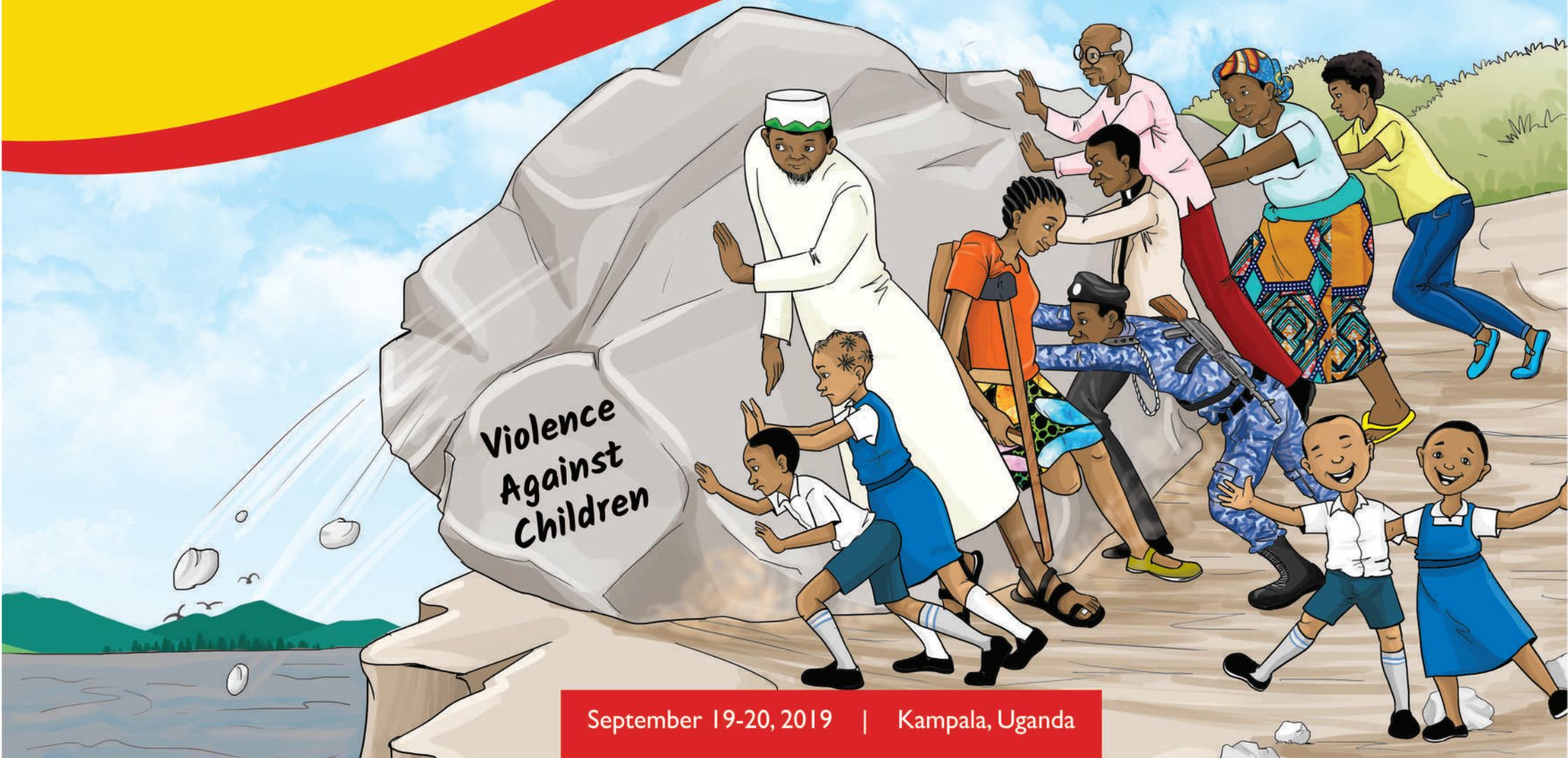


NATIONAL LEARNING SYMPOSIUM ON CREATING A SAFE AND POSITIVE LEARNING ENVIRONMENT

A Collaboration in Learning



ACTION PACK



September 19-20, 2019 | Kampala, Uganda



The Republic of Uganda

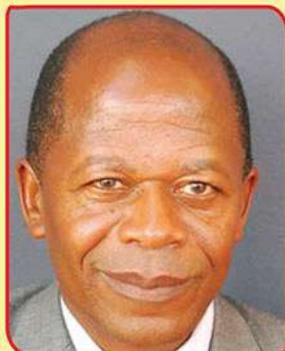
Ministry of Education & Sports



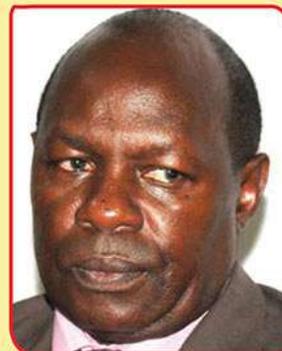
Hon. Janet Kataaha Museveni
Minister of Education and Sports



Hon. Rosemary Nansubuga Seninde (MP)
Minister of State for Primary Education



Hon. Dr. John Chrysostom Muyingo (MP)
Minister of State for Higher Education



Hon. Bakabulindi Charles (MP)
Minister of State for Sports



Alex Kakooza
Permanent Secretary

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WELCOME!

A safe learning environment is one of the fundamental human rights of children. It is a key agenda for the United Nations Convention on the Rights of the Child and the Sustainable Development Goals. Goal 16.2 calls for ending all forms of violence. Goal 4a emphasizes building education facilities to provide safe, non-violent free learning environments for all. This is reinforced by the Constitution of Uganda (1995), specifically articles 24 and 44, which protect the dignity and safety of every Ugandan, including children. The Education Act 13 (2008) reinforces education as a right of all persons and gives measures to ensure a safe and supportive learning environment at all levels.

For the last four years, the Education Sector has been implementing the National Strategic Plan on Violence against Children in Schools (VACiS) 2015-2020 and the Reporting, Tracking, Referral and Response (RTRR) guidelines to improve on the reporting and referral pathway to enable Ugandan children stay, learn and complete school. Despite the above efforts VACiS is still an obstacle in the attainment of better learning outcomes, affects retention levels and performance. We still grapple with societal acceptance of violence against children as part of the learning process and day today management of the family- where child forced marriages prevail. Parents, teachers and guardians continue to use different forms of violence against children as measures to foster learning and discipline. These are sometimes perceived as normal even when there are legal provisions against such practices. An effort has been made by schools to report the different incidences of violence at school level however management of these cases is still a challenge.

In this regard a Safe to Learn campaign is also being run to push the agenda of creating a safe learning environment.

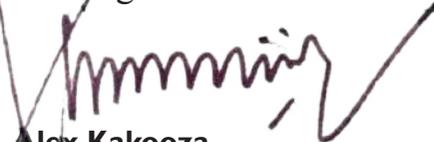
The Ministry is committed to promoting a safe learning environment throughout the country. We know that schools have the potential to be transformative in promoting positive social norms and striving to provide a learner – centered and better environment for children to learn.

Creating safe and positive learning environments requires collaborating with and engaging stakeholders to collectively address the challenges that continue to compromise the safety of children in school.

The learning symposium is organized to be a celebratory and learning space bringing together the most innovative thinkers, ambitious doers and progressive implementers focusing on response and prevention to VACiS. The government of Uganda and stakeholders are committed to tackling the real issues in schools, we are to learn and innovate and challenge one another on the best ways to create safe and positive school environments and we are to unlock the potential that exists in the Education Sector to make safer schools and safer communities.

We hope to leave refreshed, inspired and emboldened to make schools safe.

Leaving no child behind.



Alex Kakooza
PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

OVERVIEW AND RATIONALE FOR THE SYMPOSIUM

Theme: “Creating a safe learning environment: A collaboration in Learning”

The Ministry of Education and Sports (MoES) is mandated to provide quality and equitable education to all, in a safe and secure learning environment and has spearheaded a number of interventions aimed at promoting a safe learning environment.

In this effort, the MoES banned corporal punishment in schools in 2006 and developed, published and disseminated a Handbook on “Alternatives to Corporal Punishment throughout the country to support the ban. In 2009, MoES revised the Basic Requirements Minimum Standards (BRMS) and included the Organization and Management of Institution Safety and Security as one of its indicators. Further the MoES and Ministry of Gender Labour and Social Development (MGLSD), with support from UNICEF, established the Inter-sectoral Committee (ISC) on Violence against Children in Schools (VACiS) whose overall goal is to galvanize support and provide a multi-sectoral approach to tackling VACiS in Uganda. The ISC VACiS developed the Reporting, Tracking, Referral and Response (RTRR) Guidelines on VACiS. The Ministry also developed the National Strategy and Action Plan on VACiS(2015/2020), which has been implemented for the last 4 years.

Additionally, in 2016 MoES developed the Journeys approach to preventing VACiS with support from the USAID/Uganda Literacy Achievement and Retention Activity. This initiative is designed to empower teachers, pupils and communities to promote positive and supportive school climates for learning and to eliminate VACiS. The initiative is guided by three Journeys Handbooks: Journeys for Teachers and School Staff; Journeys for Community Members; and Journeys for Pupils. The First Lady and Minister of Education and Sports Hon. Janet K. Museveni together with the US Ambassador to Uganda Her Excellence Deborah R. Malac launched the Journeys initiative

during the national commemoration of the Day of the African Child in Iganga district on June 27, 2017.

In the same vain, the MGLSD organized the Data to Action workshop February 2017 to review VAC data and prioritize focus areas for different sectors. The major outcomes of the workshop included the identification of overall cross-sectoral priority issues, actions, and sector-specific strategies to respond to each of the priority actions and form the basis for a National Action Plan on Violence Against Children.

In March 2018, the MoES in partnership with UNICEF organized the National Dialogue on Safe and Positive Learning Environment under the theme “Evidence based policies and programmes to address VACiS. The dialogue ignited debate on VACiS as a national challenge, identified cross – cutting challenges faced in ensuring a violence free learning environment and established opportunities for fostering collaboration and knowledge exchange. The dialogue explored research and existing evidence on VACiS, discussion on the INSPIRE strategy, and a detailed analysis of what is working and not working in prevention of VACiS. The key recommendations and action points included strengthening of programs on safe schools and empowering learners with life skills, tackling negative social norms that perpetuate violence, and rolling out of the INSPIRE model as a multisectoral approach to end VACiS.

All in all, a number of interventions have been implemented and continue based on the recommendations of these two major meetings, which inspired action towards more targeted strategies for VACiS. Many innovative programmes were scaled up at school, community and National levels. More importantly, there are ongoing discussion of the INSPIRE strategy and its implementation

as well as continued need to monitor prevalence of violence in schools and identification of core indicators for measuring prevalence of school violence, response to school violence, and the impacts of initiatives to address school violence. While the problem of VACiS is as immense as ever, opportunities to take new ground flourish, and now more than ever, stakeholders are energized and equipped to tackle VACiS through innovative practices and approaches. Currently at school level, there is a continued effort on innovation and attempts to find break-through solutions to VACiS by different partners. A deeper understanding of such efforts is very important and timely as the education sector prepares for a review of the Education Sector Strategic Plan (ESSP) and VACiS strategic plan. More important is the need to build an understanding of the INSPIRE model especially at school level and agree on key priorities to consider in the next year towards prevention and response to VACiS.

Following the above mentioned, the MoES supported by USAID, UNICEF and other VACiS implementing partners backed this symposium to build up and complement the previous efforts on VACiS, take stock of progress and make key recommendations.

OBJECTIVES OF THE SYMPOSIUM

The primary objective of this symposium is:

To provide an opportunity for stakeholders to gather knowledge and understand the innovative approaches for prevention of VACiS and establish concrete benchmarks for building safe learning environments.

Specifically, the Symposium will provide a platform to:

- i. Share evidence-based practices for creating safe learning environments;
- ii. discuss challenges in creating safe learning environments and how to modify current approaches in order to overcome challenges;
- iii. stimulate dialogue about the INSPIRE strategy and agree on the key priorities for operationalizing the strategy in prevention of VACiS; and
- iv. identify big packages for the national strategic plan– refining laws and policies, and guidelines.

Main Expected Outcomes

- A call to Action on creation of safe learning environments by the Education sector to be considered as key priorities in the review of the Education Sector Strategic Plan and the review of the National Strategic Plan on Violence against Children in Schools
- Priorities for implementation of the INSPIRE strategy in schools
- A VACiS partner map showing interventions on VACiS and partners all over Uganda

SPEAKER PROFILES



Angela Nakafeero is the Commissioner, Gender and Women Affairs, Ministry of Gender, Labour and Social Development. She is an experienced researcher, gender activist and gender trainer in areas including gender based violence, gender budgeting, advocacy, strategic planning and management, gender and anti-corruption, and monitoring and evaluation of programmes. Angela holds a MA (Women and Gender Studies) from Makerere University, Kampala- Uganda.



Dr. C.T. Lusambu is the commissioner in charge of Basic Education department at the Ministry of Education and Sports. He holds a Grade II Teachers' Certificate, Grade III Teachers' certificate, Diploma in MDD, Diploma in Education, Bachelor's Degree in Education, Master's degree in Education Management and Leadership and a doctorate in Education Leadership and Management. Dr. Lusambu has been a classroom teacher, Deputy Head teacher, Head Teacher, District Education Officer, and Assistant Commissioner Primary Education.



Mr. Peter Muyingo is the Senior M&E Manager for the USAID/Uganda Literacy Achievement and Retention Activity – a 5 year project funded by USAID and implemented by RTI International. Peter has over 19 years of experience in project management. For the last 13 years he has been involved in designing, implementing, and overseeing the monitoring and evaluation systems of national and international development projects across multiple sectors. Peter holds a Bachelor of Arts degree in Social Work & Social Administration and Master of Science in Project Management.



Irene Naiga, is the Education Specialist at UNICEF Uganda since 2011. Irene has contributed to improving children's lives through education by working with NGOs, bilateral and multi-lateral organizations, Ministries of Education, universities, and schools in Uganda and beyond. Since her first job as a secondary school teacher she has managed numerous education projects that promote equitable learning, Life skills and active citizenship, violence prevention, gender equality with emphasis on girls. She has also worked for British Council Uganda and British Council UK.



Dr. Viola Nilah Nyakato, PhD is the Dean, Faculty of Interdisciplinary Studies at Mbarara University of Science and Technology (MUST), a position he has held since 2015. She is the former Director of the Institute of Interdisciplinary Training and Research which she speared headed to become a Faculty. She is also a Visiting Professor at the School of Agriculture, Policy and Development, University of Reading UK. She a member of the University Council of MUST since 2018.



Hosea Sempa, has 20 years of professional experience in the education sector. His greatest passion is in integrating social-emotional learning programs in Uganda’s primary schools and since 2015, he has put this passion to service in his role of technical lead for the Journeys SEL program under the USAID/ Uganda Literacy Achievement and Retention Activity. Mr. Sempa inspires teachers to apply their own special talents to create school environments that support the wellbeing and safety of students. He holds a Masters in Teaching English as a Foreign Language from the London Metropolitan University.



Rosette Nanyanzi is an experienced Education policy analyst, gender activist and gender trainer, in the several areas including gender based violence, gender budgeting, menstrual health management and sexual and reproductive health and rights. She currently serves as a Research and Advocacy Officer and Gender Technical Advisor for the Ministry of Education and Sports/ Gender Mainstreaming Unit. Rosette holds a Master’s Degree in Development studies, a post Graduate Diploma in Sexual and Reproductive Health and Rights, a Post Graduate in Education Sector Policy and Planning.



John Wilson Tereraho is a Education Technical Advisor for World Vision, John has overseen projects that address barriers to enrolment, retention and performance in schools. He provided leadership for the School and Community Accountability for Girl Child Education(SAGE) DREAMS project that piloted the Early Warning System for Drop out in Secondary schools in Uganda. John holds a Master’s Degree in Education management from Makerere University. He also holds a Post Graduate Diploma in Child Rights, Classroom and School Management from Lund University in Sweden.

SPEAKER PROFILES

Prof Roy Car-Hill is Professor of Education in Developing Countries at the UCL Institute of Education, University of London. He is Senior Research Fellow, now Honorary Professor at the University of York, Centre for Health Economics. He has extensive experience in co-ordinating and managing major research and consultancy projects especially those concerned with the initial design of monitoring and evaluation systems for aid programmes in education, non-formal education, and health manpower planning, on behalf of international agencies such as DFID, DANIDA, EU, NORAD, SIDA, UNESCO, UNICEF and the World Bank.

Clare Ahabwe Bangirana is a multi-skilled development professional focusing on child protection, and human rights. Projects managed include: A qualitative study of risks and protective factors for violence against children in three regions of Uganda by AfriChild, a UNHCR/ Columbia University/TPO Uganda study on measuring impact of child protection systems in two refugee settlements in Uganda. She holds a Master's degree and Post-Graduate Diploma in Monitoring and Evaluation as well as a bachelor's degree in Development Studies and she currently heads the Research Programs at AfriChild.

Hassan Mulusi is the Program Manager of The Good Schools department at RaisingVoices. He is a teacher by profession having taught for over ten years before joining RaisingVoices, to work in the field of Violence against Children prevention. Hassan participated in the development of the Good Schools Toolkit and participated in the Randomized Controlled trial in Luwero that proved the effectiveness of the Good Schools Toolkit in preventing VAC. His department is responsible for rolling out the Good Schools Toolkit to schools and communities in various parts of Uganda.

Jackie Kemigisha Kiiza is a principal Urban officer in the Ministry of Local Government, in the Department of Urban Administration. Jackie is a strong advocate of children's rights and as a mother of 5, she is passionate about creating a safe learning environment for children to grow that enhances their career development. Her department at the ministry drives the Urban Agenda of the country. Currently creating 15 cities in Uganda. She holds 2 Masters degrees in Public Administration and Business Administration. She taught Basic Management skills in Makerere University for 6 years and served as a Resident city commissioner for 5 years in Kampala Nakawa.



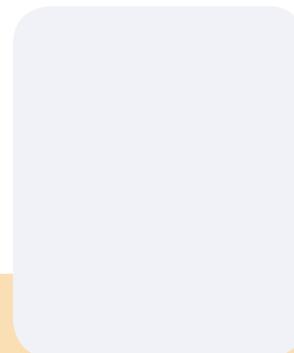
Consilous T. Rwanyonga

Is Deputy Chief of Party for the USAID/Uganda Literacy Achievement and Retention Activity (LARA), implemented by RTI International. She has led the implementation of Early Grade Reading (EGR) and creation of positive and supportive school climate, a program for the Ministry of education and Sports (MoES). Consilous has worked with National, district and school level personnel to reduce violence against children in schools. Consilous played a key role in organizing the national learning symposium on creating a safe and positive learning environment.



Susan Kajura, is the

Country Director for Bantwana World Education Initiative. Driven by her passion for children, Mrs. Kajura holds more than a decade of professional experience in children and gender programming. She worked as Chief of Party for Bantwana's Children First program in Zimbabwe. In Uganda, she has worked extensively with, Line Ministries, Communities and Civil Society Organizations by championing the development and implementation of Child Protection and HIV/ AIDS programs around thematic areas such as education, youth, capacity building, and home-based care.



Lydia Najjemba Wasula, is

the Coordinator OVC National Implementation Unit, Ministry of Gender, Labour and Social Development. A Child Protection Advocate for over 14 years, Lydia has been at the helm of OVC Programming in the Ministry of Gender, Labour and Social Development. She has been instrumental in the success of major OVC Programs like the SUNRISE, SCORE, Sustainable Outcomes for Children and Youth (SOCY) and Better Outcomes for Children and Youth (BOCY). Lydia is also credited for having ably and successfully coordinated the first ever Violence against Children survey that was launched in 2018.



Dorah Miriam Musiimire

is a Child Protection Specialist at ChildFund International. With extensive experience in designing and implementing social development interventions in child protection and well-being; Alternative Care, Child Justice, Child-led Advocacy and Child Protection Systems Strengthening in both the Public Service and Civil Society. Dorah is an active participant of the Child Protection Technical Working Group of the Ministry of Gender, Labour and Social Development. Dorah holds a Masters in International Studies, Development Cooperation from Ewha Woman's University, South Korea.

SPEAKER PROFILES



Edison Nsubuga is the current Head of Education at Save the Children Uganda. Edison has accumulative experience of over 15 years working in the education sector as a teacher, head teacher, and head of Education at various international NGOs overseeing planning, implementation and evaluation of education programs with immediate and long lasting impact for children. Edison holds a Masters of Arts Degree in Human Rights, a Bachelors of Arts in Education and a Post Graduate training in Research and documentation.



Ms. Helen Grace Namulwana is the Executive Director of Amora Africa, established in 2016 to empower children, equip families and skill youth to grow into responsible, resourceful, self-sustaining citizens. Helen has vast experience in designing and implementing programs related to children, youth and families, as well as engaging in advocacy initiatives at national, regional and international levels. She holds a M.A in Public Administration and Management from Uganda Management Institute and currently pursuing a Children's Human Rights Training with Harvard University.



Rose Athieno Kato is a Coordinator of Study and Consultancy Fund at Enabel, Rose has extensive experience in program management and for over the last ten years was in charge of coordination of Belgian development cooperation programs in Uganda. She has coordinated and managed several studies and consultancies aimed at formulating policies and strategies in education, health and environment sectors. She has been behind the study entitled “gender based violence study in National Teachers’ Colleges (NTCs) and Business, Technical and Vocational (BTVETs) training institutions in Uganda”. She has also worked for Plan International and FAO.

Rosemary Akech Oyollo is the National Performance Lead for Strengthening Education Systems for Improved Learning (SESIL), With over 26 years’ experience in educational planning and management, research and teaching, she has contributed to the design and implementation of innovative projects like Alternative Basic Education for Karamoja (ABEK), Education for Marginalized Children in Kenya (EMACK) and Strengthening Education Systems for East Africa (SESEA). She holds a Master of Arts in Education and International Development from the University of London and a Master of Arts in Social Sector Planning and Management from Makerere University.



Ms. Ajwang Christine has served 30 years in the Uganda Police Force and 21 years under the Child and Family Protection Unit. She took a key role in the development of the RTRR guidelines for the education sector and her passion towards responding to Violence against children has enabled her to take a key role in most child related initiative under the Child and Family protection Department.



Elizabeth Randolph, PhD, has over 25 years of experience in applied research and statistics in the education and health fields, 23 of which have been in developing countries. She works within RTI Internationals' International Development Group: International Education and is based in Capetown, South Africa. Her focuses on giving voice and agency to women and girls in African countries, supporting integrated first response to sexual violence and building curriculum for prevention of gendered violence in schools. Dr. Randolph's has worked in Malawi, Ghana, Uganda, and Ethiopia.

Margaret Mary Kakande is the Head of the Budget Monitoring and Accountability Unit, Ministry of Finance, Planning and Economic Development. Margaret Lectured at the Institute of Statistics and Applied Economics at Makerere University for 7 years and was the acting Associate Director by the time of departure in 1991. From 1996-June 2008, Margaret was the Government Poverty Analyst who established and headed the Poverty Monitoring and Analysis Unit, Ministry of Finance, Planning and Economic Development. She holds a Masters in Development Economics (University of East Anglia, UK),

PILLAR I

LEADERSHIP

Developing school policies that condemn violence and are enforced fairly for everyone.

Making violence prevention an essential part of the day-to-day work of the school, and work towards building a school culture that does not tolerate violence.

MINISTRY OF EDUCATION AND SPORTS



Leadership and coordination of VACiS in Uganda

- Establishment and coordination of the Inter-sectoral committee on VACiS
- Development of the Reporting, Tracking, Response and Referral Guidelines
- Development of the National Strategic Plan on Elimination of Violence against Children 2015/2020

UPDATE ON THE PERFORMANCE OF MoES AS PER THE SELECTED SET INDICATORS

| INDICATORS | BASELINE (2014) | STATUS (2017) | SOURCE (2017) |
|--|--|--|---------------------|
| Prevalence rate of Violence Against Children in schools | 81% (overall prevalence of violence against children in schools) | | |
| Physical abuse | 82% encountered corporal punishment | 59% for girls & 68% for boys | National VAC Survey |
| Sexual abuse | 77.7% for Primary & 82% for secondary | 35% for girls and 17% for boys | National VAC Survey |
| Emotional violence | 46% experienced emotional abuse | 33.8% of the girls and 36.0% for the boys | National VAC Survey |
| %age of perpetrators of sexual abuse | 67% of perpetrators of sexual abuse of children in schools are male teachers. | Perpetrators of sexual abuse included neighbors (27.9%), strangers (20.4%), intimate friends (20.0%). For boys, friends (34.4%), classmates or schoolmates (23.7%), and neighbors (23.4%) were the most frequent perpetrators. | National VAC Survey |
| | 5% of perpetrators of sexual abuse of children in schools are female teachers. | | |
| % 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 | 39.80% | 53% and 57% of the girls and boys told someone after experiencing sexual violence | National VAC Survey |
| | | 64% and 59% of the girls and boys told someone after experiencing physical violence | |

CHILDFUND INTERNATIONAL

Child-Friendly Accountability: Violence Prevention and Response Model

ChildFund Alliance has adopted Child-friendly Accountability as a strategic priority for the period 2016-2021 to support children and their communities in monitoring the performance and accountability in child protection systems, toward meeting SDG Target 16.2. Child-friendly Accountability equips children with the knowledge and skills to engage stakeholders, participate in decision-making and planning, and transform negative social norms that contribute to violence against children.

ChildFund International Uganda Country Office rolled out Child Friendly Accountability model implementation in December 2017 and has since scaled up activities to four implementing partners in Kiboga, Mbale, Kitgum, Dokolo and Lira districts reaching 24 schools and over 150 children.

In Kitgum for example; Children have been empowered to monitor child protection concerns related to violence. Ten schools in the district have been targeted and empowered through this model. The children have used the knowledge and skills acquired to engage at school, district and national levels.

Children's dialogue with policy makers at national level

24 child advocates participated in the national dialogue that took place at the parliament of Uganda. The children deliberated with Policy makers through Uganda parliamentary forum for children. Clearly bringing out issues affecting them which included inadequate amenities for children with disability, effects of GBV, delay in hearing children's court cases, increased number of children in Conflict with the law, effect of nodding disease and child sacrifice. Which the children said is affecting them physically, mentally, socially and emotionally

Recommendations

- The children recommended that government should provide social amenities for children with in all government schools
- The children called upon the government to accelerate investigations in regards to the Nodding diseases, provided food, nutritional supplements, and treatment and livelihood projects for the affected families.
- Establishment of a juvenile center for detention of juvenile offenders
- The children called upon the government to speed up the process of hearing children's cases

Action points implemented

Through the children advocacies,

- The Ministry of gender together with the Ministry of health sent in a team of experts to assess the medical condition of the children and families affected by nodding disease, the families were also supported with food, beddings and treatment for the children.
- There is a juvenile cell which has been established at the Kitgum central police station.



Winfred Scovia Auma presenting her fellow children's views at the Parliament of Uganda on 24th July 2018.

PILLAR 2

THE ENVIRONMENT - SCHOOL CULTURE AND CLIMATE

Involving students and staff in identifying hotspots for violence (including the way to and from school) and find practical solutions in these areas.

Ensuring that the annual budget includes a budget line for improving physical infrastructure of schools with the aim to enhance safety of children.

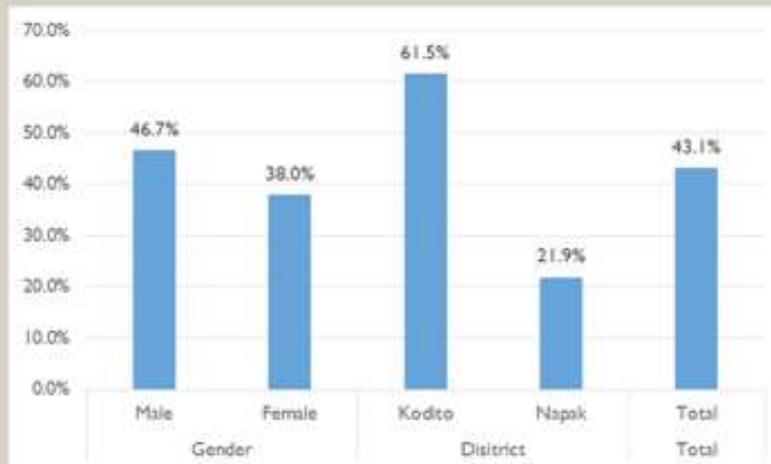
Making sure schools have clean, separate toilets for boys and girls.

SAVE THE CHILDREN

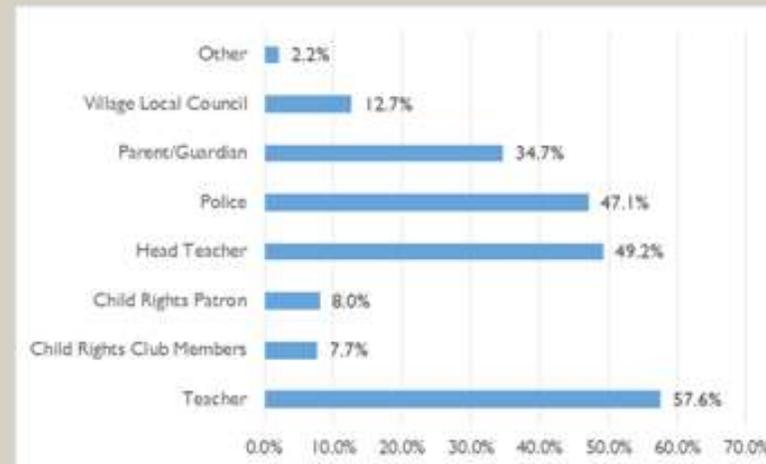
Positive Discipline and Referral Points in Schools

SCI* commissioned a baseline survey in November 2018 with the purpose of benchmarking the prevailing situation to inform the staff and stakeholders on the condition regarding safe and positive learning environments in 10 schools in Karamoja.

% of pupils reporting that teachers adhere to the positive discipline and code of conduct



Referral points known by children if their rights were violated



*SCI - Save the Children International

WORLD VISION / PEPFAR



Adolescent-Led Early Warning System Innovation Supports Girls to Stay in School and HIV free

Background

- Transition to (Senior one is 67.8%)
- Completion rate (Senior 4); 36%
- Transition rate (Senior 5); 24.2%
- (EMIS, 2016)

Goal

- Improve retention of AGYW (13-19 years) in secondary schools and reduce risk of HIV infection

Target

- 38,750 AGYW in 151 secondary schools in 10 DREAMS districts in Uganda



Determined

Resilient

Empowered

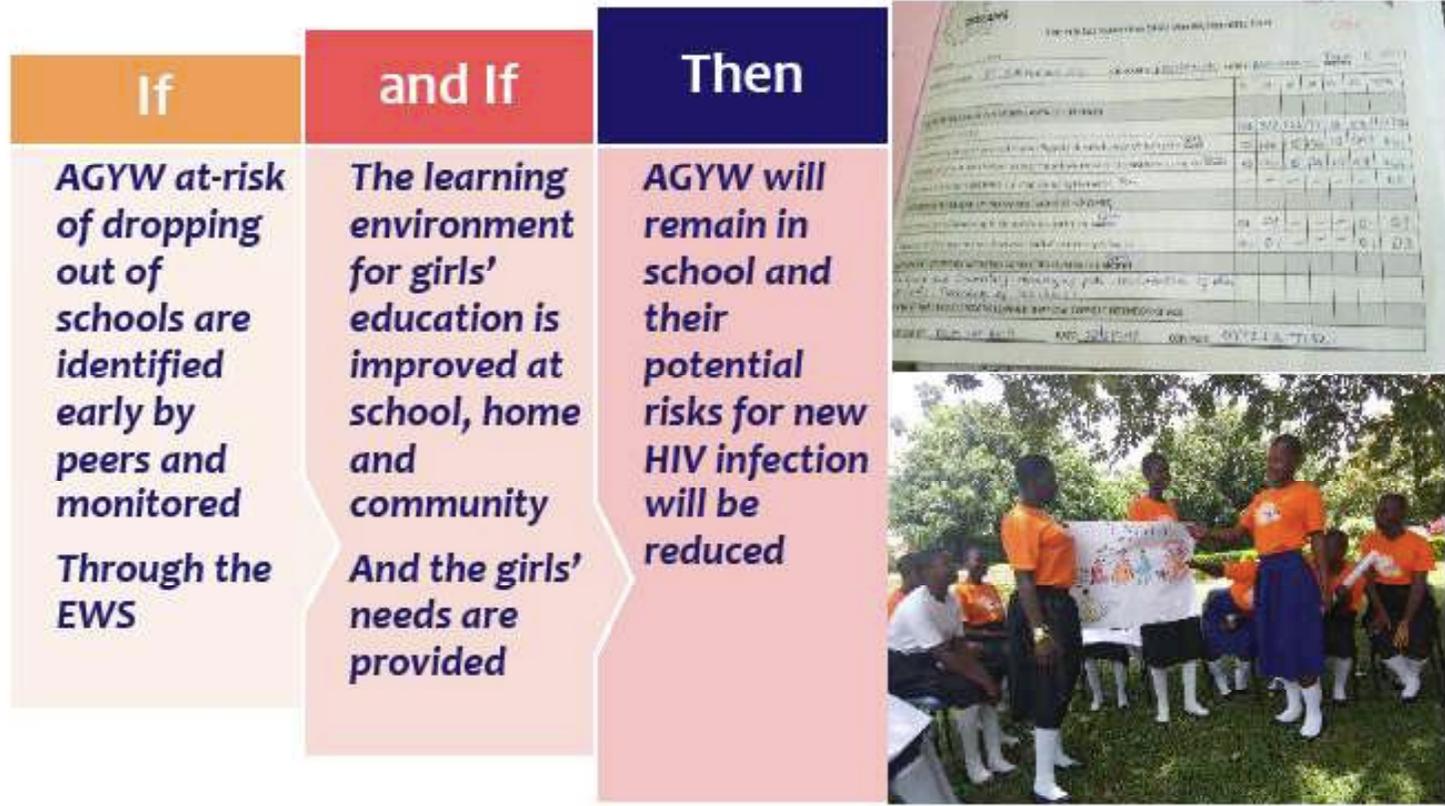
AIDS-Free

Mentored

Safe



Theory of Change



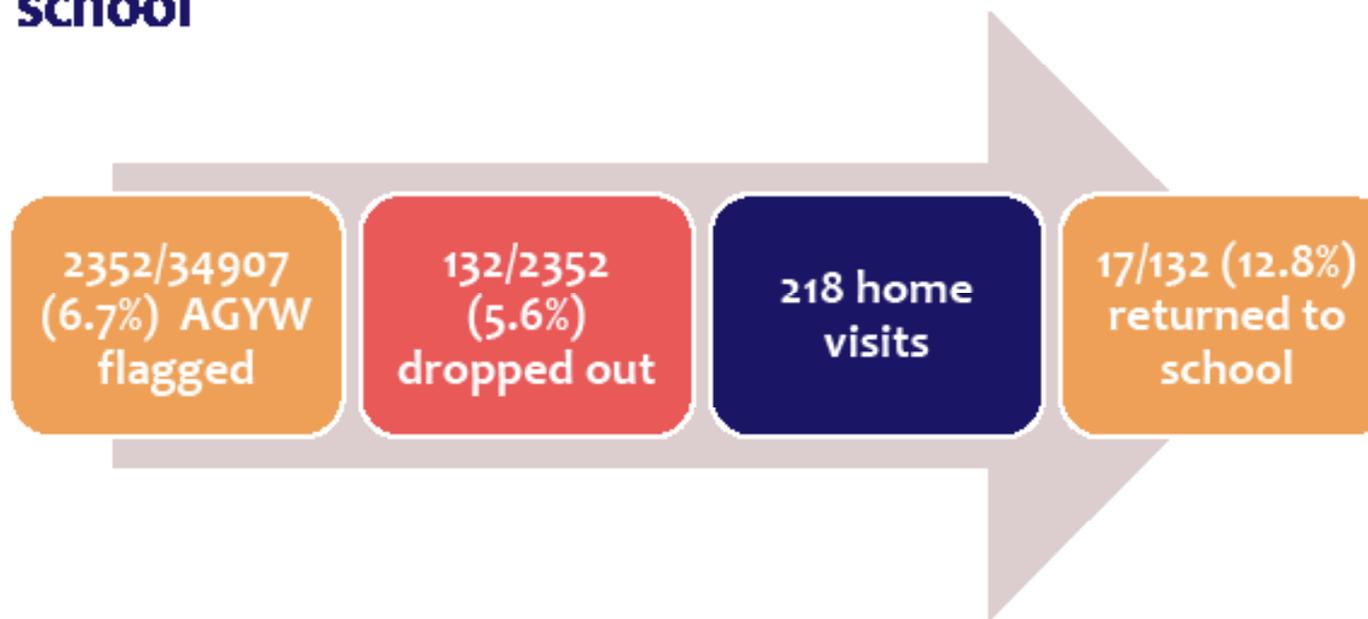
Determined
Resilient
Empowered
AIDS-Free
Mentored
Safe



Project Achievements

SAGE model is highly effective at preventing dropout:

- **95% of AGYW flagged at risk of dropout stayed in school**



Determined Resilient Empowered AIDS-Free Mentored

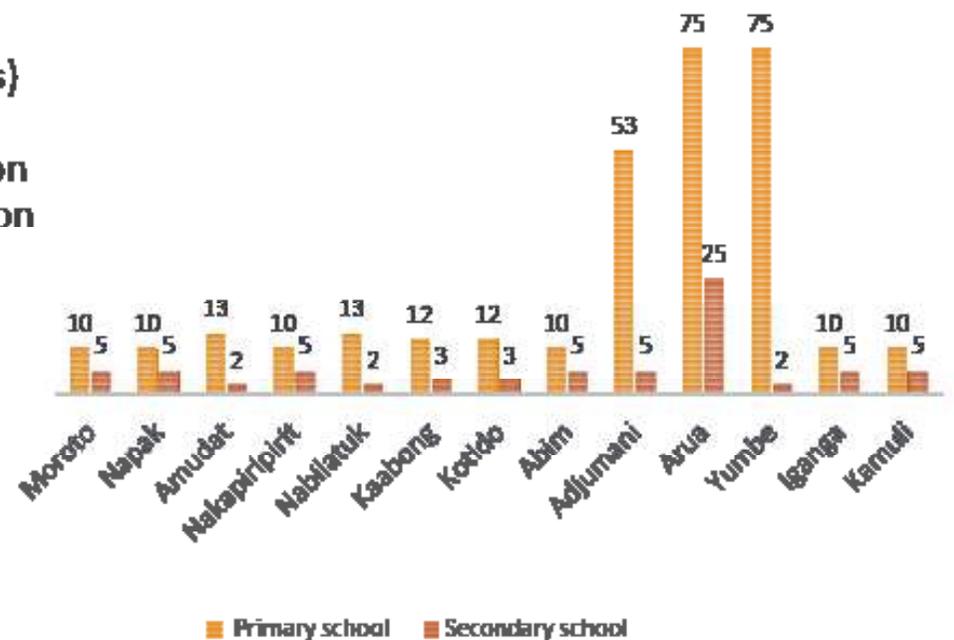
TRAILBLAZERS MENTORING FOUNDATION



Formation of school clubs

TMF has formed 385 Girls Education Clubs (313 primary , 72 secondary school level) as platforms where 35,787 adolescents (19,222 Girls,16,565 Boys) have been reached with information and have enhanced participation of the adolescents in decision making on critical issues that relate to their education and general wellbeing

NUMBER OF GIRLS EDUCATION CLUBS FORMED (2017 -2019)



RESEARCH TRIANGLE INSTITUTE INTERNATIONAL (RTI)

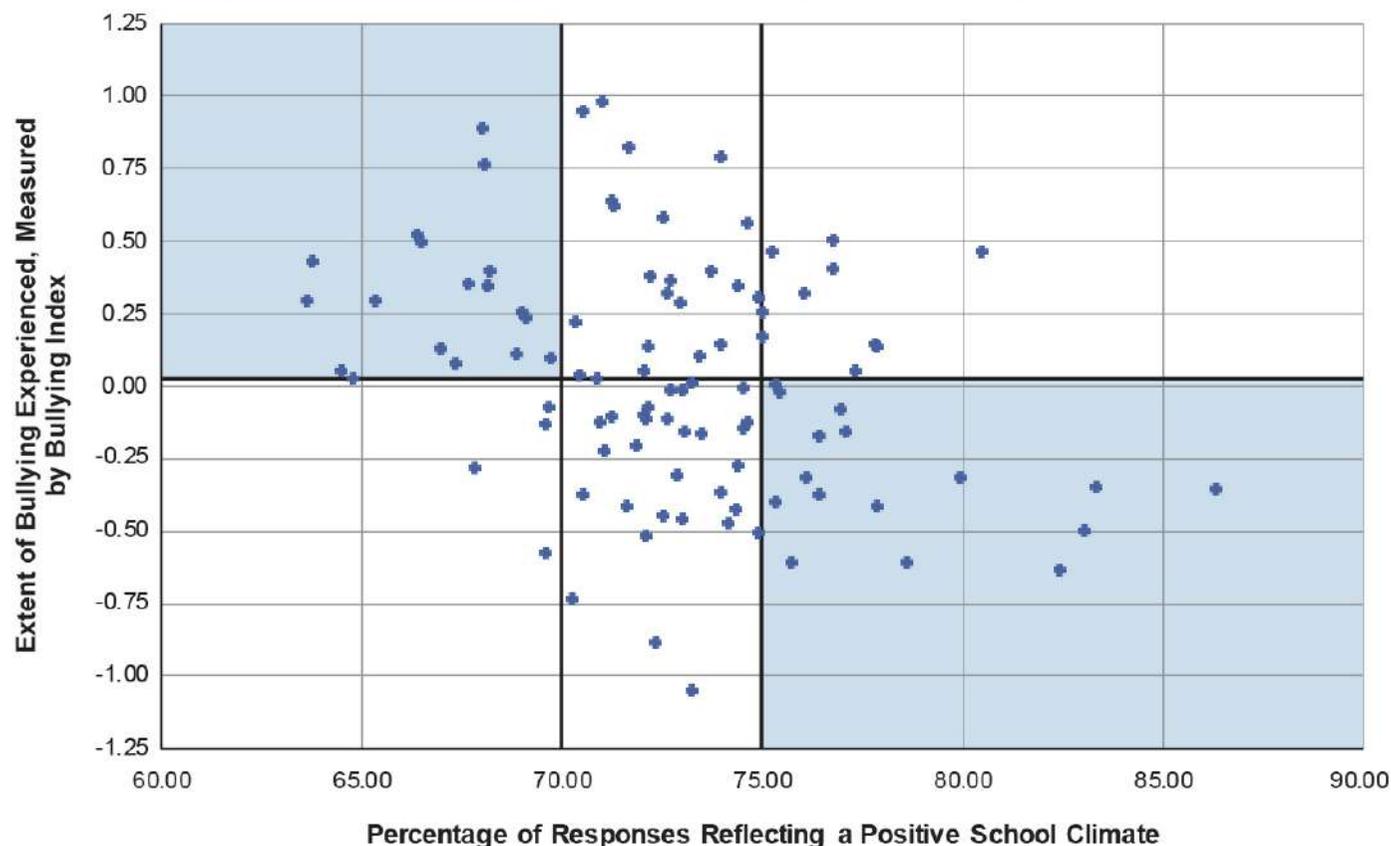


USAID
FROM THE AMERICAN PEOPLE



USAID/Uganda Literacy Achievement and Retention Activity 2018 Baseline school findings indicate that schools that are positive reduce bullying while negative school climates increase bullying.

Scatterplot of school means for grade 2 student perceptions of school climate against school means for the bullying index, measuring the extent of bullying experienced by Grade 2 pupils.



The shaded quadrants in this figure represent the impact that school climate has on bullying. When the school climate is judged to be negative (e.g., below the 25th percentile) the school mean scores for the bullying index were high; above the median for the bullying index (0.009). On the other hand, when the school climate is judged to be positive (e.g., above the 75th percentile) the school mean scores for the bullying index were low; below the median bullying index score (0.009).

Chi-square = 8.76; p < .03 Note. On the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of bullying index (0.009) is marked by a horizontal line.

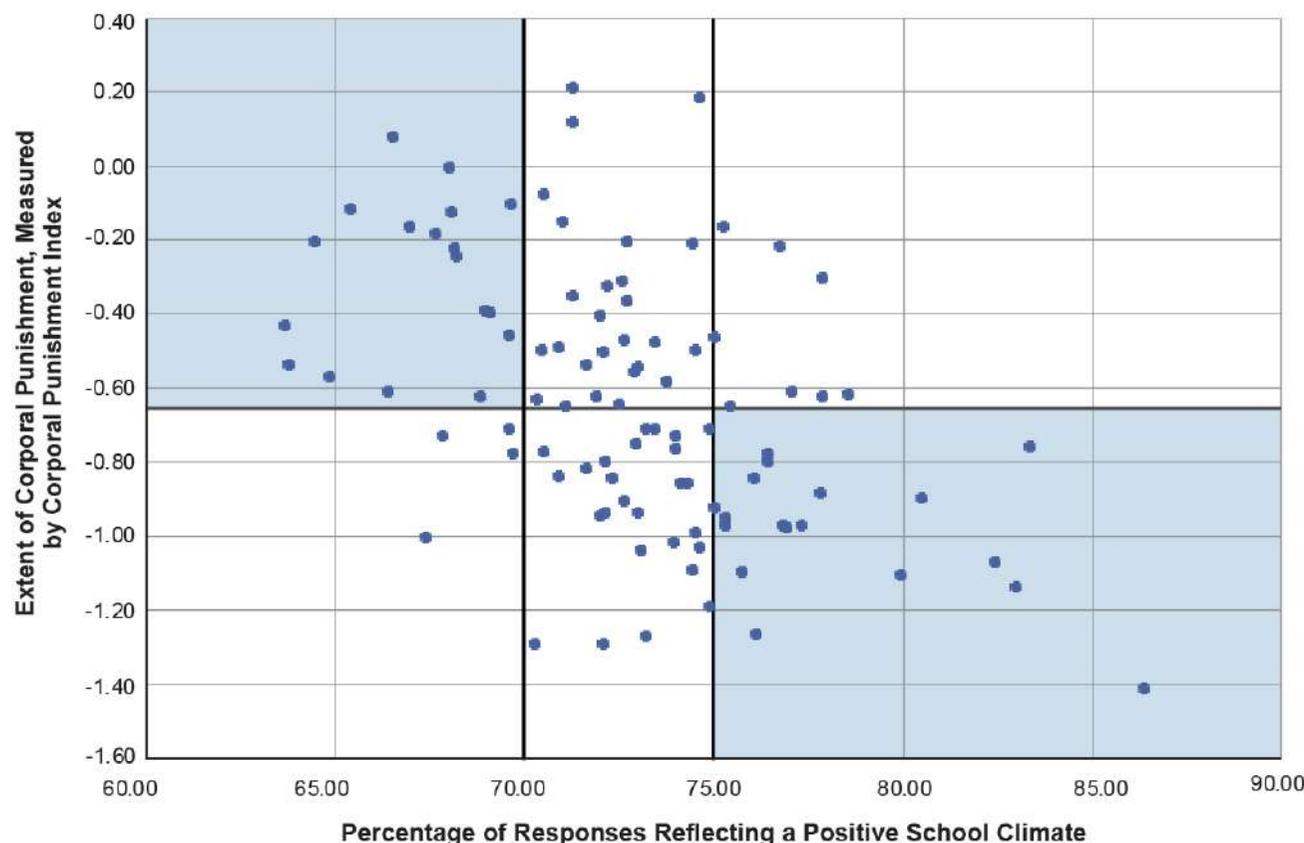
USAID/Uganda Literacy Achievement and Retention Activity 2018 Baseline school findings indicate that schools that are positive reduce corporal punishment while negative school climates increase corporal punishment.



USAID
FROM THE AMERICAN PEOPLE



Scatterplot of school means for grade 2 student perceptions of school climate against school means for the corporal punishment index, measuring the extent of corporal punishment experienced by grade 2 pupils.



The shaded quadrants in this figure represent the impact that school climate has on corporal punishment. When the school climate is judged to be negative (e.g., below the 25th percentile) the school mean scores for the corporal punishment index were high; above the median for the corporal punishment index (-0.653).

On the other hand, when the school climate is judged to be positive (e.g., above the 75th percentile) the school mean scores for the bullying index were low; below the median for the corporal punishment index score (-0.653).

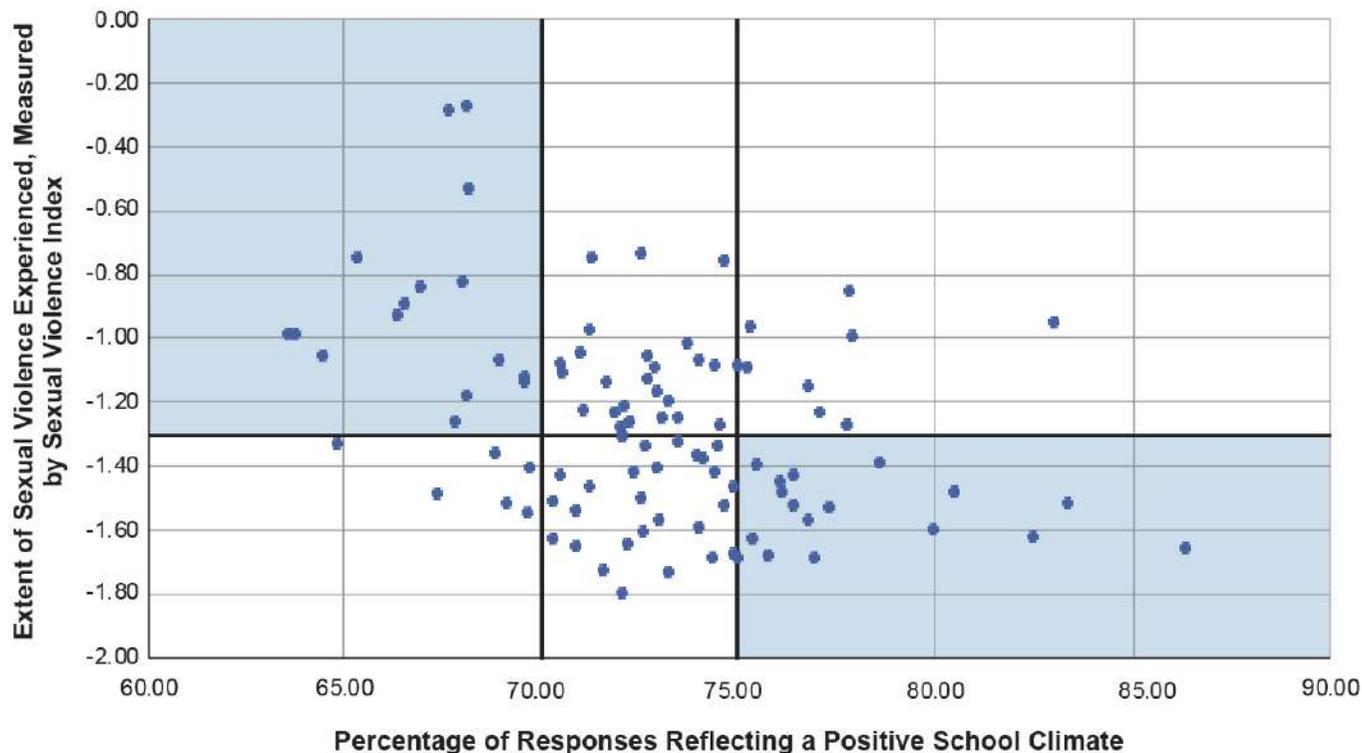
Chi-square = 17.58; p < .001 . Note. On the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of corporal punishment index (-0.6534) is marked by a horizontal line.

Source: USAID/Uganda Literacy Achievement and Retention Activity: 2018 Baseline

USAID/Uganda Literacy Achievement and Retention Activity 2018 Baseline school findings indicate that schools that are positive reduce sexual violence while negative school climates increase sexual violence.



Scatterplot of school means for grade 2 student perceptions of school climate against school means for the sexual violence index, measuring the extent of sexual violence experienced by Grade 2 pupils.



The shaded quadrants in this figure represent the impact that school climate has on sexual violence. When the school climate is judged to be negative (e.g., below the 25th percentile) the school mean scores for the sexual violence index were high; above the median for the sexual violence index (-1.31). On the other hand, when the school climate is judged to be positive (e.g., above the 75th percentile) the school mean scores for the sexual violence index were low; below the median the sexual violence index score (-1.31).

Chi-square = 12.81; p < .004. Note. On the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for perceptions of school climate are marked with vertical lines. On the y-axis, the median of the school means for the experience of sexual violence index (-1.31) is marked by a horizontal line.

Source: USAID/Uganda Literacy Achievement and Retention Activity: 2018 Baseline

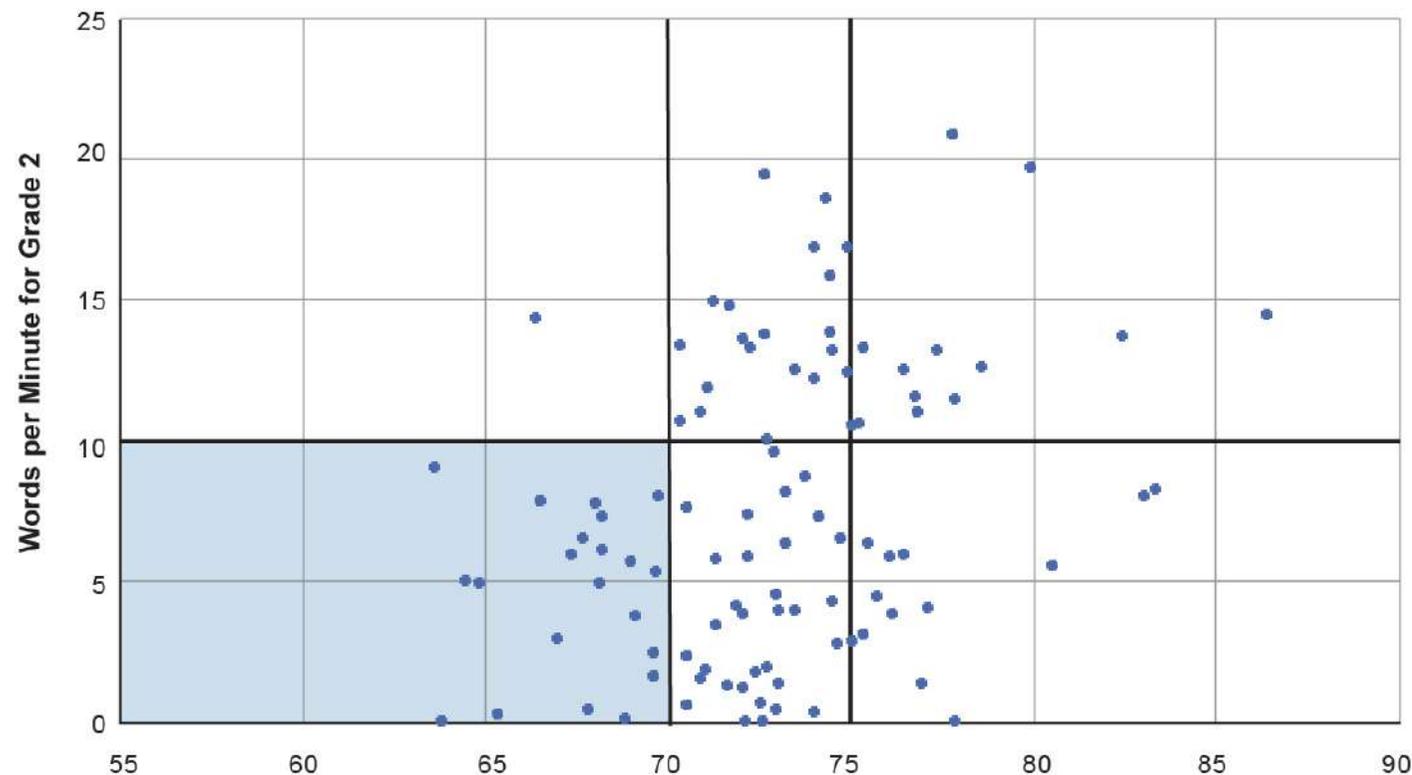
USAID/Uganda Literacy Achievement and Retention Activity 2018 Baseline school findings indicate that schools that are not positive present a barrier to emerging reading.



USAID
FROM THE AMERICAN PEOPLE



Scatterplot of school means for Grade 2 student perceptions of school climate against school means for Grade 2 oral reading fluency.



The shaded quadrant in this figure represents the schools that had, on average, oral reading fluency (ORF) scores below 10 words per minute and that fell below the 25th percentile on the school aggregate for student perceptions of school climate.

Note that only one of the schools that were judged to be low on school climate (below the 25th percentile) had a school average for oral reading fluency that was above 10 words per minute (wpm). For schools that had average to high school climate scores, the distribution of mean ORF was relatively balanced below and above the cut point of 10 wpm.

Chi-square = 8.57; $p < .04$ Note. On the x-axis, the 25th percentile (70% positive) and 75th percentile (75% positive) for the school means for student perceptions of school climate are marked with vertical lines. On the y-axis, the oral reading fluency score of 10 words per minute is marked with a horizontal line.

Source: USAID/Uganda Literacy Achievement and Retention Activity: 2018 Baseline

PILLAR 3

CURRICULAR / CO-CURRICULAR APPROACHES

Teaching children about safe behavior and protecting themselves from abuse.

Developing children's life skills

Scaling-up the effective strategies to other classes/grades within the school.

RAISING VOICES: Good School Toolkit Methodology

RIGOROUS EVIDENCE OF IMPACT

Randomized control trial.

42 schools in Luwero District.

2012-2014.

Published in the Lancet Global Health

See Devries et al, 2015 for more.

LONDON SCHOOL of HYGIENE & TROPICAL MEDICINE



42%
Lower risk of facing physical violence from school staff

40%
Lower severe violence

50%
Lower approval of corporal punishment

Increased student attachment to school

20%
Lower peer violence



QUOTES FROM GOOD SCHOOL TOOLKIT EXPERIENCE

“Children have a voice, we speak out and our teachers listen to us, for example, we talk to our teachers about the day that we should have a test and the teachers listen to us and we schedule together.” (Female Students).

“My perception about treating children greatly changed. I now see things differently, e.g., teaching without beating.” (Male teacher)

“I am optimistic that these changes will continue, we have seen the benefits of the [Good School Toolkit], students love the school, before they used to sneak away from school...The benefits are more valuable to us as teachers and we cannot ignore them,” (Female teacher)



MOES/GPE WORLD BANK/RTI



RTI International is implementing the Social Risk Management Component of the UTSEP A GPE WORLD BANK FUNDED PROJECT

Social Risk Management Component of the Uganda Teacher School Effectiveness Project (UTSEP)

3 Implementing Partners

- RTI International – 87 Schools
 - In 67 Schools USAID/RTI/ LARA is implementing EGR/SRGBV activities
 - In 20 schools LARA had not implemented EGR/SRGBV activities
- Plan International – 35 Schools
- World Vision – 17 Schools

UTSEP LED TO AN INCREASE IN ENROLLMENT IN ALL SCHOOLS



| | Schools in Ibanda District | Enrollment before Construction | M | F | 2019 Enrollment Term 2 (% increase) | M (% increase) | F (% Increase) | No. of Clubs |
|----|----------------------------|--------------------------------|--------------|--------------|-------------------------------------|--------------------|--------------------|--------------|
| 1 | Ishongorororo | 426 | 179 | 247 | 511 (17%) | 238 (25%) | 273 (10%) | 4 |
| 2 | Kashambya | 405 | 210 | 195 | 585 (31%) | 303 (31%) | 282 (31%) | 7 |
| 3 | Katengyeto | 286 | 159 | 127 | 477 (40%) | 238 (33%) | 239 (47%) | 3 |
| 4 | Kemihoko | 303 | 148 | 155 | 557 (46%) | 278 (47%) | 279 (44%) | 10 |
| 5 | Kijongo | 511 | 243 | 268 | 538 (5%) | 281 (14%) | 257 (-4%) | 10 |
| 6 | Kitooro | 252 | 120 | 132 | 371 (32%) | 181 (34%) | 190 (31%) | 11 |
| 7 | Kyeibumba | 247 | 125 | 122 | 364 (32%) | 193 (35%) | 171 (29%) | 6 |
| 8 | Muziza Central | 175 | 73 | 102 | 351 (50%) | 183 (60%) | 168 (39%) | 5 |
| 9 | Nkyakatookyee | 731 | 356 | 375 | 903 (19%) | 464 (23%) | 439 (15%) | 3 |
| 10 | Rwanyabihuka | 601 | 280 | 321 | 800 (25%) | 366 (23%) | 434 (26%) | 5 |
| 11 | Rwenkobwa | 633 | 326 | 307 | 746 (15%) | 340 (4%) | 406 (24%) | 14 |
| | Total | 4,570 | 2,219 | 2,351 | 6,203 (38%) | 3,065 (38%) | 3,138 (33%) | 78 |

Source: GPE/RTI Monitoring Data May- August 2019.



Voices from head teachers in Ibanda District on Peace/Uganda Kids Unite (UKU) Clubs

Existence of School Club(s) implementing child protection activities – one of the key indicators necessary for a school having a child protection system

All 139 GPE funded schools have Peace/Uganda Kids Unite Clubs (RTI implemented activities in 87 schools)

Head Teacher Ishongoro Primary School

“Several UKU teams were formed and each was assigned a patron. Activities were discussed with learners and learners can report cases freely”

Head teacher Nyakatooky Primary School, Ibanda district

“Discipline has improved due to guidance and counselling of patron teachers”

“Cases of violence like bullying, teasing, fighting, stealing and abusing each other are reduced among themselves. All these are eliminated due to reporting to the patron teachers, class teachers, Deputy Head Teacher and the Head Teacher”

Head teacher Kijongo Primary School, Ibanda District

“Learners have learnt how to stop violence among other pupils in school”

“Learners have learnt how to overcome problems that come to them”

PILLAR 4

CAPACITY BUILDING IN PREVENTION AND RESPONSE

Training teachers and school staff in recognizing violence and asking children in a responsible way about violence.

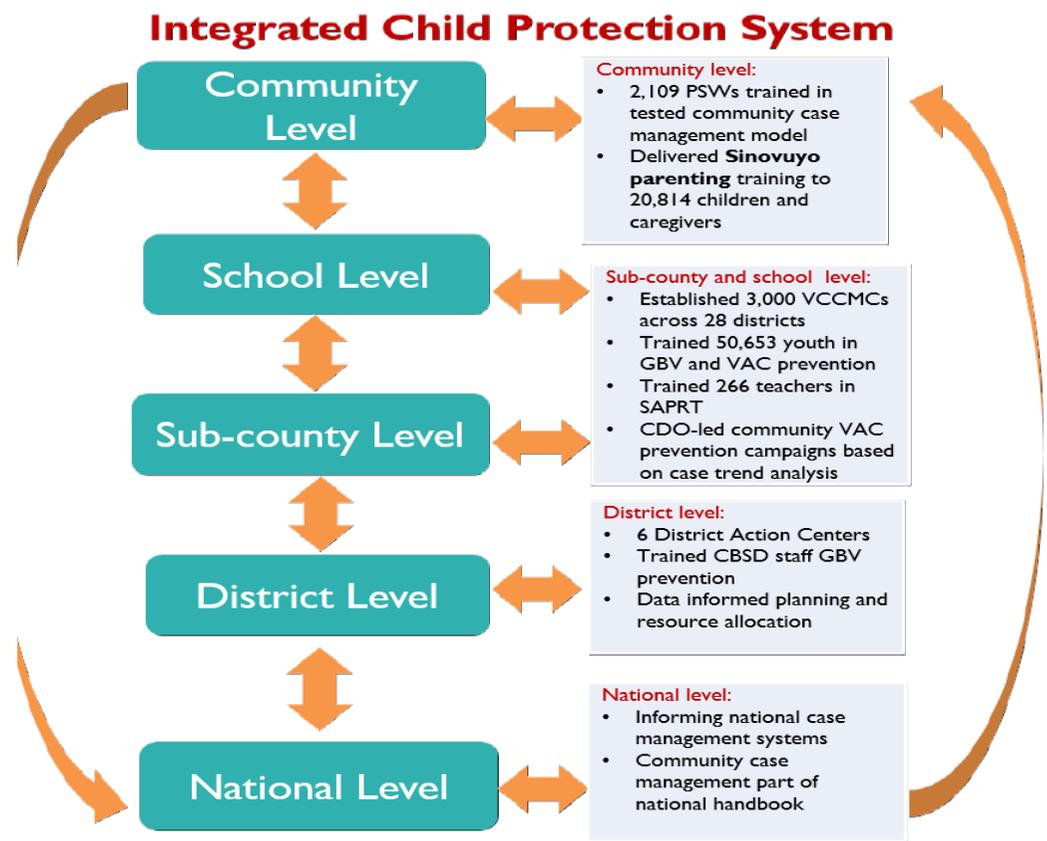
Training teachers in managing situations where children tell them they have experienced violence.

If referral mechanisms do not exist at school level, make sure to be informed of service providers available.

BANTWANA



WEI/Bantwana’s contributions from community to national level



“When I came to this school there were many drop outs. Today, we have few.

We began using the local council meetings, schools, and churches to speak about the importance of education. The [VCCMC] follows up with the caregivers to resolve issues of children abandoning school.”

-Teopista Nakacwa, Community Change Agent and Kasiikombe VCCMC Chairperson

TRAILBLAZERS MENTORING FOUNDATION



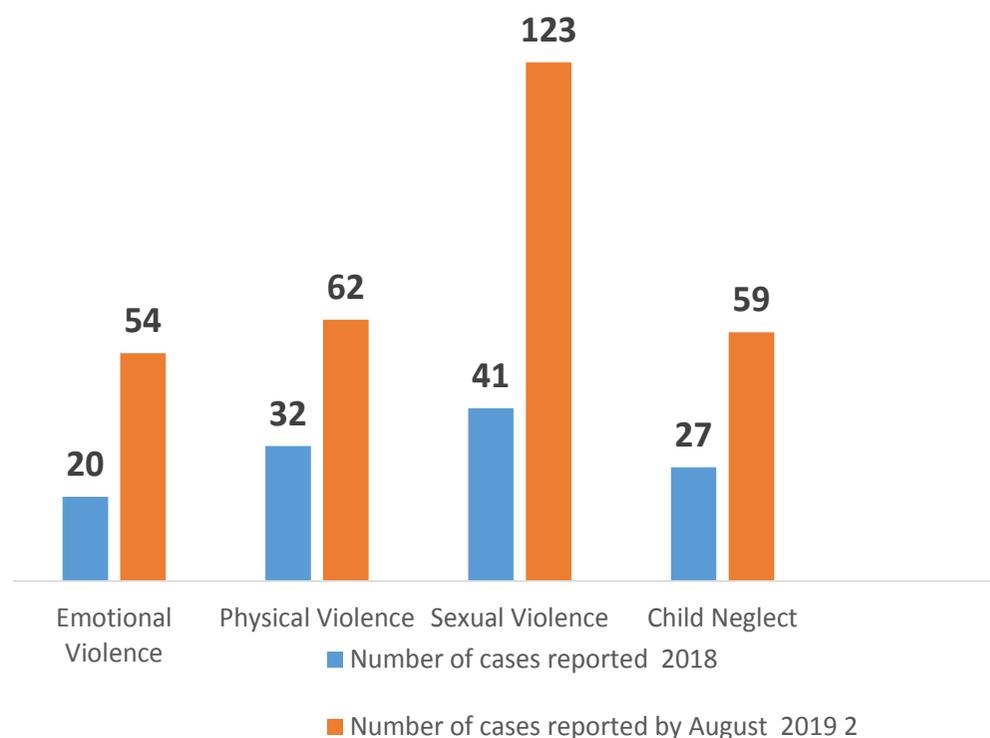
Data on VACiS

Prevention and Response to VACiS

- 410 schools meet at least two of the key elements for quality prevention and response to address VAC (these include: data available on VACiS, using RTRR Guidelines)

Type and Number of violence cases reported by children in 2018 and 2019

Trend of cases reported



Responses to Violence

Emotional
Violence

18 cases of emotional violence reported to the teachers and parents have been addressed through counselling and psychosocial support

Physical
Violence

40 cases of physical violence that were reported to senior woman /senior man teachers have been forwarded to police for further investigation

Sexual
Violence

. 53 cases of sexual violence were responded and tracked by both teacher's parents and police
13 perpetrators have been apprehended and 40 others are still on trial in the courts of law

Child
Neglect

Out of 59 cases reported, all the victims were supported with counseling's and psychosocial support
12 parents of child neglect were reported to LC1 council.



IGA Support to schools clubs to increase retention of most at risk vulnerable adolescents from dropping out of school

27,126 adolescents (14,407 girls, 12,769 boys) from 385 were trained on income generating activities and supported to develop business plans.

This initiative is aimed at equipping adolescents with knowledge and practical skills on economic empowerment for self-support as well support retention in school through the proceeds attained.

Each of the 385 school clubs were supported with startup capital of 60,000 UgX as part of Income Generating Activities (IGA).

Human Interest story : Buwasa primary school, Iganga district improves feeding and learning from startup capital provided by TMF

Buwasa primary school in Iganga district, formed the girls education club in term one 2019 with a number of 30 girls and 20 boys. Previously most pupils grappled with hunger and this was noted as a key challenge towards completion and participation in education especially among the girls. As a result of hunger, many learners would be miserable and yawning in school and classroom.

Buwasa primary school in Iganga district, formed the girls education club in term one 2019 with a number of 30 girls and 20 boys. Previously most pupils grappled with hunger and this was noted as a key challenge towards completion and participation in education especially among the girls. As a result of hunger, many learners would be miserable and yawning in school and classroom.

When TMF provided the GEC with 60,000/= for income generating activities, it was an opportunity for members to start agriculture project. To that effect the GEC start-up capital (60,000/=) was invested in farming where maize was planted on school land and by November the club had a stock of 3 sacks of maize grain. Part of the maize grain was utilized for a meal for the pupils whose parents didn't make contribution for school feeding. This inspired members to expand the farming of maize and sweet potatoes. Although it was affected by the harsh weather members were optimistic of bumper harvest.

'We would run out of school during break time to shops and people's gardens and pick edibles and fruits without their consent. Sometimes we would just go back home because of the hunger grip'.

The farming project also built knowledge and skills of learners to generate income using locally available resources and on agriculture.

WORLD VISION / GPE

Environmental and Social Risk Management under The Uganda Teacher & School Effectiveness Project

Background

The Government of Uganda (GOU) received a grant from the Global Partnership for Education (GPE) to implement The Uganda Teacher and School Effectiveness Project (UTSEP). A social risk management component was integrated to mitigate the social risks associated to the project.

The proposed activities were consistent with the existing policy and action framework for ending violence against children. Therefore the project contributed to the Operationalization of the National Strategic Plan on Elimination of Violence against Children in Schools (2015-2020)



Strengthening the Reporting, Tracking, Referral and Response Guidelines on VAC in schools Building capacity at school, community and district level to detect violence, report it and protect children

Approach

World Vision worked with other stakeholders such as the Local Governments-District/Sub-Counties-DEOs, DIS, DCDO, CDOs, Environment

Officers, School Management, Community Based Organizations (CBOs), Media, Foundation bodies -Churches, Community, Police/Prisons and Judges/Magistrates. Focal persons at district and school levels.

WVU worked with the MoES throughout project implementation to build its capacity to institutionalize mitigation measures in relation to this and future programmes. Working together enhanced monitoring not only on project but also the learning processes

World Vision adapted resources developed by the Ministry of Education and partners to build the district, school and community capacity to deal with violence against children in schools Organised on site school visits with stakeholders to explain the roles and responsibilities

Ensured that contactors and their staff as well as teachers signed child protection protocols and the code of conduct Conducted on ground training involving the ministry of Education officials for children, parents and teachers about violence on construction sites

World Vision developed reviewed and printed of codes of conduct for contractors, government officials and service providers. District and sub county level awareness and dissemination meetings for contractors were conducted on child safe guarding policy and children were trained on safeguarding each other from violence.

PILLAR 5

INVOLVING COMMUNITIES AND PARENTS

Keeping parents involved and informed about violence prevention activities and school policies in violent behavior.

Communities take part in multi-sectoral coordinating bodies such as community violence prevention committee.

Creating awareness among parents on how to recognize and ask appropriately about violence.

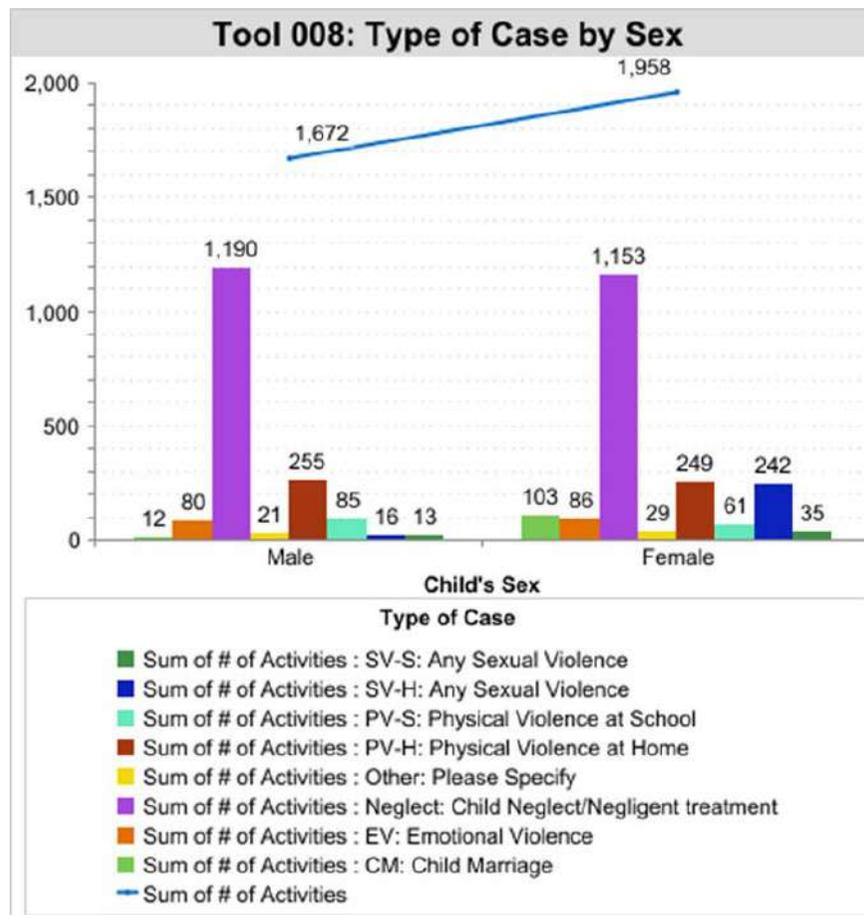
RAISING VOICES : Good School Toolkit Methodology

OUR REACH

1114 Schools reached in Uganda(2015-2018)

1070 Community Activism Activities

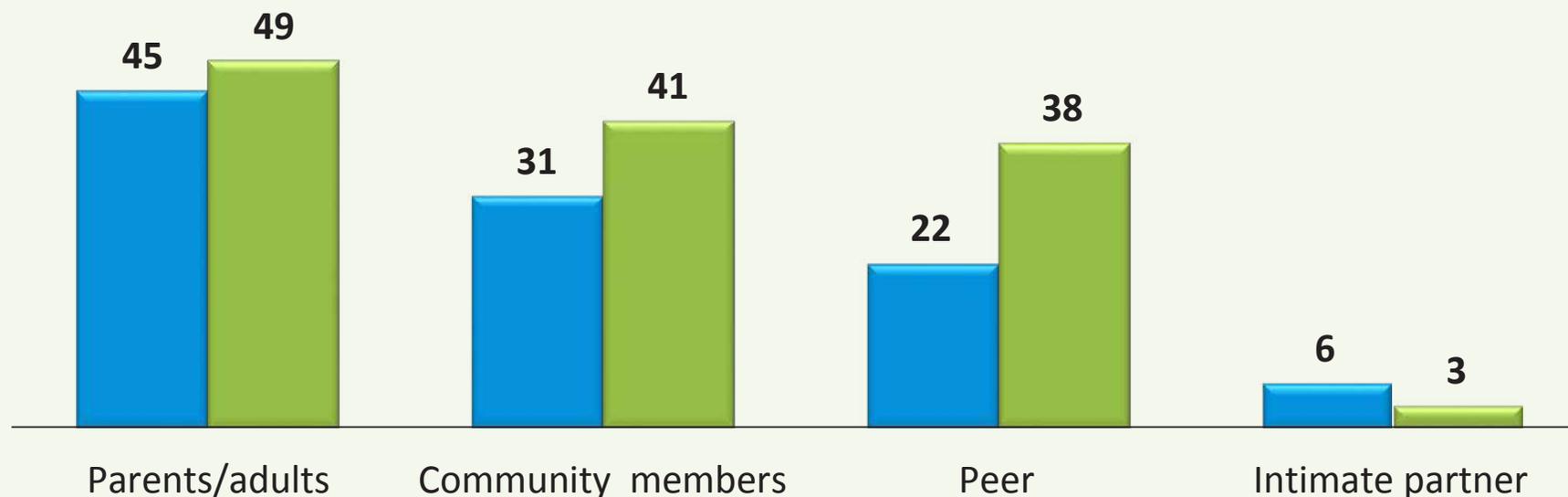
3630 VAC Cases handled by Raising Voices and Partners.



Perpetrators Physical Violence

Percent of persons aged 18-24 years who experienced childhood physical sex by perpetrator of a first incidence

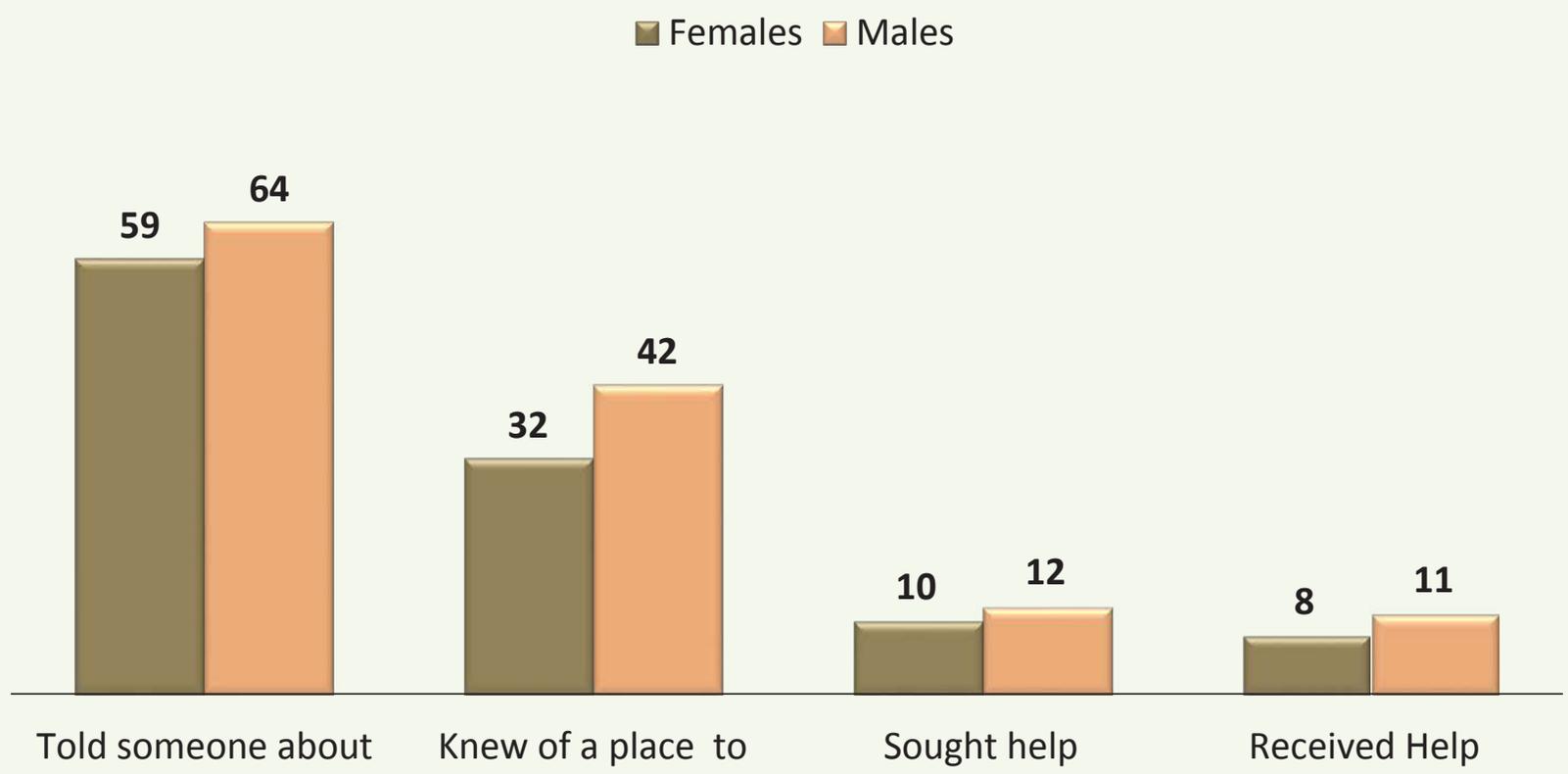
■ Females ■ Males





Physical violence: Service Uptake

Percent of persons **aged 18-24 years** who experienced childhood physical Violence by service knowledge, seeking behavior, service receipt and



TRAILBLAZERS MENTORING FOUNDATION



6,988 (3,838 Boys, 3,150 Girls) Adolescents supported to return to school through the GBS campaign

The Go to school, Back to school, Stay in school (GBS) campaign is a strategy at community level to increase enrolment, re-enrolment of children at both primary and secondary school levels with focus on adolescent girls out of school, child mothers, Special needs etc.

Those returned include child mothers, children from child headed families, children with special needs and orphans. These children have been integrated into GEC clubs for peer support and mentoring by TMF.

Involving communities and parents

TMF involves sub county leaders, parents and communities to create on a safe and Positive learning environment to address Violence against Children in Uganda.

So far, 19,319(9,848 M, 9,471 F) community members and parents have taken action to promote safety of children through mapping unsafe spaces and development of actions for safety and protection for example intensifying reporting of VAC cases, review of by laws to include child marriage and teenage pregnancy , regulating hot spots like videos and disco halls etc

Engaging boys and young male champions in social norm change



15, 197 boy champions in 13 districts are engaging their peers and communities towards addressing negative gender, cultural and social norms that perpetuate violence, teenage pregnancy and child marriage

TMF continued the advocacy strategy of engaging boys/young men as champions of change within communities. This saw boys/young men visit potential hotspots within their communities including local video shacks, market places, football play grounds, trading centers and drinking joints to engage their peers on the need to end child marriage. This is a strategy that has seen increased reporting and follow up of child marriage cases by boys/young men as a measure to protect girls from child marriage. In 2018, the boy/men champions conducted a total of 29 visits to hotspots in Lira, Alebtong, Kamuli, Tororo, Bukedea and Buyende districts

People’s Parliament

TMF with support from Plan International Uganda held two People’s Parliament sessions in Bukedea and Alebtong involving 217 participants including local government leaders, CSO’s and adolescent girls and young women (94 females and 123 males). The People’s Parliament is an advocacy initiative hosted and broadcast by NTV Uganda. Through live television broadcast, the event brings together different key stakeholders in critical mass hosted in specific venue to publically speak out on pertinent issues in the country. For the Girl Advocacy Alliance project, the Peoples Parliament was a platform to lobby for the 2018 goal on increased budget allocation towards implementation of the National Strategy on ending Child Marriage and Teenage Pregnancy (NSCM/TP).

The event provided opportunity for Social Audit and accountability of all key actors to deliberate, share progress and commit towards ending child marriage. The Peoples Parliament enabled key government actors to make transparent and open official matters that affect communities in relation to ending child marriage and lobby for budget allocation to tackle child marriage by operationalizing the National Strategy to End Child Marriage and Teenage Pregnancy (NSCM&TP).

This led to commitments from district leaders including a commitment by the LC5 chairperson and DPC of Alebtong district to follow up all reported cases of child marriage and a commitment by the district speaker to expedite all issues on child marriage presented to council.

CHILDFUND INTERNATIONAL

Child-Friendly Accountability: Violence Prevention and Response Model

ChildFund Alliance has adopted Child-friendly Accountability as a strategic priority for the period 2016-2021 to support children and their communities in monitoring the performance and accountability in child protection systems,

Children's dialogue with parent and teachers' associations:

The dialogues aimed at ensuring that child participation is explicitly promoted. The children were given a platform to dialogue with Teachers, Parents, Parents Teacher Association and Senior Management Committees on issues affecting them. During the dialogue meetings, children discussed issues affecting them as children within the school and communities and also put forward recommendations to be acted upon immediately. These dialogues were moderated by a child protection facilitator (the District probation and welfare officer) and co-moderated by a child advocate from the school.

Issues reported by children

- Increased Alcoholism by parents and caregivers which the children reported to be the leading cause of child abuse and neglect
- Failure for parents to follow children up at school or even provide basic needs which has affected children's retention and performance in school
- Regular transfer of school teachers most especially the CRC focal teachers
- Incidents of sexual abuse and gang rape of children within certain communities which has led to teenage pregnancies and also contracting of HIV/AIDS
- Verbal abuse from parents and caregivers which has caused children most especially girls to Elope
- Delay in payment or nonpayment of PTA which has led to irregular attendance or drop out from school
- Effects of the Auction markets most especially around Mulago Primary school that acts like a trapping ground for school girls
- Increased incidents of child labour which has led to irregular school attendance and increased Drop out
- Increased incidence of child neglect which is severely affecting children most especially those affected by the Nodding diseases



Child advocate making a submission during dialogue with parents and teachers.

The children recommended that

- The law should be enforced to regulate alcohol consumption
- The school should hold regular meetings and parents who fail to turn up should be fined
- The project should engage more than 4 teachers in each school so that when transfers take place some teachers remain to care take
- All cases of child abuse should be reported immediately without delay in order to save the victim from pregnancy and contracting HIV/Aids
- Parents who verbally abuse children should be punished as per the law
- SMC to develop by laws that punish parents who fail to provide basic needs for their children and also recommended that the SMC/PTA should not send children home for PTA fees but rather follow up and take actions on parents who default
- The children called upon the subcounty authorities and SOVCC to regulate operation of markets near school Premises

Action points implemented.

- The SMC/ PTAs and school founding bodies have developed by laws to guide them in punishing parents who default paying PTA for example in Pacudu Primary school, the SMC do not send children home for non PTA payment but rather follow up the parents at home and collect the 5000/=PTA with an extra fine of 5000/= or even arrest or pick up any property worth that amount. However this is usually a last resort after very many reminders. this has encouraged parents to pay PTA in time in fear of the fine
- The SMC/PTA have included class days where Parents are invited to school to follow up on their children, check children's books, interact with children at school and also have one on one discussion with teachers and failure for a parent to turn up for the class room day the parents is fined with 10,000/= as a result many parents turn up to check on their children at school.
- Parents and communities have taken up responsibilities to report incidents of sexual violence this is indicated by the increase in timely reporting of cases to the different stake holders
- The subcounty through the police is enforcing the law in regards to child labour
- That parents who neglect children should be punished and also requested the project to continue sensitizing the communities.

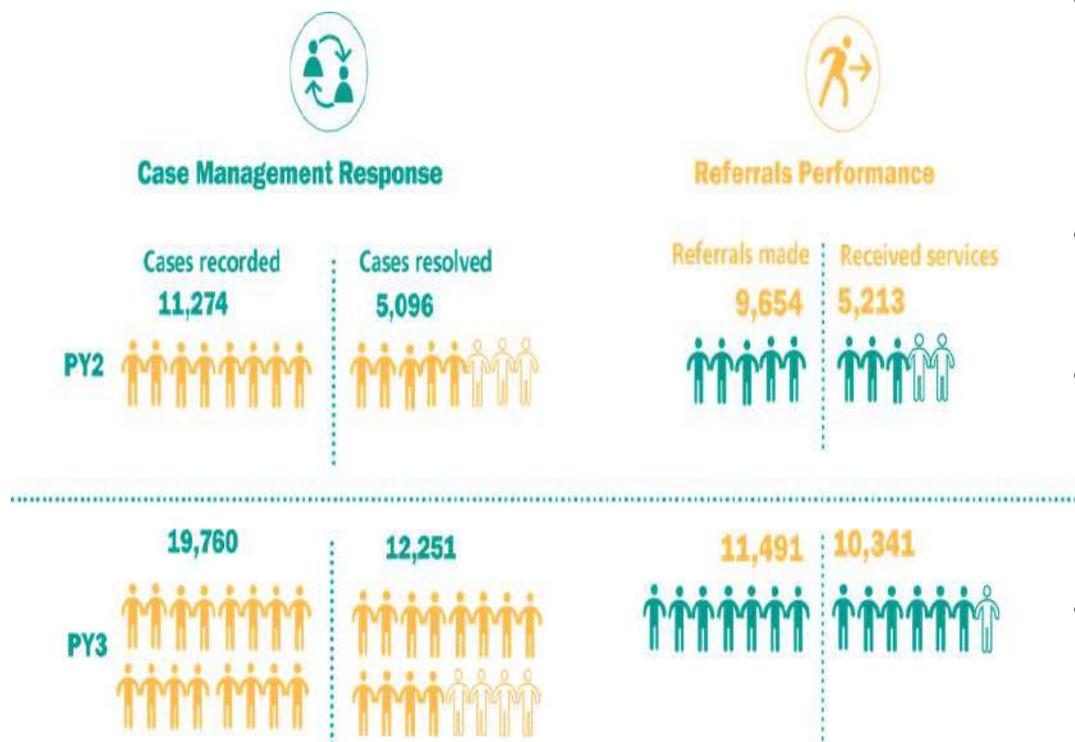
PILLAR 6

COORDINATION AND COLLABORATION BETWEEN KEY STAKEHOLDERS

Involving community members in school based coordinating committees and developing school policies and codes of conduct.

Taking part in multisectoral coordinating bodies such as community violence prevention committees.

BANTWANA



- 3,000 child protection stakeholders linked to **Closed User Group**, free in service phone network to report and follow up on case
- Six **District Action Centers** established with MGLSD
- Quarterly **multi-stakeholder sub county case conferences** to resolve cases and improve referral completion
- **CDO- led community dialogues** informed by case trend analysis mobilize communities for child protection action

VAC cases reported: increased by 57% in one year

Social service, education, and health referrals completion increased by 46% in one year

MINISTRY OF GENDER



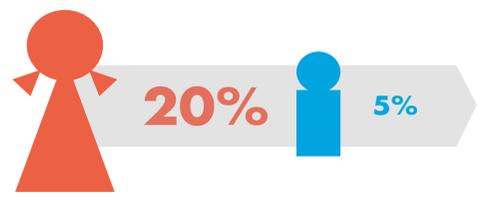
UGANDA

In order to create a world where every child, adolescent and young person is safe, protected and thriving, we must first know the facts.

In Uganda, both girls and boys experience unacceptably high rates of sexual and physical violence

Percentage of **females** and **males** who experienced sexual or physical violence prior to age 18

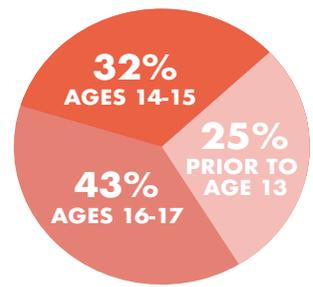




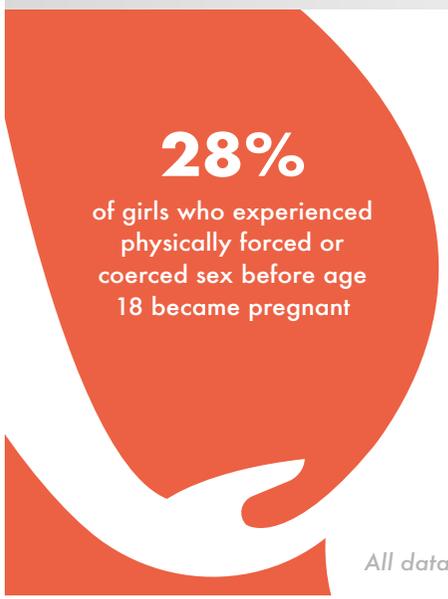
For many youth, the first experience of sexual intercourse is physically forced or coerced

(among those who had sexual intercourse before age 18)

Girls face particularly high risks of sexual violence, often with devastating consequences



Age of first incident of sexual violence among those who experienced sexual violence prior to age 18



All data among 18–24 year olds

Sexual violence is linked to negative health outcomes

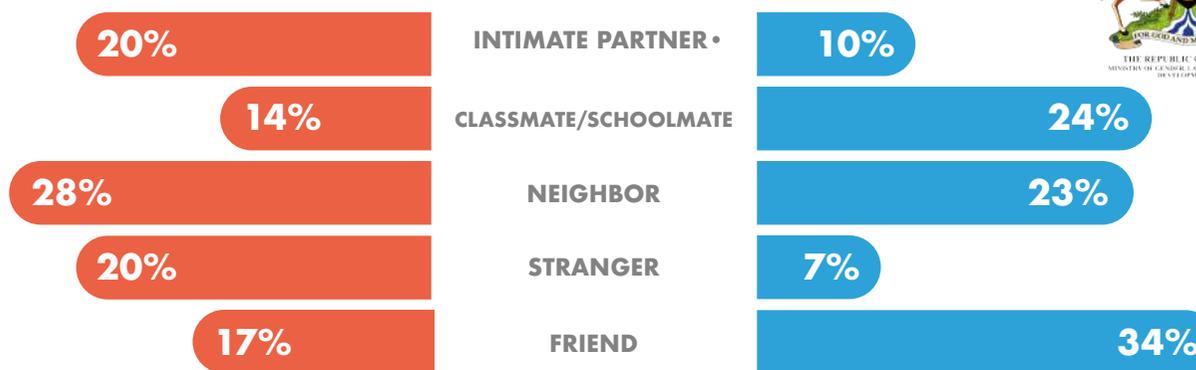


Percentage of **females** and **males** who **ever thought of suicide**



Perpetrators of sexual violence are often someone known to the child or adolescent

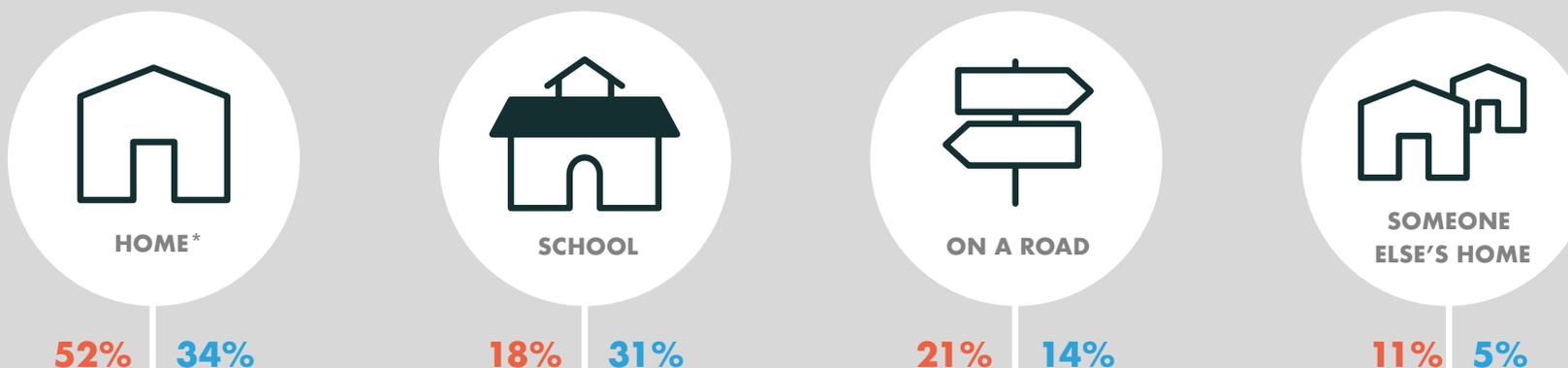
Most common perpetrators of first incident of sexual violence as reported by **females** and **males** who experienced sexual violence prior to age 18



*Intimate partner is defined as spouse, boyfriend, girlfriend or romantic partner

Sexual violence often occurs in familiar locations

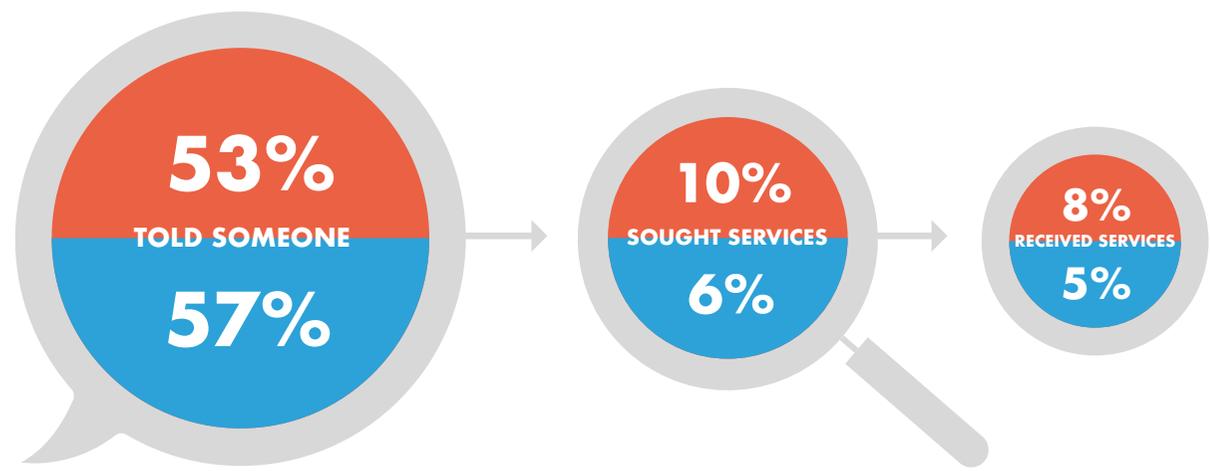
Location of first incident of sexual violence experienced by females and males prior to age 18



*Respondent's and/or perpetrator's home

Girls and boys who experience sexual violence are not getting the support and services they need

Females and males who told someone, sought and/or received services for sexual violence, among those who experienced sexual violence prior to age 18



The Violence Against Children Surveys are nationally representative household surveys led by national governments, with technical support from the Centers for Disease Control and Prevention (CDC) as part of the Together for Girls Partnership.

For more information visit togetherforgirls.org



PILLAR 7

MONITORING AND EVALUATION

Using data from existing surveys to increase understanding about where, when, how and to whom violence happens.

Deciding on a set of outcome indicators using existing indicator frameworks where possible, that can help you to understand whether your actions to prevent violence have been successful and include these measures in evaluation activities.

Tools such as EGRA tools, school climate, attitude and SEL tools, Monitoring and Support Supervision tools (e.g Lesson observations tools) can be used to collect data that not only tracks the progress of a program but also supports the trained teachers and schools.

WORLD VISION / GOVERNMENT OF UGANDA

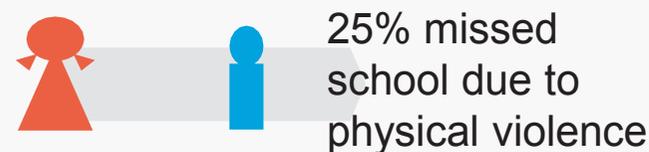
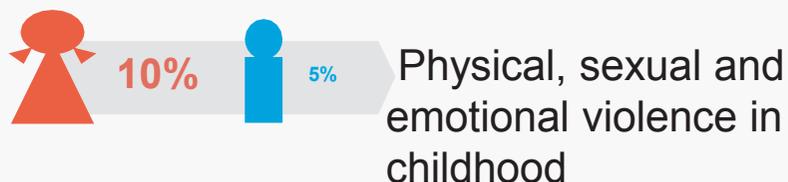
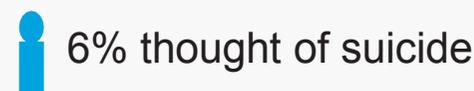
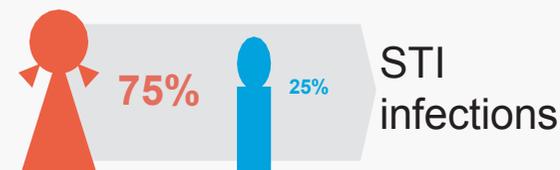
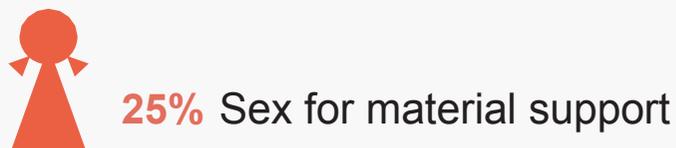


Magnitude of VAC in Uganda



2

Forced sex before age 18



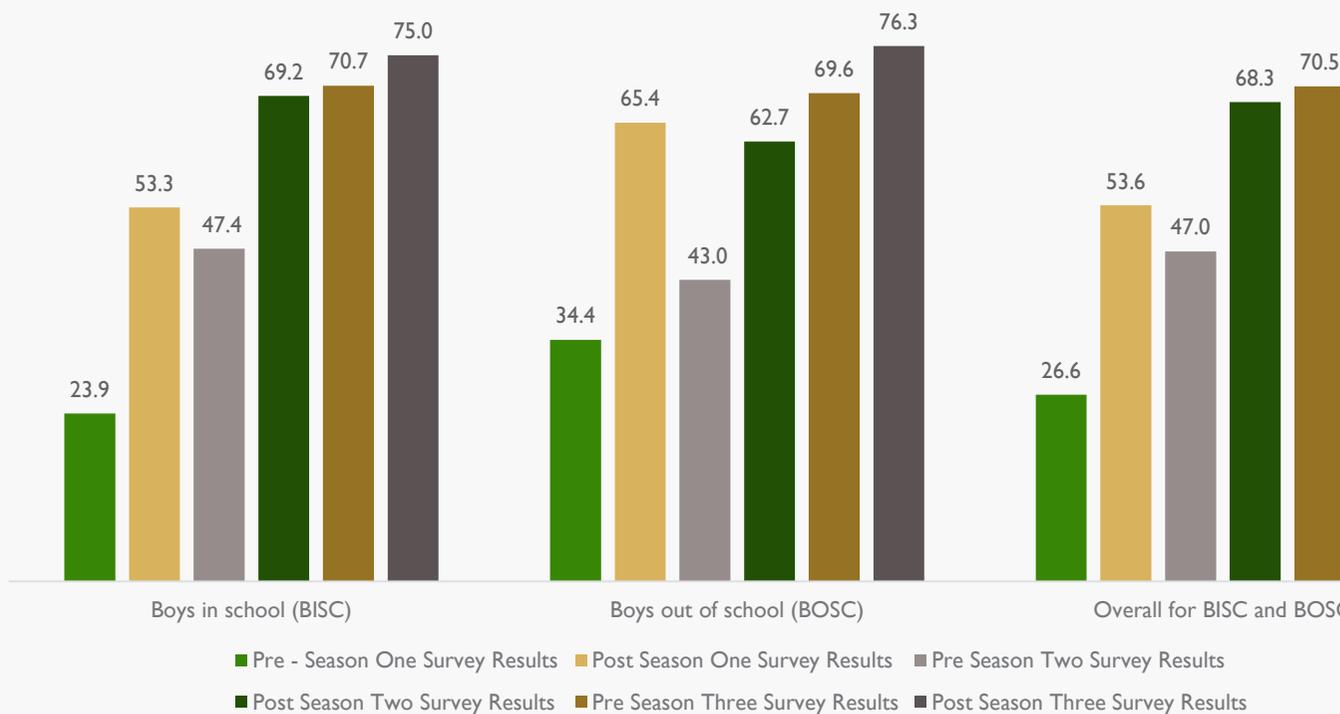
Source: Uganda VAC Survey 2018



Pre and post season results



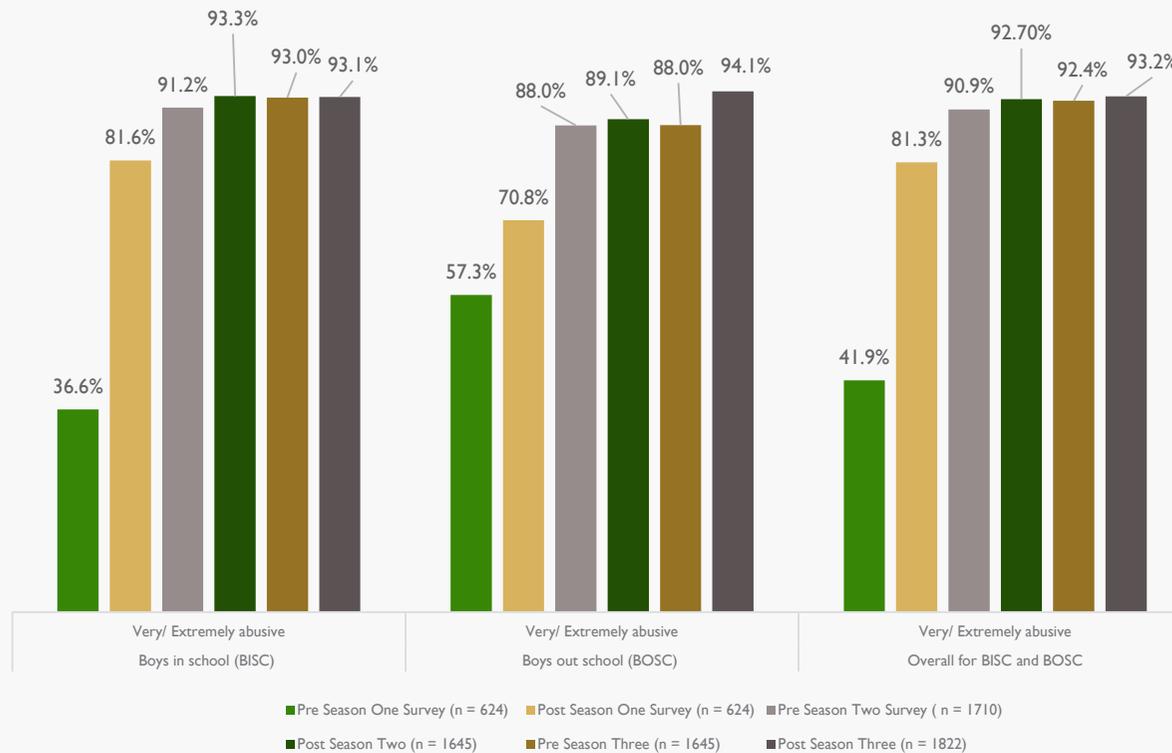
Percentage of athletes who report intent to intervene as bystanders of witness of violence





Pre and post season results

Percentage of athletes that do not accept any forms of violence



ENABEL



GENDER BASED VIOLENCE STUDY IN NATIONAL TEACHERS' COLLEGES (NTCS) AND BUSINESS, TECHNICAL AND VOCATIONAL (BTVETS) TRAINING INSTITUTIONS IN UGANDA

EXTENT TO WHICH STUDENTS & STAFF EXPERIENCE GBV

Any type of non-partner violence on campus in the past 12 months:

more students than staff violated

BTVET: 66% vs 50%

NTC: 74% vs 55.3%

more women than men violated

BTVET: 72% vs 57%

NTC: 73% vs 68%

Substantial proportion of students that reported being victimized by staff, in particular for sexual harassment and sexual violence:

In about 10% of the cases in BTVETs the perpetrator of **physical violence and psychological violence** against students was a male teacher. Respectively 15% and 18% of the female BTVET students reported their perpetrator of **sexual harassment and sexual violence** to be a male teacher or staff member.

For NTC female students, these numbers were respectively 5% (physical violence), 4% (psychological violence), 11% (sexual harassment) and 20% (sexual violence).



EXTENT TO WHICH THE LEARNING ENVIRONMENT IS CONSIDERED SAFE

Generally, the learning environment is considered rather safe, though:

- More for men than for women
- More men agree with the statement

60% of students and 70% of staff say there are no places where they do not feel safe.

However, a substantial proportion feels uncomfortable to go to:

- the washrooms (+-25%)
- the dormitories (10-15%)

When unsafe places are reported, more action is taken when staff report it, than when students report it.



SPEAKING AND REPORTING

Among students, physical violence is the mostly spoken about:

- Physical violence: about 50% of those having experienced physical violence have spoken to someone
- Psychological violence: 43-47%
- Sexual violence: 34-40%
- Sexual harassment: 35%

Official reports are substantially lower:

- Physical violence: 10-14.5%
- Psychological violence: 5-8%
- Sexual violence: 2.6-3.5%
- Sexual harassment: 2.1-2.7%

REPORTING

- Of those that reported the incident, most (between 66 and 100% depending on the type of violence) reported it to the institutional authorities on campus.
- Over all types of violence, only 4 respondents say they have reported the most serious incident to the police.

| PREVENTION & RESPONSE - Practice/strategy | Evidence for practice in the institutions (code: absent (0), weak (+) or strong (++)) |
|---|--|
| Institution of GBV counsellors within institutions | ++ (responsible instructor for GBV, female counsellors-senior women though senior men lacking) |
| Collaboration with NGOs e.g RHU or Enabel support GBV initiatives | ++ (trainings on GBV by ENABEL, RHU support to institutions) |
| Sensitization on GBV | + (role of drama/plays, nurses lack adequate time to address students) |
| Effective case management through inter agency collaboration (police, justice, health and education institutions) | + (delays in reporting, change in cases due to coercion, culture of silence-weak reporting) |
| Standard institutional structures including lighting, separate toilets for either gender | + (due to poor lighting, girls find it difficult to be at campus at night ..) |
| Targeted funding for GBV in institutions | + (reliance of donor support. most examples were on ENABEL) |
| Safe shelters for victims of GBV | 0 (insufficient funding) |
| GBV clubs in all institutions | 0 (insufficient funding) |

CURRENT EFFECTS ON LEARNING

Psychological consequences are more prevalent after violence than physical consequences.

- physical consequences: 15%
- psychological consequences: 35-79%

Time off from study was mostly taken after physical violence (12-14%), followed by sexual violence (9.5%).

Women report higher levels of suffering after violence than men.

Female students suffer most from sexual violence (5/10), followed by psychological violence and sexual harassment (both 4/10) and physical violence (3-4/10).

Among male students, physical violence and psychological violence score 4/10, while sexual harassment and sexual violence score 3/10.



Preventing violence:

- Bystander training
- Improve awareness
- Address norms and attitudes
- Address unsafe places

GBV legal and policy framework:

- Policies at national and institutional levels

Improve services:

- Change reporting attitudes
- Create enabling environment for speaking and reporting
- Clear reporting, referral and follow up procedure

RESEARCH TRIANGLE INSTITUTE INTERNATIONAL (RTI)



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Perceptions of School Climate Survey: Students and Teachers

Dimensions of school climate assessed:

- Sense of safety
- Equal treatment
- Fairness
- Inclusion

Two sub-scales:

1. General School Climate, reliability = .81
2. Fear and Safety, reliability = .70

School Climate

How the behaviors and relationships of individuals in the school and community translate into the 'feel' of being in the school, or the characterization of life at school

Source: Kane et al. 2016. School climate and culture. University of Nebraska. <https://k12engagement.unl.edu/school-climate-culture>

| IN THIS SCHOOL..... | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | Pupils often threaten and call other pupils names. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | Teachers often help pupils individually with their class work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | Pupils often worry that other pupils might be mean to them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | Pupils treat orphans the same as other pupils. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | Pupils are punished too much for little things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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Social and Emotional Learning (SEL) Survey

Dimensions of SEL assessed:

- Social and Interpersonal Relationships
- Emotional Processes
- Confidence
- Communication
- Agency for reporting and seeking assistance

One scale, 25 items: Reliability = .80

Social and Emotional Learning
 Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
 Source: Collaborative for Academic, Social, and Emotional Learning (CASEL) <https://casel.org/what-is-sel/>

| SURVEY ITEMS | | Never true for me | Rarely true for me | Sometimes true for me | Always true for me. |
|--------------|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | I can say my thoughts, even when others disagree with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2 | When I see a pupil doing something I do not like, I tell them to stop. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3 | If someone at school or on the way to school touched me inappropriately (such as on the breasts, buttocks or private parts), I can tell the head teacher or other adult at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4 | I avoid people at school or on the way to school who might hurt me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5 | I tell a family member if I feel I have been punished unfairly at school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6 | I feel good in new situations such as a new class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Experience of School-Related Gender-Based Violence

Three sub-scales,

- **Bullying**, 9 acts of bullying: Reliability = .80
- **Corporal punishment**, 7 acts of corporal punishment: Reliability = .80
- **Sexual violence**, 7 (P2-P4) – 14 (P5-P7) acts of sexual violence: Reliability = .80

School-Related Gender Based Violence

School-related gender-based violence (SRGBV) is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. It also refers to boys' and girls' experiences of and vulnerabilities to violence.

Source: UNESCO/UNGEI. 2015. School-related gender-based violence is preventing quality education for all.

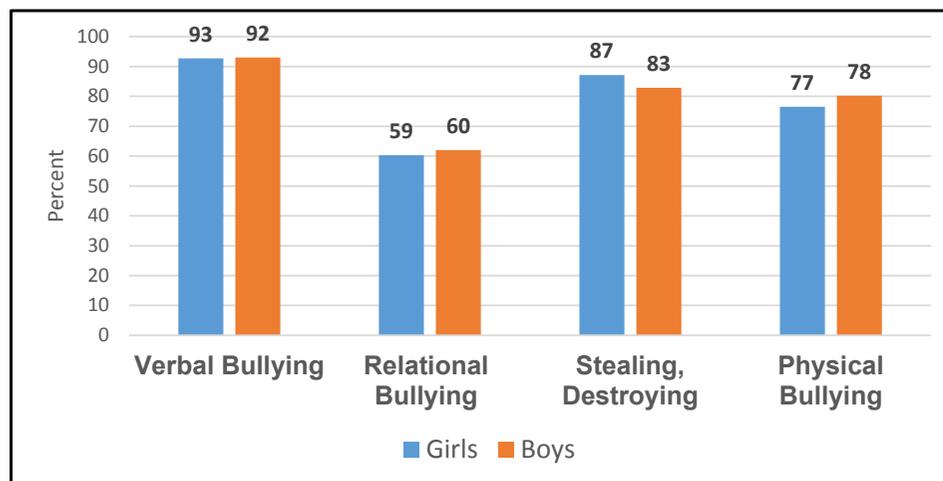
| | | | | | | |
|---------------------|---|-------|------|-------------|------------|-------------|
| Bullying | Make fun of you and tease you. | Never | Once | A few times | Many times | No response |
| | Did this happen to you during the past week? | Yes | No | | | No Response |
| Corporal Punishment | Hit you with any type of object such as a cane, stick, belt or book | Never | Once | A few times | Many times | No response |
| | Did this happen to you during the past week? | Yes | No | | | No Response |
| Sexual Violence | Pull at your clothing to see your underwear or your body | Never | Once | A few times | Many times | No response |
| | Did this happen to you during the past week? | Yes | No | | | No Response |
| Sexual Violence | Force you to kiss them and you didn't want them to | Never | Once | A few times | Many times | No response |
| | Did this happen to you during the past week? | Yes | No | | | No Response |



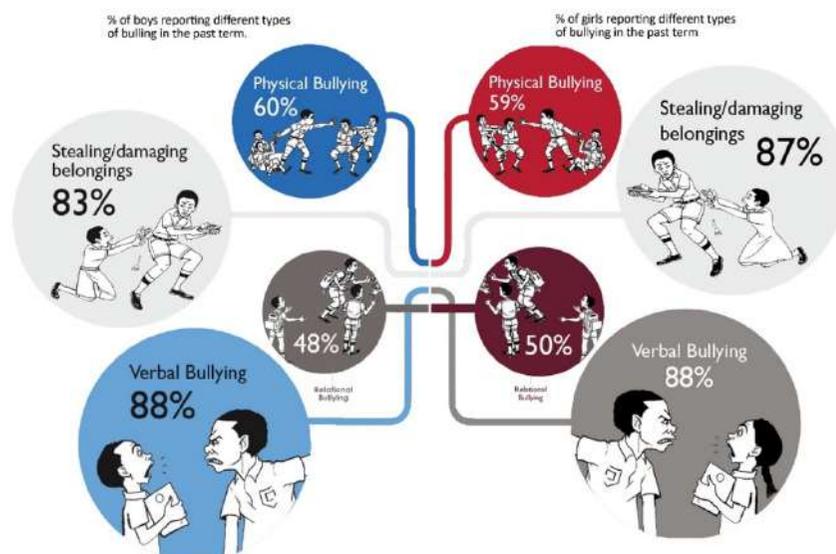
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P2 Prevalence of Different Types of Bullying (School Term)



P3 and P5 Prevalence of Different Types of Bullying (School Term)



TYPES OF BULLYING

1. Verbal Bullying
 - Make fun of you and tease you
 - Say mean things to you or call you names
 - Threaten to hurt you or your family but did not do it
 - Forced you to do something you did not want to do, such as joining a group in making fun of or hurting another pupil
 - Tell lies about you or spread rumors or stories to other pupils or a teacher that were not true
2. Relational Bullying
 - Left you out of your group of friends or during games or activities.
3. Stealing or Damaging Belongings
 - Stole something from you
 - Broke or ruined something of yours on purpose
4. Physical Bullying
 - Physically hurt you on purpose by pushing you down, kicking you, or hitting you with a hand, clenched fist, object, or weapon

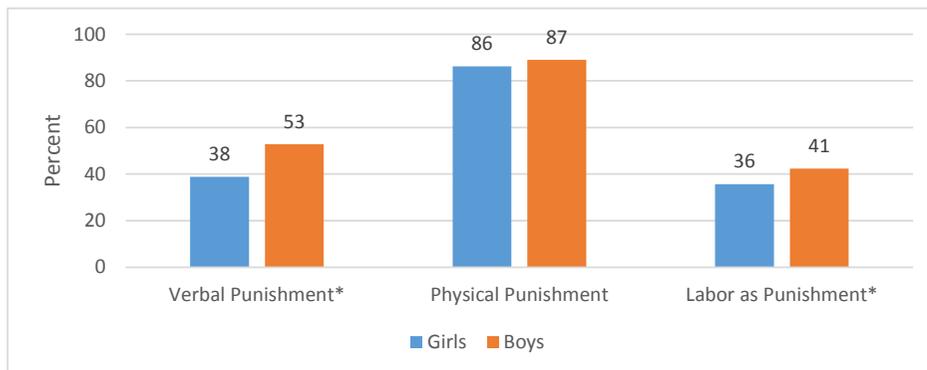
Source: USAID/Uganda Literacy Achievement and Retention Activity: 2018 Baseline



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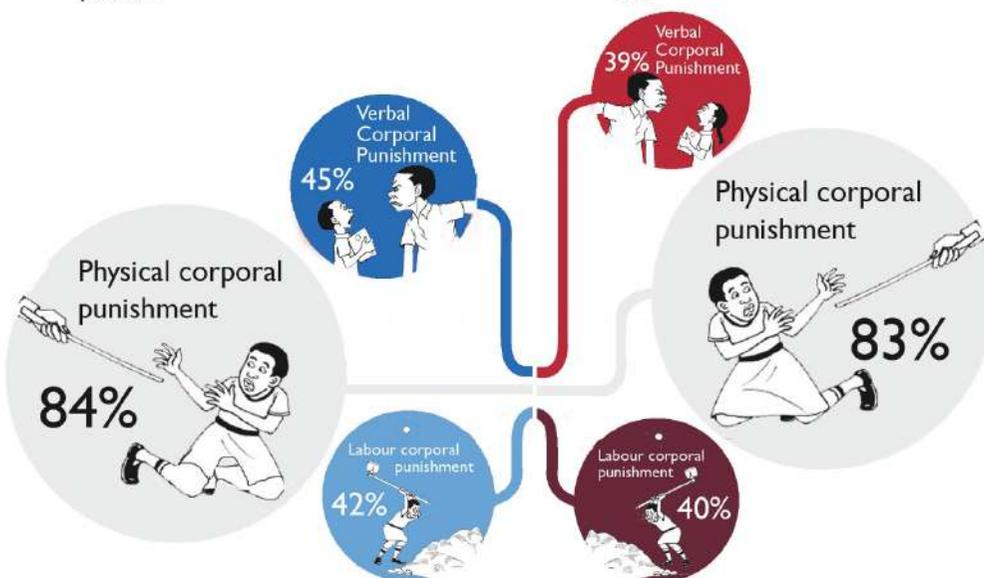
P2 Prevalence of Different Types of Corporal Punishment (School Term)



P3 and P5 Prevalence of Different Types of Corporal Punishment (School Term)

% of boys reporting different types of corporal punishment in the past term

% of girls reporting different types of corporal punishment in the past term



TYPES OF CORPORAL PUNISHMENT

1. Verbal
 - Shouted things at you in front of your classmates that humiliated you
2. Physical
 - Hit you with a hand or closed fist on any part of your body, including your head, face, hand, chest, or leg
 - Hit you with any type of object, such as a cane, stick, belt, or book
 - Pulled or twisted your ear
 - Made you stand or kneel in a way that hurt or for a long period of time
3. Labor
 - Made you work at the school as punishment
 - Made you work at the teacher's house as punishment

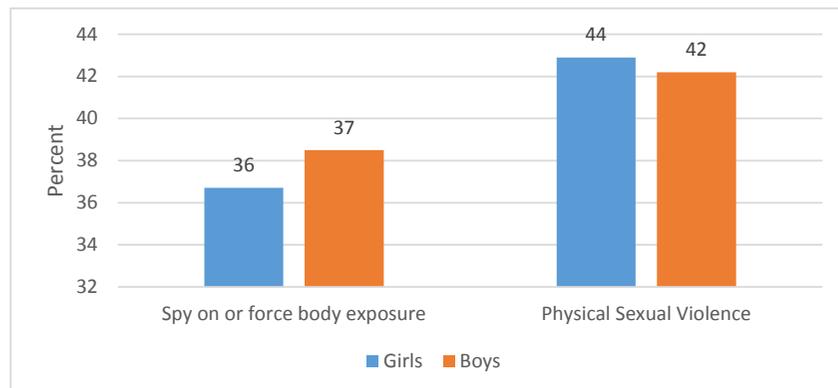
Source: USAID/Uganda Literacy Achievement and Retention Activity: 2016 & 2018 Baseline



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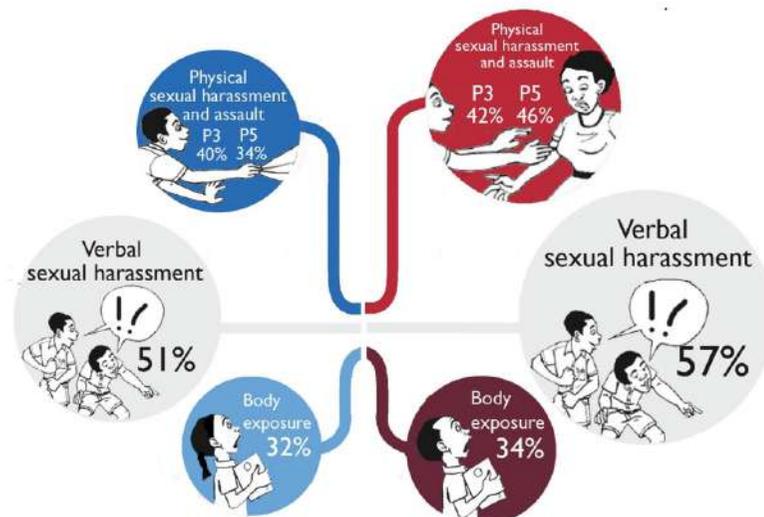
P2 Prevalence of Different Types of Sexual Violence (School Term)



P3 and P5 Prevalence of Different Types of Sexual Violence (School Term)

% of boys reporting different types of sexual violence in the past term

% of girls reporting different types of sexual violence in the past term



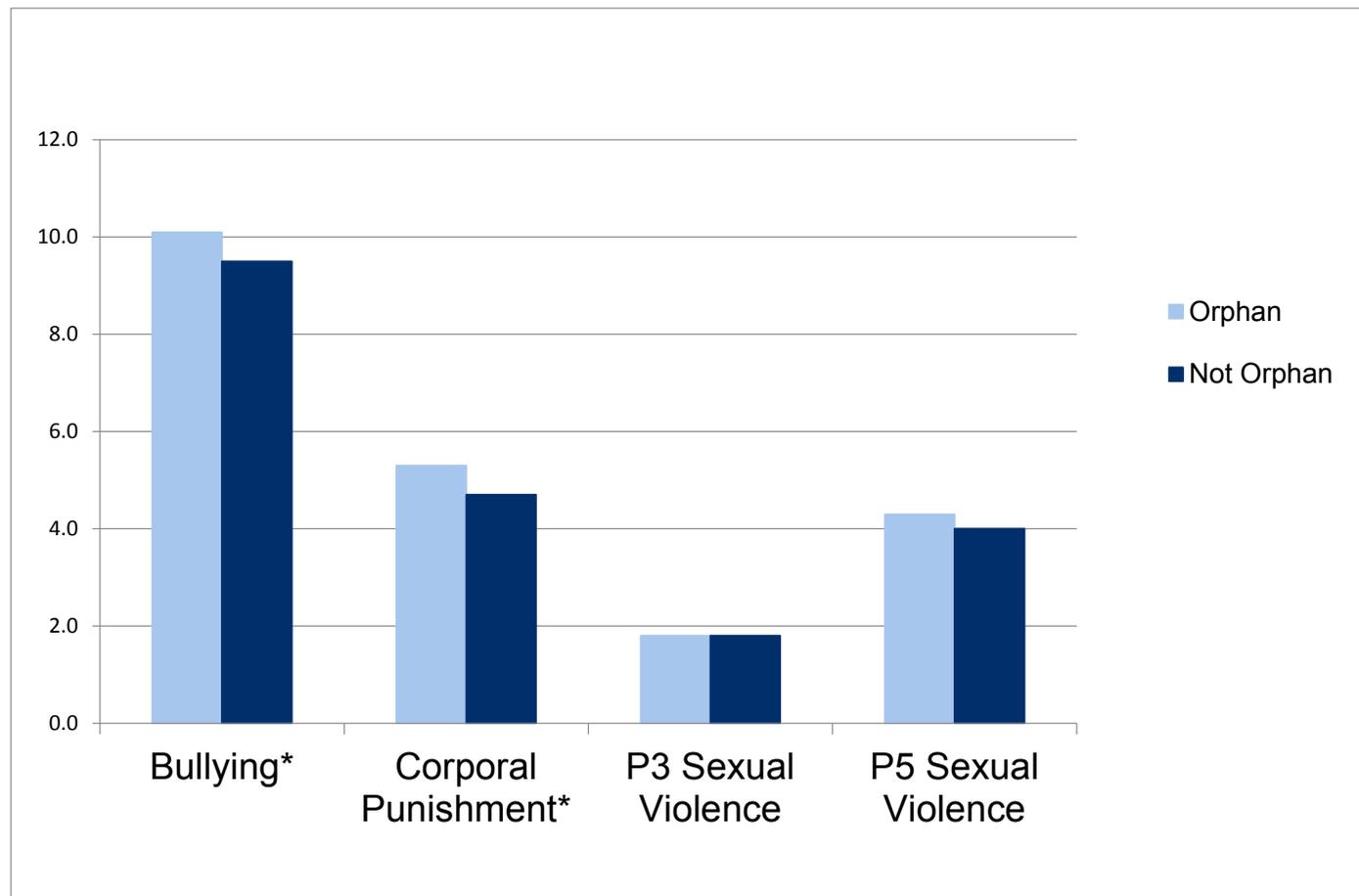
TYPES OF SEXUAL VIOLENCE

1. Verbal (Grade 5 only)
 - Make sexual comments about you, your body, or your clothes
 - Made sexual gestures at you or looked at you in a sexual way
 - Make love proposals to you that upset you
 - Show you or give you sexual pictures or show you sexual videos
 - Spread sexual rumors and lies about you
2. Body Exposure (Grade 2, 3 and Grade 5)
 - Spy on you when you were not fully dressed, such as when you were changing clothes or in the toilet
 - Forced you to look at their buttocks, breasts, or private parts and you did not want them to.
3. Physical (Grade 2 and 3)
 - Pull at your clothing to see your underwear or your body.
 - Force you to kiss them and you didn't want them to.
 - Touch, grab, or pinch your butt, breast, or private parts
 - Try to get you to touch their private parts, but you didn't do it
 - Force you to touch their private parts
4. Physical (Grade 5 only)
 - Pull at your clothing to see your underwear or your body
 - Force you to kiss them and you didn't want them to
 - Touch, grab, or pinch your butt, breast, or private parts
 - Try to get you to touch their private parts, but you didn't do it
 - Force you to touch their private parts
 - Try to get you to do something sexual with them other than kissing
 - Force you to do something sexual with them other than kissing

Source: USAID/Uganda Literacy Achievement and Retention Activity: 2016 & 2018 Baseline



Mean Comparisons on Experience of SRGBV Subscale Indices: Orphans and Non-orphans



Discussion about the baseline study.
 The 2016 baseline study identified two categories of vulnerable children; P3 and P5 orphans (n=143). They were identified by their guardians or parents and their status as an orphan or a child with a disability was reconfirmed by teachers.

TEACHERS.
 Though the number of orphans was small relative to the non-orphans (689 compared to 4,102, respectively), orphans experienced significantly more bullying and corporal punishment than pupils who were not orphans.

*Orphans experienced more bullying and corporal punishment than non-orphans (p < 0.01)

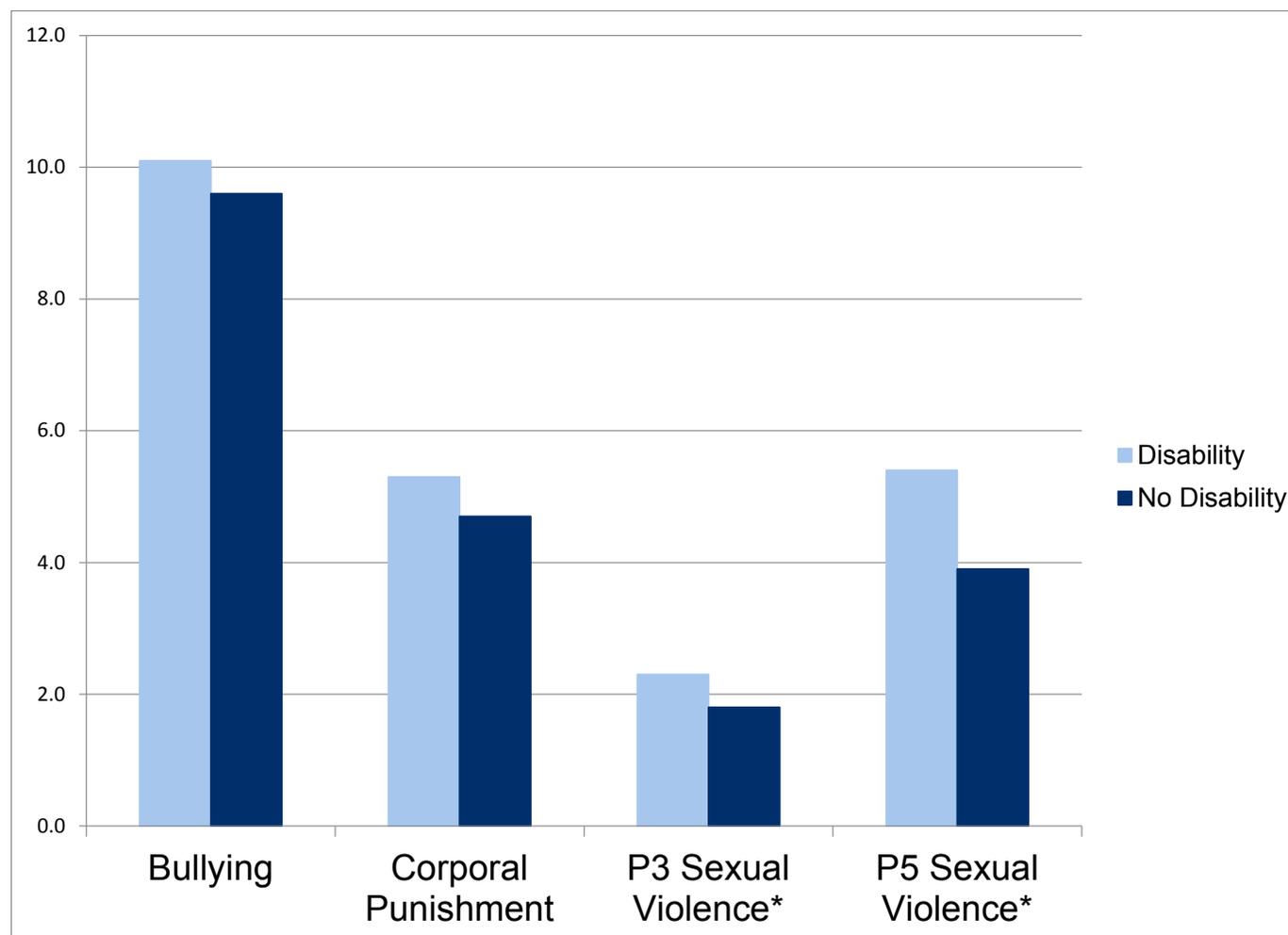
Source: USAID/Uganda Literacy Achievement and Retention Activity: 2016 Baseline



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Mean Comparisons for SRGBV Subscale Indices: Children with and without Disabilities



Discussion about the baseline study.

The 2016 baseline study identified two categories of vulnerable children; P3 and P5 orphans (n=689) an P3 and P5 children with disabilities. They were identified by their guardians or parents and their status as an orphan or a child with a disability was reconfirmed by teachers.

Though the number of children with a disability was small relative to the number of children who did not have a disability (143 compared to 4,617, respectively), P3 and P5 pupils with a disability experienced significantly more sexual violence than pupils who did not have a disability.

***Children with disabilities experienced sexual violence than children with no disability (p < 0.01)**

AGENDA DAY I - Thursday 19th September

Session Formats

All sessions will be highly Interactive and facilitated by one or several moderators with each session taking one of the following formats:

- Panel Discussions including presentations by experts and questions and answers (Q&A)
- Rotation sessions to facilitate open debates and deeper discussions between all participants
- Working groups to produce a concrete output to be shared by all participants

| TIME | ACTIVITY |
|--|--|
| Masters of Ceremonies: Mr. Henry Semakula and Ms. Josephine Karungi | |
| 08:00 -08:30 | Registration, Check In and Networking |
| 08:30 - 11:00 | Opening Ceremony |
| | Chair Person: Dr: Kedrace Turyagenda , Director, Directorate of Education Standards |
| | National Anthems and Prayers |
| | Animation Video – Violence Against Children in School |
| | Welcome by Mr. Mulindwa Ismael , Director Basic and Secondary Education MOES |
| | Statement by Children on Violence Against Children In School |
| | Key Note Address on Case Management for Violence Against Children in and around Schools, Lady Justice Margaret Mutonyi; Resident Judge, Mukono High Court |
| | Opening Remarks: |
| | Dr. Doreen Mulenga , Country Representative UNICEF Uganda |
| | Ambassador William Carlos, Irish Ambassador to Uganda |
| | Ambassador Deborah. R. Malac , US Ambassador to Uganda |
| | Mr. Ian Millar, DFID Deputy Head : Remarks on the Safe to Learn Campaign |
| | Mr. Alex Kakooza , Permanent Secretary, Ministry of Education and Sports |
| | Opening Statement of the Symposium and Launch of the Safe to Learn Campaign by Hon. Rose Mary, Nansubuga Senninde: Minister of State for Primary Education |
| 11:00 - 11:20 | Group Photo and Tea Break |

| | |
|----------------------|---|
| 11:20 - 12:40 | Plenary Session 2 - Research on State of Violence Against Children in Uganda Presentation of Findings from Recent Research – Panel Discussion |
| | <p>Speakers:</p> <p>Ms. Lydia Najjemba Wasula, Ministry of Gender, Labour and Social Development : National Violence Against Children Survey,2015</p> <p>Mr. Peter Muyingo, USAID/Uganda Literacy Achievement and Retention Activity (LARA) : LARA Longitudinal Study Baseline, 2018</p> <p>Prof. Roy Car- Hill, UNICEF Consultant: Baseline Data for Impact Evaluation of Violence Against Children Interventions , 2019</p> <p>Ms. Rosemary Akech Oyollo, Strengthening Education Systems for Improved Learning (SESIL):VACiS Diagnostic Study, 2019</p> <p>Ms. Dorah Miriam Musiimire, Joining Forces Coalition:Violence Against Children Situation Analysis, 2019</p> <p>Dr.Viola Nilah Nyakato, Consultant, Enabel: Gender Based Violence in NTCs and Technical Colleges, 2019</p> <p>Dr. Fred Matovu, School of Economics, Makerere University: Research and Evidence in Policy Making</p> |
| 12:40 – 14:00 | <p>Parallel Rotation Session 3 - Research to Action I : Evidence Based Practice</p> <p>This session shall showcase approaches to creating safe, supportive schools and reporting and case management of VACiS. It shall broaden participants’ understanding of these approaches and provide an opportunity for learning & stimulate discussion on the challenges.</p> |
| | <p>Chair Person: Dr. Mukasa C.T. Lusambu, Commissioner, Basic Education, Ministry of Education and Sports</p> <p>Session 3.1: Creating Safe, Positive and Supportive Schools</p> <p>Moderator: Ms. Helen Grace Namulwana, Executive Director, Amora Africa</p> <p>Speakers:</p> <p>Mr. Hosea Katende Sempa, USAID/Uganda Literacy Achievement and Retention Activity (LARA) :The Journeys</p> <p>Mr. Hassan Muluusi, Raising Voices : The Good School Toolkit</p> <p>Ms. Irene Naiga, UNICEF : The Child Friendly School Model</p> <p>Session 3.2: Reporting and Case Management</p> <p>Moderator: Mr. Barugahare Brighton, Assistant Commissioner, Policy Analysis, Ministry of Education and Sports</p> <p>Speakers:</p> <p>Ms. Rosette Nyanzi, Ministry of Education and Sports : Reporting, Tracking, Referral and Response Guidelines</p> <p>Ms. Lydia Najjemba Wasula, Ministry of Gender, Labour and Social Development: The National Child Protection System</p> <p>Ms. Susan Kajura, World Education Initiative/ Bantwana : Village Case Management Committee</p> |
| 14:00 - 15:00 | LUNCH |

| | |
|----------------------------|--|
| 15:00 - 16:00 | <p>Plenary Session 4 - Experience Sharing This session gives us a rare opportunity to hear from the children who are an incredibly valuable resource for tackling VACIS and their experiences and those of parents in taking leadership towards violence free schools.</p> |
| | <p>Chair Person: Hon Jacob Opolot, Chairperson Education Committee of Parliament</p> <p>Speakers Selected Children: Experience Sharing on positive Approaches to Prevention and response to VACiS. Ms. Juliet Ndekeka : Selected Parent, Vice Chairperson LCI and School Management Committee Representative: Migadde Ms. Florence Masuliya: Selected Parent</p> |
| 16:00 – 17:00 | <p>Plenary Session 5 - Research to Action 2 : Evidence-Based Practice: Prevention of Violence Against Children in School – Panel Discussion At the heart of interventions to reduce VACiS is the Prevention of VACIS. This session will showcase evidence around models on prevention of VACiS and foster discussion on prioritizing for prevention of VACiS. We shall also examines options to build knowledge, participation and action towards Prevention of VACiS.</p> |
| | <p>Chair Person: Mr. Mondo Kyateka, Assistant Commissioner Youth and Children, Ministry of Gender, Labour & Social Development</p> <p>Speakers Mr. John Wilson Tereraho, Education Technical Advisor, World Vision : Early Warning Systems Mr. Edison Nsubuga, Head of Education, Save the Children Uganda : Positive Discipline in Schools Mr. Patrick Adupa, Head of Child Protection , Plan International : Shifting Social Norms: Boys growing into Men</p> |
| END OF DAY CHECK-IN | |
| | |

DAY 2 - Friday 20th September

| Time | Activity |
|---------------|--|
| 08:00 - 08:30 | Registration, Check in and Networking |
| 08:30 - 09:30 | <p>Session 6 - Innovation Hub: Grass Roots Innovations to fight VACIS: Taking Grassroots Momentum to Scale</p> <p>This session explores models of growth in fighting VACIS. Drawing from the experiences of various innovators, participants will start to have the conversation around scaling up what is working at the grass root to effect systems change at scale through locally – driven solutions.</p> |
| | <p>Chair Person: Ms. Angella Nakafeero, Commissioner, Gender and Women Affairs, Ministry of Gender, Labour and Social Development</p> |
| | <p>Innovations</p> <ul style="list-style-type: none"> • U- Report (UNICEF) • SAPRT for social norms change Approach (Bantwana) • Boy Champions (TMF) • Male Engagement – Family Life Network • Enabel (SNE & VACiS) • Girls Rights Clubs / Children’s Parliament (Plan) • Digital Solutions to SLE (Mengo SS) • Lay Worker Cognitive Behavioural Therapy (TPO) • School Based Case Management (National Child Helpline) • Child Safeguarding and Protection of refugee and host community children in the refugee response (Save the Children/ Consortium Management Unit) • Coaching Boys into Men (World Vision) • The Student Court (Raising Voices) • Straight Talk Foundation |
| 09:30-10:30 | <p>Session 7 - Action to Impact I: Short Videos on Emerging Good Practices of Elimination of Violence Against Children in Schools: Rotating Group Discussions</p> <p>In this session, participants will digest best practice on safe learning environments in a succinct and engaging way. We will learn from these videos on what has worked in the field.</p> |
| | <p>Chair Person: Ms. Ajwang Christine, Child and Family Protection Unit, Uganda Police Force</p> |
| | <p>Working Tea</p> |

| | |
|-----------------------------|--|
| <p>10:30 - 11:30</p> | <p>Session 8 - Teachers Perspective on VACiS: Prevention & Response: Panel Discussion This Panel Discussion will feature Teachers as key champions in creating safe learning Environments. It will explore the vital role teachers play to prevent and respond to school violence, what they are expected to do and how it can be improved. This session will feature Teachers’ perspectives around VACiS and foster discussion around teachers as Trend setters in creating Safe Schools.</p> |
| | <p>Chair Person: Dr. Jane Egau , Commissioner, TIET</p> <p>Speakers Mr. Mukiza Godfrey, DIS, Lwengo DLG Ms. Akong Rose, Teacher, Kangole Girls S.S Mr. Droti Philbert, Head teacher -Inyau P/s Ms. Along Rose , Teacher/ Morulem Girls P/s Ms. Gabeya Elizabeth, Head teacher – Bugulumbya P/s Mr. Kirya Andrew, Principal Iganga PTC UNATU</p> |
| <p>11:30 - 12:15</p> | <p>Session 9 - Local Government Experiences on the Implementation of strategic plan on VACiS : Panel Discussion Local Government ownership and implementation is known to be the silver bullet to driving the change, organizations desire to see. Is this the story for the VACiS strategic Plan? This session will discuss the role of local governments in this fight against VACiS, the lessons learnt and the barriers they face.</p> |
| | <p>Chair Person: Chief Administrative Officer, Kamuli District Local Government</p> <p>Speakers Ms. Nakoya Joyce, District Education Officer : Napak DLG Mr. Dima Robert, District Education Officer : Adjumani DLG Ms. Bossa Florence, District Education Officer : Luweero DLG Mr. Mudangi Eridard, District Education Officer: Manafwa DLG</p> |

| | |
|-----------------------------|---|
| <p>12:15 - 13:30</p> | <p>Session 10- Learning to Planning, Scaling up and Sustaining the Fight Against VACiS This session will provide an opportunity for participants to be in the driver’s seat of thinking about the key priorities for the education sector over the next few years and practical ways to create safe learning environments.</p> |
| | <p>Chairperson : Mr. Mulindwa Ismael, Director, Basic and Secondary Education, Ministry of Education and Sports</p> <p>Liz Randolph, RTI : Building a safe learning environment: School Culture and Climate</p> <p>Multiple Working Groups: 5-year strategy toward eliminating VACiS</p> <ol style="list-style-type: none"> 1. Leadership 2. The Environment – creating safer and child friendly spaces. 3. Curriculum approaches that prevent Violence 4. Equipping and training staff to prevent & respond to Violence 5. Responses in and around Schools 6. Coordination and Collaboration between key stakeholders 7. Evidence: Monitoring and Evaluation of VACiS |
| <p>13:30 - 14:30</p> | <p style="text-align: center;">LUNCH</p> |
| <p>14:30 - 15:30</p> | <p>Session 11: Intersectoral Linkages for Prevention and Response to VACiS :A panel Discussion This interactive session will highlight the importance of involving several actors in addressing violence against children in school to ensure coordinated action. The session will also focus on the Intersectoral committee on VACiS and explore ways to strengthen the roles of the committee and achieve improve the way this functions.</p> |
| | <p>Chair Person: Ms. Angella Nakafeero, Commissioner, Gender and Women Affairs, Ministry of Gender, Labour and Social Development</p> <p>Speakers</p> <p>Ms. Rosette Nyanzi, Gender Technical Advisor , Ministry of Education and Sports</p> <p>Ms. Jackie Kemigisha, Principal Urban Officer, Ministry of Local Government</p> <p>Mr. Charles Mugobera, National Coordinator, Justice for Children Program, Justice, Law and Order Secretariat</p> <p>Ms. Ajwang Christine, Child and Family Protection Unit, Uganda Police Force</p> <p>Ministry of Gender, Labour and Social Development</p> <p>Ministry of Internal Affairs</p> <p>Ministry of Health</p> |

| | |
|---|--|
| <p>15:30 – 16:30</p> | <p>Session 12: Resource Mobilisation One of the gaps and challenges in operationalising the RTRR guidelines and implementing the strategic plan on Violence Against Children in Schools is the limited resources to enable effective implementation. This session, will draw from experiences of key stakeholder groups on concrete ways to raise resources and tap into existing opportunities that could resource interventions for prevention and response to VACiS. It will also provide a platform for the sector to strategise on the best way to partner with stakeholder groups in creating safe learning environments.</p> |
| | <p>Chairperson: Ms. Margaret Kakande, Budget Monitoring and Accountability Unit, Ministry of Finance, Planning and Economic Development Speakers Mr. Bagaddawa Gideon, Private Sector Foundation Uganda Ms. Sophie Nampewo, Civil Society Budget Advocacy Group Mr. Mugabirwe, Commissioner, District Administration, Ministry of Local Government Ms. Rose Kato Othieno, Enabel – Education Development Partners Mr. Matyama Fredrick, Commissioner, Education Planning and Policy Analysis Ministry of Finance, Planning and Economic Development</p> |
| <p>16:30 - 16:45</p> | <p>Presentation of working group outputs and Voting on Priorities</p> |
| <p>16:45 - 17:00</p> | <p>Session 13: Accelerating Action toward Safe Learning Environments in Schools The closing session will be an opportunity to present a synthesis of outputs from the sessions. It will also feature the call to action which forms the way forward after the symposium.</p> |
| | <p>A Wrap up of the Symposium Proceedings Mr. Alex Kakooza, Permanent Secretary, Ministry of Education and Sports: Endorsement of the Call to Action & Closing of the National Learning Symposium</p> |
| <p style="text-align: center;">End of the National Learning Symposium on Creating a Safe and Positive Learning Environment</p> | |

LIST OF PARTNERS IMPLEMENTING VACiS PROGRAMS

| Sn | Organization | Website |
|----|---|--|
| 1 | AFRICHILD | www.africhild.or.ug |
| 2 | Bantwana | www.worldeducation.org |
| 3 | ChildFund | www.childfund.org |
| 4 | DFID | www.gov.uk |
| 5 | Enabel | www.enabel.be |
| 6 | FAWE | www.faweuganda.org |
| 7 | FENU | www.fenu.or.uug |
| 8 | Fida Finnish Mission Uganda Limite | www.fida.info |
| 9 | Humanity and Inclusion | www.hi-us.org |
| 10 | Inter-Religious council-Uganda | www.ircu.or.ug |
| 11 | Irish Aid | www.irishaid.ie |
| 12 | Ministry of Uganda | www.wvi.org |
| 13 | PEAS UG | www.peas.org.uk |
| 14 | PLAN International | www.plan-international.org |
| 15 | Raising voices | www.raisingvoices.org |
| 16 | Reach A Hand Uganda | www.reachahand.org |
| 17 | Research Triangle Institute International (RTI) | www.rti.org |
| 18 | Sauti 116 | |
| 19 | Save the Children | www.savethechildren.org |
| 20 | SESIL | |
| 21 | Straight Talk Foundation | www.straighttalk.org |
| 22 | Trailblazers Mentoring Foundation (TMF) | www.trailblazersuganda.org |
| 23 | UKAID | www.ukaiddirect.org |

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| 24 | UNICEF | www.unicef.org |
| 25 | USAID | www.usaid.gov |
| 26 | World Vision | www.worldvision.org |
| 27 | | |
| 28 | | |



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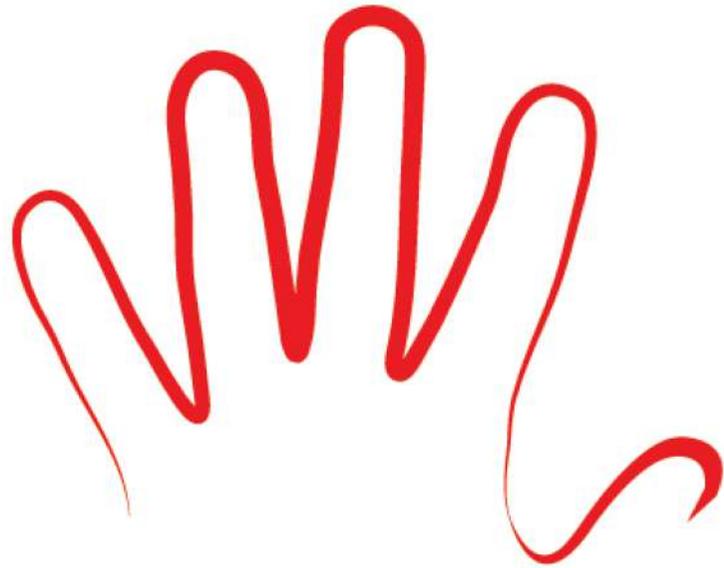
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