



**MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS**



# **NATIONAL STRATEGIC PLAN ON VIOLENCE AGAINST CHILDREN IN SCHOOLS [2015-2020]**

**THEME: ALL FORMS OF VIOLENCE AGAINST CHILDREN IN SCHOOLS ARE  
UNACCEPTABLE; CREATING SAFE SCHOOLS IS A SHARED RESPONSIBILITY**

**JULY 2015**





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# PREFACE



Violence Against Children in Schools is among the challenges that the Education Sector is grappling with. The Government of the Republic of Uganda in its National Development Plan (NDP11), 2015/16-2019/20 is committed to develop and implement programmes that ensure a safe, non-violent and inclusive learning environment in schools. Creating a safe and conducive learning environment is a shared responsibility and the Education Sector is committed to strengthen the existing partnerships as well as building new building ones with Line Ministries, Departments and Agencies (MDAs), Religious

Institutions, Cultural Institutions, Private Sector, Civil Society Organizations and Development Partners in order to ensure safe schools in Uganda.

This National Strategic Plan on Violence Against Children in Schools (NSP VACiS), 2015-2020 has been developed with the vision of a safe learning environment that enables children in Uganda to stay in, learn and complete school and be able to unlock their potential for development. The overall goal of the NSP VACiS is to ensure that measures are in place to prevent, protect and respond to violence against children in schools.

Whereas the Ministry of Education, Science, Technology and Sports is spearheading the implementation of this National Strategic Plan, the roles and responsibilities of other key stakeholders have been specified and are in tandem with the existing legal and policy framework.

It is our sincere hope that those entrusted with our children take full responsibility in ensuring implementation of the Strategic Plan and in particular ensure that our children enjoy a safe and conducive learning environment.

FOR GOD AND MY COUNTRY

A handwritten signature in blue ink, appearing to be 'Alupo Jessica Rose Epel', written over a light blue horizontal line.

**Maj. (Rtd) Alupo Jessica Rose Epel (MP)**  
**MINISTER OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS**



# FOREWORD



A Safe Learning Environment is one of the fundamental human rights of children. The UN Convention on the Rights of the Child (CRC) in several Articles requires us to ensure that children learn and complete the education cycle in a violent free environment. The Constitution of Uganda (1995) in Articles 24 and 44, protects the dignity and safety of every Uganda including the children. The Education Act 13 (2008) reinforces education as a right of all persons and gives effect to the Universal Primary Education Policy and to Universal Post Primary Education and Training Policy of Government. In addition, these provisions ensure that all Ugandan children have a constitutional right to be educated without humiliating and degrading treatment.

In spite of the commitments, available research by the Ministry of Education and Sports<sup>1</sup> and other partners<sup>2</sup>, shows that children are exposed to different forms of violence and may learn new forms of violence in schools. Unfortunately, most forms of violence against children in schools are perpetrated by teaching and non-teaching staff who have an obligation to protect and ensure safety and security of the children under their care.

The Ministry of Education, Science, Technology and Sports (MoESTS) is committed to promoting a safe learning environment throughout the Country. The Ministry with the support of UNICEF has spearheaded a number interventions aimed at promoting a safe learning environment. These include the development of the Safe School Environment Handbook for Primary School Teachers and Safe School Environment Facilitator's Guide (2010) in order to support the implementation of the Alternatives to Corporal Punishment policy. The development of the Manual on Basic Requirements and Minimum Standards (BRMS) Indicators for Education Institutions including indicators on violence against children in schools. The Ministry of Education, Science, Technology and Sports (MoESTS) and the Ministry of Gender, Labour and Social Development (MGLSD) with the support of UNICEF, established an Inter-Sectoral Committee on Violence Against Children in Schools (ISC VACiS). The overall goal of the ISC VACiS is to galvanise support and provide a multi-sectoral approach to tackling violence against children in schools in Uganda. The ISC VACiS developed the Reporting, Tracking, Referral and Response (RTRR) Guidelines on VACiS.

The Ministry is presenting this National Strategic Plan on Violence Against Children in Schools (NSP VACiS) in order consolidate the previous achievements and contribute to a safe learning environment. This National Strategic Plan stipulates the Country's strategic direction and

1 The National Baseline survey of Basic Requirement and Minimum Standard (BRMS) by the Directorate of Education Standard with UNICEF (2010); Assessing Child Protection, Safety & Security Issues for Children in Uganda Primary and Secondary Schools by MoES (2012).

2 Some of these partners include UNICEF, Plan International, Save the Children among others.

priorities towards the elimination of violence against children in Schools as well as response to cases of violence in schools. The Strategic Plan is in line with the National Vision 2040 and the associated National Development Plan (NDP) that considers the provision of primary and secondary education as a human right, the Government White Paper on Education (1992), the Uganda Education Sector Strategic Plan (2004-2015), and the Post 2015 Development Agenda among others.

The vision of the National Strategic Plan is a safe learning environment that enables children in Uganda to stay in, learn and complete school and be able to unlock their potential for development. Whereas the MoESTS and MGLSD through the ISC VACiS will spearhead the implementation of the Strategy, all MDAs, Development Partners, Civil Society Organisations, Faith Based Organisations, the Private Sector, Cultural/Traditional Institutions and individual have a role to play towards the elimination of violence against children in schools. I urge all stakeholders to play your role.

Sincere appreciation is extended to our Development Partners, Religious Institutions, Private Sector and Civil Society Organisations for the continuous support to programmes under the Education Sector. In particular, the MoESTS is indebted to UNICEF for funding several interventions aimed at elimination of violence against children including the development of this National Strategic Plan. Sincere gratitude goes to the Members of the ISC VACiS for the technical support and guidance on the development of this National Strategic Plan.



**Elizabeth K. M. Gabona**

**PERMANENT SECRETARY, MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS**

# MESSAGE FROM THE UNICEF COUNTRY REPRESENTATIVE, UGANDA



Education is critical for empowering and transforming the lives of young people, especially girls. Schools are uniquely positioned to deliver quality education. They can offer children the opportunity to cultivate their creative talents and critical thinking, acquire life skills, develop social relations, and grow with dignity as individuals. Schools can also serve as important resources for the development and dissemination of the values of non-violence, cooperation, tolerance and respect, not only among pupils and staff, but also in the wider community.

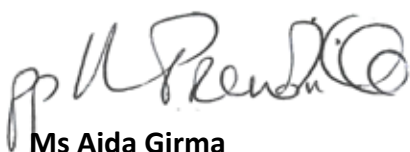
Violence in and around schools directly compromises children's learning achievement and completion. On any given day, thousands of children in Uganda attend school. Some of these children enjoy their right to be taught in a safe and welcoming environment which encourages learning, personal development and social skills. For many others, however, schools do not guarantee such opportunities. Many children remain at risk of violence in and around schools. The threats range from rape, sexual abuse, sexual harassment and physical beating to verbal abuse, bullying, taunting, stereotyping and other forms of humiliation. Sadly, at times it is teachers, school authorities and peers who are the perpetrators of such abuse.

UNICEF is committed to supporting the Government of Uganda to ensure that appropriate measures are taken to protect all children from all forms of violence, injury, abuse and neglect to ensure that school discipline is administered in a manner that is consistent with the child's human dignity.

UNICEF will collaborate with government and other stakeholders to create safe school environments, to coordinate a multi-sectoral approach and harmonise interventions across sectors; to improve reporting, tracking, response and referral of cases; to raise national awareness on violence against children through public dialogues and campaigns; to strengthen schools' technical capacity to create safe learning environments; to empower learners to recognise and report violence and to create platforms within communities that challenge negative social norms related to children's discipline.



UNICEF welcomes the publication of this National Strategy and Action plan on VACiS as a framework to harmonise strategies for eliminating all forms of violence against children in Uganda and reaffirms its commitment to support the Government of Uganda in implementing the strategy.



**Ms Aida Girma**

**COUNTRY REPRESENTATIVE, UNICEF UGANDA.**



# ACKNOWLEDGMENT



The National Strategic Plan on Violence Against Children in Schools is a result of a participatory process that involved nationwide consultations with; school children, teachers, School Management Committees (SMCs) Members, District Inspectors of schools, District Education Officers (DEOs), Probation and Social Welfare Officers, Uganda Police Representatives, Officials from Ministry of Education, Science, Technology and Sports (MoESTS), Officials from Ministry of Gender, Labour and Social Development (MGLSD) and all Members of the Inter-Sectoral Committee on Violence Against Children in Schools, District Local Governments, Religious and Traditional/Cultural Leaders and Members of Civil Society Organisations.

The Ministry of Education, Science, Technology and Sports (MoESTS) appreciates all the Members of the Inter- Sectoral Committee on Violence Against Children in Schools (ISC VACiS) for their continued commitment and support towards the development of this Strategic Plan.

Special thanks go to UNICEF, our Development Partner for funding the development of this Strategic Plan and for the continued support to other on-going initiatives that protect child rights in Uganda.

**Margaret N. Nsereko**  
**COMMISSIONER, TEACHER, INSTRUCTOR, EDUCATION AND TRAINING,**  
**MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS**



# ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ARVS</b>	Anti-Retroviral
<b>BRMS</b>	Basic Requirements and Minimum Standards
<b>CAO</b>	Chief Administrative Officer
<b>CDO</b>	Community Development Officer
<b>CFPU</b>	Child and Family Protection Unit
<b>CIID</b>	Criminal Investigations and Intelligence Department
<b>CPC</b>	Child Protection Committee
<b>CRC</b>	Convention on the Rights of the Child
<b>CSO</b>	Civil Society Organisations
<b>CSV</b>	Child Survivor or Victim
<b>DDC</b>	District Disciplinary Committee
<b>DEO</b>	District Education Officer
<b>DSC</b>	District Service Commission
<b>EMIS</b>	Education Management Information Systems
<b>ESC</b>	Education Service Commission
<b>ESCC</b>	Education Sector Consultative Committee
<b>SPM</b>	Sector Policy Meeting
<b>FENU</b>	Forum for Education NGOs of Uganda
<b>FGM</b>	Female Genital Mutilation
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICTs</b>	Information Communications Technologies
<b>IIEP</b>	International Institute of Education Planning
<b>IRC</b>	Inter- Religious Council
<b>JLOS</b>	Justice, Law and Order Sector
<b>KCCA</b>	Kampala Capital City Authority
<b>LCC</b>	Local Council Courts
<b>LGs</b>	Local Governments
<b>MDAs</b>	Ministries, Departments and Agencies
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MICT</b>	Ministry of Information and Communication Technology
<b>MoES</b>	Ministry of Education and Sports
<b>MoESTS<sup>3</sup></b>	Ministry of Education, Science, Technology and Sports
<b>MoGLSD</b>	Ministry of Gender, Labour and Social Development

3 The mandate of the Ministry of Education and Sports was revised in 2015 to incorporate science and technology.

<b>MoH</b>	Ministry of Health
<b>MoIA</b>	Ministry of Internal Affairs
<b>MoJCA</b>	Ministry of Justice and Constitutional Affairs
<b>MoLG</b>	Ministry of Local Government
<b>NCC</b>	National Council for Children
<b>NAP</b>	National Action Plan
<b>NCDC</b>	National Curriculum Development Centre
<b>NGOs</b>	Non- Governmental Organizations
<b>NPA</b>	National Planning Authority
<b>NSP</b>	National Strategic Plan
<b>NUDIPU</b>	National Union of People with Disabilities
<b>OVC</b>	Orphans Vulnerable Children
<b>PEP</b>	Post Exposure Prophylaxis
<b>PTCs</b>	Primary Teachers Colleges
<b>PF3</b>	Police Form 3
<b>PSWO</b>	Probation and Social Work Officer
<b>PTA</b>	Parent Teacher Association
<b>RTRR</b>	Reporting, Tracking, Referral and Response
<b>SIU</b>	Special Investigation Unit
<b>SMC</b>	School Management Committee
<b>SNE</b>	Special Needs Education
<b>TIET</b>	Teacher, Instructor, Education and Training
<b>TIT</b>	Technical Implementation Team
<b>TMM</b>	Top Ministry Meeting
<b>TTCs</b>	Teacher Training Colleges
<b>UCC</b>	Uganda Communications Commission
<b>UHRC</b>	Uganda Human Rights Commission
<b>UN</b>	United Nations
<b>UNATU</b>	Uganda National Teachers Union
<b>UNICEF</b>	United Nations Children’s Fund
<b>UNSA</b>	Uganda National Students Association
<b>UPE</b>	Universal Primary Education
<b>UPFC</b>	Uganda Parliamentary Forum for Children
<b>USE</b>	Universal Secondary Education
<b>VAC</b>	Violence Against Children
<b>VACiS</b>	Violence Against Children in Schools



# GLOSSARY

**Child** is any person below the age of eighteen (18) years.

**Child participation** is a process in which children and young people become actively involved in identifying and solving problems they find in their learning and living environment to improve their wellbeing and that of others. Participation is aimed at making children part of the process of protecting their rights, in this case the right a violence free learning environment.

**Learning Environment** is an established space where teaching and learning take place, including: schools and other formal education institutions, and community based early childhood development sites, technical and vocational training sites, temporary learning spaces/ child friendly spaces and non-formal education sites.

**Peacebuilding** - involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundations for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and therefore relatively narrow set of activities aimed at achieving the above objectives. (*Source: Decision of the Secretary General's Policy Committee, May 2007*)

**Violence against children in schools**- the UN Convention on the Rights of Children (CRC) defines 'violence' as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. In context of this strategy, violence against children in schools refers to all acts of violence inflicted on children of school going age 3-18 years within the school setting.

There are different forms of violence against children in schools which are falling under four broad categories:

- 1. Physical violence** is any form of punishment in which physical force is used and intended to cause some degree of pain or discomfort. Physical violence can be fatal and non-fatal. This involves hitting children with the hand or with any object. Physical violence also involves kicking, shaking, scratching, pinching, biting, forcing children to stay in uncomfortable positions and burning among others. Corporal punishment refers to any disciplinary measure in which physical force is used and intended to cause some degree of pain or discomfort.

- 2. Psychological or emotional violence** is any act or behaviour that conveys to a child that he/she is worthless, flawed, unloved, unwanted, endangered, or of value only in meeting another's needs. It includes blaming, degrading, intimidating, terrorizing, isolating, restraining, confining, corrupting, exploiting, spurning, withholding affection, and belittling the child's capabilities, qualities and desires, or otherwise behaving in a manner that is harmful, potentially harmful, or insensitive to the child's developmental needs or can potentially damage the child psychologically or emotionally. Among the children who commonly experience this form of violence are those with special needs and disabilities.
- 3. Sexual violence** is any sexual act (or attempt to obtain a sexual act), unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the child. This encompasses a range of offences, including completed non-consensual sex acts (i.e. rape), attempted non-consensual sex acts, abusive sexual contact (i.e. unwanted touching), and non-contact sexual abuse (e.g., threatened sexual violence, exhibitionism, verbal sexual harassment). This also includes the inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity; the exploitative use of children in prostitution or other unlawful sexual practices; and the exploitative use of children in pornographic performances and materials, and the provision of gifts especially from men to girls or from women to boys in return for sexual pleasure<sup>4</sup>.
- 4. Neglect and negligent treatment** is the failure to meet the children's physical (such as food, shelter, clothing) and psychological needs; protect them from danger; to access vital services required by the child such as education, medical care, registration and or abandonment when those responsible for children's care have the means, knowledge and access to services to do so. Some of the common forms of negligent treatment in schools include: failure by schools to provide mid-day meals, absenteeism among teachers and deliberately providing sub-standard education. There are also new emerging forms of violence such as school fires that have resulted into loss of lives of children and property.

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<sup>4</sup> Report on CEDAW Mid-term Review of the Government of Uganda, 2012.

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# CHAPTER ONE

Introduction and Background to the  
National Strategic Plan on Violence  
Against Children in Schools in Uganda



## 1.1. INTRODUCTION

Access to education is one of the fundamental rights of every child which should be delivered in a conducive and safe learning environment. With the introduction of Universal Primary Education (UPE) and the Universal Secondary Education (USE)<sup>5</sup>, the Government of Uganda has greatly improved primary and secondary school enrolment for both girls and boys<sup>6</sup> including those with disabilities. For these programmes to be effective, children need to access quality education in a safe learning environment. However, available research shows that violence against children in schools is widespread and occurs in almost all settings. Violence against children in schools has adverse effects to children<sup>7</sup> including undermining their right to access quality education, the right to be protected and the right to development among others despite Government commitments and programme interventions on violence against children.

Taking concrete actions on violence against children in schools is therefore important to the attainment of the global aspirations on a safe learning environment as well as the national objectives contained in the Vision 2040, the National Development Plan (2010/11-2014/15), the Government White Paper on Education, the Education Sector Strategic Plan (2004-2015) and the Government of Uganda –UNICEF Country Programme Action Plan (2010-2014).

The UN Convention on the Rights of Children (CRC) defines ‘violence’ as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse<sup>8</sup>. In context of this strategy, violence against children in schools refers to all acts of violence inflicted on children of school going age 3-18 years within the school setting<sup>9</sup>. These include:

5. Acts of violence on children in schools and during school activities,
6. Acts of violence on children on their way from homes to schools,
7. Acts of violence on children on their way from schools back to their homes.s.

## 1.2. SITUATIONAL ANALYSIS OF VIOLENCE AGAINST CHILDREN IN SCHOOLS

According to the existing research undertaken by MoES and other Organisations<sup>10</sup>, violence against children in schools is widespread and children are subjected to different forms of violence. Corporal punishment is common in schools; majority of children (74.3%)<sup>11</sup> especially children in government schools (75.6%) compared to those in private schools (73%) are subjected to caning by teachers under the pretext of “pushing” them to attain higher academic

5 UPE was introduced in 1997 while USE was introduced in 2007. These are key Government policy tools for achieving poverty reduction and human development.

6 Vision 2040, Chapter 5 on Social Transformation.

7 Hidden in Plain Sight: A statistical analysis of violence against children by UNICEF (2014).

8 UN Convention on the Rights of Children, Article 19.

9 For the purpose of implementation of this strategy, pupils of the age 18 years and above will be included in relevant programmes.

10 Such as ANPPCAN (2011), Plan International (2012), Action Aid International Uganda and Raising Voices among others.

11 Assessing child protection, safety and security issues for children in Ugandan primary and secondary schools by MoES (2012).

grades while 82% of the children were made to do difficult work such as digging, slashing and collecting water at school as a punishment to instill discipline<sup>12</sup>.

Bullying is also common in schools; 43% of children interviewed had experienced bullying<sup>13</sup> and the prevalence rate of bullying was higher in primary schools (46%) compared to secondary schools (31%) and affected children from poor families and those with disabilities most. In the same study, 46.7% of children surveyed experienced emotional abuse by teachers.

Sexual violence especially against girls is widespread; 77.7% of the primary school children and 82% of the secondary school students experience sexual abuse while at school; 8% of girls are subjected to defilement, 24% are spoken to in a sexual way, 18% receive marriage proposals, and 25% are fondled/touched in a sexual manner while 29% are made to watch sexual scenes (pornography).

Child negligence in the home renders children, especially those from poor family backgrounds, orphans and those in alternative care more vulnerable to violence in schools. Children with disabilities are often labelled as “unintelligent” by their teachers and fellow children, resulting in poor self-esteem and self-image and may lead to their dropping out of school<sup>14</sup>. School fires are also emerging as another form of violence in schools whereby lives of children have been lost due to schools fires<sup>15</sup> and property destroyed in several schools in Uganda.

### **MAGNITUDE OF VIOLENCE AGAINST CHILDREN IN SCHOOLS IN UGANDA IN COMPARISON WITH OTHER COUNTRIES**

While violence against children in schools is a serious concern in the Southern and Eastern Africa<sup>16</sup>, findings in table 1 indicate that the rate of violence in Ugandan schools is higher and increasing at a faster rate compared to schools in neighbouring countries like Kenya and Tanzania. For instance, sexual harassment among pupils in Uganda was 41% in 2001 and this increased to 58% in 2007.

Sexual harassment of pupils by teachers in Uganda more than doubled within a period of only 7 years which was not the case for Kenya and Tanzania. Bullying among pupils in all the three countries is high; however, the level of teachers bullying pupils in 2007 in Uganda was higher compared to Kenya and Tanzania. A similar trend is observed with the use of abusive language especially among children. It is important to note that schools in Uganda are more prone to violence against children compared to schools in Kenya and Tanzania.

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12 Ibid

13 Ibid

14 UNICEF (2012), Violence against children in Uganda: A decade of research and practice, 2002-2012

15 The worst example was at Kings College Buddo – Junior in April 2008 where the dormitory was set a blaze and 19 children died.

16 International Institute for Education Planning in Southern and Eastern Africa, 2011

**Table 1: Violence against children in schools in Kenya, Tanzania and Uganda, 2000 and 2007**

Forms of Violence	Pupils Harass Pupils		Teachers Harass Pupils	
	2000 (%)	2007 (%)	2000 (%)	2007 (%)
<b>Sexual harassment</b>				
Kenya	17	49	5	12
Tanzania	50	38	18	19
Uganda	41	58	17	37
<b>Bullying</b>				
Kenya	52	74	15	29
Tanzania	75	70	25	32
Uganda	62	73	32	49
<b>Abusive language</b>				
Kenya	66	86	25	47
Tanzania	76	74	28	31
Uganda	76	90	42	64

*Source: Violence in Primary Schools in Southern and Eastern Africa: Evidence from SACMEQ, 2011: The International Institute for Education Planning (IIEP), UNESCO.*

### 1.3. CAUSES AND RISK FACTORS OF VIOLENCE AGAINST CHILDREN IN SCHOOLS

Although there is still limited research undertaken on violence against children in schools, there are many underlying as well as immediate factors contributing to the prevalence of violence against children in schools. These factors vary from region to region, age of children as well as a social- economic context<sup>17</sup>.

#### UNDERLYING CAUSES OF VACIS

1. Persistence of harmful religious and cultural beliefs and practices such as child marriages, child labour and female genital mutilation among others continue to undermine the implementation and enforcement of child protection laws in Uganda.
2. Societal acceptance of violence against children as part of learning process and enforcing discipline.
3. Collapse of traditional social networks or systems has undermined the moral values and standards as well as the family supports that provided basis for collective responsibility in ensuring the growth, safety and security in children. Immoral behaviour and practices such violence in families and communities often manifests itself in the school setting too as children learn violent behaviours.

<sup>17</sup> Ministry of Gender, Labour and Social Development (MGLSD) and UNICEF- Uganda; Violence against Children in Uganda: A Decade of Research and Practice, 2002-2012 (2012).

4. Poverty increases vulnerability of children to various forms of violence in schools. The most common is sexual violence, especially in cases where young girls engage in transactional sex with teachers, school staff or other adults. Similarly, poverty increases neglect of children by duty bearers.
5. Age and gender have been identified as underlying risk factors of violence in schools. Older girls are more vulnerable to sexual violence, while older boys are more vulnerable to extreme forms physical punishment yet younger children are at an increased risk of beating and bullying.
6. Children with disability are at an increased risk of violence; they are bullied, ridiculed and stigmatised yet they may face difficulties in defending themselves.
7. Limited capacity of key Ministries and Institutions whose mandate include the prevention and protection of children against violence<sup>18</sup>, to prevent and protect children against violence in schools<sup>19</sup>. Limited capacity is manifested through resource constraints (financial and human), weak coordination, limited appreciation of their obligations and technical competencies and commitment and lack of a comprehensive, harmonised reporting and feedback mechanisms on VACiS among others.

#### **IMMEDIATE CAUSES OF VACiS**

1. Increasing levels of drug and substance abuse.
2. Corruption which greatly undermines accountability and transparency among institutions and agencies that are mandate to manage cases of violence; children are thus denied fair access to support services and justice.
3. Parents and teachers' perception and inability to consider some forms of violence such as physical and emotional abuse in schools as serious forms of violence against children unless they have gone to extremes.
4. Lack of confidence among children to prevent and protect themselves against violence. This is highly associated with low levels of reporting cases of violence and poor support service seeking behaviour among children in school.

### **1.4. IMPACT OF VIOLENCE AGAINST CHILDREN IN SCHOOLS**

Violence against children undermines the security and safety of children in schools as well as inflicts pain and fear among children in schools. Violence against children in schools is a threat to children's retention and performance in schools, children's right to education, right to protection and a right to development<sup>20</sup>.

<sup>18</sup> Some of these include MGLSD and its associated structures like National Council for Children, MoES, MoH, MoJCA, Ministry of Internal Affairs especially Children and Family Protection Unit among others.

<sup>19</sup> Violence against children in Uganda: A decade of research and practice, 2002-2012.

<sup>20</sup> UN Secretary General Report on Violence Against Children (2006).

Violence against children is associated with several psychological and emotional negative effects; it undermines the child's self-esteem which damages her or his potential to take advantage of the existing opportunities including learning. There are cases of children that have suffered serious physical injuries<sup>21</sup> including permanent disabilities, and mental damage as a result of violence. Although the number of children that are committing suicide while in schools in Uganda due to extreme emotional and physical torture is still limited, it is an indication of the urgent need for appropriate support services to enable children recover from the impact of violence as well as work on long term strategies to prevent violence against children in schools.

### 1.5. PRIORITY ISSUES TO BE ADDRESSED BY THE NATIONAL STRATEGIC PLAN ON VIOLENCE AGAINST CHILDREN IN SCHOOLS

- 1. Limited understanding of children's rights and the responsibilities** among parents, children, teaching and non-teaching staff in schools in the delivery of these rights<sup>22</sup>. This is associated with low levels of reporting cases of violence against children in schools and poor service seeking behaviour thus denying the children a right to be heard and protected.
- 2. Societal acceptance of violence against children as part of learning process:** Parents, teachers and guardians continue to use different forms of violence against children as measures to foster learning and discipline<sup>23</sup>. to use different forms of violence against children as measures to foster learning and discipline . Disciplinary measures through physical and humiliating punishment is at times perceived as normal even when there are legal provisions against such practices.
- 3. Inadequate capacity among key institutions to prevent and protect children against violence in schools:** The lack of capacity to report, track, refer and respond to the needs and interests of children in schools and among institutions that are mandated to address cases of VACiS<sup>24</sup> undermines children's access to appropriate prevention and protection services. Schools and other key education institutions need improve their capacity to operationalise the Reporting, Tracking, Referral and Response (RTRR) Guidelines on violence against children in schools.
- 4. Mismanagement of reported cases of violence against children:** Cases of violence against children that are reported are at times not handled to conclusion due to: high levels of poverty among parents which undermines access to mandatory services required as

21 Such as damage of the reproductive organs in case of defilement.

22 Ministry of Education and Sports; Assessing Child Protection/safety and security issues for Children in Ugandan Primary and Secondary Schools (2012).

23 Bernard Van Leer Foundation and Centre for Basic Research, 2012.

24 Ministry of Education and Sports; Assessing Child Protection/safety and security issues for Children in Ugandan Primary and Secondary Schools (2012).



evidence by the Courts of Law; lack of adequate data and evidence collected by the officials investigating such cases<sup>25</sup>; deliberate mishandling of cases or withholding vital information by individuals investigating such cases<sup>26</sup>; limited coordination and follow-up of cases of violence against children in schools by duty holders such as Local Government Probation Officers, District Inspectors of Schools, Police, School Management Committees (SMCs), Community Children Protection Committees and Local Councils. Children with disabilities especially those with visual and hearing impairment also pose formidable challenges to the authorities handling such cases. In such circumstances, the Courts of Law may be unable to proceed with the case.

- 5. Gaps in the existing laws on violence against children:** whereas Uganda as a country has various laws that cater for the protection of children by prohibiting violence against children, all these laws lack specific reference to cases of violence against children in a school environment. There is also a need for specific provisions on mandatory reporting of cases of violence against children in schools. This calls for a critical review of the existing laws and policies to incorporate violence against children in schools. In particular, the Education Act (2008) and the Penal Code (Amendment) Act 8 (2007).

## **1.6. PROCESS AND METHODOLOGY OF DEVELOPING THE NATIONAL STRATEGIC PLAN ON VIOLENCE AGAINST CHILDREN IN SCHOOLS**

### **1. Review of policy and legal documents and reports on violence against children in schools**

The development of this National Strategic Plan entailed a desk review of various policy, strategy, research and programme documents of MoES, UN agencies and various development agencies and NGOs engaged in the Education sector.

### **2. Internal consultations with the Members of the ISC VACiS**

Four meetings and two workshops were held with members of the ISC VACiS to generate ideas and consensus on the National Strategic Plan prior to the presentation of the same to other stakeholders. During such meetings and workshops, members of the ISC VACiS were able to review the content and agree on the institutional mandates. Several meetings were also held with Teacher Instructor, Education and Training (TIET) Department of MoES during which the Draft National Strategic Plan was presented and discussed.

### **3. Regional Consultations**

Six regional consultative meetings were conducted. The consultative meetings were attended by the education professionals, local government officials, school management committee members, civil society organisations and religious institutions implementing programmes on violence against children in schools. The main objective of the regional consultations was to present the draft NSP VACiS to key stakeholders for discussion and input.

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<sup>25</sup> Ministry of Education and Sports; Assessing Child Protection/safety and security issues for Children in Ugandan Primary and Secondary Schools (2012).

<sup>26</sup> Report on the CEDAW Mid-Term Review of the Government of Uganda, 2012

#### **4. National consultative and validation**

A national consultative and validation workshop was organised. The workshop was attended by Members of the Teacher Education Working Group (TEWG), Members of the ISC VACiS and their respective policy analysts, religious leaders and representatives of Civil Society Organizations. The workshop provided additional input into and validated the NSP VACiS.

#### **5. Approval of the NSP VACiS**

The NSP VACiS was presented to Monitoring and Evaluation Working Group (M&E WG), the Sector Policy Meeting (SPM), the Education Sector Consultative Committee (ESCC) and to Top Ministry Meeting (TMM) of MoESTS for discussion and approval.

### **1.7. LEGAL AND POLICY FRAMEWORK ON VIOLENCE AGAINST CHILDREN IN SCHOOLS IN UGANDA**

Uganda is a signatory to the following international instruments:

1. Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights.
2. The UN Convention against Torture and other cruel, inhuman or degrading treatment or punishment, 1984.
3. UN Convention on the Rights of the Child (CRC)- Article 19 of the CRC explicitly requires all Governments to ensure that children are protected from all forms of violence. Article 28 requires that all disciplinary measures administered in schools be consistent with human dignity while Article 37 requires all state parties to ensure that children are not subjected to cruel or inhuman treatment.
4. African Union Charter on the Rights and Welfare of the Child. In Article 11, the Charter requires all state parties to take all appropriate measures to ensure that a child who is subjected to school or parental discipline is treated with humanity and with respect for the inherent dignity of the child.
5. The African Union Charter on Human and Peoples' Rights declares that every individual, including children is inviolable (Article 3), is entitled to respect for life and the integrity of person (Article 4) and has a right to be protected from degrading punishment (Article 5).
6. The Protocol to the African Union Charter on Human and Peoples' Rights on the Rights of Women in Africa in Article 12 (Right to Education and Training) further reinforces the need for all State Parties to protect women, especially the girl-child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices. It calls for State Parties to ensure access to counselling and rehabilitation services to women and girls who suffer abuses and sexual harassment.
7. UN Convention on the Rights of Persons with Disabilities 2006.

## **NATIONAL LAWS AND POLICIES RELATING TO VIOLENCE AGAINST CHILDREN**

1. 1995 Constitution of the Republic of Uganda in its National Objectives (XVIII) declares education a constitutional right and Article 24 protects every person including children from any form of torture, cruel, inhuman or degrading treatment or punishment. This gives children a right to be educated without humiliating and degrading treatment.
2. The Children Act Cap 59 (2008) defines the rights of children and requires all duty bearers, parents, community members and teachers to ensure that children under care are safe and protected. In a school setting, teachers therefore have the responsibility to prevent any form of violence against children.
3. The Education (Pre- Primary, Primary and Post- Primary) Act (2008) defines the roles and responsibilities of all stakeholders including ensuring safety and discipline of teachers and students.
4. The Penal Code (Amendment) Act 8 (2007) abolishes corporal punishment and outlaws defilement including defining strong measures against defilement.
5. The Prohibition of female genital mutilation act (2010) bans and penalises the practice (FGM). It also imposes harsh penalties for participation in FGM. A person convicted of the practice faces a sentence of up to ten years in prison and a life imprisonment in case of aggravated FGM<sup>27</sup>.
6. The Domestic Violence Act (2010) is aimed at eliminating violence in family settings; it provides for the protection of the victims of domestic violence and punishment of perpetrators of domestic violence among others.
7. The Prevention of Trafficking in Persons Act (2009) prohibits all forms of trafficking in persons and provides for punishment of perpetrators of human trafficking.
8. The Employment Act (2006) restricts employment of children under the age of 14 years except in light work.
9. The Persons with Disabilities Act in Uganda 2006.
10. This Policy on Disabilities in Uganda 2006.
11. The Computer Misuse Act, 2011.

## **NATIONAL INTERVENTIONS ON VIOLENCE AGAINST CHILDREN IN SCHOOLS**

1. In 2006, the MoES banned corporal punishment in schools; the Handbook on ‘Alternatives to Corporal Punishment’ was developed, published and disseminated throughout the country to support the ban.
2. In 2009, MoES revised the Basic Requirements Minimum Standards (BRMS) and included the Organisation and Management of Institution Safety and Security as one of its thirteen

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<sup>27</sup> In case FGM causes death, disability or results to contraction of HIV/AIDS by the survivor.

key indicators, its application is periodically monitored to ensure safe schools throughout the country.

3. The Uganda Police Force in 1998 established the Child and Family Protection Unit (CFPU) which receives, investigates, mediates and refers all cases of violence against children. The Police in 2013 established the Gender Based Violence and Sexual related Offences against Children Department.
4. The Family and Children's Courts are in place to handle cases affecting/ involving children.
5. The MoES and MGLSD with support from UNICEF established the ISC VACiS whose overall goal is to galvanise support and provide a multi-sectoral approach to tackling violence against children in schools in Uganda. The ISC VACiS developed the Reporting, Tracking, Referral and Response (RTRR) Guidelines on VACiS.
6. UNICEF-Uganda, MoES and several Civil Society Organisations<sup>28</sup> have undertaken programmes on safe schools, keep children in schools and learning as well as peace education.

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<sup>28</sup> Some of these include Plan International, Action Aid International-Uganda, Raising Voices, and Straight Talk among others.



## CHAPTER TWO

The National Strategic Plan on Violence Against Children in Schools in Uganda

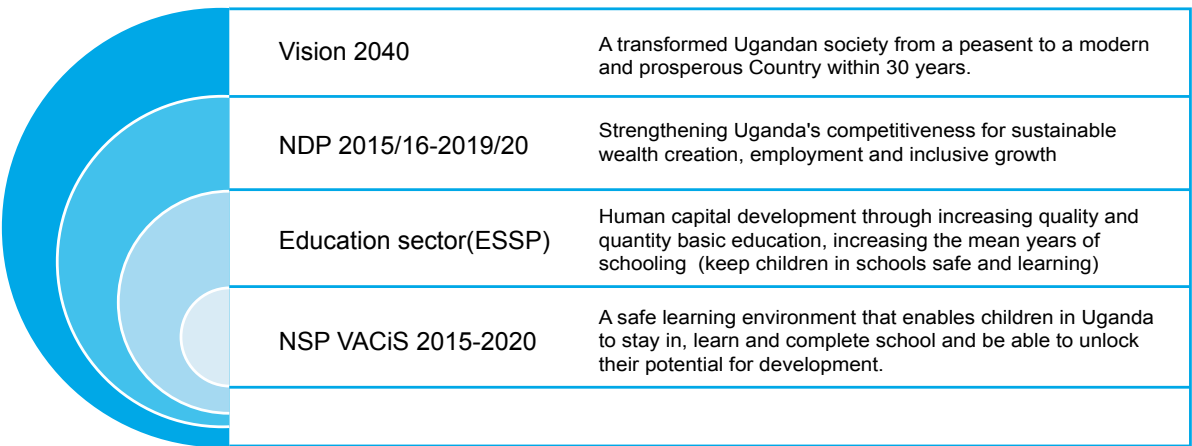


## 2.1. INTRODUCTION

The National Strategic Plan on Violence Against Children in Schools (NSP VACiS) is a five year planning framework (2015-2020) that will guide national action on violence against children in schools. The NSP VACiS reflects Government’s commitment to zero tolerance to violence against children in schools and as such, respective Ministries, Departments and Agencies (MDAs) as well as Local Governments will devise VACiS Action Plans in line with the national strategic objectives as defined in this NSP VACiS. The NSP VACiS adopts a multi-sectoral approach in order to promote a safe learning environment in Uganda. The NSP VACiS has defined five objectives, strategic interventions, expected outcomes, and the means of assessing progress against the set objectives.

## 2.2. CONCEPTUAL FRAMEWORK FOR THE NSP VACiS

The Strategic Plan is in line with the National Vision 2040 whose vision is a transformed Ugandan society from a peasant to a modern and prosperous Country within 30 years, and the National Development Plan (NDP) under the theme of strengthening Uganda’s competitiveness for sustainable wealth creation, employment and inclusive growth. Within the Medium term (2015-2020) the Education sector is specifically contributing towards enhancing human capital development through the provision of quality and quantity basic education and skills development. The NSP VACiS will contribute to keeping children in schools and learning.



In order to operationalise the National Strategic Plan on VACiS, a National Action Plan on VACiS (2015-2020) has been developed and presented in Annex 1 of this Strategic Plan. A Mid- term review of the National Action Plan on VACiS will be undertaken in 2017 to assess the outcomes of the programme and inform future planning.

## 2.3. VISION, OBJECTIVES AND GUIDING PRINCIPLES OF THE NATIONAL STRATEGIC PLAN ON VACiS

The vision of the National Strategic Plan on VACiS is a safe learning environment that enables children in Uganda to stay in, learn and complete school and be able to unlock their potential for development. The overall goal of the NSP VACiS is to ensure that measures are in place to prevent, protect and respond to violence against children in schools.

The NSP VACiS seeks to achieve five broad objectives namely:

1. Fostering positive and progressive attitudes and behaviour towards the protection of children against violence in schools in all its forms.
2. Strengthening the capacity of key institutions to provide appropriate prevention and response services that address the needs and interests of children.
3. Promoting child participation and empowerment to prevent and report cases of violence in school and seek appropriate support for recovery and effective re-integration into the school system.
4. Strengthening research and knowledge management for evidence based policy advocacy on violence against children in schools in Uganda.
5. Strengthening coordination, collaboration and partnerships among actors in the prevention and response to violence against children in schools

The overall expected outcome is reduced prevalence of violence against children in schools by 50% by 2020; which will be achieved through the following specific outcomes:

1. Positive and progressive attitudes, perceptions and practices that safeguard children against violence in schools.
2. Effective and child – friendly services in place for prevention and response to violence against children in schools.
3. Increased life skills among children to manage risks, report and seek support services.
4. Amendments to specific laws on mandatory reporting of cases of violence against children in schools proposed to relevant authorities.
5. Effective coordination mechanism in place for the implementation of the NSP VACiS

### GUIDING PRINCIPLES

**Rights based approach** to ensure that children’s rights are realised. In particular, the right to education, be protected, violence free learning environment, right to information, right to free expression and to be heard and a right to privacy. The best interests of the child should be taken into consideration at all times. Special consideration will be made to groups of children who are particularly vulnerable because of gender, race, ethnic origin or social status. Efforts will be made to address high levels of vulnerabilities associated with children with disabilities, orphans, children from ethnic minorities, child refugees and displaced children.

**School community is the first point of response to violence against children in schools** – children spend most of their formative stages of life at school. Schools shape the morals and inculcate values. Schools therefore need to prevent violent practices, detect children that are encountering violence, report cases of violence in the schools to relevant institutions as well as provide the necessary support to the children.

**Active participation, involvement and consultation of children in preventing and responding to violence** – children should be empowered with knowledge and life skills to stand up for their rights, protect themselves and report cases of violence encountered in schools.

**Gender responsive approach to addressing cases of violence in schools** – violence impacts on girls and boys differently. Therefore actors at all levels have to take into account and examine the differential impact of violence on girls and boys.

**Special Educational Needs** – concerns of the children with special educational needs and other learning barriers (specific disabilities inclusive) shall be addressed through adaptation and development of relevant programmes.

**Building strong partnerships and linkages** – creating violence free schools is the responsibility of all stakeholders. Therefore schools have to build strong partnerships and linkages with parents, other caregivers, the community, civil society organisations, religious and traditional leaders and with relevant institutions in order to prevent and address violence against children in schools.

**Positive change in perceptions and attitudes of the teachers and the community** – teachers and communities need to appreciate that they have an obligation to ensure that children under their care are free from violence. Any act of violence against the children is arbitrary to this obligation, unacceptable and is punishable.

**Accountability and transparency in the management of cases of violence against children in schools** – Institutions that handle cases of violence against children have to be accountable and transparent in order to protect the rights of child survivors and victims as well ensure that the perpetrators of violence against children are dealt with according to the existing laws and administrative procedures.

**Uphold the do no harm principle** – all interventions should minimize possible longer term harm, or support the children in ways that facilitate recovery and long-term development.

**Child- centred approach** – care givers and service providers have to ensure that the needs and interests of the children are adhered to including safety, privacy, confidentiality, respect, guided and informed decisions of the child.

**Conflict-sensitive approach** – interventions will build on existing efforts through education and peace-building to promote social cohesion and child resilience, particularly in conflict-affected areas.

## 2.4. BROAD INTERVENTIONS OF THE NATIONAL STRATEGIC PLAN ON VIOLENCE AGAINST CHILDREN IN SCHOOLS IN UGANDA

### 2.4.1. Introduction

This section defines the strategic interventions for the achievement of the set objectives namely: Fostering positive and progressive attitudes and behaviour towards the protection of children against violence children in schools in all its forms; strengthening the capacity of key institutions to provide appropriate prevention and response services that address the needs and interests of the children; promoting child participation and empowerment to prevent and report cases of violence in school and seek appropriate support for recovery and effective re-integration into the school system; strengthening research and evidence based advocacy for legal and policy reforms on violence against children in schools in Uganda; and strengthening coordination, collaboration and partnerships among actors in the prevention and response to violence against children in schools.

### 2.4.2. Fostering positive and progressive attitudes and behaviour towards the protection of children against violence in schools in all its forms.

Protecting children from all forms of violence, abuse and exploitation is an inherent part of safeguarding their fundamental human rights. Sexual abuse and corporal punishment perpetrated by teaching and non-teaching staff are the most common forms of violence against children in schools, although violence perpetrated by children is also present and needs to be addressed. Under this specific objective, the aim is to prevent violence against children in schools in all forms from happening in the first place. This will be done by challenging the attitudes and behaviour which foster it and intervening early to prevent violence against children in schools. These efforts will contribute towards a community /society that believes that violence against children in schools is unacceptable and instills a sense of responsibility among children, parents, teachers and the community to take action. A positive and progressive change in attitudes and behaviour will contribute to an empowered community that can protect children from acts of violence, challenge violent behaviour as well as demand for professionalism among teachers, probation and welfare officers, health workers, police and prosecutors in prevention and response to violence against children in schools. Change in attitude will also enable the school children to regard child to child violence unacceptable.

#### STRATEGIC INTERVENTIONS

1. Design and implement a national violence free schools campaign for primary, secondary farms and technical schools to educate the public on children's rights, violence against children in schools and its impact as well as the roles and responsibilities of stakeholders in preventing VACiS.
2. Promote and disseminate emerging good practices in preventing, protecting and responding to VACiS.

3. Engage with cultural institutions and community leaders of communities which practice harmful practices against children in particular female genital mutilation, early and forced marriages and child labour, sexual abuse to advocate for the abandonment of these practices.
4. Promote community and district level dialogues around the abandonment of harmful practices such as child marriages, FGM, corporal punishment, child labour and sexual abuse.

#### **EXPECTED OUTCOMES**

1. Increased awareness on children's rights to protection against violence and a violence free learning environment.
2. Increased engagement of cultural and community leaders in the change process and increased dialogue and awareness around harmful practices.

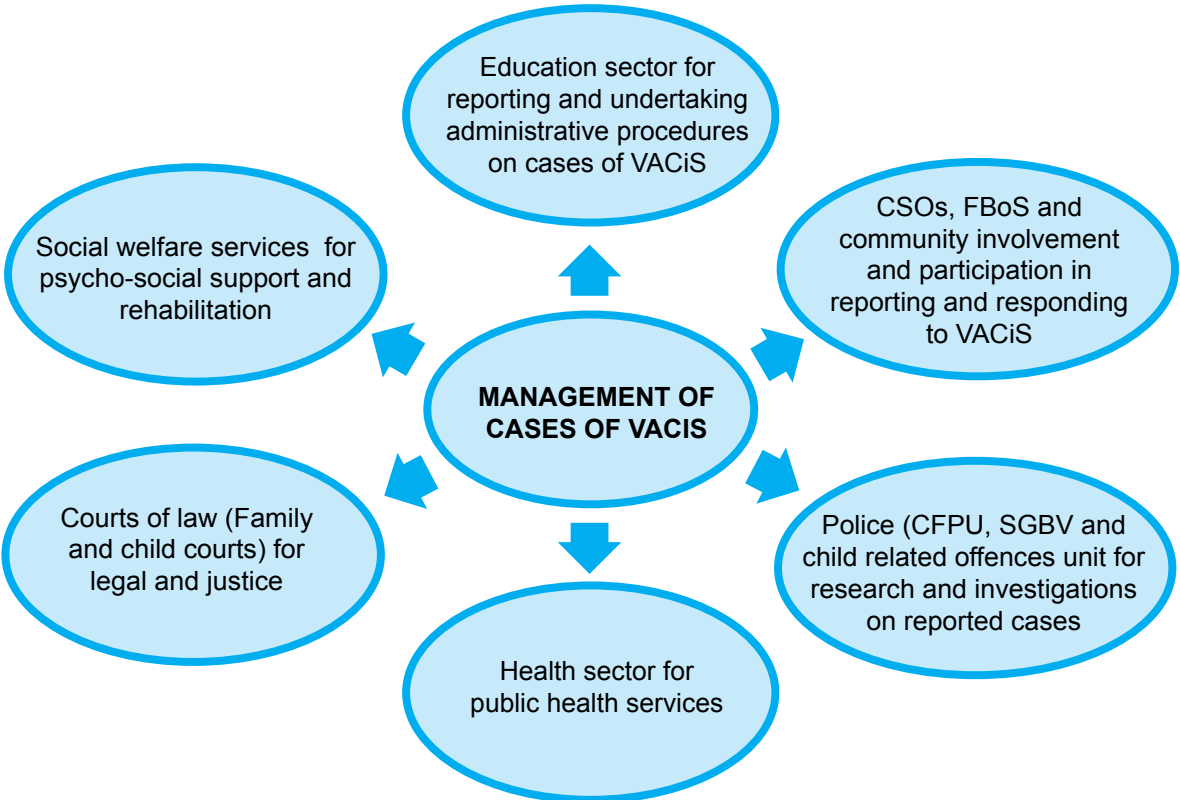




2.4.3 Strengthening the capacity of key institutions to provide appropriate prevention and response services that address the needs and interests of the children.

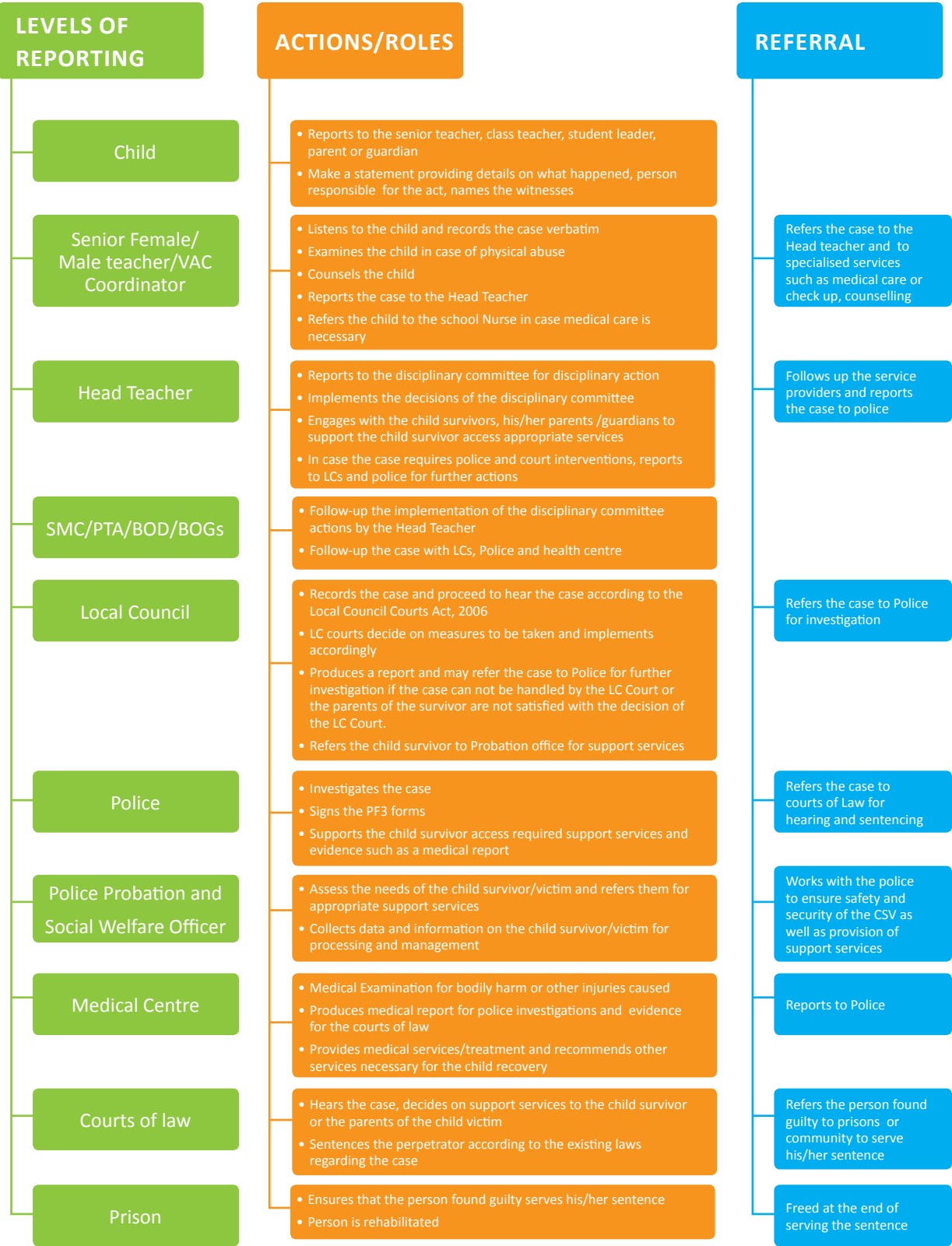
The effective prevention and response to violence against children in schools requires that the key institutions mandated to address violence against children work in a coordinated manner, cooperate and collaborate with each other in the delivery of appropriate prevention and response services. This requires continuous capacity building and strengthening collaboration among the Education Sector, Community and Social Welfare Services, the Justice Sector (Police in particular the CFPU, SGBV and child related Offences Units and Prisons), Health Sector and Civil Society as illustrated in Figure 2.1 below.

**Figure 2.1: Key Partners in the management of cases of violence against children in schools**



The aim of these interventions will be to strengthen the capacity of the key institutions to prevent violence and to deliver their respective mandates along the VACiS Reporting, Tracking, Referral and Response chain (see details in figure 2.2.) as well as provide adequate levels of support to children at all levels.

**Figure 2.2: Key actors and their roles in the reporting, tracking, referral and responses chain on cases of VACiS**



## **STRATEGIC INTERVENTIONS**

1. Design and implement a national training programme on violence against children in schools for all the key actors to strengthen their capacity to deliver their roles in the prevention and response to VACiS. This will entail the development of sector specific training and reference materials, creation of a core team of trainers, undertaking the training for the sectors and sharing of up to date information and developments on the subject including orienting teachers to violence free learning methodologies.
2. Equip schools with facilities and resources to support the prevention and response to VACiS.
3. Provide continuous technical support to the Police, Courts of Law, Health Institutions, Prisons, Community Development Services, Schools and Education Institutions on addressing violence against children in schools.
4. Work with the Ministry of Information and National Guidance and other Media professional to produce guidelines for media professionals including journalists in order to encourage positive and progressive media coverage on issues relating to violence against children in schools.
5. Provide technical support to the National Curriculum Development Centre (NCDC) and the Teacher Training Colleges to incorporate issues on violence against children in the Primary and Secondary Education Curriculum and the Teacher Training Programme.
6. Support collaboration among key institutions in the enforcement of their respective professional laws and Codes of Conduct and jointly monitoring compliance. In particular the Teachers Professional Code of Conduct, a Ban on Corporal Punishments in Schools and Colleges Policy by MoES (2006), the Allied Health Professional Act (1996, Cap 268), the Police Disciplinary Code of Conduct (Police Act, Cap 303) and the Legal Practice Code of Conduct among others.

## **EXPECTED OUTCOMES**

1. Improved sectoral prevention and response services on violence against children in schools.
2. Positive and progressive media coverage on issues related to violence against children in schools.
3. Teacher training on protection of children against violence in schools is integrated within the system

#### 2.4.4 Promoting child participation and empowerment to prevent and report cases of violence in schools and seek appropriate support for recovery and effective re-integration into the school system.

Child empowerment is critical for their effective participation, voice and agency in addressing the challenges of violence in schools. The aim of these interventions will be to provide opportunities for children to develop their sense of confidence and self-esteem, ability to manage risks and skills to advocate for positive change and support a safe learning environment. Children will be equipped to make informed choices that will positively impact on their academic performance and lives.

#### **STRATEGIC INTERVENTIONS**

1. Strengthen the capacity of existing student led school clubs to create awareness on VACiS and provide peer support to children at risk and those who have experienced violence to report and seek care and support services; and facilitate the establishment of peace school clubs in schools where they do not exist.
2. Implement life skills development programmes and training to develop children's social and personal skills to protect themselves and advocate against violence. Key components of life skills training will include the following: child rights, sexuality and reproductive health education, physical and social environments that can put children at greater risk of violence and abuse, communication and negotiation skills as well as better social skills, gender equality and girls' empowerment among others.
3. Strengthen children's capacity to engage the media to raise issues of concern with regard to VACiS and to advocate for a violence free learning environment and to popularise the existing prevention, reporting, tracking, referral and response mechanisms and services. Deliberate efforts will be made to disseminate the RTRR guidelines and the child helpline (116) among children and the general public.
4. Facilitate children's access to the media such as radio, television and social media and others in advocating for positive change on VACiS.

#### **EXPECTED OUTCOMES**

1. Children, who are able to manage risks, protect themselves, report cases of violence, and seek and provide support to their peers on issues related to violence in schools.
2. Children who are participating as agents of change in promoting their rights.

#### 2.4.5 Strengthening research and knowledge management for evidence based policy advocacy on violence against children in schools

The Ministry of Education and Sports and other partners have conducted a number of studies on violence against children in schools, however these have been limited in scope and coverage. There is therefore insufficient information on the subject regarding the underlying causes of the different forms of violence against children in schools, emerging and changing trends of

VACiS and its impact on children and the entire education systems<sup>29</sup>. Yet comprehensive data and statistics on violence against children in schools is vital for legal, policy and programme development, implementation, monitoring and evaluation.

The ISC VACiS will therefore undertake research in order to generate data and statistics which will be used as a basis for engaging with the policy makers and implementers on legal and policy related to violence against children in schools. As part of these efforts, the Education Act (2008) and the Penal Code (Amendment) Act 8 92007) will be reviewed in order to propose amendments to incorporate provisions on VACiS. Policy briefs will be produced as tools for informing the policy and programme processes. This will assist the ISC VACiS to become proactive in engaging the policy development and implementation. In addition the ISC VACiS will be responsible for generating, management, disseminating and maintaining knowledge related to violence against children in schools.

### **STRATEGIC INTERVENTIONS**

1. Conduct a comprehensive national baseline survey on the nature, direct and indirect causes, impact, emerging trends and response to violence against children in schools for the purpose of generating baseline data and information for the implementation of the strategy.
2. Work with the relevant Agencies of MoESTS that are mandated to undertake education related assessments in particular the Education Policy and Planning Department to incorporate indicators related to violence against children in schools into the existing Education Management Information Systems (EMIS) including the Annual School Census (ASC).
3. Review the Education Act (2008) and the Penal Code (Amendment) Act 8 (2007) to propose amendments to incorporate mandatory reporting of cases of VACiS especially those of capital nature.
4. Promote national policy dialogues to disseminate the findings and recommendations of the survey and assessments in order to advocate for violence free learning environments.
5. Create and maintain an e- library on violence against children in schools. Some of the documents to uphold will include existing laws and policies, guidelines, research reports, reference and training materials, information and data from the national assessments, on-going programmes, and key actors among others.
6. Design and operationalise an online shared Information and Management System on VACiS- in order to expedite reporting, tracking, referral and response including investigations and prosecution of cases of VACiS especially capital offences.
7. Draft, disseminate and monitor the implementation of MoESTS' Circulars on violence against children in all education institutions.

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<sup>29</sup> Violence against children in Uganda; A decade of research and practice, 2002-2012 by Ministry of Gender, Labour and Social Development and UNICEF (2012).





## EXPECTED OUTCOMES

1. Data is available to inform policy and programme development, implementation and monitoring and evaluation.
2. Legal framework provides for mandatory reporting of violence against children.

### 2.4.6 Strengthening the coordination, collaboration and partnerships among key actors in the prevention and response to violence against children in schools..

The Government of Uganda through the MGLSD and MoESTS, together with several development partners, CSOs, and religious institutions have implemented programmes aimed at addressing violence against children in schools. Some of these include the Minimum Requirements and Minimum Standards (BRMS) for education institutions, Girls Education Movement and Safe Schools Environment by MoESTS in collaboration with UNICEF, the Children's Rights Clubs by Save the Children; Good Schools Programme by Raising Voices, Learn without Fear by Plan Uganda, and Violence Against Children in Schools by ANPPCAN in partnership with Child-Hope among others. However, most of these initiatives have been implemented in selected districts and have not had national coverage. Additional efforts are needed to harmonize and institutionalize these initiatives within the system to ensure effectiveness and their sustainability.

MoESTS and MGLSD with the support of UNICEF established the Inter-Sectoral Committee on Violence Against Children in Schools (ISC VACiS) in 2012. The Committee is intended to galvanize support and provide a multi-sectoral approach to tackling violence against children in schools in Uganda. The Committee is composed of 27 members including government ministries and agencies, development partners, religious institutions and civil society organisations.

## FUNCTIONS OF THE INTER SECTORAL COMMITTEE ON VIOLENCE IN SCHOOLS (ISC VACIS)

### **National Level Policy, Plan and Guidelines**

- Develop a multi-sectoral National Strategy on violence against children in schools and a National Action Plan on violence against children in schools
- Coordinate and provide direction to line ministries and other agencies working on violence against children in schools on strategic interventions to eliminate violence against children in schools in Uganda. Conduct a mapping exercise to review existing policies, and initiatives, on VAC in schools
- Develop a child protection framework in school settings and guidelines on the Reporting, Tracking, Referral and Response (RTRR) mechanisms for VAC in Schools

### **Oversight and M&E**

- Support the development of a National Action Plan on VAC in Schools
- Oversee the implementation of the National Action Plan on VAC in Schools
- Develop tools to ensure quality of interventions.
- Participate in joint monitoring visits on VAC related activities.

### **Strategic Partnership**

- Identify key Partners and Actors on VAC in schools
- Identify and solicit support to enhance and accelerate the realization of the principle of Zero violence against children in schools
- Develop Memorandum of Understanding with key partners to address VAC in schools.

### **Communication**

- Develop a communication strategy for VAC in schools.

## MEMBERS OF THE INTER SECTORAL COMMITTEE ON VIOLENCE AGAINST CHILDREN IN SCHOOLS

1. The Ministry of Education and Sports (MoES)- Chair of the ISC
2. The Ministry of Gender, Labour and Social Development (MGLSD) Co- Chair
3. The Ministry of Internal Affairs (MIA)
4. The Uganda Police Forces- Child and Family Protection Unit (CFPU)
5. The Ministry of Health (MoH)
6. The Ministry of Justice and Constitutional Affairs (MoJCA)
7. The Ministry of Local Government (MoLG)
8. Ministry of Finance Planning and Economic Development
9. Office of the Prime Minister
10. Directorate of Ethics and Integrity
11. Ministry of Information, Communication and Technology
12. Ministry of Information and National Guidance
13. National Council for Disability
14. The Justice, Law and Order Sector (JLOS) Secretariat
15. National Planning Authority (NPA)
16. Uganda Human Rights Commission (UHRC)
17. National Council for Children (NCC)
18. Forum for Education NGOs in Uganda (FENU)
19. The Inter-Religious Council (IRC)
20. Uganda Parliamentary Forum for Children (UPFC)
21. Uganda National Students Association (UNSA)
22. Parliamentary Committee on Education
23. Uganda National Association for Teachers Union (UNATU)
24. Uganda Police Force- CIID
25. Kampala City Council (KCCA)
26. Kyambogo University – Faculty of Special Needs & Rehabilitation
27. UNICEF

It is therefore important that efforts are undertaken to strengthen the coordination of and collaboration among the ISC VACiS Members and other stakeholders' initiatives in order to prevent and respond to violence in schools. Deliberate efforts are needed to build close working relationships among government ministries and agencies with civil society organisations, media and religious institutions in the delivery of appropriate services. While civil society organisations and religious institutions do complement government efforts in the delivery of services, the Media is critical in mobilising and educating the public on violence against children in schools. Efforts are also needed to identify new development partners interested in working on VACiS related issues and build partnerships for purposes of strengthening the work to promote violence free schools.

### **STRATEGIC INTERVENTIONS**

1. Undertake joint planning, implementation and monitoring of activities on VACiS including on the RTRR guidelines in order to strengthen ownership of the programmes.
2. Strengthen the Inter Sectoral Committee on VACiS and build capacity of the Members through training in order to provide strategic guidance, support implementation of this strategy and monitor the progress made.
3. Establishment of a Technical Implementation Team (TIT) on VACiS within the MoES and build its capacity to effectively coordinate the work of the ISC VACiS including the implementation of this National Strategic Plan (NSP VACiS) and its associated National Action Plans including self-regulation and accountability.
4. Mobilise adequate resources for implementing the National Strategic Plan.
5. Undertake final external impact evaluation of the NSP VACiS.

### **EXPECTED OUTCOMES**

1. Adequate resources are mobilised for the implementation of the NSP VACiS.
2. The National Strategic Plan is implemented, monitored and evaluated in a coordinated and inter-sectoral manner.

## **2.5 INSTITUTIONAL, IMPLEMENTATION AND FINANCING FRAMEWORK**

### **2.5.1. Implementation**

The National Strategic Plan on Violence Against Children in Schools (NSP VACiS) is an overarching national framework designed to make a significant impact on creating safe schools that provide a conducive learning environment for children in Uganda to unlock their potential for development. VACiS is a multi-sectoral issue that is best addressed through a well-coordinated, multi-sectoral approach. This National Strategic Plan is intended to guide ministries, departments, agencies, local governments, religious institutions and civil society in planning and implementing interventions towards the prevention and response to violence against

children in schools, inform national strategic policy and decision making for safe schools as well as provide a mechanism for monitoring and evaluation of progress made on creating safe schools.

### 2.5.2. Institutional arrangements for coordinating the NSP VACiS and NAP

The implementation of the NSP VACiS is a shared responsibility of the MDAs, LGs, CSOs, private sector, religious institutions and development partners. The MoESTS shall take leadership in the implementation of the Plan in view of its constitutional mandate of providing quality education and sports services in the country. The Ministry shall implement this plan through its structures at the centre and districts taking into account their respective mandates. All Members of the ISC VACiS have roles and responsibilities in the implementation of the NSP VACiS as defined by the existing legal and policy instruments (details are provided in Annex 11). Members of the ISC VACiS will incorporate VACiS related programmes into their medium-term and annual plans and budgets.

A Technical Implementation Team (TIT) under the Ministry of Education, Science, Technology and Sports will be created to effectively coordinate the implementation of the NSP VACiS.

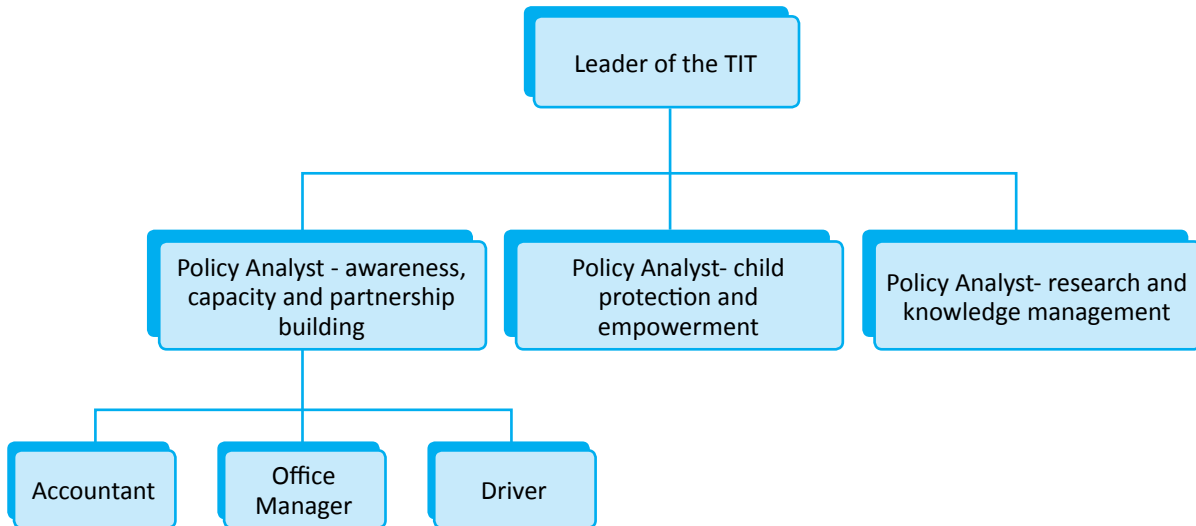
Specifically the responsibilities of the Technical Implementation Team will include:

1. Agree on the annual work plans and budgets for the implementation of the NSP VACiS.
2. Coordinate activities and programmes of ISC VACiS in particular the implementation of the NSP VACiS
3. Prepare the ISC VACiS performance reports in line with the reporting requirements by MoESTS, MGLSD and respective Development Partners on implementation of the Strategic Plan.
4. Carry out monitoring and evaluation on all NSP VACiS programmes.
5. Promote synergy framework and close co-operation in the implementation of the NSP VACiS and Technical support to all Stakeholders involved in the implementation of the Strategic Plan including specialized sector based training programmes on violence against children in schools.
6. To publicize and advocate for violence free schools in Uganda including provide necessary technical advice to the ISC VACiS Members on issues related to violence against children.
7. Assist in the mobilization of resources for implementation of NSP VACiS programmes and ensure efficient and effective utilization of the funds.
8. Develop common positions and consensus on violence against children related issues.
9. Maintain a network with regional and international organizations working on violence against children in schools for purposing of learning and sharing experiences.



- Coordinate the development, production and dissemination of information and publications on VACiS as well as organize expert group meetings and knowledge sharing fora on research findings, determining and deciding on research themes.

**Figure 2.3: Composition of the Technical Implementation Team**



### 2.5.3. Financing of the NSP VACiS

Adequate financial resources need to be made available to enable the ISC VACiS to implement this Strategic plan effectively. Members of the ISC VACiS will incorporate safe schools related activities under their respective annual plans and budgets to support implementation. The Chair (MoESTS) and the Co-Chair (MGLSD) of the ISC VACiS will mobilize resources from the Government- Ministry of Finance, Planning and Economic Development as well as from Development Partners to support the implementation of this strategic plan. In this regard, MoESTS and MGLSD will organize joint resource mobilisation meetings with key government Institutions in particular MFPED and Parliament (the Committees on Budget and Education and Sports) and development partners to mobilize more resources for the implementation of the strategic plan. Violence against children is a core component of UNICEF 2016-2020 Strategy and is committed to support the ISC VACiS to implement some of the core areas of this strategy.



#### 2.5.4. Critical success factors for the implementation of the strategic plan

The successful implementation of the NSP VACiS will require the following:

1. Leadership: a need for both high level political and technical support and leadership is critical.
2. Positive attitudes and perceptions towards the rights of children is important including promoting positive alternative strategies and actions for fostering discipline, learning, growth and development among children. The support of the cultural/traditional leaders and religious leaders at all levels is critical in transforming public attitudes and perceptions towards violence against children.
3. Strengthening and coordinating institutional mechanisms: strengthening and effectively coordinating the institutions mandated to prevent and respond to violence against children in schools will be very important.
4. Information management, sharing and dissemination aspects should be adequately addressed and coordinated.
5. Planning, budgeting, monitoring and evaluation of interventions on violence against children should be strengthened.
6. Communication and advocacy: a deliberate communication and advocacy programme on violence against children will need to be developed to popularize the benefits of violence free school environment across the country.
7. The implementation of a National Strategic Plan and National Action Plan on violence against school age children in Uganda is a prerequisite.
8. Participation of all stakeholders to address violence against children.
9. A legal framework which is enforced effectively and impartially.

## 2.6. MONITORING AND EVALUATION

There is lack of a comprehensive national M&E system for the VACiS response. It is therefore critical that a national M&E system for the VACiS response that outlines national results, indicators and targets based on this National Strategic Plan is developed and will be strengthened (based on the baseline data and information which will be generated by the proposed baseline survey) to measure the progress towards the attainment of the strategic objectives. The M&E matrix (outlined in section 2.6.3) details the indicators and targets for the national response and sector levels over the NSP VACiS period.

The M&E Framework of the NSP VACiS will enable monitoring and self- assessment of progress towards results and facilitate reporting on performance. Respective MDAs and Districts will prepare and submit reports to MoESTS which in turn will submit data on key agreed upon indicators to the ISC VACiS. VACiS stakeholders will routinely conduct support supervision to lower levels education institutions especially schools (ECD centres, primary and secondary schools, farms and technical schools) on a bi-annual basis to monitor progress made; collect data and information on cases of VACiS and build capacity for effective implementation. Using the data and information from the Members of the ISC VACiS, LGs and schools, MoESTS will then prepare bi-annual reports on national VACiS response for submission to ISC VACiS.

Under the leadership of the ISC VACiS, stakeholders will hold an annual Joint VACiS Review to assess progress of implementation of the NSP VACiS and the NAP against targets and agree on priorities for the upcoming year. The Joint VACiS Review report will highlight the outputs of every year as a key accountability mechanism, assess the planning and programming process and make recommendation for the next annual work planning cycle or long term strategic planning.

To evaluate the effectiveness and impact of the NSP VACiS and NAP, mid-term review (end of 2017) will be undertaken. A final external evaluation will be conducted at the end of the NSP VACiS (end of 2020) to assess the impact created and inform future planning process for the next NSP VACiS.

#### 2.6.1. Key data sources

Existing data sources including the Education Management Information Systems in particular the Annual School Census, National Health and Demographic Surveys, institutional reports, administrative data, national and international reports shall be utilized to enhance the M&E functions. A baseline survey on VACiS will be undertaken at the beginning of the implementation of the NSP VACiS to generate baseline data and information on the identified VACiS related indicators. The findings and recommendations of the proposed baseline survey will be used to improve on the indicators defined in the M&E matrix in section 6.3 as well as generate baseline data on some of the indicators.





## 2.6.3. Monitoring and evaluation matrix on the NSP VACiS

Programme area	Indicators	Baseline (2014 <sup>29</sup> )	Target 2020	Means of verification	
1. Foster positive and progress attitudes, perceptions and practices that safeguard children against VACiS.	1.1.% of teachers, parents and care takers (with children of school going age) that regard VACiS unacceptable	TBD	20%	Baseline survey report, medium term and end of programme reports	
	1.2. Prevalence rate of violence against children in schools	Overall prevalence rate of violence against children in schools is at 81%	50%	Annual School Census reports	
		77.7% of children in primary schools surveyed had encountered sexual abuse.	50%	Annual School Census reports	
		82% of children in secondary schools surveyed had encountered sexual abuse.	60%	Annual School Census reports	
		5.9% of children in schools surveyed had encountered defilement	4%	Annual School Census reports	
		82% of children in schools surveyed encountered corporal punishment.	50%	Annual School Census reports	
		43% of children in schools surveyed experienced bullying.	30%	Annual School Census reports	
		46% of children surveyed experienced emotional abuse.	30%	Annual School Census reports	
		1.3. % of teachers in primary and secondary schools that employ positive discipline and learning methodologies	To be determined by the proposed baseline survey	TBD	Baseline survey report, bi-annual M&E and annual performance reports
		1.4. % of school going children (6-18years) who are knowledgeable on their right to a protective learning environment.	To be determined by the proposed baseline survey	TBD	Baseline survey report, bi-annual M&E and annual performance reports



2. Effective and child – friendly services in place for the prevention and response to VACIS.	1.5. % of school going children (6-18years) who have knowledge on the RTRR processes	To be determined by the proposed baseline survey	TBD	Baseline survey report, bi-annual M&E and annual performance reports
	1.6. % of perpetrators of sexual abuse (SA) that are teachers	<ul style="list-style-type: none"> <li>67% of perpetrators of sexual abuse of children in schools are male teachers.</li> <li>5% of perpetrators of sexual abuse of children in schools are female teachers.</li> </ul>	50% of perpetrators of SA are male teachers 3% of perpetrators of SA are female teachers	Baseline survey report, bi-annual M&E and annual performance reports
	1.7. % of cases of VACIS reported to relevant institutions mandated to manage VACIS i.e. school administration, child and family protection unit of police, probation and welfare offices, and courts of law	39.8% of cases of violence encountered by children in schools are reported	50% of cases of VACIS reported to relevant institutions	Baseline survey report, bi-annual M&E and annual performance reports
	1.8. % of children that drop out of primary and secondary schools due to VACIS	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance, and ASC reports
	2.1. Number of key actors in the “reporting, tracking, referral and response to VACIS chain” that are able to define child friendly services and have facilities and processes in place to deliver such services	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports
	2.2. % of cases of VACIS reported and responded to by the relevant institution/agencies i.e. schools, local courts, police, courts of law, health facilities and probation and welfare services in a timely manner	To be determined by the proposed baseline survey	TBD	Baseline survey report and quarterly and annual performance reports of institutions and agencies (partners)
	2.3. Number of teachers that demonstrate ability to use positive discipline and violence free teaching methodologies	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports

Programme area	Indicators	Baseline (2014 <sup>2</sup> )	Target 2020	Means of verification
3. Increased life skills among children to manage risks, report VACIS and seek support services.	2.4. Percentage of reported perpetrators of VACIS that are dealt with according to the existing laws, policies and professional codes of conduct	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports
	3.1. % of children who report cases of violence to relevant institution/agencies i.e. schools, local courts, police, courts of law, health facilities and probation and welfare services	Level of reporting cases of VACIS- 39.8%	50%	Key actors' quarterly, bi-annual and annual performance reports
	3.2. % of children that seek and access appropriate support services	To be determined by the proposed baseline survey	TBD	Key actors' quarterly, bi-annual and annual performance reports
	3.3. % of child survivors of school going age especially those who encounter violence of capital nature (defilement including associated cases of pregnancy, aggravated corporal punishment), who are supported to continue with their education (return to school) after the formal and legal processes.	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports by key institutions and agencies
4. Positive legal and policy reforms on mandatory reporting of cases of violence against children in schools	3.4. Level of coverage of children voices on VACIS in the media and national reports	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports
	4.1. MoESTS Circular(s) to all education institutions banning and with provisions on mandatory reporting of all forms of VACIS.	-	-	MoESTS Annual Review Reports and Ministerial Policy Statements
	4.2. Proposed amendments on mandatory reporting of VACIS to the Education Act (2008) and Penal Code (Amendment) Act 8 (2007).	-	-	MoESTS Annual Review Reports and Ministerial Policy Statements
	4.3. Number of ordinances on VACIS by Districts and Sub-Countries	To be determined by the proposed baseline survey	TBD	Baseline survey report and annual performance reports by institutions and agencies
5. Effective coordination and implementation of the NSP VACIS.	5.1. Proportion of indicators in the NSP VACIS that are reported on (in affirmative) according to the reporting schedule	-	100%	Progress reports on the NSP VACIS (bi- annual, annual, mid-term and end of programme evaluation)





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# ANNEX 1

## National Action Plan On Violence Against Children In Schools (NAP VACiS), 2015-2020

### INTRODUCTION

Annex 1 sets out the activities which will be undertaken under the NAP VACiS (2015-2020) in order to achieve the five set objectives namely: fostering positive and progressive attitudes and behaviour towards the protection of children against violence in schools in all its forms; strengthening the capacity of key institutions to provide appropriate prevention and response services that address the needs and interests of children; promoting child participation and empowerment to prevent and report cases of violence in school and seek appropriate support for recovery and effective reintegration into the school system; strengthening research and knowledge management for evidence based policy advocacy on violence against children in schools in Uganda; and strengthening coordination, collaboration and partnerships among actors in the prevention and response to violence against children in schools.

It also defines the performance target, the Lead Agencies and other Actors, timeframe and the estimated financial resources required for the implementation of the interventions.

### IMPLEMENTATION FRAMEWORK FOR THE NATIONAL ACTION PLAN ON VACiS (2015-2020)

Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)					
						2015	2016	2017	2018	2019	2020
<b>FOSTERING POSITIVE AND PROGRESSIVE ATTITUDES AND BEHAVIOUR TOWARDS THE PROTECTION OF CHILDREN IN SCHOOLS.</b>											
1. Design and implement a national violence free schools campaign	Research completed with data on causes, target population and strategies,	1. Undertake formative research to assist in the design and implementation of the campaign	MoESTS	Min. of National Guidance and Communication, MGLSD, Research Inst. And UNICEF	2015	150					
	Information pack on VACiS developed and disseminated to schools and general public	2. Develop and disseminate an information package including booklets, fliers and other IEC materials on VACiS for dissemination throughout the campaign.	MoESTS	UNICEF, MGLSD, NGOs, LGs	2015	100	20	20	20	20	20

2. Promote and disseminate emerging good practices in preventing and responding to VACIS	Map profiling on-going efforts on VACIS and champions completed.	1. Conduct 2 assessments to map-out on-going efforts/interventions on addressing VACIS and document good practices and identify champions supporting the practices.	MoESTS	MGLSD, MoLG, UNICEF,	2015, 2017	250	250	250	250	500	500	500	500
	Radio programmes broadcast twice a month in each region and TV programmes broadcast.	6. Promote periodic radio programmes with 6 main radio stations (one per region i.e. central, western, eastern, northern, West Nile and Karamoja) to host a radio programme and TV programmes broadcast on 2 TV channels on children's rights and VACIS- "children's voices"	Ministry of Information & Broadcasting	MoESTS, MGLSD, MoLG, NGOs(Raising voices, straight talk, ANPPCAN	2015, 2016, 2017	150	150	150	150	150	150	150	150
	At least 6 regional sensitization meetings and dialogues held annually	5. Organise at least 6 regional awareness raising and sensitization dialogues meetings on prevention and responses to VACIS for communities, teachers, students and parents annually.	MGLSD	MoESTS	2015-2020	300	300	300	300	300	300	300	300
	Annual School sports gala utilized to educate the public and children on VACIS	4. Take advantage of annual school sports gala/competitions to educate the public and children and disseminate messages on VACIS	MoESTS		2015-2020	300	300	300	300	300	300	300	300
	National school competitions/ festivals organised and held	3. Provide support to schools to develop artist performances on the protection of children against violence in schools and organise national music, dance and drama, art (drawing and painting) and poem writing competition for primary, secondary, farm and technical schools	MoESTS	UNICEF, MGLSD, NGOs, LGs	2015-2016	500	500	500	500	500	500	500	500

Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)						
						2015	2016	2017	2018	2019	2020	
	2 Award ceremonies held	2. Hold award ceremonies recognizing the good practices and champions at the occasion of the celebration of the day the African Child.	MoESTS	MGLSD, MoLG, UNICEF, Min of Information& Nat. Guidance	2015, 2017	50		50				50
3. Engage with cultural institutions and community leaders which practice harmful practices against children.	Meetings held with cultural institutions in the six regions	1. Organise meetings with cultural and community leaders to gauge their support and understanding of the importance of influencing communities to abandon harmful practices against children including FGM, child marriages and child labour, among others	MGLSD	Cultural institutions	2016-2017	300	300	300	300	300	300	300
4. Promote community and district level dialogues around the abandonment of harmful practices and promoting positive parenting.	Cultural/ Traditional Leaders Forum held annually	2. Hold an annual Cultural/ Traditional Leaders' forum on FGM, child marriages, defilement and identify Ambassadors for positive and progressive cultural practices.	MoESTS	MGLSD, Cultural Leaders	2015-2017	100	100	100	100	100	100	100
	Community dialogues organised in 112 districts	1. Organise district dialogues with community members including children, parents, community leaders on protection of children against harmful practices and different forms of violence and the promotion of positive and responsible parenting	MGLSD, MoLG	MoESTS, Cultural institutions	2015	300	300	300	300	300	300	300
<b>Strengthening the capacity of key institutions to provide appropriate prevention and response services that address the needs and interests of the children.</b>												
1. Design and implement a national training programme for key actors to prevent and respond to VACIS	Review of training materials conducted and additional materials developed per sector	1. Review existing sector specific training materials on VACIS and develop additional materials where necessary for all key sectors involved in VACIS prevention and response	MoESTS	MGLSD, NGOs (Raising voices, straight talk)	2015	170	-	-	-	-	-	-

2. Equip schools with facilities and resources to support prevention and response to VACiS	Team of trainers on VACiS created	2. Organise a national training of trainers on VACiS to create a core team to facilitate the training programme on VACiS among the institutions.	MoESTS	All Members of the ISC VACiS	2015	200	-	-	-	-
2. Equip schools with facilities and resources to support prevention and response to VACiS	Key sectors trained on their specific roles under prevention and response to VACiS	3. Organise sector specific training workshops in all six regions on prevention and response to VACiS including orienting them to the RTRR guidelines.	MoESTS, MoLG	All Members of the ISC VACiS	2015-2020	300	300	200	200	-
3. Provide continuous technical support to key sectors on addressing VACiS	Education Sector trained on VACiS	4. Organise separate training workshops for the education sector on prevention and response to all forms of VACiS including orienting them to the RTRR guidelines, BRMS and alternatives to corporal punishment handbook	MoESTS	-	2015-2020	300	300	300	300	300
2. Equip schools with facilities and resources to support prevention and response to VACiS	Schools are equipped with required resources to support prevention and response to VACiS in schools	1. Equip schools with facilities/resources required to support prevention and response to VACiS i.e. designate a VACiS Focal Persons and School Counsellors, allocate funds for specialised services, improve communication (complaints box, phones, report forms made available to school children and advocacy messages put in classrooms and compounds.	SMCs, Board of Directors, Head Teachers	MoESTS, MoLG	2015-2017	500	500	500	500	200
3. Provide continuous technical support to key sectors on addressing VACiS	Technical support provided	1. Review Sector Strategic Investment Plans, Ministerial Policy Statements and Workplans (of key sectors on the RTRR chain on VACiS) to identify gaps on addressing VACiS and make proposals on addressing the gaps	TIT	MoH, MoESTS, MoJCA, MGLSD, MIA, MICT, National Info & Guidance	2015-2020	200	200	200	200	200
3. Provide continuous technical support to key sectors on addressing VACiS		2. Organise working meetings with the respective sectors to discuss the findings and recommendations and agree on a plan of action	TIT	MoH, MoESTS, MoJCA, MGLSD, MIA, MICT, National Info & Guidance	2015-2020	100	100	100	100	100

Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)					
						2015	2016	2017	2018	2019	2020
		3. Monitor and provide technical support on implementation of the Action Plans	TIT	MoH, MoESTS, MoJCA, MGLSD, MIA, MICT, National Info & Guidance	2015-2020	200	200	200	200	200	200
		4. Collective responses on reported cases of VACiS	TIT	MoH, MoESTS, MoJCA, MGLSD, MIA, MICT, National Info & Guidance	2015-2020	300	300	300	300	300	300
4. Work with MICT and other Media Professionals produce guidelines for media on VACiS	Guidelines developed	1. Develop guidelines on child sensitive media on VACiS	MICT	MoESTS	2016	-	120	-	-	-	-
	Media familiar with child-sensitive reporting on VACiS	2. Organise workshops with media to orient them on the guidelines and encourage positive and progressive coverage on VACiS					100	-	-	100	-
5. Provide technical support to NCDC & TTCs to incorporate issues on VACiS in the Teacher Training programme	VACiS related issues incorporated into the Teacher Training curriculum	1. Review the curriculum and incorporate issues related to VACiS	MoESTS- NCDC	PTCs, TTCs	2016	-	100	-	-	-	-
	TTCs instructors trained on new curriculum	2. Train TTCs' Instructors on VACiS to train students teachers and provide refresher courses for teachers on violence free teaching methodologies	MoESTS- TTCs		2016	-	100	100	100	100	100



**PROMOTING CHILD PARTICIPATION AND EMPOWERMENT TO PREVENT AND REPORT CASES OF VIOLENCE IN SCHOOL AND SEEK APPROPRIATE SUPPORT FOR RECOVERY AND EFFECTIVE RE-INTEGRATION INTO THE SCHOOL SYSTEM.**

1. Strengthen the capacity of existing school clubs/ facilitate the establishment of new ones to create awareness on VACIS and provide peer support to children at risk and those who experience violence	Guidance and training materials developed	1. Develop guidance for the establishment of school clubs and child friendly training materials on VACIS	MoESTS	KYU	2015	50	-	-	-	-	-	-
	Club members trained	2. Provide training to club members on children's rights, VACIS, on existing reporting mechanisms including the RTRR guidelines, their roles and responsibilities and supporting training	MoESTS		2015-2020	300	300	300	300	300	300	300
2. Implement life skills development programme and training to develop children's social and personal skills to protect themselves and advocate against VACIS.	Life skills programme reviewed and strengthened and elements on VACIS incorporated	1. Review and strengthen school based life skills programme to support children to develop social and personal skills to protect themselves against violence	MoESTS	All Members of the ISC VACIS	2015-2020	300	300	300	300	300	300	300
	Child friendly versions disseminated	2. Disseminate the child friendly version of the RTRR guidelines	MoESTS	All Members of the ISC VACIS	2015-2020	300	300	300	300	300	300	300
	Talks on VACIS for children held	3. Schools to organise talks on VACIS for children, display positive messages (talking compounds, in classrooms and disseminate information on VACIS.	School administration	All Members of the ISC VACIS	2015-2020	-	-	-	-	-	-	-
	Training sessions for student leaders on VACIS	4. Organise training sessions for student leaders on VACIS.	School administration	All Members of the ISC VACIS	2015-2020	300	300	300	300	300	300	300

Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)					
						2015	2016	2017	2018	2019	2020
3. Facilitate and empower school clubs to create awareness on VACiS, provide peer support to child survivors, report cases of VACiS, seek support services	Reporting on VACiS incorporated into the school clubs roles and responsibilities	1. Incorporate reporting and tracking cases of violence against children in schools among the key roles and responsibilities of the school clubs	School administration	MoESTS	2015-2020	-	-	-	-	-	-
	Available facilities and Service providers' directory produced and displayed	2. Schools to produce a service providers' information directory and display it on notice boards and classrooms to make it accessible to all children and student leaders	School administration	MoESTS	2015-2020	-	-	-	-	-	-
4. Strengthen children's capacity to engage with the media on VACiS	Children trained on media engagement	1. Train children on media engagement and advocacy for the prevention of VACiS	MoESTS, MICT	-	2015-2020	300	300	300	300	300	300
5. Facilitate children's access to the media	Children participate in radio and TV programmes on VACiS	1. Organise media programmes for children discuss issues around VACiS.	MoESTS, MICT	All Members of the ISC VACiS	2015-2020	200	200	200	200	200	200
<b>Strengthening research and knowledge management for evidence based policy advocacy on violence against children in schools</b>											
1. Conduct a comprehensive baseline survey on the nature, direct and indirect causes, impact, emerging trends and response to VACiS.	Baseline data and information on VACiS generated	1. Undertake a baseline survey on VACiS for purposes of generating baseline data and information on VACiS	MoESTS	All Members of the ISC VACiS	2015	300	-	-	-	-	-
	Study conducted to inform programming	2. Undertake a study to assess the effects and impact of violence in schools to school going children (6-18 years).	MoESTS	Centre for Basic Research	2015	200	-	-	-	-	-
	Policy briefs produced & disseminated	3. Produce and disseminate policy issue briefs on the baseline for policy makers and implementers.	MoESTS	All Members of the ISC VACiS	2015	50	-	-	25	25	10
	National policy dialogue conducted	4. Organise a national policy dialogue to disseminate the findings and recommendations of the survey	MoESTS	All Members of the ISC VACiS	2015	30	-	-	-	-	25

2. Work with the relevant Agencies of MoES to incorporate indicators on VACIS into the ASC	Indicators related to VACIS developed and incorporated into the existing EMIS including the ASC	1. Hold working meetings and workshops with the Education Policy and Planning Department of MoES on the incorporation of indicators related to VACIS into the EMIS including the Annual School Census (ASC)	MoESTS	All Members of the ISC VACIS	2015-2020	100	100	100	100	100	100	100
	Information collected and updated annually through the ASC	2. Collect and share data and information on VACIS annually	MoESTS	All Members of the ISC VACIS	2015-2020	300	300	300	300	300	300	300
3. Review the Education Act(2008) and the Penal Code (Amendment) Act (2008) to propose amendments to incorporate mandatory reporting of VACIS	Review conducted and amendments proposed	1. Review the Education Act (2008) and the Penal Code (Amendment) Act 8 (2007) and propose amendments to incorporate mandatory reporting of VACIS	MoJCA	MoES, MGLSD	2016-2017	-	50	-	-	-	-	-
	Relevant authorities incorporate proposed amendments into the legal text and submit for approval	2. Hold meetings with the relevant institutions (MGLSD, Parliament, MoJCA, Law Reform Commission) on the proposed amendments for discussion.	MoJCA	MoES, MGLSD	2018	-	-	-	100	100	100	100
4. Develop an on-line database on VACIS	Database developed and maintained on VACIS	1. Develop an on-line data base on key laws, policies and reports on VACIS	MoESTS/MICT	All Members of the ISC VACIS	2015-2020	50	20	20	20	20	20	20
	All ISC VACIS Members trained on the management of the MIS on VACIS	Train ISC VACIS Members on managing the information system	MICT	All Members of the ISC VACIS	2016	100	100	50	50	50	50	50

Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)					
						2015	2016	2017	2018	2019	2020
5. Draft, disseminate and monitor the implementation of MoES' Circular on VACiS in all education institutions.	Draft Circular on VACiS finalized and approved	1. Finalise the draft Circular on VACiS and submit it for approval by relevant MoES activities	MoESTS	All Members of the ISC VACiS	2015	-	-	-	-	-	-
	Circular disseminated	2. Disseminate the Circular to relevant education institutions and other key actors	MoESTS	All Members of the ISC VACiS	2015	100	100	100	100	100	100
<b>Strengthening coordination, collaboration and partnerships among key actors in the prevention and response to violence against children in schools</b>											
1. Undertake joint planning, implementation and monitoring of activities on VACiS including enforcement of their respective professional codes of conduct.	ISC VACiS quarterly meetings held and progress reports shared and quarterly workplans developed and approved	1. ISC VACiS to organise and hold quarterly planning, review progress and monitoring meetings on the National Action Plan on VACiS	MoESTS/TIT	All Members of the ISC VACiS	2015-2020	30	30	30	30	30	30
	Monitoring visits to schools undertaken and monitoring reports submitted	2. Undertake bi-annual joint monitoring visits to education institutions on VACiS	MoESTS/TIT	All Members of the ISC VACiS	2015-2020	50	50	50	50	50	50
	Focal Persons designated	3. Key Partner Institutions to designate Focal Persons on VACiS to improve communication and networking	All Members of the ISC VACiS	-	2015-2020	-	-	-	-	-	-
	New partnerships established	4. Identify new development partners on VACiS.	MoESTS/TIT	All Members of the ISC VACiS	2015-2020	-	-	-	-	-	-
	Annual Joint performance reviews held	5. Organise and hold annual performance reviews on the implementation of the NAP on VACiS	MoESTS, MGLSD	All Members of the ISC VACiS	2015-2020	50	50	50	50	50	50

	Mid-term review on the implementation of the NAP (2015-2020) undertaken.	6. Undertake a Mid-term review on the implementation of the NAP (2015-2020) to inform planning and budgeting.	MoESTS, MGLSD	All Members of the ISC VACIS	2017	-	-	200	-	-	-
2. Strengthen the capacity of the ISC VACIS to support the implementation of the NSP VACIS	ISC VACIS members trained	1. Training members of ISC VACIS on strategic planning, monitoring and evaluation			2015-2020	100	-	100	-	100	-
	TIT created	1. Create the TIT to coordinate the implementation of the NAP on VACIS	MoESTS	All Members of the ISC VACIS	2015	50	-				-
	Staff recruited and Unit equipped	2. Recruit Members if the TIT and procure equipment (computers, furniture) for the TIT	MoESTS	MGLSD, UNICEF	2015	300	100	100	100	100	100
	Staff trained	3. Induction and refresher training on VACIS, policy analysis and advocacy, strategic planning and monitoring	MoESTS		2015-2020	50	50	50	50	50	50
4. Mobilise resources for implementing the NSP VACIS	Funds allocated within the National Budget	1. Lobby MFPED and Parliament to allocate funds within the National Budget for the implementation of the National Strategic Plan.	MoESTS	All Members of the ISC VACIS	2015-2020	-	-	-	-	-	-
	Additional funds for the NSP VACIS implementation secured	2. Advocate for additional funds with development partners and private sector	MoESTS	All Members of the ISC VACIS	2015-2020	-	-	-	-	-	-
5. Impact evaluation	Final external impact evaluation undertaken	1. Final external evaluation of the NSP VACIS and NAP implementation	MoESTS MGLSD	All Members of the ISC VACIS	2020						500



Strategic interventions	Expected Outputs	Indicative activities	Lead Agency	Other Actors	Time frame	Budget in UG SHS in Millions (estimated)								
						2015	2016	2017	2018	2019	2020			
<b>INSTITUTIONAL DEVELOPMENT</b>														
1. Procurement	Programme vehicle, furniture and equipment	1. Procure a vehicle, 4 desks, office chairs, drawers, 4 computers, laser printer, photocopier, LCD projector, camera, Tablet	MoESTS	-	2015	200	-	-	-	-	-	-	-	-
2. Maintenance	Assets serviced regularly	1. Maintenance of programme assets	TIT	-	2015-2020	20	25	25	25	25	25	25	25	25
<b>TOTAL</b>						<b>8,520</b>	<b>6,985</b>	<b>7,215</b>	<b>6,690</b>	<b>6,790</b>	<b>7,050</b>	<b>7,050</b>	<b>7,050</b>	<b>7,050</b>
<b>GRAND TOTAL</b>														<b>43,250</b>







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# Annex II

## Roles and Responsibilities of the Key Ministries and Agencies in the implementation of the NSP VACiS

Key Actors	Roles and responsibilities	Source of mandate	Centre of Responsibility
<b>Cultural or traditional institutions</b>	<ol style="list-style-type: none"> <li>1. Advocate for positive changes in cultural practices to eliminate violence against children.</li> <li>2. Devise positive strategies for enforcing a sense of responsibilities among parents and communities,</li> <li>3. Report children at risk of encountering harmful practices such as forced marriages, female genital mutilation, neglect and abuse to welfare officers or police.</li> <li>4. Advocate for the Children's rights,</li> <li>5. Promote the use of traditional forms of positive discipline rather than corporal (physical) punishment.</li> </ol>	The Institution of Traditional or Cultural Leaders Act (2011)	Cultural Leaders
<b>Schools</b>	<ol style="list-style-type: none"> <li>1. Clearly define and enforce school rules and regulations by which the school is managed, and the consequences of violating these rules.</li> <li>2. Teachers should carefully observe behavioural changes among children some of which may be indicators or effects of violence against children.</li> <li>3. Take measures to ensure security and safety within the school environment.</li> <li>4. Promote child rights and peace building education such as child rights awareness, Life skills training, offer guidance and counselling to children that encounter cases of violence.</li> <li>5. Establish a mechanism for reporting, referral and responding to cases of violence against children in schools.</li> <li>6. Enforcement of the disciplinary measures defined in the existing laws such as the Education Act 13 (2008), Art. 20 (2).</li> <li>7. Award teachers and other staff of the school for good practice in eliminating violence against children in schools.</li> </ol>	CRC Constitution of the Republic of Uganda (1995), Art. 17 (c); Art.34; Art. 44 Children's Act CAP 59; Education Act 13 (2008) Art.5 (2b,c,e) The Education (Pre-primary, primary and post primary) Act, 2008 Vision 2040 National OVC policy (2004)	Head Teacher Teachers and school counsellors
<b>Local Governments (LGs)</b>	<ol style="list-style-type: none"> <li>1. Research on the violence against children in schools i.e. forms, nature, impact, actions taken, challenges, existing gaps etc for purposes of generating information for decision-making.</li> </ol>		DEO and School Inspectors

	<ol style="list-style-type: none"> <li>Allocating resources to respond to violence against children in schools.</li> </ol>		DEO
	<ol style="list-style-type: none"> <li>Build partnerships with other institutions to facilitate access to quality support services by the child survivors and victims i.e. counselling, reception homes, legal support, material support.</li> <li>Create awareness on violence against children in schools through music, dance and drama, and advocate for violence free schools- contribute to change of attitudes and perceptions.</li> </ol>		DEO
<b>Uganda Police Force –Child and Family Protection Unit (CFPU) and the Sexual Gender Based Violence and Child related Offences Department</b>	<ol style="list-style-type: none"> <li>Investigate reported cases of violence against children thoroughly.</li> <li>Produce comprehensive reports to court on cases of criminal nature of violence against children including filling in the PF 3 form correctly.</li> <li>Protect the child survivor against intimidation by culprit or preventing compromising information as the investigations go on.</li> <li>Coordinate and refer the case of violence against children to other relevant authorities i.e. Criminal Investigation and Intelligence Directorate (CIID), Special Investigation Unit (SIU) and Interpol where necessary.</li> <li>Offer guidance and counselling and follow up the cases handled with the Health workers, PSWO.</li> </ol>	<p>The Constitution (1995)</p> <p>The Police Act, 2006</p>	<p>Commissioner CFPU, Commissioner Sexual Gender Based Violence and Child related Offences.</p>
<b>Courts (Family and Children Court)</b>	<ol style="list-style-type: none"> <li>Get lawyers to represent the child survivors of violence.</li> <li>Handle cases to conclusion.</li> <li>Strong judgements for the perpetrators according to the existing laws to discourage the practices.</li> <li>Speed handling of reported cases.</li> <li>Ensure child friendly procedures for handling cases of violence against children.</li> </ol>	<p>The Children Act (Cap 59), Articles 13-21, 27,33-36,41,42,48, The Local Council Courts Act, 2006</p>	<p>Secretary for Child Protection Committee</p>
<b>Prisons</b>	<ol style="list-style-type: none"> <li>Ensure that those convicted serve their sentences.</li> <li>Ensure that convicts are rehabilitated prior to their release after serving the sentences.</li> <li>Ensure that juveniles are not kept in prisons but under reception homes.</li> </ol>	<p>Prevention and Prohibition of Torture Act, 2012, The Prisons Act, 2006</p>	<p>Prisons Commissioner General</p>
<b>Ministry of Education, Sciences, Technology and Sports</b>	<ol style="list-style-type: none"> <li>Allocate adequate resources for programmes on VACIS</li> <li>Review the school curriculum and to incorporate peace education and life skills.</li> <li>Re-tool teachers to deliver peace education, life skills curriculum.</li> </ol>	<p>The Constitution (1995), Art. 17(c), Art.24; Art.30; Art.168 (b); Education Act (2008), Art.15 (1,2)</p>	<p>National curriculum development centre and Kyambogo University</p>

Key Actors	Roles and responsibilities	Source of mandate	Centre of Responsibility
	<ol style="list-style-type: none"> <li>4. Mainstream violence against children in the curriculum of teacher training, instruction and education.</li> <li>5. Research on violence against children in schools:               <ul style="list-style-type: none"> <li>• Collect and update data on violence against children in schools – select key indicators that can be included in the Education Management Information System (EMIS), Annual School Census (ASC).</li> <li>• Undertake national studies on all forms of violence against children in schools.</li> </ul> </li> </ol>		Directorate of Planning
	<ol style="list-style-type: none"> <li>6. Monitor performance on the implementation of the BRMS, RTRR guidelines in schools.</li> </ol>	The Education (Pre-primary, primary and post primary) Act, 2008	Directorate of Education Standards
	<ol style="list-style-type: none"> <li>7. Enforce the existing professional codes of conduct- implement strong measures for teaching and non-teaching staff that perpetrate violence against children in schools.</li> <li>8. Ensure full access to facilities and records and inspection of all school facilities, permit unannounced visits, and include the holding of private consultations with children and staff on violence against children in schools</li> </ol>		Education Service Commission
<b>Ministry of Gender, Labour and Social Development</b>	<ol style="list-style-type: none"> <li>1. Allocate resources for eliminating violence against children.</li> <li>2. Ensure that the Child Protection Committees are in place and functional.</li> <li>3. Provide technical and legal support to cases related to VACIS under investigation.</li> <li>4. Establish and facilitate safety/reception homes for children survivors and counselling as well as review conditions, services and standards in the existing children's homes.</li> <li>5. Foster a positive and progressive attitudes and perceptions on child rights; on violence against children including violence in schools.</li> <li>6. In liaison with MoES, MoH, MIA monitor the implementation of the NSP VACIS and RTRR guidelines.</li> <li>7. Advocate and train parent, communities on violence against children and responsibilities and protection of children against violence.</li> <li>8. Build linkages with other Ministries, in particular Ministry of Education, Ministry of Internal Affairs, Ministry of Communication and Ministry of Justice among others in order to prevent violence against children in schools</li> <li>9. Ensure the collection of accurate, up-to-date and disaggregated data on the incidence, severity and causes of violence against children in homes, communities and in schools, including on children's views and experiences, as well as on the effectiveness of existing programmes and approaches.</li> </ol>	The Children Act (CAP 59), Art.56. National OVC Policy (2004)	Youth and Children Directorate



<p><b>The Ministry of Internal Affairs (MIA)</b></p>	<p>10. Provide periodic performance and accountability reports on violence against children in homes and schools in national reports on the implementation of the Convention on the Rights of the Child.</p> <ol style="list-style-type: none"> <li>1. Ensure that the perpetrators of violence against children are held accountable including serving their sentences and are rehabilitated and reintegrated.</li> <li>2. Keep track and share information on perpetrators serving their sentences.</li> <li>3. Prevent and detect crimes including violence against children in schools.</li> <li>4. Cooperate with other actors to ensure that cases of violence against children are reported, investigated and settled or referred to courts of laws for fair hearing and justice.</li> <li>5. Monitor the activities of NGOs which provide support services to children including child survivors and victims of violence against children.</li> <li>6. Monitor children that are in conflict with the law especially those in schools and provide counselling, guidance and rehabilitation so that they can benefit from education.</li> <li>7. Provide adequate protection for children in schools including child survivors of violence against intimidation by culprit or preventing compromising information as the investigations go on.</li> <li>8. Keep law and order including in schools.</li> </ol>	<p>Constitution (1995) Art. 212 (c); (d) The Domestic Violence Regulations 2011 Prevention and Prohibition of Torture Act, 2012</p>	<p>Children and Family Protection Unit, CIID and Community Service</p>
<p><b>The Ministry of Health (MoH)</b></p>	<ol style="list-style-type: none"> <li>1. Allocate resources and ensure delivery of quality/professional medical services including medical check-up and treatment for CSV.</li> <li>2. Monitor cases of child survivors of violence and document effects and impact of the violence on their health for purposes of informing decision-making on the health needs of CSV.</li> <li>3. Educate the public on the health effects and impact of violence against children.</li> <li>4. Ensure professionalism in handling and providing medical check-up for CSV.</li> <li>5. Encourage health services professionals to detect and report evidence of violence against children, and to provide appropriate treatment for survivors and perpetrators.</li> </ol>	<p>Constitution (1995) Art.126; Constitution (1995) Art. 52 (a), (g), Prevention and Prohibition of Torture Act, 2012</p>	<p>Public Health</p>

Key Actors	Roles and responsibilities	Source of mandate	Centre of Responsibility
<b>The Ministry of Justice and Constitutional Affairs (MoJCA)</b>	<ol style="list-style-type: none"> <li>1. Ensure perpetrators of violence against children are dealt with according to the existing laws: <ul style="list-style-type: none"> <li>• Fair hearing of the VACIS cases,</li> <li>• Prosecute perpetrators,</li> <li>• Prosecute corrupt public officers handling cases of VACIS,</li> </ul> </li> <li>2. Monitor the implementation of laws on violence against children including the provision of education, training and resources.</li> <li>3. Review and reform the Children's Act and other relevant laws to comply with the international and regional commitments on child rights including providing for the effective handling of cases of VACIS and other public and private spaces.</li> </ol>	<p>Constitution (1995) Art.126;  Constitution (1995) Art. 52 (a), (g),  Prevention and Prohibition of Torture Act, 2012</p>	Directorate of Legal Advisory services and Public Prosecution
<b>The Ministry of Local Government (MoLG)</b>	<ol style="list-style-type: none"> <li>1. Mobilize and sensitize the community on government laws, policies and programmes related to children's rights.</li> <li>2. Enacting bye-laws related to children's welfare including bye-laws on violence against children,</li> <li>3. Ensure that resources are allocated to facilitate schools and communities on creating violence free learning environment and required social services.</li> <li>4. Supervise and monitor the implementation of government programmes on violence free schools and communities.</li> <li>5. Undertake periodic school inspection on the BRMS, RTRR guidelines.</li> <li>6. Advocate for the welfare principles for the best interest of a child.</li> </ol>	<p>Constitution (1995) Art. 176 (e), (g)   The Education (Pre-primary, primary and post primary) Act, 2008   The Local Governments Act (1997)</p>	Directorate of Local Councils Development and Inspection
<b>Ministry of Finance Planning and Economic Development</b>	<ol style="list-style-type: none"> <li>1. Incorporate into the national budget estimates for line ministries whose activities impact on the elimination of violence against children in schools.</li> <li>2. Monitor line ministries and agencies' spending on the elimination of violence against children.</li> <li>3. Support schools to provide life skills education.</li> </ol>	<p>The Constitution (1995),  The Budget Act (2001)</p>	Directorate of Budget Preparation, Execution and Monitoring
<b>Office of the Prime Minister</b>	<ol style="list-style-type: none"> <li>1. Monitoring and evaluation of the implementation of violence against children programmes in schools among line ministries and agencies.</li> </ol>	<p>The Constitution (1995),</p>	Directorate of Monitoring and Evaluation

<b>Ministry of Information, Communication and Technology</b>	<ol style="list-style-type: none"> <li>1. Encourage media; print (newspapers), audio (radios and television) and visual to educate the community on violence against children.</li> <li>2. Spearhead the development of a communication strategy (public awareness campaigns, media coverage and publicity) on violence against children in schools.</li> <li>3. Develop a media code of conduct including censorship of transmission of certain types of information and materials such as pornography.</li> <li>4. Ensure that information- content developed promotes a violence free learning environment and is appropriate for children's development.</li> <li>5. Develop appropriate ICT curriculum for schools and ensure that children are educated on the use of ICTs for development including preventing violence.</li> </ol>	<p>National ICT Policy (2003), The Access to Information Act, 2005. The Computer Misuse Act, 2011.</p>	<p>Directorate of Communications and Broadcasting</p>
<b>Ministry of Information and National Guidance</b>	<ol style="list-style-type: none"> <li>1. Encourage media; print (newspapers), audio (radios and television) and visual to educate the community on violence against children.</li> <li>2. Ensure that media reports on violence against children reflect children's views and experiences avoid sensationalism and ensure respect for the right to privacy of child survivors.</li> <li>3. Ensure that the media and entertainment industry does not disseminate images of violence to children.</li> <li>4. Develop public awareness campaigns, media coverage and publicity on violence against children in schools.</li> </ol>	<p>The Access to Information Act, 2005; Uganda Broadcasting Corporation Act, 2005</p>	<p>Directorate of Information and National Guidance.</p>
<b>National Council for Disability</b>	<ol style="list-style-type: none"> <li>1. Support the development of Local Government Plans that address violence against children with disabilities in schools,</li> <li>2. Maintain database on violence against children with disabilities in Uganda,</li> <li>3. Undertake and support research on violence against children with disabilities in schools in Uganda,</li> <li>4. In liaison with other Agencies, monitor government performance on eliminating violence against children with disabilities in schools</li> <li>5. Advocate for violence free schools for children with disabilities.</li> </ol>	<p>The National Council for Disability, 2003.</p>	<p>Chairperson, National Council for disability</p>
<b>The Justice, Law and Order Sector (JLOS) Secretariat</b>	<ol style="list-style-type: none"> <li>1. Ensure justice for child survivors and victims of violence against children,</li> <li>2. Review existing laws addressing issues of violence against children.</li> </ol>	<p>The Constitution (1995).</p>	

Key Actors	Roles and responsibilities	Source of mandate	Centre of Responsibility
National Planning Authority (NPA)	<ol style="list-style-type: none"> <li>1. Plan for interventions aimed at eliminating violence in schools,</li> <li>2. Liaise with ministries, the private sector and civil society in the evaluation of Government performance on the elimination of violence against children and make recommendations to address the existing gaps,</li> <li>3. Design and implement programmes to develop planning capacity in local governments to address violence against children in schools.</li> </ol>	The National Planning Act, 2002.	The Chairperson of NPA
Uganda Human Rights Commission (UHRC)	<ol style="list-style-type: none"> <li>1. To investigate cases of violence against children in schools and ensure child's rights are protected,</li> <li>2. To educate people including children on child rights and their obligations.</li> <li>3. Track cases of violence against children reported and ensure that the rights of the child survivor or victim are protected.</li> </ol>	The Constitution (1995)	Chairperson UHRC
National Council for Children (NCC)	<ol style="list-style-type: none"> <li>1. Disseminate the RTRR guidelines to all schools and other stakeholders,</li> <li>2. Undertake and support research on violence against children in schools in Uganda,</li> <li>3. In liaison with other Agencies, monitor government performance on eliminating violence against children in schools.</li> </ol>	The National Council Act, 1996.	Chairperson NCC
Forum for Education NGOs in Uganda (FENU)	<ol style="list-style-type: none"> <li>1. Work with Local Governments to mobilize NGOs working on education to mobilize communities and parents to play their role in ensuring violence free schools,</li> <li>2. Document and share promising practices on eliminating violence in schools,</li> <li>3. Directly finance initiatives of their choice on violence against children in schools.</li> </ol>	The Non-Governmental Organisations Registration Regulations Act, 2009	Chairperson FENU
The Inter-Religious Council (IRC) and Religious Foundation Bodies	<ol style="list-style-type: none"> <li>1. Teach the public on moral and ethical values and standards in context of the different religious backgrounds,</li> <li>2. Advocate for the protection of children's rights,</li> <li>3. Teach the public on responsible parenting,</li> <li>4. Preach against violence in the homes, communities, schools especially violence against children,</li> <li>5. Directly finance initiatives of their choice on violence against children in schools especially those under their care.</li> </ol>	The Non-Governmental Organisations Registration Regulations Act, 2009,  The Education (Pre-primary, primary and post primary) Act, 2008	Chairperson IRC

<b>Uganda Parliamentary Forum for children (UPFC)</b>	<ol style="list-style-type: none"> <li>1. Advocate for the enactment of laws that take into account child rights- right to a learning environment free from violence,</li> <li>2. Raise awareness of Members of Parliament on child rights – violations against children including cause Parliament to discuss violence against children in schools,</li> <li>3. Cause Ministries to report on their interventions to protect child from all forms of violence,</li> <li>4. Cause ministries especially those working on child related issues to allocate resources for the elimination of violence against children,</li> <li>5. Mobilise communities to ensure proper child care, protection, security and safety, safe access to roads, water points,</li> <li>6. Initiate and implement ordinances and bye-laws that ensure the enforcement of the Children Act.</li> </ol>	The Constitution (1995)	Chairperson UPFC
<b>Uganda National Students Association (UNSA)</b>	<ol style="list-style-type: none"> <li>1. Provide a forum for students to discuss violence against children in schools in Uganda,</li> <li>2. Advocate for violence free schools in Uganda.</li> </ol>	UNSA Constitution	Chairperson UNSA
<b>Parliamentary Committee on Education</b>	<ol style="list-style-type: none"> <li>1. Advocate for the enactment of laws that take into account child rights- right to a learning environment free from violence,</li> <li>2. Raise awareness of Members of Parliament on child rights – violations against children including in schools,</li> <li>3. Cause Ministries to report on their interventions to protect child from all forms of violence,</li> <li>4. Cause ministries to allocate resources for the elimination of violence against children.</li> </ol>	The Constitution (1995)	Chairperson of the Committee
<b>Uganda National Association for Teachers Union (UNATU)</b>	<ol style="list-style-type: none"> <li>1. Sensitize teachers on child rights including a violence free learning environment,</li> <li>2. Monitor the implementation of Teachers Code of conduct.</li> </ol>	UNATU Constitution, 2010	Chairperson UNATU
<b>Kampala City Council (KCCA)</b>	<ol style="list-style-type: none"> <li>1. Plan and implement programmes on violence against children in schools in Kampala.</li> <li>2. Liaise with other agencies, private sector and CSOs on the evaluation of Government performance on the elimination of violence against children in schools in Kampala and make recommendations to address the existing gaps.</li> </ol>	KCCA Act, 2010	Gender, Community and Economic Development, Education and Social Services



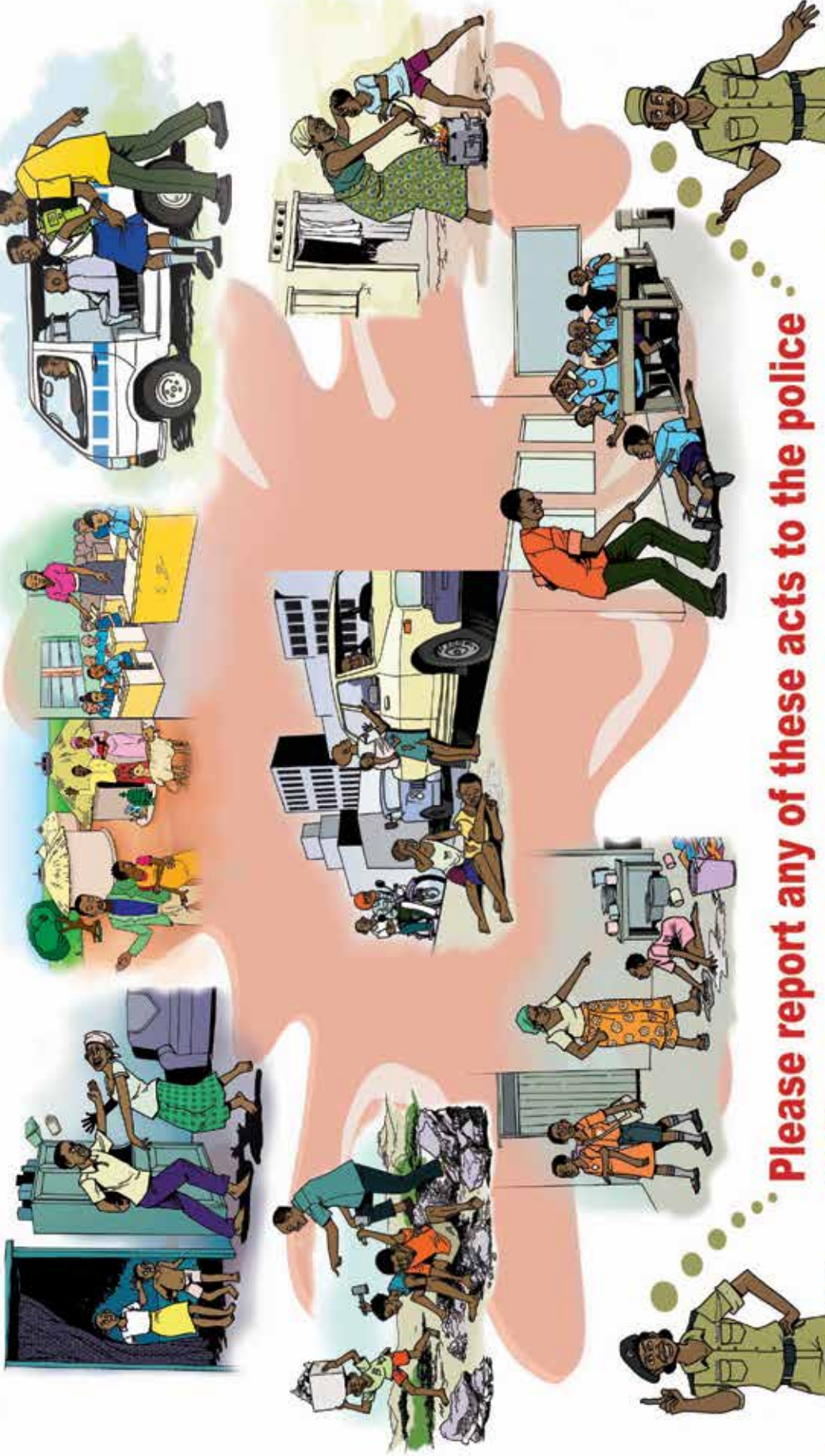
Key Actors	Roles and responsibilities	Source of mandate	Centre of Responsibility
<p><b>Kyambogo University – Faculty of Special Needs &amp; Rehabilitation and Faculty of Education.</b></p>	<ol style="list-style-type: none"> <li>Design and include training modules and materials on child rights including strategies on violence against children in schools,</li> <li>Review teacher training curriculum to incorporate concepts and approaches to violence against children in schools,</li> <li>Retrain and train teachers and tutors on the methodologies and appropriate skills for managing violence against children in schools,</li> <li>Provide technical and professional support to training institutions on violence against children in schools.</li> </ol>	<p>Universities and Other Tertiary Institutions Act, 2001.</p>	<p>Head of SNE</p>
<p><b>Directorate for Ethics and Integrity</b></p>	<ol style="list-style-type: none"> <li>Disseminate the national values including issues to do with protection of children in schools,</li> <li>Collaborate with MoES to ensure that the national values are mainstreamed in the learning process.</li> </ol>	<p>The Constitution (1995), The National Ethical Values Policy, 2013.</p>	<p>Directorate for Ethics</p>
<p><b>UNICEF</b></p>	<ol style="list-style-type: none"> <li>Advocate for the protection of children’s rights,</li> <li>Mobilise political support and resources for the implementation of the National Strategic Plan and action plans on violence against children in schools,</li> <li>Document and disseminate good practices on the elimination of violence against children in schools.</li> </ol>	<p>UN General Assembly Resolution 57, 1946</p>	<p>Child Protection and Safe Schools Units</p>







# Violence against children is unacceptable



**Please report any of these acts to the police**

ARUA : 0714667911  
 ZOMBO : 0718642432  
 YUMBE : 0714667922  
 NEBBI : 0714667919  
 KANUNGU : 0714667860  
 KABALE : 0714667857

KASESE : 0714667926  
 KISORO : 0714667854  
 AMUDAT : 0757552954  
 BUKWO : 0779383403  
 KAPCHORWA : 0782088598

KWEEN : 0775000255  
 MOROTO : 0713940955  
 IGANGA : 0717651180  
 MBALLE : 0711042080  
 DOKOLO : 0715120462

GULU : 0713940858  
 PADER : 0711179774  
 AMURU : 0715715769  
 NWOYA : 0713940959  
 AGAGO : 0711042205

KITJUM : 0717651172  
 KAABONG : 0779981133  
 KOTIDO : 0713940956  
 ABIM : 0773059654  
 NAKAPIPIRIT : 0754730572

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