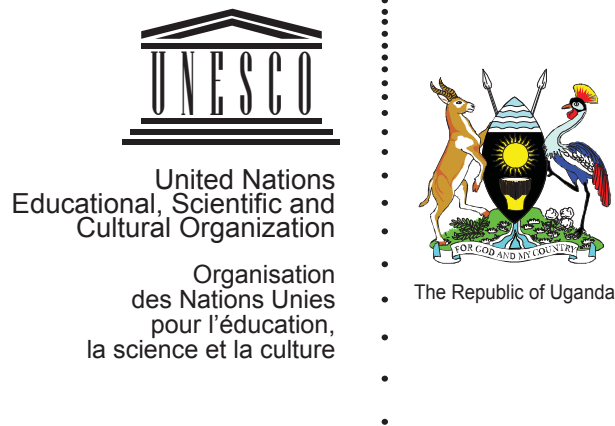




Uganda National Commission for UNESCO

Implementing the National Strategy on Human Rights Education in Uganda: Popular Version for Dissemination

2016



UGANDA NATIONAL COMMISSION FOR UNESCO

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The Author is responsible for the choice and presentation of the facts contained in this report and for the opinions expressed therein, which are not those of Uganda National Commission for UNESCO or of UNESCO and do not commit the Organisation in any way.

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By Uganda National Commission for UNESCO
2nd Floor, Embassy House,
King George VI Way
P.O. Box 4962, Kampala Uganda
Tel: +256-41-4259713
Fax: +256-41-4258405
E-mail: admin@unesco-uganda.ug
Website: www.unesco-uganda.ug

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ACRONYMS

CSOS:	Civil Society Organisations
CRC:	Convention on the Rights of the Child
EFA:	Education for All
FHRI:	Foundation for Human Rights Initiatives
HRE:	Human Rights Education
MoESTS:	Ministry of Education, Science and Technology
NCDC:	National Curriculum Development Centre
OHCHR:	Office of High Commissioner for Human Rights
OVC:	Orphans and Vulnerable Children
UDHR:	Universal Declaration on Human Rights
UHRC:	Uganda Human Rights Commission
UNATCOM:	Uganda national Commission for UNESCO
UNESCO:	United Nations Educational Scientific and Cultural Organization.
UNICEF:	United Nations International Children's Emergency Fund
WPHRE:	World Programme for Human Rights Education

PREFACE

In 2011, the Uganda National Commission for UNESCO commissioned a study to establish the status of Human Rights and Life Skill Education in primary and post-primary educational institutions in Uganda. The findings are contained in a report published in 2012. The study gave recommendations for implementation of Human Rights Education (HRE) in line with the requirements of the World Programme for Human Rights Education (WPHRE). A national Implementation Strategy was also developed as part of the report and it spelled out the various activities that need to be carried out in the various thematic areas of policy, curriculum, teacher training, the learning environment and advocacy.

HRE builds knowledge, skills and attitudes prompting behaviour that upholds human rights. Human Rights Education therefore 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.

This popular version summarizes the findings of the situational analysis report and is a dissemination of the report to bring on board stakeholders in the various educational institutions and lay the foundation for the schools to develop their own Action Plans for implementing HRE in their institutions.

It is my hope that you will find this booklet useful to guide you in full participation in implementing the targets set in the plans of the WPHRE.



Rosie Agoi

AG. SECRETARY GENERAL

UGANDA NATIONAL COMMISSION FOR UNESCO

FOREWORD TO THE SITUATIONAL ANALYSIS REPORT 2012

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 document 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 National Implementation Strategy for HRE for primary and post-primary institutions in Uganda.

We hope this document 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
FORMER SECRETARY GENERAL

ACKNOWLEDGEMENTS

This booklet is a popular version of the result of the documentation on the situational assessment of integration of human rights education in the educational institutions in Uganda. It summarizes milestones Uganda has made in her commitment to the world programme on human rights education to promote and deliver human rights education in the country. In it are covered background information on the World Programme for Human Rights Education (WPHRE) and the progress so far made in this area by Uganda.

The book is meant to be a means of dissemination of the status of Human Rights Education in Uganda and as an orientation of strategic stakeholders such as selected primary and secondary schools and teacher training institutions as well as district HRE teams on the HRE Strategy.

Special thanks to Ms. Justine Lubanga of HURINET for compilation of the document with the support of Dr. Dominic Lali Mundrugo-Ogo of UNATCOM and the members of the taskforce on Human Rights Education National Action Plan. Thanks are also due to Ms Rosie Agoi the Acting Secretary General of UNATCOM for the supervision and advice that enabled the production of this document.

We are grateful to UNESCO for funding the promotion of Human Rights Education in Uganda.

INTRODUCTION AND BACKGROUND

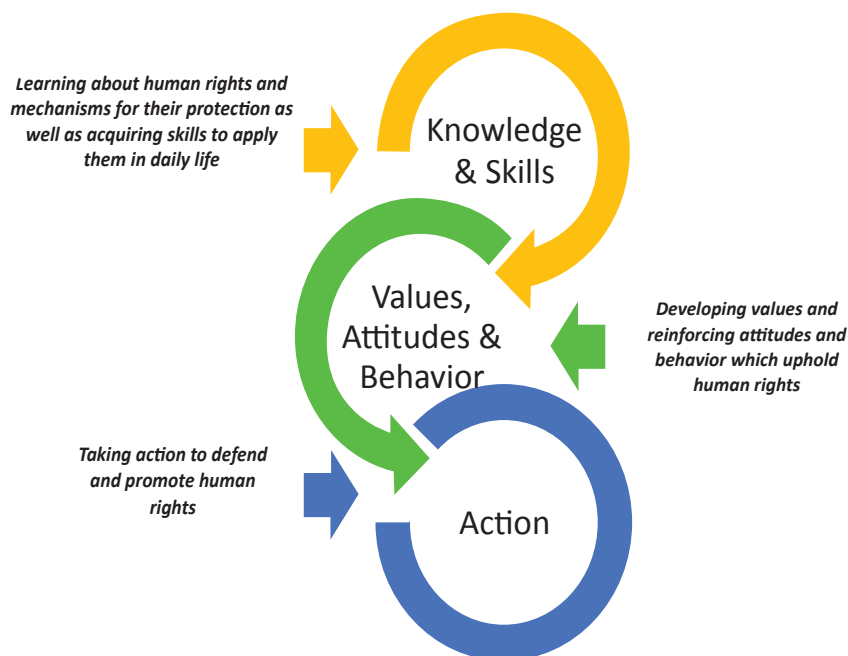
This manuscript summarizes milestones Uganda has made in as far as her commitment to the world programme on human rights education to promote and deliver human rights education in the country. It gives a brief about the World Programme for Human Rights Education (WPHRE), highlights the legal & policy framework, where Uganda is in implementing the HRE strategy, and approaches used in coordinating efforts. The report also brings out the challenges, opportunities and recommendation.

ABOUT THE WORLD PROGRAMME ON HUMAN RIGHTS EDUCATION

The World Programme for Human Rights Education (WPHRE) was proclaimed by all Member States of the United Nations in December 2004 . 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. HRE aims at developing an understanding of our common responsibility to make human rights a reality in every community and in society at large.

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. Based on International Human Rights Instruments , “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 molding of attitudes, directed at strengthening respect for human rights, fundamental freedoms tolerance, equality and peace, among individuals within societies and among nations”.

HUMAN RIGHTS EDUCATION ENCOMPASSES:



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

²The 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 for the maintenance of peace'

STAGES OF WPHRE IMPLEMENTATION

The World Programme for Human Rights Education is sequenced to be implemented in three phases largely because of its contribution to developing an understanding of our common responsibility to make human rights a reality in every community and in society at large. On a scale, it contributes to the long term prevention of human rights abuse and violent conflicts, the promotion of equality and sustainable development and the enhancement of people's participation in decision-making processes within a democratic system. The phases include:

1. The First Phase (2005-2009) focused on HRE in the primary and secondary school systems. 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 environment 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 helping 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.
2. The Second Phase (2010-2014) focused on HRE in higher education and training of teachers and educators, civil servants, law enforcement officials, and military personnel.
3. The Third Phase (2015-2019) is focused on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists.

PRINCIPLES FOR HUMAN RIGHTS EDUCATION ACTIVITIES (PLAN OF ACTION, PARA 8)

Educational activities within the World programme shall be implemented in a way that:

- Promote the interdependence, indivisibility and universality of human rights, including civil, political, economic, social and cultural rights and the right to development;
- 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 bases;
- 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;

- Empower communities and individuals to identify their human rights needs and to ensure that they are met;
- Build on the human rights principles embedded within the different cultural contexts and take into account historical and social developments in each country;
- Foster knowledge of and skills to use local, national, regional and international human rights instruments and mechanisms for the protection of human rights;
- Make use of participatory pedagogies that include knowledge, critical analysis and skills for action furthering human rights;
- 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;
- 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.

LEGAL AND POLICY FRAMEWORK ON HUMAN RIGHTS EDUCATION

The policy frameworks were developed in line with the recommendation by the international bodies to their member states to promote human rights and ensure that Human Rights Education were manifested into their legal documents. Provisions on HRE have been incorporated in many 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 (article 29), The Convention on the Elimination of all Forms of Discrimination Against Women (article 10), International Convention on the Elimination of all forms of racial discrimination (article 7) and the Vienna Declaration and Programme of Action (part 1, para. 33-44)³ among others.

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 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, on the 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 in Article 34 also recognises the right of the 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 was reinforced by the Convention of the Rights of the Child and Universal Declaration of Human Rights article 26.

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.

³Quoted in plan of action on world programme on human rights education, New York and Geneva, 2006.

⁴The Constitution of the Republic of Uganda (1995)

The Universal Primary Education (1997) policy⁵ is aimed at achieving Education for All (EFA) goal 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 by all Ugandans; and equipping every individual with basic skills. This 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 educate every child – all girls and boys must receive free primary education, and listen to children they must have a say in decisions concerning them. The same view upholds the Convention on the Rights of the Child⁶, (Article 28 (1, 2) recognize 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 need 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 OVC policy 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 an ability to manage themselves successfully in a variety of situations. The United Nation Plan for Human Rights Education, 1995-2004 also indicated the promotion and development of the child's personality, talents, mental and physical abilities to their fullest potential.

The Government White Paper 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 literacy 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."

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

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

The adoption of the Government Paper is in line with 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 an 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 Children Act Cap 59 (2010) prohibits corporal punishment. The Convention on the Rights of the Child, Article 16 also states on the Protection against Child Abuse and Torture. States Parties to the Charter 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 Constitution of Uganda further provides for different aspects where HRE should be implemented by the state. Under article 4, the state has mandate to educate citizens and sensitize them on the constitution including human rights. Article 30 guarantees the right to education, while article 52 gives the Uganda human rights commission a mandate to carry out human rights education and civic education. The above gives government the basic mandate to carry out human rights education. The constitution also mandates government and government institutions as well as individuals to respect human rights in Uganda.

This obligates 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, second and third phases. However, this mandate can only be achieved if citizens are able to understand human rights and the means of addressing violations that may take place in the communities where they stay. Respect of human rights takes (1) Understanding the right as a right/entitlement, (2) Demanding for the right and (3) Seeking redress when that right is abused. The three steps can be achieved through human rights education. Human rights education should be incorporated into formal education to make it easy for the state to orient respect for human rights in students before they become adults.

While the State has committed to the resolutions of the General Assembly, Uganda is still under phase one (2005-2009) 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 which 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 strategy.

WHERE IS UGANDA IN HRE IMPLEMENTATION

In view of accomplishing its commitments, the Ministry of Education Science Technology and Sports (MoESTS) in collaboration with the Uganda National Commission for UNESCO have implemented some of the commitments on promoting human rights education. But this has largely systemic processes which have a significant bearing on the actual delivery of human rights education at all levels. Some of the activities so far accomplished include:

- Curriculum review for primary and overhaul of the curriculum for lower secondary education.
- Situation analysis on status of HR and life skills education in primary, post-primary and teacher training education institutions.
- A national stakeholder's workshop convened 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.
- A national steering committee established 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.
- A national implementation strategy for HRE adopted in primary and secondary school systems in Uganda.

Although the government of Uganda has made some steps towards implementation of its commitment to the world programme on human rights education, it is still lagging behind in its implementation. Important to note is that Uganda while by now it ought to be beginning implementation of the third phase of the programme, it is still implementing phase one. This can be explained by varied reasons relating to lack of adequate financing and technical personnel to undertake the leadership role on behalf of the government of Uganda and MoESTS. Consequently, due to limited engagement of the MoESTS long-term sustainability of HRE implementation and local ownership of Human Rights Education plan once adopted remains an issue of great concern.

POLICIES AND POLICY IMPLEMENTATION

The government has good policies targeting specific aspects on education and in as far as promoting human rights is concerned. The policies, plans of action, curricular among others ought to promote human rights education and infuse human rights throughout the education system. It should ensure that a participatory approach is used in development of policies with all stakeholders. The plan recognizes that, policy and legislative frameworks are understood as statements of commitment on the part of government aligned to its treaty obligations to promote quality education in addition to other commitments under both regional and international level law. However, the findings showed that there is no comprehensive policy on human rights education in Uganda. There has also been inconsistency in implementation of the strategy in terms of allocation of adequate resources and proper coordination mechanism to ensure coherence, monitoring and accountability. Also there are glaring gaps in coordination, different organizations are reportedly involved in promoting some aspects of human rights education in schools, institutions and also in the informal education sector though efforts are not well coordinated.

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. A conducive learning environment facilitates cognitive learning to take place which fosters social and emotional development of all those involved in learning and teaching process.

The underpinning principle is that a rights based environment should promote human rights of all school actors and should be characterized by mutual understanding, respect and responsibility. However, this has received a slow response except in a few private schools which take up a minimal percentage of the both public and private schools. As a ministry charged with the responsibility to ensure schools have favorable learning environments, Ministry of Education Science Technology and sports needs to take up its mandate and ensure good and favorable learning environment.

CURRICULUM AND EDUCATIONAL MATERIALS

The overarching aim of the plan is that, the teaching and learning process should reflect human rights values. It emphasizes the need for a rights based curriculum content and objectives. While at the same time recognizing the importance of participatory methodologies that maximize participation, alignment and integration of human rights values in all materials and text books. Although the reform processes have taken place, the Ministry of Education Science Technology and Sports (MoESTS) has not fully incorporated human rights education into the school curriculum.

TRAINING OF TEACHERS AND EDUCATIONAL PERSONNEL

For the school to serve as a model of human rights learning and practice, all teachers and staff need to be able to both transmit and model human rights values. Education and professional development must foster educator knowledge about, commitment to and motivation for human rights. Furthermore, as rights holders themselves, school personnel need to work and learn in a context of respect for their dignity and rights. However, this has not yet taken shape largely because Ministry of Education has not yet made a deliberate effort towards retooling and building the knowledge of teachers and education staff on human rights and as a result, there is continued violation and 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).

RESEARCH AND ADVOCACY

Higher education institutions are expected to develop new knowledge and advance critical reflection in the area of human rights, which in turn inform policies and practices in human rights and in human rights education. Through an assessment of existing experiences and comparative studies, research can support identification and dissemination of good practices as well as the development of innovative methodologies and tools based on those practices. Research can also inform legislative advocacy and at the same time guide lesson-learning and evaluation exercises. However, Ministry of education has not yet put efforts in these areas.

Although the implementation mechanism was established at the national level, the mechanism is not functioning effectively. Main challenges affecting the implementation of the WPHRE First phase and the functionality of the oversight mechanisms established include, funding gaps, leadership challenges, lack of ownership and gaps in policy implementation at both macro and micro level.

In light of the aforementioned challenges, the piloting process for the draft HRE strategy which was initiated in December 2013 is faced with major challenges revolving around lack of adequate financing and technical personnel to undertake the leadership role on behalf of the government of Uganda and MoESTS. Consequently, due to limited engagement of the MoES long-term sustainability of HRE implementation and local ownership of Human Rights Education plan once adopted remains an issue of great concern.

WHERE DO WE WANT TO GO?

The National Implementation Strategy for Human Right Education in Uganda

Theme	Objectives	Strategy	Activities	Responsibility
Policy and policy implementation	To streamline and harmonize 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, Science, Technology 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 Science, Technology and Sports, Ministry of Finance, Planning and Economic Development
			Design a framework for monitoring and evaluation of HRE	Ministry of Education Science, Technology and Sports, OHCHR, UNATCOM,UHRC
		Ensure effective policy implementation	Enforcement of existing policies and laws	Ministry of Education Science, Technology and Sports
			Creating awareness and sensitizing Stakeholders	Ministry of Education Science, Technology and Sports, OHCHR, UNATCOM, UHRC and CSOs
			Conducting research	UNATCOM, OHCHR and UHRC

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.	Integrate the concept of human rights education in secondary schools curriculum	Ministry of Education Science, Technology 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 schools Develop 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 Science, Technology 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 Science, Technology and Sports
		Putting in place alternative positive discipline	Establish mechanism for alternative dispute resolution in schools, children's parliament and encourage children to 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 Science, Technology and Sports
			Continuous sensitization and enforcement of teachers code of conduct and professional ethics through internal seminars by advocacy organs	
			Induction of new teachers	Teacher Training Institutions
			Exchange school visits	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 adequately for learning to take place particularly to favor Special Needs	Ministry of Education Science, Technology and Sports
			Provision of access to clean and safe water for all	

			Plant trees to preserve the environment	School administration
			Design child friendly rules and regulations and involve learners in designing the rules	
			Introduce HRE in extra and co - curricular activities	
			Form and empower school management committees	
			Have school suggestion boxes	
Advocacy	Influence policy formulation on implementation	Partnership and strategic alliance	Capacity building through workshops on HRE	UNOHCHR, UNICEF, UHRC, UNESCO, FHRI, Save the Children, District Local Governments
			Play an advisory role to the MoESTS on HRE	
			Media, Press release, Donor's conferences	
			Documentation of best practices on HRE	
			Monitoring and Evaluation of HRE	Ministry of Education Science, Technology and Sports
			Hold community dialogues and sensitize parents on HRE	School administration

HOW DO WE GET THERE?

1. Dissemination and orientation of strategic stakeholders such as selected primary and secondary schools and teacher training institutions as well as district HRE teams on the HRE Strategy through consultative meetings.
2. Document and share successes, challenges and good practices to facilitate learning and replication of good practices. This in a large measure will also support these institutions to prioritize key human rights issues in a participatory manner leading to development of their action plans with the support of the decentralized/district HRE Teams.
3. The lessons drawn and best practices documented shall inform the development of a comprehensive National HRE Plan of Action for primary, post-primary education institutions and teacher training institutions.
4. The Ministry of Education, Science, Technology and Sports shall roll out the strategy to key education and other relevant ministries taking into consideration the general and also specific socio-economic, cultural, historical and political aspects that impinge or promote HRE in the school system.

Note: The varied processes are geared towards development of a National Plan of Action (NPA) for HRE in Uganda. The National plan of Action will be hinged on: Policy and policy implementation; Curriculum and education materials; Learning environment; Training of teachers and other educational personnel and Advocacy for HRE in Uganda.

WHAT ARE THE COORDINATION MECHANISMS?

The National Steering Committee (NSC) shall 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. This is expected to promote cooperation among international actors involved in human rights education in the school system and ensure that Human Rights Education is adequately reflected in all other United Nations Initiatives relevant to education/human rights; Within Government, there will be promotion of a sustained political commitment to Human Rights Education at the international and national level and regular follow up on the implementation of the Plan of Action.

WHO SHOULD BE INVOLVED?

Implementation of the strategy calls for multi-stakeholders approach including: Government Ministries, UHRC, UN Agencies, INGOs, CSOs, Media, Academia, Development partners, private sector and others (district officials, teacher trainers, teachers, learners, school management and the communities in the neighborhood of the Schools and Institutions).

The National Action Plan for HRE will be implemented by the National Steering Committee for Human Rights Education in Uganda (NSCHRE) which is composed of organizations both from the UN system and other actors involved in human rights education in the school system or more broadly in the education sector. This includes: OHCHR, UNICEF, UNDP; Uganda National Commission for UNESCO, HURINET-U UNHCR, World Bank, Save the Children in Uganda, Ministry of Education, Science, Technology and Sports, Ministry of Gender, Labour and Social Development, Ministry of Finance, Planning and Economic Development, Ministry of Local Government, Justice Law and Order Society (JLOS), Uganda Human Rights Commission, Religious institutions, Cultural institutions, the Media, the Academia & research institutions and selected Individual experts.

The Secretariat

The secretariat of the Committee will be hosted by Uganda National Commission for UNESCO and in this regard it will be the central coordinating focal point of the NSC for HRE in terms of NSC meetings, correspondences and related activities.

Working Methods

The NSC for HRE 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 Programmes on Education. The meetings shall be conducted under the leadership of the MoESTS.

The costs related to the participation in the Committee will be borne by each participating organization. The working language of the Committee is English.

Uganda National Commission for UNESCO

P.O. Box 4962, Kampala

Tel: +256 41 4259713

Fax: +256 41 4258405

Email: admin@unesco-uganda.ug

Website: www.unesco-uganda.ug

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CANNON MEDIA (U) LTD

P.O. Box 980 Kampala - Uganda

Tel: +256-776-963125 / +256-701-211958

E-mail: cannonmedia@gmail.com