okullo Nellie	Senior Education Officer	MoES
41	Omar Kalinge	Convenor	Muslim Consultative Forum
42	Omiat Moses	Coordinator	SODANN Sororti
43	Patricia Okiria	Principal Lega-I Officer	Directorate of Ethics
44	Peter Olowo	Programme Officer	UNATCOM
45	Rachel Nsiyona	Senior State Attorney	Judicial Service Commission
46	Rose Kemigisha	Senior Human Rights Officer	UHRC
47	Rose Wamala	Personal Secretary	MoES
48	Rosie Agoi	Assistant Secretary General	UNATCOM
49	Ruthi K. Matovu	Personal Secretary	UNATCOM
50	Sasiirwe Stephen	Education Officer	Mbarara
51	Semakula Olga	State Attorney	MoJCA
52	Sizoomu CK	Senior Education Officer	MoES
53	Sophie Mercier	Civil Peace Advisor	Kampala Archdiocese
54	Tingo Operifa	Programme Officer	MoES
55	Twebaze David	Programme Officer	UNATCOM
56	Fr. Vura Emmanuel	Executive Director	Justice & Peace Commission, Moyo
57	Winifred Agabo	Head Education Training Department	Refugee Law Project, Kitgum
58	Yvette Alal	Programme Officer	CEDOVIP

Annex IV: Education and Sports Performance Indicators in Uganda

Education and Sports Performance Indicators (Fact Sheet 2000 – 2011)

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Pre Primary	No.of Pre-primary schools		749	795	844	893	538	405	717	703	1,724	2,469	6,579	7,368
	(a) Total Enrolment	EMIS	NA	59,829	78,257	64,484	41,775	30,240	69,340	76,538	175,302	234,428	498,644	508,617
	(i) Boys	EMIS	NA	29,589	38,581	32,148	20,596	15,130	34,500	37,689	86,006	114,473	245,605	250,517
	(ii) Girls	EMIS	NA	30,240	39,679	32,336	21,179	15,110	38,840	38,849	89,296	119,955	253,039	258,100
	(b) GER	EMIS, UBOS	NA	NA	NA	3.21%	2.24%	2.19%	2.35%	2.5%	5.6%	7.6%	8.1%	8.6%
	(i) Boys	EMIS, UBOS	NA	NA	NA	3.12%	2.21%	2.19%	2.4%	2.5%	5.6%	7.5%	8.2%	9.0%
	(ii) Girls	EMIS, UBOS	NA	NA	NA	3.30%	2.26%	2.20%	2.3%	2.5%	5.5%	7.8%	8.1%	8.4%
	(c) NER	EMIS, UBOS	NA	NA	NA	2.15%	1.47%	1.63%	1.6%	1.5%	3.9%	5.6%	6.1%	6.6%
	(i) Boys	EMIS, UBOS	NA	NA	NA	2.09%	1.45%	1.63%	1.59%	1.50%	4.0%	5.5%	6.3%	7.2%
	(ii) Girls	EMIS, UBOS	NA	NA	NA	2.22%	1.49%	1.63%	1.51%	1.5%	3.9%	5.7%	6.2%	6.7%
Primary	Total Schools that Responded	EMIS	11,578	12,280	13,332	13,353	13,371	13,576	14,385	14,728	15,962	17,127	17,865	16,684
	Total Schools in Database	EMIS	12,480	13,219	14,281	14,816	15,339	15,828	17,807	18,583	19,185	19,797	20,448	19,000
	(a) Total Enrolment	EMIS	6,559,013	6,900,916	7,354,153	7,633,314	7,377,292	7,223,879	7,362,938	7,537,971	7,963,969	8,297,780	8,374,648	8,098,177
	(i) Boys	EMIS	3,395,554	3,528,035	3,721,135	3,872,589	3,732,928	3,642,568	3,692,242	3,779,338	3,987,160	4,150,037	4,179,248	4,039,734
	(ii) Girls	EMIS	3,163,459	3,372,881	3,663,018	3,760,725	3,644,364	3,581,311	3,670,692	3,758,633	3,976,819	4,147,743	4,195,400	4,058,443
	(b) %age of girls to total enrolment	EMIS	48.23%	48.88%	49.81%	49.27%	49.40%	49.58%	49.9%	49.9%	49.9%	49.99%	50.06%	50.12%
	(c) Enrolment by Ownership													
	Government	EMIS	5,351,099	5,917,216	6,575,827	6,835,525	6,707,845	6,609,677	6,668,931	6,777,675	6,871,588	7,185,584	7,171,690	7,036,529
	(i) Boys	EMIS	2,778,292	3,033,047	3,335,756	3,472,493	3,397,082	3,337,040	3,345,502	3,402,191	3,443,507	3,595,831	3,583,383	3,512,815
	(ii) Girls	EMIS	2,572,807	2,884,169	3,240,071	3,363,032	3,310,763	3,272,637	3,323,429	3,375,484	3,428,081	3,589,753	3,588,307	3,523,714
	private	EMIS	1,148,208	891,568	768,842	779,219	658,340	601,550	688,139	760,296	1,092,391	1,112,196	1,202,958	1,061,648
	(i) Boys	EMIS	585,791	447,857	380,827	390,415	330,389	299,316	343,721	377,147	543,653	554,206	595,865	526,919
	(ii) Girls	EMIS	562,417	443,711	388,015	388,804	327,951	302,234	344,418	383,149	548,738	557,990	607,093	534,729
	(d) %age of Private to total enrolment	EMIS	17.51%	12.92%	10.45%	10.21%	8.92%	8.33%	9.3%	10.1%	14%	13.4%	14.4%	13.1%

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	(e) Repeaters	EMIS	635,021	655,862	774,314	1,014,272	1,017,573	988,933	1,153,717	1,114,843	872,261	972,104	900,506	830,057
	(f) Repetition Rate	EMIS	10.10%	10.00%	11.22%	13.79%	13.33%	13.41%	15.71%	14.8%	11%	11.7%	10.9%	10.2%
	(e) Dropouts:	EMIS	297,529	325,918	325,107	343,204	353,500	364,105	368,147	372,234	376,366	380,544	384,768	394,930
	(i) Boys	EMIS	150,954	164,986	162,034	170,691	175,689	180,960	184,612	188,338	192,139	196,016	199,972	205,664
	(ii) Girls	EMIS	146,575	160,932	163,073	172,899	177,811	183,145	183,535	183,896	184,228	184,528	184,845	189,266
	Dropout rates	EMIS	4.5%	4.7%	4.4%	4.5%	4.8%	5.0%	5.0%	4.9%	4.7%	4.5%	4.4%	4.67%
	(i) Boys	EMIS	4.4%	4.7%	4.4%	4.4%	4.7%	5.0%	5.0%	5.0%	4.8%	4.5%	4.4%	4.87%
	(ii) Girls	EMIS	4.6%	4.8%	4.5%	4.6%	4.9%	5.1%	5.0%	4.9%	4.6%	4.4%	4.3%	4.47%
	(g) Total No. of Teachers	EMIS	110,366	127,038	139,484	145,587	147,242	144,919	150,135	152,086	159,516	168,376	172,403	169,503
	(h) Teachers on Gv't Payroll	EMIS	82,148	101,818	113,232	121,772	124,137	126,227	126,990	127,694	124,595	123,901	124,851	129,694
	(i) Teachers in private schs	EMIS	28,218	25,220	20,700	23,833	21,367	20,833	22,176	26,974	37,199	42,090	45,955	39,809
	(i) Number of Classrooms	EMIS	68,523	77,058	84,628	88,177	93,620	97,903	102,507	104,899	114,441	121,212	144,916	142,802
	No. of classrooms Gvt	EMIS	50,370	60,199	69,990	73,104	79,449	83,740	85,902	86,306	88,410	91,668	107,080	108,012
	Proportion of SNE Children to total enrolment	EMIS	2.4%	2.5%	3.0%	3.2%	3.0%	2.5%	2.6%	2.4%	2.3%	2.5%	2.4%	2.4%
	(i) Boys	EMIS	2.6%	2.7%	3.2%	3.4%	3.1%	2.7%	2.8%	2.6%	2.4%	2.6%	2.3%	2.6%
	(ii) Girls	EMIS	2.2%	2.3%	2.7%	3.0%	2.8%	2.4%	2.4%	2.3%	2.2%	2.3%	2.6%	2.3%
	Proportion of orphans Children to total enrolment	EMIS	6.2%	6.9%	7.1%	6.8%	17.0%	17.5%	17.3%	17.7%	17.1%	15.7%	16.10%	15.6%
	(i) Boys	EMIS	6.1%	6.9%	7.1%	6.8%	17.0%	17.6%	17.4%	17.9%	17.3%	15.9%	16.40%	15.9%
	(ii) Girls	EMIS	6.2%	6.9%	7.0%	6.8%	16.9%	17.3%	17.1%	17.5%	16.9%	15.6%	15.90%	15.3%
	(j) Enrolment Growth Rate	EMIS	NA	11%	11%	4%	-2%	-2%	2%	2.3%	5.7%	3%	1%	-3%
	(k) GER ¹	EMIS, UBOS	128.3%	130%	126.3%	127.45%	104.42%	107.77%	114.4%	113.1%	115.7%	133.3%	128%	117.7%
	(i) Boys	EMIS, UBOS	132.4%	133%	128.4%	129.88%	107.55%	108.77%	117.8%	116.5%	118.8%	134.1%	128.3%	117.9%
	(ii) Girls	EMIS, UBOS	124.1%	127.8%	124.3%	125.05%	101.39%	106.76%	111.2%	109.9%	113%	132.5%	127.6%	117.6%
	(l) NER ²	EMIS, UBOS	85.5%	86.5%	84.8%	87.4%	90.01%	93.01%	92.0%	93.3%	95.0%	96.1%	96%	97.5%
	(i) Boys	EMIS, UBOS	88.8%	87%	83%	87.8%	92.51%	93.62%	94.1%	95%	96.9%	97.4%	95.6%	97.1%
	(ii) Girls	EMIS, UBOS	82.3%	86%	99.8%	93.7%	87.60%	92.41%	90.1%	91.4%	93.1%	94.7%	96.4%	97.9%

¹GER: Gross enrolment ratio refers to the proportion of pupils attending primary schools (P1-P7) to the number of children aged 6-12 in the entire population

² NER: Refers to the ratio of primary school children aged 6-12 years to the number of children of the same age range in the population.

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	(m) GIR³	EMIS, UBOS	192%	194%	155%	155.74%	147.11%	152.84%	129.2%	128.5%	137.1%	168.1%	160.6%	140.1%
	(i) Boys	EMIS, UBOS	191%	193%	152%	156.86%	144.99%	155.95%	133.3%	132.5%	140.9%	166.8%	162.3%	142.0%
	(ii) Girls	EMIS, UBOS	191%	195%	158%	154.59%	149.34%	149.74%	125.4%	124.7%	133.5%	167.5%	159%	138.2%
	(n) NIR⁴:	EMIS, UBOS	69.60%	70%	57.80%	59.05%	55.89%	55.95%	56%	57.4%	59.0%	60.6%	61.95%	63.9%
	Male	EMIS, UBOS	69%	69%	55.90%	59.06%	54.26%	55.63%	57%	58.0%	59.3%	60.6%	61.90%	63.9%
	Female	EMIS, UBOS	70%	72%	59.70%	59%	58%	57.00%	56%	56.9%	58.8%	60.8%	62.05%	64.0%
	Public current expenditure on primary education as a percentage of GDP	EMIS	2.10%	2.20%	2.23%	2.20%	1.90%	1.90%	2%	2%	2%	2%	2%	2%
	Primary as a %age of total public education expenditure		69.70%	72.00%	69.30%	66.70%	68.40%	66.20%	60%	57%	58%	58%	58%	58%
	(o) PTR (All schools)	EMIS	65	58	56	52	50	50	48	50	50	49	49	48
	(i) PTR (Gov't schools)	EMIS	65	58	58	56	54	52	53	53	55	58	57	54
	(ii) PTR (Private schools)	EMIS	41	35	37	33	31	29	31	28	29	26	26	27
	(q) PCR(All schools)	EMIS	106	98	94	87	79	74	72	72	70	68	58	57
	(iii) PCR (Gov't schools)	EMIS	106	98	94	94	84	79	78	79	78	80	67	65
	(iv) PCR (Private schools)	EMIS	67	58	53	53	47	43	42	41	42	38	32	31
	(r) Survival rate to grade 5	EMIS	88.4%	58.5%	68.3%	52%	55.7%	52%	49.5%	49%	54.1%	60.9%	60%	58%
	(i) Boys	EMIS	88.3%	58.9%	65.9%	52%	55.2%	52%	49.2%	49%	53.3%	60.0%	60%	57%
	(ii) Girls	EMIS	88.5%	58%	70.8%	51%	56.2%	53%	49.8%	50%	54.9%	61.8%	61%	59%
	Survival rate to grade 7	EMIS	74%	67%	61%	24%	30%	32%	30%	29%	29%	29%	30%	31%
	(i) Boys	EMIS	61%	59%	55%	21%	27%	28%	27%	27%	27%	29%	30%	32%
	(ii) Girls	EMIS	68%	64%	58%	22%	29%	30%	29%	28%	28%	28%	29%	31%
	(s) Completion rate to P7	UNEB	NA	62.9%	49.1%	56%	62%	51%	48%	47%	49%	52%	54%	67%
	(i) Boys	UNEB	NA	71.1%	58.8%	66%	72%	54%	55%	50%	51%	55%	56%	68%
	(ii) Girls	UNEB	NA	54.9%	41%	47%	54%	47%	42%	44%	47%	48%	51%	66%
(t) Literacy Rate: Percentage of pupils reaching defined level of competency in literacy														
	(i) P3	NAPE / UNEB	18.0%	NA	NA	34.30%	36.7%	39%	45.60%	45.50%	44.50%	55.9%	57.6%	58.2%*
	Male	NAPE/ UNEB	NA	NA	NA	33.10%	35.1%	37%	44.20%	43.80%	43.80%	55.2%	57.9%	58.5%*
	Female	NAPE/ UNEB	NA	NA	NA	35.50%	37.80%	40%	46.90%	47.20%	45.30%	56.5%	57.6%	58.2%*

³ GIR: Refers to new entrants in primary grade 1 regardless of age as a percentage of the 6 year old in the population.

⁴ Net intake rate (NIR): Refers to new entrants to primary grade 1 aged 6 years as percentage of the 6 year old in the population.

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
			NAPE / UNEB	NA	NA	20%	25.0%	30%	33.50%	49.60%	47.90%	48.1%	50.2%	50.7%*
	Male	NAPE / UNEB	NA	NA	NA	20.30%	26.2%	32%	33.40%	48.20%	47.90%	47.9%	49.7%	50.2%*
	Female	NAPE / UNEB	NA	NA	NA	19.50%	23.8%	28%	33.60%	50.80%	47.80%	48.2%	50.7%	51.2%*
(v) Numeracy Rate: Percentage of pupils reaching defined level of competency in numeracy at P.3 and P.6														
	(i) P3	NAPE / UNEB	39.0%	NA	NA	42.9%	44.0%	45.0%	42.6%	44.8%	71.4%	71.3%	72.8%	73%*
	Male	NAPE / UNEB	NA	NA	NA	43.9%	45.0%	46.0%	45.4%	46.3%	74.6%	72.8%	74.1%	74.4%*
	Female	NAPE / UNEB	NA	NA	NA	41.9%	43.0%	44.0%	39.6%	43.3%	68.1%	69.7%	71.7%	72%*
	(ii) P6	NAPE / UNEB	41.0%	NA	NA	20.50%	26.8%	33%	30.50%	41.40%	53.50%	53.3%	54.8%	55%*
	Male	NAPE / UNEB	NA	NA	NA	25.70%	32.4%	39%	34.40%	45.90%	58.80%	58.7%	57.9%	58.5%*
	Female	NAPE / UNEB	NA	NA	NA	15.30%	21.2%	27%	26.70%	37.20%	48.40%	48.1%	52.1%	53%*
	Candidates who sat PLE	UNEB	304,507	326,771	365,891	373,664	401,936	410,363	404,935	419,206	463,631	488,745	490,374	N/A
	Male	UNEB	174,307	184,512	203,757	205,181	217,581	218,953	214,154	217,903	236,773	247,795	249,515	N/A
	Female	UNEB	130,200	142,259	162,134	168,483	184,355	191,410	190,781	201,303	226,858	240,950	240,859	N/A
	Candidates that passed PLE	UNEB	238,834	257,595	273,379	301,546	320,543	347,833	357,218	362,603	374,325	418,479	431,529	N/A
	Male	UNEB	157,478	163,854	167,532	177,775	181,515	190,415	193,346	193,719	197,497	217,046	224,064	N/A
	Female	UNEB	81,356	93,741	105,847	123,771	139,028	157,418	163,872	168,884	176,828	201,433	207,620	N/A
	PLE Pass Rate	UNEB	78.4%	78.8%	74.7%	80.7%	79.7%	84.8%	88.2%	86.5%	80.7%	85.6%	88.0%	N/A
	Male	UNEB	90.3%	88.8%	82.2%	86.6%	83.4%	87.0%	90.3%	88.9%	83.4%	87.6%	89.8%	N/A
	Female	UNEB	62.5%	65.9%	65.3%	73.5%	75.4%	82.2%	85.9%	83.9%	77.9%	83.6%	86.2%	N/A
	PLE performance Index	UNEB	38.8%	40.0%	38.8%	42.6%	48.8%	51.3%	56.9%	55.7%	49.6%	52.8%	57%	N/A
	Male	UNEB	40%	43.8%	41.5%	44.9%	51.5%	54.0%	59.2%	58.6%	47.1%	54.9%	59%	NA
	Female	UNEB	36%	38%	35.6%	40.4%	45.6%	48.2%	54.3%	52.5%	44.5%	50.6%	54%	NA
%age of schools by main energy source used														
	Cow dung	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.4%	6.5%	8%
	Firewood	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	89.5%	81.7%	81%
	Electricity	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	7.4%	6.3%	7%
	Charcoal	EMIS	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.3%	2.8%	4%
Seconda ry	(a) Enrolment in all sch	EMIS	518,931	539,786	655,951	683,609	697,507	728,393	814,087	954,328	1,088,744	1,194,45	1,225,692	1,258,084
	(i) Boys	EMIS	290,176	301,814	359,494	374,659	383,652	400,758	443,716	517,254	589,358	648,014	654,971	662,003
	(ii) Girls	EMIS	228,755	237,972	296,457	308,950	313,855	327,635	370,371	437,074	499,386	546,440	570,721	596,081
	(b) %age of girls to total enrolment	EMIS	44.08%	44.09%	45.19%	45.19%	45.0%	44.98%	45.50%	45.8%	45.9%	45.7%	46.6%	47%

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
(c) Enrolment by Ownership														
	Government	EMIS	216,292	261,664	317,806	336,362	370,807	407,845	412,367	466,148	514,340	550,631	667,396	667,796
	(i) Boys	EMIS	126,642	152,741	179,753	191,718	211,244	232,617	233,943	262,663	289,083	311,936	324,448	324,643
	(ii) Girls	EMIS	89,650	108,923	138,053	144,644	159,563	175,228	178,424	203,485	225,257	238,695	342,948	343,154
	private	EMIS	302,639	278,122	338,145	347,247	324,856	320,356	322,479	387,101	574,404	643,823	639,894	590,287
	(i) Boys	EMIS	163,534	149,073	179,741	182,941	171,480	168,057	166,910	199,715	300,275	336,078	330,523	337,360
	(ii) Girls	EMIS	139,105	129,049	158,404	164,306	153,376	152,299	155,569	187,386	274,129	307,745	227,773	252,927
	(d) %age of Private to total enrolment	EMIS	58.32%	51.52%	51.55%	50.80%	46.57%	43.98%	39.61%	41%	52.8%	54%	52.2%	50%
	(e) Repeaters	EMIS	10,557	10,825	12,904	14,181	13,556	16,118	20,179	27,781	25,982	24,588	28,298	28,398
	(f) Repetition Rate	EMIS	3.82%	2.09%	2.39%	2.16%	2.0%	2.31%	2.5%	3%	2.4%	2.1%	2.3%	2%
	(g) Total No. of Teachers	EMIS	30,384	30,425	37,227	38,549	37,313	37,607	42,673	50,767	57,158	65,045	62,921	64,675
	(i) Number of Classrooms	EMIS	11,216	10,159	11,923	13,433	14,440	14,760	16,948	20,692	31,368	34,495	36,220	38,123
	(j) Enrolment Growth Rate	EMIS	4%	4%	22%	4%	2%	4%	12%	17%	14%	9.7%	2.6%	3%
USE indicators														
	Number of USE Schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1155	1231	1348	1490	1,652
	Government	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	791	803	802	841	909
	Private	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	364	428	546	649	743
	Total Enrolment (USE Students)	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	161,396	316,652	451,187	599,659	686,403
	Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92,388	180,086	254,289	334,259	375,659
	Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69,008	136,566	196,898	265,400	310,744
	% age of females	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43%	43%	44%	44%	45.3%
	Enrolment of USE students in government schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	120,959	232,170	313,653	407,953	446,721
	Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69,309	132,360	177,658	229,011	247,936
	Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51,650	99,810	135,995	178,942	198,785
	Enrolment of USE students in private schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40,595	84,482	137,534	191,706	239,682
	Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	23,150	47,726	76,631	105,248	127,723
	Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17,445	36,756	60,903	86,458	111,959
	% of students in Private USE schools	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25%	27%	30%	32%	34.9%

	Indicators		Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	(k) GER ⁵		EMIS/UBOS	13.00%	13.19%	19.64%	19.90	17.20	18.55	22	25	27.6	28.20%	28.30%	28%
	(i) Boys		EMIS/UBOS	15.00%	14.69%	21.10%	21.38	19.09	20.46	24.7	27.9	30.7%	31.20%	30.70%	30%
	(ii) Girls		EMIS/UBOS	12.00%	11.73%	18.12%	18.36	15.34	16.64	19.6	22.4	24.7	25.40%	26.0%	25%
	(l) NER ⁶		EMIS/UBOS	12.89	12.93	16.71	16.90	14.55	15.43	18.6	21.3	23.5%	23.80%	24.60%	39%
	(i) Boys		EMIS/UBOS	13.96	14.4	17.25	17.41	15.52	16.33	20.	22.8	25.2%	25.10%	25.70%	24%
	(ii) Girls		EMIS/UBOS	11.82	11.49	16.16	16.36	13.59	14.55	17.3	19.8	21.9%	22.50%	23.50%	43%
	(o) STR		EMIS	17	18	18	18	19	19	19	19	19	18	19	19
	(a) SCR		EMIS	46	53	55	51	48	49	48	46	35	35	45	44
	(r) Transition rate to S1		EMIS	56.3%	51.2%	56.1%	49.0%	48.2%	44.5%	50.9%	68.6%	69.6%	63.9%	64.8%	65%
	(i) Boys		EMIS	56.0%	50.4%	55.0%	49.0%	48.2%	44.1%	50.5%	69.7%	71.1%	65.8%	66.7%	67%
	(ii) Girls		EMIS	56.6%	52.1%	57.4%	49.1%	48.1%	45.0%	51.4%	67.4%	68.0%	62.0%	63.0%	64.2%
	(s) Completion rate Senior 4		EMIS	16%	21%	22%	18%	25%	30%	29%	35%	35.1%	37%	39%	41.1%
	(i) Boys		EMIS	18%	23%	25%	20%	28%	34%	33%	39%	39%	42%	45%	48.2%
	(ii) Girls		EMIS	14%	19%	19%	17%	22%	26%	25%	31%	31%	31%	32%	33.0%
	(r) Transition rate to S.5		EMIS/UNEB	43%	31%	41%	41%	41%	39%	40%	44%	44%	48%	50.7%	53.6%
	(i) Boys		EMIS/UNEB	42%	34%	43%	35%	36%	33%	33%	39%	38%	39%	40%	41.0%
	(ii) Girls		EMIS/UNEB	43%	28%	49%	38%	39%	36%	37%	42%	41%	44%	45.8%	47.7%
Percentage of S.2 students rated proficient in Biology															
	Total		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36.7%	36.3%	30.4%	32%
	Male		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43.2%	41.4%	36.1%	37%
	Female		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28.8%	30.6%	24.6%	26%
Percentage of S.2 students rated proficient in Mathematics															
	Total		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	69.4%	58.8%	49.7%	50%
	Male		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74.4%	60.8%	54.7%	55%
	Female		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	63.3%	56.6%	44.7%	46%
Percentage of S.2 students rated proficient in the English Language															
	Total		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.9%	76%	67.5%	68%
	Male		NAPE/ UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	81.3%	73.5%	65.6%	66%

⁵ GER: Refers to Proportion of students attending secondary schools (S1-S6) to the number of children aged 13-18 in the entire population.

⁶ NER: Refers to the ratio of secondary school students aged 13-18 years to the number of children of the same age range in the population.

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	Female	NAPE / UNEB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82.5%	78.8%	69.4%	71%
	UCE Performance													
	Total Registered	UNEB		104,905	122,170	139,210	150,192	172,433	169,989	193,140	200,298	216,332	263,026	273,363
	Male	UNEB		59,218	66,883	76,756	81,979	94,247	93,331	104,448	108,247	114,831	142,581	146,164
	Female	UNEB		45,687	55,287	62,454	68,213	78,186	76,658	88,692	92,051	101,501	120,445	127,199
	Total Sitting	UNEB		102,581	119,205	135,793	147,421	168,635	166,372	189,221	196,493	212,496	258,196	267,024
	Male	UNEB		57,882	65,251	74,871	80,466	92,196	91,414	102,397	106,228	112,847	140,122	142,816
	Female	UNEB		44,699	53,954	60,922	66,955	76,439	74,958	86,824	90,265	99,649	118,074	124,208
	Pass Rate	UNEB		88.5%	87.9%	91.5%	92.0%	93.8%	94.6%	95.3%	96.4%	95.6%	93.5%	NA
	Male	UNEB		90.4%	90.3%	93.3%	93.6%	95.1%	95.6%	96.2%	97.0%	96.5%	94.4%	NA
	Female	UNEB		86.0%	84.9%	89.2%	90.0%	92.3%	93.3%	94.4%	95.7%	94.6%	92.5%	NA
	Performance Index	UNEB		53.5%	51.5%	58.9%	57.4%	59.0%	53.0%	50.1%	49.8%	45.7%	43.10%	NA
	Male	UNEB		47.5%	44.5%	51.8%	50.5%	52.6%	47.0%	44.3%	43.7%	48.7%	45.70%	NA
	Female	UNEB		50.9%	48.3%	55.7%	54.3%	56.1%	50.3%	47.4%	47.0%	42.2%	40.00%	NA
	UACE Performance													
	Total Registered	UNEB							72,081	86,455	89,916		101,257	NA
	Male	UNEB							43,199	50,979	53,483		59,891	NA
	Female	UNEB							28,856	35,476	36,329		41,366	NA
	Total Sitting	UNEB							70,590	84,821	88,383		99,802	NA
	Male	UNEB							42,147	49,876	52,461		58,946	NA
	Female	UNEB							28,415	34,945	35,821		40,856	NA
	Performance Index	UNEB							63.4%	63.4%	63.6%		53.10%	NA
	Male	UNEB							63.9%	63.4%	64.1%		54.10%	NA
	Female	UNEB							62.7%	63.4%	62.9%		51.70%	NA
	Tertiary Eligible	UNEB							64.5%	63.7%	65.0%		61.90%	NA
	Male	UNEB							65.0%	63.7%	65.7%		63.10%	NA
	Female	UNEB							64.0%	63.6%	64.0%		60.30%	NA
BT/VET	(a) Total Enrolment	EMIS	14,077	14,314	20,314	26,313	25,514	25,598	25,682	29,441	30,174	30,009	39,250	40,428
	(i) Male	EMIS	12,614	12,726	15,499	18,271	17,860	18,754	19,648	23,102	23,680	23,551	27,562	28,389
	(ii) Female	EMIS	1,463	1,588	4,815	8,042	7,654	6,844	6,214	6,339	6,494	6,458	11,688	12,039
	Total UPPET Students	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,024	6,250	9,099	9,013	9,344

	Indicators	Source	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	Male	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2,365	4,952	7,316	7,185	7,575
	Female	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	659	1,298	1,783	1,828	1,769
	No. of UPPET Institutions	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62	62	62	62	62
	Government	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46	46	46	46	46
	Private	EMIS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	16	16	16	16
	Post Primary Enrolment	EMIS	533,008	554,100	676,265	709,922	723,021	770,256	829,673	969,886	1,114,006	1,141,348	1,169,361	1,198,062
	(b) BT/VET as %age of Post Primary Enrolment	EMIS	2.64%	2.58%	3.00%	3.71%	3.53%	5.43%	1.88%	1.60%	2.27%	2.31%	2.4%	2%
	(c) Enrolment in PTCs	EMIS	13,071	15,703	17,960	19,477	18,742	16,646	16,297	19,849	22,036	22,204	23,536	24,984
	(i) Males	EMIS	6,477	8,430	10,901	11,311	10,742	9,382	9,185	11,460	11,343	12,422	13,604	14,898
	(ii) Females	EMIS	6,594	7,273	7,059	8,136	8,000	7,264	7,112	8,389	10,693	9,782	9,933	10,086
Tertiary	(a) Total Enrolment	NCHE/EMIS	54,444	64,216	79,857	88,922	108,295	124,313	137,190	155,082	164,576	169,476	174,375	179,569
	(i) Male	NCHE/EMIS	34,441	40,366	49,179	53,932	40,400	69,558	79,469	88,228	92,820	95,441	98,062	100,831
	(ii) Female	NCHE/EMIS	20,003	23,850	30,678	34,990	63,574	50,587	57,721	66,854	71,755	74,035	76,313	78,738
	(b) Enrolment at universities	NCHE/EMIS	33,588	42,584	57,144	65,212	71,659	78,107	92,605	96,821	98,976	109,811	120,646	136,541
	(i) Male	NCHE/EMIS	20,251	25,675	33,762	39,374	36,250	33,127	52,507	55,028	56,318	67,369	78,420	93,808
	(ii) Female	NCHE/EMIS	13,337	16,909	23,382	25,285	35,046	44,807	40,098	41,793	42,658	42,442	42,226	42,733
	(c) Enrolment in Other Tertiary Institutions	NCHE/EMIS	20,755	21,632	22,713	32,118	39,162	46,206	55,824	58,261	59,505	60,776	53,729	55,343
	(i) Male	NCHE/EMIS	14,190	14,691	15,417	14,558	25,496	36,431	32,915	33,200	33,343	33,486	19,642	19,726
	(ii) Female	NCHE/EMIS	6,666	6,941	7,296	9,705	7,743	5,780	22,909	25,061	26,185	27,360	34,087	35,617

Source: MoES (EMIS, 2000-2011) doft as per 5/17/2012

Annex V: Inventory on Human Rights Education Materials

S/No	Title	Type of material	Organization responsible	Year of publication	Brief description	Contact
1	ABC: Teaching Human Rights - Practical activities for primary and secondary schools	Publication	OHCHR	2004	Teaching guide: advice to educators and suggestions learning activities	UNOHCHR – Uganda Plot 24 Princess Charles Drive, Kololo P.O. Box 7184, Kampala, Uganda Phone: 0417300300 Fax: 0414346130 Website: www.ohchr.org
2	Human Rights Lesson Plans for Southeast Asian Schools	Publication	Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA)	2003	Teaching guide: Lesson plans for Human Rights Education	HURIGHTS OSAKA, 1-2-1500 Benten 1-chome Minato-ku, Osaka 552-0007 Japan Phone: 816 6577-35-78 Fax: 816 6577-35-83 webmail@hurights.or.jp www.hurights.or.jp
3	Child Rights – Students Module Part II	Publication	Institute of Human Rights Education	2004	Students Module: Human Rights Lessons	Institute of Human Rights Education, No.6 Vallabhai Road, Chockikulam, Madurai – 625 002 Phone: 0452 2531874, 2539520 Fax: 0425 2531874 ihre@pwtn.org www.pwtn.org

4	Discrimination (Caste, Religion, Race, Language, Gender, Place of Birth) – Students Module Part III	Publication	Institute of Human Rights Education	2004	Students Module: Human Rights Lessons	Institute of Human Rights Education, No.6 Vallabhai Road, Chockikulam, Madurai – 625 002 Phone: 0452 2531874, 2539520 Fax: 0425 2531874 ihre@pwtn.org www.pwtn.org
5	Children's Rights and Global Citizenship	Publication	UCCB Children's Rights Centre	2003	A curriculum resource for use Grade 11/12 students in the areas of Global Studies, Law, Sociology, Political Science	Children's Rights Centre, University College of Cape Breton, Sydney, Nova Scotia, Canada http://faculty.uccb.ns.ca/childrensrights
6	Children's Rights Curriculum Resource	Publication	UCCB Children's Rights Centre	2003	Curriculum Resource - Grade 8	Children's Rights Centre, University College of Cape Breton, Sydney, Nova Scotia, Canada http://faculty.uccb.ns.ca/childrensrights
7	Exploring children's rights	Publication	Education for Democratic Citizenship	2006	Lesson sequences for primary schools	Council of Europe

8	Human Rights and Peace Education for Teachers in Uganda	Report	Uganda and Korean National Commissions for UNESCO	2007	A report of the workshop “Human Rights and Peace Education for Teachers in Uganda” held in July 2007 in Kampala, Uganda	<p>Uganda National Commission for UNESCO, 2nd Floor Embassy House, King George VI Way, P.O.Box 4962, Kampala (UG)</p> <p>Tel: +256 414 259713</p> <p>Fax: +256 414 258405</p> <p>admin@unesco-uganda.ug</p> <p>www.unesco-uganda.ug</p> <p>Korean National Commission for UNESCO, C.P.O.Box 64100-810 Seoul</p> <p>Tel: +82 755 00689</p> <p>Fax: +82-2 7556667</p> <p>kocom@unesco.or.kr</p> <p>http://www.unesco.or.kr</p>
9	What is wrong with corporal punishment?	Toolkit	Raising Voices	N/A	Good School Toolkit: ideas and tools to help educators explore what a good school is and how to create one	<p>Raising Voices,</p> <p>16 Tufnell Drive, Kamwokya</p> <p>P.O.Box 6770 Kampala, Uganda</p> <p>Tel: 256 41 4531186</p> <p>info@raisingvoices.org</p> <p>www.raisingvoices.org</p>

10	What is a good learning environment?	Toolkit	Raising Voices	N/A	Good School Toolkit: ideas and tools to help educators explore what a good school is and how to create one	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
11	What is a good teacher?	Toolkit	Raising Voices	N/A	Good School Toolkit: ideas and tools to help educators explore what a good school is and how to create one	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
12	Education Resource Data Base	CD	Edukans; SNV	2010	An electronic library of education publications, policy briefs, evaluation reports, case studies and research documents	SNV-Netherlands Development Organisation, Plot 36, Luthuli Rise, Bugolobi, Kampala, P.O.Box 8339, www.snvworld.org Edukans – Local Expertise Centre (LEC) Plot 36, Luthuli Rise, Bugolobi, Kampala, P.O.Box 8339, www.edukans.nl

13	Building Partnerships with Academia to further Child Rights in Higher Education in South Asia	Publication	Save the Children	2006	Reflections and lessons learned so far from experience in Bangladesh, India and Nepal	Save the Children Sweden, Regional Office for South and Central Asia, Sanepa Road, Kupundole, Lalitpur, GPO 5850, Kathmandu, Nepal Tel: +977 1 5531928/9 Fax: +977 1 5527266 info@savethechildren.org.np nehab@sca.savethechildren.se www.rb.se
14	The Convention on the Rights of the Child and Quality Education	Concept paper	Save the Children	2008	Provides framework for developing quality education programmes; sets goals in terms of fulfillment of rights; to be used in teacher education programs	Save the Children Sweden, Regional Office for South and Central Asia, Sanepa Road, Kupundole, Lalitpur, GPO 5850, Kathmandu, Nepal Tel: +977 1 5531928/9 Fax: +977 1 5527266 info@savethechildren.org.np nehab@sca.savethechildren.se www.rb.se
15	Education for Life Skills: Peace, Human Rights and Citizenship	Guidebook	UNESCO; IIEP	2006	Guidebook for planning education in emergencies and reconstruction	International Institute for Educational Planning 7-9 rue Eugene Delacroix, 75116 Paris info@iiep.unesco.org www.unesco.org/iiep

16	A simplified version for promoting positive discipline in schools for quality education: alternatives to corporal punishment	Publication	ANPPCAN-Uganda; ChildHope; UKaid	N/A	“African Network for the Prevention and Protection Against Child Abuse and Neglect” promotes positive discipline	ANPPCAN Uganda Chapter Plot 1, Kira Road P.O.Box 24640, Kampala, Uganda Tel: +256 414 254550/ +256 392 754550/552 Fax: +256 414 344648 anppcan@anppcanug.org www.anppcanug.org
17	Annual Report 2010	Report	ANPPCAN-Uganda Chapter	2010	Annual report about the organisation’s work	ANPPCAN Uganda Chapter Plot 1, Kira Road P.O.Box 24640, Kampala, Uganda Tel: +256 414 254550/ +256 392 754550/552 Fax: +256 414 344648 anppcan@anppcanug.org www.anppcanug.org
18	Brave Girls who go to school & stay in school – Stories from Bundibugyo District	Storybook	Bundibugyo District Department of Education; US Aid;UPHOLD Project	2005	Stories written by pupils about girls staying in school despite obstacles they face	Bundibugyo District Department of Education

19	Child-Link Magazine	Magazine	ANPPCAN Uganda Chapter	2011	Magazine for children on Human Rights issues	ANPPCAN Uganda Chapter Plot 1, Kira Road P.O.Box 24640, Kampala, Uganda Tel: +256 414 254550/ +256 392 754550/552 Fax: +256 414 344648 anppcan@anppcanug.org www.anppcanug.org
20	The REACH Programme – Annual Review 2010	Annual Review	The REACH Programme	2010	Annual review 2010	The Reach Programme Plot 2/4 Mella Road, P.O.Box 156 Kapchorwa, Uganda Tel: +256200900337 Fax: +256454451133/55 Email: reachuganda3@gmail.com
21	Ibore Aminar Ayong Ekakitela	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug
22	Ere Keeya A Nause	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug

23	Nnyo Ecaluwaria Achia Esukul	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug
24	Akosimana Angaraito	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug
25	Ilukol ka Aate ka Atakeng	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug
26	Akolongit Nzina Edupere Iswa Nzikito	Storybook	Fountain Publishers	N/A	Fountain Thematic Curriculum Reading Scheme	Fountain Publishers P.O.Box 488 Kampala Email: sales@faountainpublishers.co.ug / publishing@faountainpublishers.co.ug www.faountainpublishers.co.ug

27	Good Practices in Community-led Total Sanitation	Publication	Plan Uganda	2011	Plan's experience in Uganda 2007-2010	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org
28	Good Practices in Community Managed Early Childhood Care and Development	Publication	Plan Uganda	2011	Plan Uganda's experience in using the community led action for children approach	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org
29	Court Self Representation – A Community Empowerment Process	Publication	Plan Uganda	2011	The experience of Plan Uganda in Kamuli and Kampala district	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org
30	Promoting Legal Rights of People Affected by HIV & AIDS	Publication	Plan Uganda	2011	Lessons and Good Practices – Experiences of Plan Uganda	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org

31	Village Savings and Loan Association (VSLA) Approach	Publication	Plan Uganda	2011	Plan Uganda's experience	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org
32	Safe School Environment	Handbook	Ministry of Education and Sports UNICEF	2010	Handbook for primary school teachers about how to create a safe school environment	Ministry of Education and Sports P.O. Box 7063 Kampala, UG
33	Safe School Environment	Facilitator's guide	Ministry of Education and Sports UNICEF	2010	Facilitator's guide on how to create a safe school environment	Ministry of Education and Sports P.O. Box 7063 Kampala, UG
34	Alternatives to Corporal Punishment – An Introductory Handbook for Promoting Positive Discipline in Schools for Quality Education	Handbook	Ministry of Education and Sports	N/A	Creating Safer Schools Series Volume 1: Handbook for creating safer schools for anyone involved in designing or delivering education within Ugandan schools	Ministry of Education and Sports P.O. Box 7063 Kampala, UG

35	Human Rights Reader: Book One	Reader	The Uganda Human Rights Commission	2007	Reader intending to teach children their rights and the responsibilities that go with them; simple stories and exercises	Uganda Human Rights Commission Central Regional Office Plot 1253, Lubiri Ring Road, Ndeeba P.O. Box 4929, Kampala Tel: +256 414 348007/8 Fax: +256 414 255261 Email: uhrckampala@uhrc.ug
36	Human Rights Reader: Book Three	Reader	The Uganda Human Rights Commission	2007	Reader intending to teach children their rights and the responsibilities that go with them; simple stories and exercises	Central Regional Office Plot 1253, Lubiri Ring Road, Ndeeba P.O. Box 4929, Kampala Tel: +256 414 348007/8 Fax: +256 414 255261 Email: uhrckampala@uhrc.ug
37	Protecting the Children, Securing the Future	Brochure	ANPPCAN Uganda	N/A	Brochure introducing ANPPCAN and its work	ANPPCAN Uganda Chapter Plot 1, Kira Road P.O.Box 24640, Kampala, Uganda Tel: +256 414 254550/ +256 392 754550/552 Fax: +256 414 344648 anppcan@anppcanug.org www.anppcanug.org

38	Plan Uganda	Brochure	Plan Uganda	N/A	Brochure introducing Plan Uganda and its work	Plan Uganda Plot 126 Luthuli Avenue, Bugolobi P.O.Box 12075 Kampala, UG Tel: +256 414 305 000 Fax: +256 414 505 005 www.plan-international.org
39	Plan of Action – World Programme for Human Rights Education, First Phase	Brochure	OHCHR – World Programme for Human Rights Education	N/A	Brochure introducing the World Programme for Human Rights Education and its first phase which focuses on primary and secondary school systems	World Programme for Human Rights Education http://www.ohchr.org/english/issues/education/training/programme.htm Email: wphe@ohchr.org
40	Information About Uganda National Institute of Special Education	Brochure	UNISE – Uganda National Institute of Special Education	N/A	Brochure introducing UNISE	Uganda National Institute of Special Education P.O. Box 6478 Kampala, Uganda Tel: +256 41 285352/285584 Fax: +256 41 222961 Email: unise@imul.com

41	Abantu Basemeriri	Poster	ANPPCAN; Save the Children	N/A		ANPPCAN Uganda Chapter Plot 1, Kira Road P.O.Box 24640, Kampala, Uganda Tel: +256 414 254550/ +256 392 754550/552 Fax: +256 414 344648 anppcan@anppcanug.org www.anppcanug.org
42	An accountable administration is everyone's right!	Poster	Raising Voices	N/A	"Creating a Good School" Series	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
43	A good learning environment is everyone's right!	Poster	Raising Voices	N/A	"Creating a Good School" Series	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org

44	Violence-free school is everyone's right!	Poster	Raising Voices	N/A	"Creating a Good School" Series	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
45	A good teacher is everyone's right!	Poster	Raising Voices	N/A	"Creating a Good School" Series	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
46	A good school is everyone's right!	Poster	Raising Voices	N/A	"Creating a Good School" Series	Raising Voices, 16 Tufnell Drive, Kamwokya P.O.Box 6770 Kampala, Uganda Tel: 256 41 4531186 info@raisingvoices.org www.raisingvoices.org
47	Know your Rights: A human rights handbook for Muslim Students	Booklet	Muslim Centre for Justice and Law	2012	It is a tailored Human rights handbook that popularize the UDHR and also show how some verses from the Holy Quran supplement it	Muslim Centre for Justice and Law P.O. BOX 6929 Kampala Tel: 0414531084/0701282887 muslimjustice@yahoo.com info@mcjl.ug www.mcjl.ug

48	Combating Gender Based Violence through Islam: Working Document I: Muslim Women and the Issue of Human Rights Working Document II: Uganda Muslim Men against Domestic Violence	Booklets	Muslim Centre for Justice and Law	2011	These materials inspire the Muslim community with both statutory laws and the Islamic heritage in women rights and more so ending violence against women	Muslim Centre for Justice and Law P.O.BOX 6929 Kampala Tel:0414531084/0701282887 muslimjustice@yahoo.com/ info@mcjl.ug www.mcjl.ug
49	Chapter 4 of the 1995 Constitution of the Republic of Uganda: Simplified and Abridged Version	Publication	The Human Rights Centre Uganda	2011	Your Rights Series 1; available in Luganda, Swahili, Runyankole Rukiga, Rungoro Rutooro, Ateso, Langi and Acholi	THE HUMAN RIGHTS CENTRE UGANDA Plot 65 Luthuli Avenue, Bugolobi P.O Box 25638 Kampala Tel: (+256) 414 266 186 Email: info@hrcug.org
50	The Universal Declaration on Human Rights: A simplified and Abridged Version	Publication	The Human Rights Centre Uganda	2011	Know Your Rights Series 2; available in Luganda, Swahili, Runyankole Rukiga, Rungoro Rutooro, Ateso, Langi and Acholi	THE HUMAN RIGHTS CENTRE UGANDA Plot 65 Luthuli Avenue, Bugolobi P.O Box 25638 Kampala Tel: (+256) 414 266 186 Email: info@hrcug.org

51	Guidelines for submitting allegations to the United Nations Special Rapporteur on the situation of Human Rights Defenders	Guidelines	The Human Rights Centre Uganda	2011			THE HUMAN RIGHTS CENTRE UGANDA Plot 65 Luthuli Avenue, Bugolobi P.O Box 25638 Kampala Tel: (+256) 414 266 186 Email: info@hrcug.org
52	The UN Declaration on HRD's (Gen Assembly Resolution 53/144 8 th March 1999)	booklets	The Human Rights Centre Uganda	2010		Declaration on the right and responsibility of Individuals, groups and organs of society to promote and protect universally recognized Human Rights and Fundamental freedom; small booklets complied with the English and the local language version	THE HUMAN RIGHTS CENTRE UGANDA Plot 65 Luthuli Avenue, Bugolobi P.O Box 25638 Kampala Tel: (+256) 414 266 186 Email: info@hrcug.org
53	Poster messages on rights and responsibilities of human rights defenders	Poster	The Human Rights Centre Uganda	2011			THE HUMAN RIGHTS CENTRE UGANDA Plot 65 Luthuli Avenue, Bugolobi P.O Box 25638 Kampala Tel: (+256) 414 266 186 Email: info@hrcug.org

Annex VI: Draft National Implementation Strategy for Human Right Education in Uganda

Theme	Objectives	Strategy	Activities	Responsibility
Policy and policy implementation	To streamline and harmonise existing policies and ensure compliance in implementation	Review the existing policies on human rights education	Involve all stakeholders in formulating a policy on Human Right Education.	Parliament, Ministry of Education and Sports, CSO's, Courts of Law, Local Government, the Police
		Align policy with sector budgets	Increase on financial and human resources for HRE	Ministry of Education and Sports, Ministry of Finance, Planning and Economic Development
			Design a framework for monitoring and evaluation of HRE	Ministry of Education and Sports, OHCHR, UNATCOM, UHRC
		Ensure effective policy implementation	Enforcement of existing policies and laws	Ministry of Education and Sports
			Creating awareness and sensitizing Stakeholders	Ministry of Education and Sports, OHCHR, UNATCOM, UHRC and CSOs
Curriculum and Education Materials	To promote integration of HRE in the school curriculum	Integrate human rights education in the thematic curriculum for primary and post - primary education institutions including teacher training institutions.	Conducting research	UNATCOM, OHCHR and UHRC
			Integrate the concept of human rights education in secondary schools curriculum	Ministry of Education and Sports, NCDC, CSO's
			Develop and disseminate educational materials on HRE	
			Establish a centre of excellence for human rights education	
			Prepare educational activities for inclusion in extra and co - curricular activities in schools	
			Harmonise and develop IEC materials on HRE that will be used in schoolsDevelop special needs educational materials	
			Pilot human rights education in a few strategic districts	

Training of Teachers and Education Personnel	To equip teachers and other education personnel with skills and knowledge on HRE	HRE in the training, recruitment and professionalism in the education sector	Reinforce Professional Code of Conduct for Teachers.	Ministry of Education and Sports
		Strengthening the existing teacher training institutions and develop their capacity to produce professional teachers	Capacity building of Teachers on HRE	Teacher Training Institutions
		Incorporating specific agents in training and retooling career masters on HRE	Develop an effective recruitment framework for teachers and other personnel giving consideration to HRE	Education Service Commission
		Mainstream the work of CSOs cultural and religious institutions	Provide human resource from all sectors (NGO, Cultural, Religious Institutions) in schools to embrace a holistic approach to HRE	Ministry of Education and Sports
		Putting in place alternative positive discipline	Establish mechanism for alternative dispute resolution in school, children's parliament and encourage children lead activities	School administration
		Review of existing curriculum	Review a unified standard training curriculum and customize the global HR literature to the local context	National Curriculum Development Centre
		Provide conducive working environment for teaching and non - teaching staff	Improve on the remuneration of teachers and their welfare	Ministry of Education and Sports
			Continuous sensitization and enforcement of teachers on code of conduct and professional ethics through internal seminars by advocacy organs	
			Induction of new teachers	
			Exchange school visits	
				Teacher Training Institutions
				School administration

Learning Environment	To create a conducive learning atmosphere by improving school infrastructure	Introduce a holistic approach to HRE in the school and community	Construct adequate school facilities to reduce overcrowding and renovate facilities not adequate for learning to take place particularly to favour Special Needs	Ministry of Education and Sports
Advocacy	Influence policy formulation on implementation	Partnership and strategic alliance	Provision of access to clean and safe water for all	School administration
			Plant trees to preserve the environment	
			Design child friendly rules and regulations and involve learners in designing the rules	UNOHCHR, UNICEF, UHRC, UNESCO, FHRI, Save the Children, District Local Governments
			Introduce HRE in extra and co - curricular activities	
			Form and empower school management committees	
			Have school suggestion boxes	
			Capacity building through workshops on HRE	
			Play an advisory role to the MoES on HRE	
			Media, Press release, Donor's conferences	Ministry of Education and Sports
			Documentation of best practices on HRE	
			Monitoring and Evaluation of HRE	
			Hold community dialogues and sensitise parents on HRE	School administration

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