



THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND SPORTS



# PROCEEDINGS REPORT FOR THE SECOND SAFE TO LEARN NATIONAL SYMPOSIUM 2022

**Theme** Reflecting on the gains and accelerating action towards a safe learning environment

**Held from** 3<sup>rd</sup> – 4<sup>th</sup> November 2022 at Speke Resort Munyonyo, Kampala

**By:** Gender Unit, Ministry of Education and Sports

 **Irish Aid**  
Rialtas na hÉireann  
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 **unicef**

 **Safe to Learn**

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# ACRONYMS

BRMS	Basic Requirement and Minimum Standards	NAMUDEO	National Association for Municipal and District Education Officers
CDOs	Community Development Officer	NDP	National Development Plan
CLL	Community-Led Learning	NFE	Non-Formal Education
CPD	Continuous Professional Development	PO	Probation officers
CSOs	Civil Society Organizations	PPP	Public Private Partnership
CWCs	Child Wellbeing Committees	PS	Permanent Secretary
DEO	District Education Officer	RTRR	Reporting, Tracking, Referral and Response
DES	Directorate of Education Standard	SCI	Save the Children International
DFID	Department for International Development	SDGs	Sustainable Development Goals
DHIS	District Health Information System	SEUIL	Strengthening Education Systems for Improved Learning
DPP	Directorate of Public Prosecution	SLE	Safe Learning Environment
ECCE	Early Childhood Care and Education	SRGBV	Sexual Related Gender Based Violence
ECD	Early Childhood Development	TMF	Trailblazers Mentoring Foundation
EM	Early Marriage	TP	Teenage Pregnancy
EMIS	Education Management Information System	UGPF	Uganda Police Force
FGM	Female genital Mutilation	UK	United Kingdom
GBV	Gender Based Violence	UN	United Nation
GoU	Government of Uganda	UNESCO	United Nations Education, Scientific and Cultural Organization
HIV	Human Immunodeficiency Virus	UNGEI	United Nations Girls' Education Initiative
IEC	Information Education and Communication	UNICEF	United Nations Children's Fund
ICRW	International Center for Research on Women	UPE	Universal Primary Education
ICYD	Integrated Child and Youth Development	USAID	United States Agency for International Development
LGs	Local Governments	USE	Universal Secondary Education
MDAs	Ministries Departments and Agencies	VAC	Violence Against Children
MHM	Menstrual Hygiene Management	VACiS	Violence Against Children in Schools
MoES	Ministry of Education and Sports	VHT	Village Health Teams
MoFPED	Ministry of Finance and Economic Development	WASH	Water Sanitation and Hygiene
MoGLSD	Ministry of Gender, Labour and Social Development		

## 1.1 Background

Uganda endorsed the “Safe to Learn” call to action and global campaign launched in 2019 by a core group of members of the Global Partnership to End Violence against Children: UNESCO, UNICEF, UK Department for International Development (DFID) and UNGEI, with a vision of ending all forms of violence against children in schools by 2024. The programmatic and advocacy objectives of Safe to Learn are set out in a five-point Call to Action:

- 1 Implement policy and legislation:** National, regional and local governments develop, fund and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence.
- 2 Strengthen prevention and response at the school level:** School staff, students, and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centered teaching and protect and improve children’s physical and mental wellbeing.
- 3 Shift social norms and behavior change:** Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.
- 4 Invest resources effectively:** Increased and better use of investments targeted at ending violence in schools.
- 5 Generate and use evidence:** Countries and the international community generate and use evidence on how to effectively end violence in schools.

The Call to Action was translated into a set of benchmarks, which were developed in relation to international child rights frameworks, UN tools and minimum standards, and best practices from the field of child safeguarding. The benchmarks and checkpoints formed the basis for a diagnostic tool to gauge the degree to which the government was meeting these standards.

### 1.1.1. National Safe to Learn Symposium

In reference to the above background, the Ministry of Education and Sports organised a national symposium to review progress of the implementation of the safe to learn diagnostic study recommendations and to draw strategies to fast track recommendations that have not been implemented yet putting into consideration the emerging challenges that have been presented by COVID 19 and the high refugee influx. The symposium took place from 3rd to 4th 2022 at Speke Resort Monyonyo, Kampala.

## 1.2 Purpose and objectives of the Symposium

The main purpose of the symposium was to provide a platform for engagement, reflection and documentation of best practices and lessons learnt to further influence implementation of the safe to learn campaign.

The specific objectives of the meeting were to:

- 1 Critically assess progresses and challenges in the implementation of the STL recommendations;
- 2 Build consensus on next national priorities (in advocacy, programming, and funding) to strengthen the overall education system (including for refugee children and host communities) with a violence prevention lens; and
- 3 Agree on measurable targets for 2023-2024 to accelerate progress on the Safe to Learn agenda in Uganda.

## 1.3 Participants

The symposium was attended by over 364 participants (211 male and 153 female) from within and outside the country and in different categories as summarized below;

**Table 1.1: Number of participants by category**

S/N	Category	Male	Female	Total
1	Ministry of Education and Sports	31	26	57
2	Line Ministries	16	11	27
3	Civil Society Organization	33	28	61
4	Development Partners	9	7	16
5	Religious Leaders	2	4	6
6	Cultural Leaders	2	1	3
7	Academia	1	2	3
8	Media	34	11	45
9	Students	3	11	14
10	Local Government officials	7	0	7
11	Head teachers/Teachers	4	4	8
12	Members of Parliament	1	2	3
13	Drivers	12	0	12
14	Online participants (National)	54	43	97
15	Online participants (international)	2	3	5
	Overall	211	153	364

## 1.4 Methodology

The symposium was delivered using various methods among which included; exhibitions, group and panel discussions, breakaway sessions, question and answer sessions, individual reflections, plenary discussion, online presentations and; among others.

**The delivery modes for the symposium were in line with five pillars of the safe to learn, that is:**

- 1 implement policy and legislation
- 2 strengthen prevention and response at the school level
- 3 shift social norms and behavior change
- 4 invest resources effectively and
- 5 generate and use of evidence.

## 1.5 Outcome of the Symposium

- 1 A communique on the renewed commitment to the safe to learn agenda in Uganda
- 2 An outcome statement on creation of the safe learning environments by the Education sector detailing key priorities by all stakeholders.

# DAY ONE PROCEEDINGS

## 2.1 Climate setting

### a) Prayer and introduction

Climate setting started with prayer by His Eminence Sheikh Mohammad Ali Waiswa, the Deputy Mufti of Uganda and Member of the Executive Board of the Inter-Religious Council and Mr. Prosper Mubangizi.

This was followed by a brief introduction of participants representing ministries, departments, agencies, partners in the symposium by the master of ceremony.

### b) Documentary on Violence Against Children

The documentary was preceded with a moment of silence for all the children in the country that had departed due to violence acts including 11 special needs children that lost their lives due to fire at Salama School of the blind in Mukono district.

The documentary voiced several duty bearers highlighting different causes and effects of violence in and around school e. g abuse of power by teachers, ignorance of the law and lack of technical expertise in handling children. The documentary also highlighted interventions by government and its partners in prevention and response to VACiS in schools.

### c) Welcome remarks by Commissioner Basic Education

In his remarks, the Commissioner Basic Education, Dr. Cleophus Mugenyi welcomed all participants in their respective capacities, expressed concern over the long-term effect of Covid-19 on education system in Uganda. He brought to attention of the participants the commitment made by the First Lady and Minister of Education and Sports, Hon. Janet K. Museveni during the safe to learn conference in London in 2019 to support all intervention aimed at eliminating violence in school by 2024. Thanked the UN agencies and other partners for their support towards promoting a safe learning environment including mobilisation of resources for the event.



## 2.2 Key Note Address

The key note address was made by Ms. Stella Ayo Adongo, Pathfinding Director/Global office on ending violence against children. In her key note, she welcomed and recognized participants for accepting to be part of the noble cause. She appreciated the First Lady and Minister of Education and Sports, for the good leadership that has enabled the sector register key achievements in child protection. She gave the magnitude of violence globally and nationally and thus reminded the participants of the need to prioritise the child protection agenda.

Indicated the areas of excellence and best practices by Uganda as per the safe to learn diagnostic study in 2019 including among others; National laws and policies prohibiting violence in schools; Strong partner and government collaboration on intervention as well as the National child helpline that has expanded to receiving 1500 calls a day with 20% requiring emergency action.

She indicated areas for further improvement including effective implementation of the policies and legislations at district and school level, strengthening prevention and response to VAC at school level, investing in shifting social norms, mobilisation and allocation of funds to VAC interventions at all levels and prioritizing generation of data and knowledge on VAC for effective programming and decision making.

## 2.3 Statement by Children on Violence Against Children in School

Represented by Alger and Ssenyonjo Fredric, the children, thanked MoES for creating a platform for the children to express their views during the Safe to Learn Symposium. They ably made a statement on the things that make children unsafe at school including, parental violence, unfriendly teachers, corporal punishment, unfriendly school environment (busy schools, poor WASH, no fences), long distance to schools, lack of meals at school among others.

The children also suggested the recommendations to fight violence against children in schools among which included; putting in place safe water sources, providing enough menstrual hygiene materials at schools, provision of schools with incinerators, encouraging parents to support their children with scholastic materials, putting in place suggestion boxes to help learners express their views, investing in play materials at school level, Sensitizing teachers on how to handle children while at school without discrimination, treating violence cases as emergence cases, displaying emergency child helpline, fighting corruption at all levels.

## 2.4 Opening Remarks

### a) Director Basic and Secondary Education MOES

In his remarks, the Director Basic and Secondary education, Mr. Mulindwa Ismael who also represented the Permanent secretary Ministry of Education and Sports, welcomed participants in their respective capacities and thanked them for being part of this important symposium.

He indicated the sector commitment to implement all programmes aimed at eliminating all forms of violence in schools emphasizing that learning and safety can't be separated. He also recognized the importance of voices of the young people in the fight against violence in school and therefore thanked the organizers for involving young people's voices in the event.

The director also highlighted on the sector interventions aimed at promoting a safe learning environment including among others; burning corporal punishments in schools, developing a good policy framework, training teachers on VAC, and generating data on VAC. He also thanked Partners for funding intervention aimed at eliminating VAC in school and appealed to them to continue collaborating with MoES in its struggle to achieve education aspiration in the country. He ended by expressing his appreciation to the Gender Unit for successfully coordinating the symposium and wished everyone fruitful deliberations.

## b) Deputy Country Representative UNICEF Uganda

In her remarks, the deputy country representative Ms. Margarita Tileva, welcomed participants and commended Government of Uganda for the implementation of recommendations of Safe to Learn Diagnostics Study and the continuous efforts of different Government institutions, including in prevention and response to Violence Against Children.

She highlighted to the participants that three quarters of Ugandan children experience at least one of many forms of violence in childhood and that more than one in three females (35%) and one in six males (16.5 %) experience sexual violence.

The deputy country representative also reminded participants of the role of education in changing harmful social norms, foster peaceful, inclusive societies, contribute to socio-economic development of communities, and promote climate change action. However, the widespread violence in and around schools undermines this transformational power of education, leaving millions of children living in fear every day and limiting their potential. She therefore called upon everyone to ensure full safety of children in learning institutions and elimination of all forms of violence against children, boys, and girls alike.

She committed on behalf of UNICEF to continue collaborating with Government and all other partners in prevention and response of violence against children, including GBV, as well as in ensuring safe learning environment for our children. She also commended Ministry of Education and Sports for developing comprehensive adolescent-centered Life Skills Toolkit that provides children and adolescents with core skills for resilience and life-skills that will allow them to address vulnerabilities they face in every-day life. She then wished the meeting fruitful discussions.

## c) Ambassador of Embassy of Ireland

The ambassador of the Embassy of Ireland, Mr. Kevin Colgan, thanked MoES for inviting him to this important event. He thanked the First Lady and Minister of Education and Sports, for spearheading the promotion of a safe learning environment for children in Uganda. He acknowledged the good partnership between GoU and the Ireland government and thus indicated the various support provided to education by the Ireland Embassy including supporting the Gender Unit to mainstream gender in the education sector.

He also highlighted on the various forms of violence perpetuated to the learners in Uganda including among others; bullying, physical violence, emotional violence

and sexual violence especially child marriage which affects child development. He gave his own experience on how violence affects the confidence levels of children and also emphasized the great role played by communities to end child violence both in schools and within the community.

He reiterated Ireland's commitment to continue working with MoES including supporting Gender Unit to promote a safe learning environment, protect and fight for children rights in schools through a collaborative and multi-sectoral approach. Wished the meeting fruitful deliberations.

#### d) The Chief Guest

In his remarks, the Minister of State for Higher Education Dr. J.C. Muyingo who represented the Honorable Minister of Education and Sports, welcomed all participants to the symposium, thanked all who contributed for his safe learning environment. He reflected on the various forms of violence that happened in his journey of schooling including children beating fellow children. He thanked the NRM government for creating peace in the country and allowing different stakeholders to freely speak about matters concerning child safety in schools.

He highlighted that MoES has put in place guidelines to protect child rights and fight against child violence in schools and thus encouraged partners to keep supporting schools to achieve safe learning environment.

He expressed his concern over the cases of teenage pregnancy in the country and thus called upon partners and individuals to work together to fight teenage pregnancy in schools and within communities. He also informed the congregation that MoES believes in giving a second chance to child mothers as guided in the "Prevention and Management of Teenage Pregnancy in School settings" guidelines.

He concluded by Committing on behalf of the sector to continue mobilizing more resources towards promoting safe learning environment and the officially opened the symposium.



*The chief guest Hon. Minister of State for Higher Education Dr. J.C Muyingo Giving his opening Remarks*

The opening ceremony was crowned by the lunch of the LIFE SCHOOL TOOL KIT and the abridge versions of the Reporting, Tracking, Referral and Response (RTRR) guidelines.



The chief guest Hon. Minister of State for Higher Education Dr. J.C Muyingo and the Permanent secretary MoGLSD Signing Off the Life Skills Tool Kit



Hon. Minister of State for Higher Education Dr. J.C Muyingo Handing Over the Life Skills Tool Kit to Different Stakeholders for its Implementation



Photo moment between Hon. Minister of State for Higher Education and other Officials with the Children

## 2.5 Exhibition

After the official opening, the chief guest toured the exhibition tables where partners show cased their materials and best practices in promotion of a safe learning environment.



The chief guest sharing with exhibitors

## 2.6 High level Panel Discussion on Implementing Policy and Legislation

The high-level panel discussion was moderated by Ms. Margaret Kakande, Head of Budget Monitoring and Accountability Unit at the Ministry of Finance and Economic Development (MoFPED). Among the panelists included Dr. Cleophus Mugenyi, Commissioner Basic Education who represented Permanent Secretary, Ministry of Education and Sports and Mr. Aggrey Kibenge, the Permanent Secretary, Ministry of Gender, Labour and Social Development (MoGLSD).

The multisectoral discussions reflected on complementally interventions on transforming the education sector outcomes in relation to promotion of a safe learning environments in view of existing laws and policies on child protection.

### a) Submission by MoES

In his submission, the Commissioner Basic Education noted that transformation of the education sector is a responsibility for every education stakeholder at all levels and begins with change in attitude. He highlighted that the government has had a number of policies and guidelines like the strategic plan on ending violence, guidelines on roles and responsibilities of Senior Man and Women, Good school tool kit for both primary and secondary and other online materials which can be accessed any time.

He also indicated that MoES has ensured that every school has an improvement plan which must include aspects of safe learning environment in addition to building of teacher's capacity to ensure that psychosocial support is part of the teacher training program and CPD framework.

### b) Submission by MoGLSD

The Permanent Secretary (PS) MoGLSD on the other hand, reflection on the legal frameworks in place to ensure health, protection and participation of children including; the Constitution of the republic of Uganda, National Children's Act as amended 2016, Domestic Violence Act, Prevention in Trafficking Persons Act, Prohibition of Female Genital Mutilation Act 2010, Anti-Pornography Act, Anti Human Sacrifice Act, Succession Act and Education Act 2008.

He noted that all these are in line with a number of policies and guidelines which are operationalized through a decentralized system including Community Development Officer (CDOs), Probation officers, Child Wellbeing Committees (CWC), Para social workers and tall free line (116) and GBV line. These are responsible for moving in villages, home, and communities raising awareness on the rights of children, training key actors in the lower LGs, running campaigns on FGM, ending teenage pregnancy & early marriage, disseminating IEC materials, reporting and tracking VAC cases.

He indicated that MoGLSD has worked with partners like USAID, UNICEF and other Civil Society Organizations to train Para-social workers and other community staff to support parents and communities on child protection and safety.

The PS further informed the meeting that the Government launched the National Campaign on ending Teenage Pregnancy, Child marriages and defilement, dissemination of IEC materials by National Children's Authority, provision of tablets to district officials to foster data collection and records keeping. The

government also initiated the Uganda Child Help Line 116 operated on 24hrs basis, which incorporates gender-based violence aspects.

He however shared some of the challenges that hamper effective implementation of the interventions including; Weak enforcement of the laws and policy frameworks, Weak coordination amongst relevant actors, Negative cultural practices such as FGM, early marriage and others, Limited capacity and awareness on child protection by duty bearers, pandemics like Covid-19 and Ebola and disintegration of the family structure leading to poor parenting.

He therefore called for a more coordinated multi-sectoral approach for the key actors under the human capital development program; amendments in some of the laws and policies; putting a strong focus on to education at ECCE and how safe learning can be achieved at that level; Infrastructure development in schools with the incorporation of facilities like changing rooms and incinerators; creation of awareness on the child protection laws, policies and guidelines; strengthening of family structures through home visits and community engagements; Community engagements through School Management Committees, Parent Teachers' Association and Board of Governors; increasing community mobilization and mindset change; establishing and strengthening the parish information management system to capture data on the different elements and also mobilize households to economic empowerment.



Ms. Margaret Kakande-MoFPED, Mr. Aggrey Kibenge-MoGLSD and Dr. Cleophus Mugenyi -MoES during high-level panel discussion

## 2.7 Key Highlights of the Safe to Learn Diagnostic Study and progress on the implementation of the recommendations

### 2.7.1. The Safe to Learn Diagnostic Study

The presentation on the Safe to Learn Diagnostic Study was made by Ms. Irene Naiga UNICEF- Education Specialist. The presentation highlighted the five-point policy agenda to end violence in schools that the Safe to Learn partners adopted at the World Education Forum in 2019.

The presentation clearly brought out main objectives of the diagnostic study, the diagnostic tool used with clear benchmarks and checkpoints, the good practices established during the study and recommendations aligned to the five pillars of safe to learn.

### 2.7.2. Progress on the Implementation of the Recommendations

The presentation was made by the Gender Technical Advisor, Ministry of Education and Sports.

She ably shared highlights on the progress made in the implementation of the key recommendation made in the diagnostic study including; reviewing the National Strategic Plan on Elimination of Violence against Children, incorporation of an objective on VAC in the Education Sector Strategic Plan 2020/2025, developing a life skills toolkit, training of para-social workers to support detection and response to violence in the communities, creating and strengthening of child wellbeing structures at lower LGs, translating Reporting, Tracking, Referral and Response (RTRR) guidelines into five local languages, developing and implementing guidelines for the Roles and Responsibilities of Senior Women and Men Teachers, revising construction designs to make them inclusive for all learners, developing messages on VAC, MHM, HIV targeting adolescents, conducting national data collection and studies on gender concerns and among others.

She however highlighted some of the challenges faced in the implementation of the recommendations including; inadequate financial resources, persistent negative social norms that perpetrate child abuse, poor management of reported cases, poverty and among others.



## 2.8

## Discussion of the Safe to Learn Study findings with a perspective of Pre-primary, Primary, Secondary, Higher Education & Education and Emergencies

This session moderated by Dr. Angella Nakafeero, Commissioner Women and Gender, MoGLSD. The panelists represented the different levels of education ranging from **pre-primary**- Mrs Lydia Mubiru from Early Years Count, **primary**- Mr. Edson Nsubuga from Save the Children, **secondary**- Mr. Henry Ssenkasi from PEAS Uganda and **Education in Emergency**- Mrs. Constance Alezuyo from Education Response Plan Secretariat.

### 2.8.1. Pre-primary

The presenter noted that the diagnostic study was relevant to the sub-sector. She added that the manifestation of violence against children at pre-primary level is very high and not well catered for by the stakeholders and policy implementors because the expression by the learners is limited since many are threatened not to report.

She added that pre-primary level is a very good avenue/window through which foundation to managing VACiS can be achieved. Implementation of policies and frameworks has been done but needs to be strengthened to cover all education levels.

There are challenges facing the teacher education at pre-primary, addressing them would really give a basis for creating a safe learning environment for the children. The education stakeholders therefore need to tap into and strengthen the existing structures like Center Management Committees, Child Protection Committees, Parents Teachers' Associations and others to provide robust mechanism of responding to violence against children.

She added that the policies and guidelines need to be revised to include the pre-primary sector for example the Ministry of Education and Sports circular on violence and corporal punishment speaks to only primary and secondary education levels.

The Early Years Count representative recommended that social emotional learning is very important and proper strategies to achieve it needed to be laid by the stakeholders, development of a clear monitoring and reporting mechanisms is an urgent need for the sector as a whole, this would address the challenge of lacking evidence to support ECCE programming in the country, a review of the existing guidelines to include the ECCE sub sector should be made.

### 2.8.2. Primary

The presenter shared that the study resonates with the earlier case studies and experience shared by the Chief Guest and thus was relevant. He added that the MoES has developed a number of policies but the challenge lies in the implementation of these policies and guidelines. Aspects of teacher well-being need to be addressed critically as they affect the learning environment and are one of the major causes of violence in schools.

The presenter therefore recommended that a ***dual implementation approach which compliments mindset change with strategies to creating safe to learn environment*** should be adopted to achieve the safe learning environment in our schools. A revision of the existing reporting tools should be made to cater and include the changing needs of the education sector, this will make implementation and monitoring of the policies on safe to learn easy and aligned to current trends. More parental engagements and involvement at school level should be done since it is very critical in eliminating violence against children.

### 2.8.3. Secondary

The presenter highlighted that the issues of safe to learn at secondary level are not so different from those at primary level, however this level presents a situation where one is dealing with children who are transforming into adults, where the learners appreciate the rights of children better. He added that the relevance of the study needed to be accessed in aspects of children, school environment, administration and teachers, community and the structures in place to support safe learning in those aspects. Teacher well-being at this level is very important.

He then recommended that there is need to create more awareness amongst children with more emphasis on attaching a responsibility to every right, need to strengthen the reporting systems at the school and community level and the use of a multi- sectoral approach in the implementation of interventions around children.

### 2.8.4. Education in Emergency

In her presentation, she appreciated the government for the support towards the refugees around the country through the Education Response Plan. The policies, guidelines and plans to support and guide interventions for education in emergency are well laid and adopted in the schools. However, teachers need to greatly focus on shifting social norms considering the background for refugees.

She added that a needs assessment for teaching capacity and quality for education in emergency clearly brought out, the impact of Covid-19 on Education, teenage pregnancy and early marriage as some of the challenges the government is still addressing through different ways like development of Guidelines for Prevention and Management of teenage pregnancy and Guidelines on the roles and responsibilities of senior man and senior woman teachers.

The coordinator recommended that, the dissemination of policies and guidelines needs to be supported and up scaled to the different local governments. The structures at national and district level need to be strengthened through capacity building and trainings. Construction of more WASH facilities and other physical structures that support learning, there is need to integrate and strengthen the available data systems to generate data for evidence-based programming. Consideration for unintended outcomes in programming to foster continuous planning and carrying out assessments at baseline, midline and end line levels. e.g. the cash reliefs that have ended up encouraging some girls too fall prey to teenage pregnancy.

She concluded by emphasizing the need for collaboration and monitoring of activities at all levels to foster change. She also indicated that implementation of the different safe to learn interventions need funding and resources which the government and partners need to commit to.

## 2.8.5. Reactions to the panel discussions

The cultural and religious leaders' representative requested the implementors and system actors to regularly recognise and appreciate their contribution to the implementation and achievement of safe to learn at both school and community levels.



*Dr. Angella Nakafeero (left), Mrs Lydia Mubiru, Mr. Henry Ssenkasi and Mr. Edson Nsubuga Ms. Margaret during panel discussion*

## 2.9 Parallel Panel Discussion

### 2.9.1. Efforts in implementation of policy and legislation and prevention and response at school level

This session was moderated by Hon. Flavia Kabahenda, Chairperson Parliamentary Committee on Gender. Among the panelists included Mr. John Kyaboona- DEO Kibaale, Chairperson NAMUDEO, Ms. Doreen Ankunda- Commissioner Primary Education, Standards, Directorate of Education Standards, Ms. Lydia Najjemba Wasula- Principal Probation and Welfare Officer- MGLSD, Ms. Maureen Atuhairwe- Uganda Police, Family and Children' Unit and Sr. Gladys Kachope- Head teacher Immaculate Heart Girls' School - Rukungiri, Ms. Samali Wakooli -Assistant Director Gender, Children and Sexual offences- Directorate of Public Prosecution.

#### a) Representative from Local Governments

The representative highlighted the several myths and misconceptions on violence perceived by the teachers and school administrators for example "ears of African children are on buttocks", religious and cultural factors/ beliefs, poor parenting, weak school management structures, limited capacity of teachers to offer psycho-social support, limited awareness on child protection laws and policies and high levels of corruption as the major stabling blocks for eliminating violence in schools.

He thus indicated the key interventions by local governments to minimize the prevalence of violence against children in schools, including, dissemination of the different policies and guidelines, development of VAC school-based action plans, encouraging the establishment of student lead school clubs, community sensitizations and among others.

## b) Representative from Directorate of Education Standards (DES)

The representative of DES shared with specific reference to indicator 12 in the Basic Requirement and Minimum Standards (BRMS) that speaks to organization and management of institutional safety and security in schools. She then highlighted on the several challenges faced in the implementation of the BRMS including among others:

- a Limited multisectoral coordination in promotion of a safe learning environment.
- b Limited awareness on the BRMS by the parents and community.
- c Minimal compliance and enforcement of the BRMS at the school level.
- d Limited capacity at the district levels, staffing and funding gaps to facilitate the monitoring and enforcement of the BRMS.
- e The representative therefore recommended prioritization of awareness creation on BRMS, capacity building for district inspection teams, increasing funding for monitoring activities and above all reviewing of the BRMS.

## c) Representative from MoGLSD

In her communication, the representative of MoGLSD indicated that the sector has structures at local level to support prevention and response to VAC in communities, these structures further link with the schools in those communities in different ways, at national level interventions on VAC are influenced by the National Child Policy 2020. Through the Inter-Ministerial Committee for Child wellbeing, district child wellbeing committees, para-social and community development officers.

She also highlighted that the schools and communities link and work together through home visits, community sensitization drives, school days, use of SAUTI 116 and other arrangements to prevent and respond to any forms of violence against children in and out of school.

## d) Representative from the Directorate of Public Prosecutions

The representative of the DPP noted that violence constitutes 70% of the cases received at the DPP. She indicated that the office of the DPP expeditiously handles and disposes off cases of violence against children in school through having specific prosecutors for VAC cases, having special rooms and child friendly spaces for interviewing and generating of statements, special sessions at both high and magistrate to handle cases with this providing a 74% conviction rate, consideration of aspects of stigma where children are given special clothes if they are to come in court and not staying in school uniforms.

She also highlighted some challenges in handling of VAC cases including having education ethical codes of conduct that only gives administrative measures on reporting and management VAC but lacks sanctions to support handling crimination by law enforcement bodies and schools which at times limits access to information for generation of evidence.

She therefore, proposed a need to have social workers in school to support the prevention, response and management of VAC in schools.

**e) Uganda Police Force, Child and Family Protection Unit**

The representative of Police shared that case management is quiet challenging and depends on complainant, suspect, victim and that a threat to any of these poses a challenge to the flow of the case. She also indicated that in addition to parental negotiations, lack of sufficient evidence, requirements for recording statements of minors and the grading of cases as per police guidelines limits the reach of the child and family protection unit since some cases don't fall under the unit.

She therefore recommended creation of awareness on child protection laws and children rights through community policing campaigns, encouraging school administration to support and comply to police investigation process, ensuring proper utilization of reporting, tracking and referral documentation and forms at all levels for example Police Form 3, leveraging on the school disciplinary structures to attain information.

The presenter also noted that the school disciplinary structures need to be cautioned on not assuming roles of investigators and judges in cases that are supposed to be referred to the Police and DPP. Following up and use of the proper police structures is very crucial and important in case management and handling.

**f) Representative from School Management**

In her sharing, noted that teachers and school administrators must get the time to listen to issues of the learners through having meetings with the learners and utilizing of the school community structures like prefect body, disciplinary committees, child protection committees and others. Teachers must be approachable and must be able keep high levels of confidentiality and availability to the learners. The presenter also emphasized the need to instill morality and other positive cultural values in the learners if discipline is to be realized at school level.



Ms. Doreen Ankunda (top left), Ms. Lydia Najjemba Wasula (top right), Ms. Maureen Atuhairwe (bottom left) and Sr. Gladys Kachope (bottom right) making submissions during the panel discussions

### 2.9.2. Efforts in Shifting Social Norms, Challenges and Lessons

Moderated by the Mr. Martin Kiiza- Executive Director, National Children's Authority. The panel had key speakers from MGLSD (Dr. Angela Nakafeero; Commissioner for Women and Gender), World Vision (Mr. John Tereraho; Education Technical Lead), Raising Voices (Mr. Hassan Muluusi; Technical Advisor; Good Schools Programme), Inter-religious Council (Sheikh Ali Waisswa; Vice Chairperson) and Ministry of Education and Sports (Ms. Ayesiga Sarah; Assistant Commissioner, Inclusive & NFE).

This panel discussed efforts in shifting social norms, challenges and lessons learnt.

Among the efforts highlighted by the different discussants in shifting social norms included; development and implementation of laws policies and guidelines against negative social norms, raising awareness on children's rights and negative social norms, conducting studies and surveys on violence against women and girls, using peer led approaches, promoting re-entry for child mothers, working with religious and cultural leaders, conducting media campaigns, lobby for support in prevention of VAC, organizing international and national awareness and support campaigns (e.g. 16 days of activism, day of the African child, Kampala marathon), protecting vulnerable communities (e.g. establishment of GBV shelters) and among others.

- a Key Observations and Recommendations from the Session
- b Taking deliberate efforts towards mobilising for positive norm change.
- c Every intervention/programme by MoES should have a component on VAC.
- d Need to strengthen coordination and partnership between government MDAs, religious and cultural institutions.
- e Continuous engagement of the media.

### 2.9.3. Investing resources effectively

Panel discussion on investing resources effectively discussed investing resources effectively focused on discussing evidence around investments in child protection and creating safe learning environments.

The panel had speakers from both the national and international space, Dr. Robert Dayo Nanima from the African Committee of Experts on Child Rights, representatives from Civil Society (Plan International, Afri-Child and Education Advocacy Network) and the National Planning Authority- Uganda.

#### a) **Presentation from member African Committee of Experts on Child rights**

The presentation was made by Dr. Robert Dayo Nanima - Associate Prof – University of Cape Town and member of the African Committee of Experts on the rights of the child. In his sharing he highlighted that governments have developed the different policies, regulations and guidelines for implementation of child protection and safe learning, the challenge is that the funding to support the implementation and enforcement of child protection policies is never adequate and sometimes miss allocated to programs that don't meet the different needs of the children around Africa.

He then recommended a need to use child-rights based approach, come out clearly in investing of the resources, use of the top- bottom and bottom-up approaches in implementation. Budget preparation and accountability must be deliberate in the direction of eliminating Violence Against Children in the schools, and prioritization of goals and objectives that are in the best interest of the child shall get us to achievement of safe learning environment.

#### b) **Presentation from the representatives of Civil Society**

The civil society was represented by Mr. Mathew Omoro-Afri-child, Mr. Patrick Kaboyo-Education Advocacy Network and Ms. Diana Tibesigwa -Plan International.

The presenters indicated continued budget cuts, limited alternative financing, increasing national debts as the major challenges affecting financing for child protection interventions. They therefore encouraged stakeholders to explore into Public Private Partnership (PPP), utilize opportunities in development finance institutions across the region, as well as leverage on the existing government parastatals like the National Enterprise Cooperation.

#### c) **Presentation from representative from National Planning Authority**

The Uganda National Planning Authority was represented by Maxwell Odongo, from the Education Planning and Skills Development Division. He shared that NDP III has prioritized Human Capital Development as a key pillar and one of

the targets is improved child development in learning, health and psychological wellbeing.

He shared that due to scarcity of resources planning and budgeting has been subjected to cuts, the midterm review of the NPA strategic plan was done and new strategies were developed to foster the proper implementation of the Human Capital Development Program. Investment in education must start from the foundation which is early childhood care and education with allocation of more resources to the Pre-Primary subsector and training of caregivers in the Primary Teacher Colleges.

The need to expansion of ECCE into hard to reach areas like Karamoja, strategies of attaching an ECD Center on every primary school were adopted by government. The plan includes social protection components where all children on the streets are going to be relocated. More focus on youth has been prioritized, studies showed that 8.8million youth are not in education setting or are unemployed. Plans to make sure they are enrolled into vocational institutions have been laid.

The government is recruiting specialized health workers and facilitating health centers to support the achievement of multi sectoral approach on safe learning and the increase in investments going to vulnerable groups and special needs persons has been done.

#### 2.9.4. Generation and use of evidence

This panel discussion involved sharing of national and global evidence review of approaches on the prevention and response to violence against children in and out of schools and contribution of safe learning environment to learning outcomes. The panel had key speakers from Coalition for Good Schools/International Centre for Research on Women, India-Ms. Pranita Achyut, UWEZO-Dr Nakabugo Goretti and UNESCO -Mr. Charles Draceabo.

During their presentation, the panelists shared statistics on key indicators at school level that portray the level of adherence in promotion of a safe learning environment. e.g. existence of senior woman and man teachers among others. The presentations also explored into extent school-based violence prevention programs are conceptualized and evaluated in the Global South, the strategies and approaches used and the critical elements programs have considered for scale-up.

The presentation also highlighted on the key recommendations for the study on “Futures of education in promotion of an inclusive equitable, safe and health schools” including; transformation in political leaders, pedagogy, school learning environment, participation of children and stakeholder’s attitudes. It was also agreed that partnerships with practitioners are critical for quality implementation, sustainability and scale up of VAC programs.

#### Key Observations from the Session

- 1 Need to invest in generation of more national data on VAC in and around schools with consideration on analyzing the correlation between safe learning environment and learning outcomes.
- 2 Government and all stakeholders to embrace the use data and evidence to inform programming.



## 2.10 Plenary session on voices of the children

The session presented the opportunity to hear from young people sharing their experience in school and views on what makes the learning environment unsafe at school, what they do when they feel unsafe and what can be done to make schools safe for all children. The session was moderated by Mrs. Lydia Kibone from Child Fund and co-moderated by Ms. Nafula Loyce. The children were selected from partner supported schools of World Vision and Plan International.

The students shared that safe learning environment is one which is free from violence against children. They shared that the nature of the community for example if surrounded by bars, being tortured by teachers and other school stakeholders are the major factors that make them feel unsafe at school. The learners informed the meeting that some of their colleagues' resort to early marriage whenever there is violence in school which later leads to teenage pregnancy and other challenges like death.

### They therefor recommended need to;

- a** Work hand in hand with children to protect the rights of their fellow children.
- b** Make education free through the revision of the UPE and USE program guidelines, the learners noted some fees are charged which parents cannot afford thus learners drop out of school.
- c** Continuously monitor and supervise schools to ensure safe learning environment.
- d** Continue engaging and sensitizing parents, cultural and religious leaders on the negative social norms and practices.
- e** Display toll free lines (116) everywhere to strengthen reporting mechanisms.
- f** Construct more classrooms and other facilities that support safe learning environment.
- g** Emphatically enforce policies and regulations on child protection at all levels.
- h** Conduct regular engagements between the children and Parliament of Uganda.
- i** Pass a strict law on outside noise from communities near schools to allow learners concentrate.

## 2.11 Mental Health Session

### 2.11.1. Presentation by War Child Holland

The presentation on mental health was made by Mr. John Musoke- War Child Holland. The presentation highlighted on how psychosocial support impacts on wellbeing of teachers and learners. He emphasized that wellbeing regulates self-emotional control by the teacher while building competences about social emotional learning on the side of learners. The school environment must have the ability to identify the different psycho social needs of the learners and this will greatly improve the learning outcomes.

He therefore recommended the need to break the vicious cycle of violence that exist in school, home and community through expanding programming in mental health and psychosocial support for both teachers and learners at school level.

### Key Observations and Recommendations from the Session

- a** Need to scale up the psychosocial support approaches given the impact of C-19 on adolescents in Uganda.
- b** Need to come up with practical tips to building resilience
- c** Need to revive and empower structures at family, community, and local government level to enable effective follow up.
- d** Need to continuously build teacher's capacity to handle mental health and psychosocial support.

#### 2.11.2. Presentation by Ministry of Health

Represented by Dr. Kasozi Allan from the Adolescent Health and School Health Division, MoH Informed participants that the 2021 report on Prevalence of Mental Health Disorders in Uganda” indicated that 23% of Ugandan children have a form of Mental disorder.

He highlighted on the causes of mental illness among learners including violence of all forms, Alcohol and Drug, Lack of essential food nutrients for proper development of the brain especially in children, violence in homes and community, post-traumatic situation/conditions such as wars, landslides, distress due to high academic expectation, demands from family, peers, stressful situations e.g., bullying, tribalism, discrimination, peer pressure, head injury, infection (HIV, Malaria) and among others.

He recommended a multi-sectoral approach involving schools, community and organizations building on existing school programs, services and strategies such as physical education and sports, guidance and counselling and among others. He also highlighted the need to focus on all students both general and special needs, linkages of schools to the nearby health centers, adoption of positive discipline practices, ensuring staff wellbeing, providing an enabling environment to talk about mental health and training school level stakeholders on mental health and psychosocial support.

# DAY TWO PROCEEDINGS

## 3.1 Introduction

Day Two of the symposium consisted of plenary sessions and round table discussions to propose priorities that will advance the safe-to-learn agenda and key actions for the sector and partners to pursue over the next two years. The following is the overview of the outcomes of these sessions, forums and discussions.

## 3.2 Plenary Session on Violence Prevention Models

The session involved the presentation of models being implemented on prevention and response to violence against children in school by key organisations. The models included: U- report by UNICEF, Good School Mobile Application by Raising Voices, Early Warning system by World Vision, Community Led Approach by SESIL, Teacher-Led Initiative on ending violence in schools by Save the Children International, Hands for Good by Joining Forces, Skilling and Empowerment approach by TMF, Learning through Play by PlayMatters consortium, Journeys Approach by ICYD and Global tools, strategies and Frameworks to end VAC by UNESCO.

### a) U - Report by UNICEF

U report is a digital platform accessible to all, safer chat boards with a safe guarding mechanism. It is a free SMS social monitoring tool for community participation, designed to address issues that people care about.

It is an innovation based, user-centered social monitoring tool based on simple Short Message Service (SMS) messages (poll questions, results, and sharing of useful information) designed to strengthen community-led development, citizen engagement and positive change.

### b) Good School Mobile Application by Raising Voices

The good school tool kit app is an online based communication application that enables evidence-based VAC prevention. The tool is limited to android devices

### c) Early Warning System by World Vision

The Early Warning system approach is designed to reduce risk factors and mitigate negative impacts of natural, socio-natural and social hazards, so that communities are well prepared to both predict and act early in the face of pending crises.

The approach strives to provide an opportunity to deliberately track, identify and support girls to remain and complete school in order to decrease their chances of HIV infection. The approach focuses on transforming social norms and practices, reducing risks of early marriage, pregnancy, gender-based violence, and HIV infection, and support girls to stay in school.

**d) Community-Led Approach by SESIL**

Community-Led Learning (CLL) pilot targets children from primary years P1-P3 to address learning gaps by involving community members in teaching basic literacy and numeracy skills. CLL offers an innovative, low-cost and longer-term approach for communities and local governments to help bridge children's learning gaps following almost two years of school closures.

**e) Teacher-Led Initiative on Ending Violence in Schools - The Commitments Project by SCI**

An online and school-based socio-behaviour communication change (SBCC) intervention to shift teacher social norms which underlie harmful behaviors.

**f) Hands for Good Campaign by Joining Forces**

Joining Forces run nine-month campaign challenging parents/ caregivers to use their #Hands4Good# The campaign directly works with families to end physical violence in their homes and have national media coverage to share violence against children messages.

**g) Grand Mother Mentoring Approach by TMF**

The Grand Mother Approach builds on the influential role of grandmothers within families and communities towards positively changing mindsets and practices and expectations related to adolescent girls' growth and development. Each grandmother paired with 20 in-school adolescent girls.

**h) Girls Empowering Girls Programme**

Implemented in 20 Government schools through a network of 100 peer mentors and senior women teachers who directly engage the adolescent girls through mentorship, each peer mentor is responsible for 15 adolescent girls in a specific school but supported by 2 lead mentors.

**i) Second Chance Skills Centre**

The Centre focuses on re-entry for all girls including child mothers and pregnant girls by linking them to the nearest schools to support the continuation of formal education for girls who still desire to grow their career path/goals. It also provides skilling through short-term vocational skills through courses in tailoring, hairdressing and bakery so as to start their own projects that can support their education and children.

**j) Learning through Play by Play Matters Consortium**

Play Matters Consortium is working with teachers, caregivers, community leaders and governments to improve holistic learning outcomes for refugee and host community children aged 3-12+ using learning-through-play methodologies.

The approach helps kids develop social, emotional, creative, physical and cognitive skills. It strengthens the brain connections essential for future development. And most importantly, it gives children the opportunity to build resilience and imagine a future of their own design.

### k) **Journeys Approach by ICYD**

The approach uses different books for stakeholders (learners, community and teachers) designed to provide a well-thought out approach and practical actions for identifying and addressing barriers to building a positive violent free school environment.

### l) **Global tools, strategies and Frameworks to End VAC by UNESCO**

UNESCO and partners wanted to push the agenda The Global Guidance was developed as a tool to engage ministries of education and other key stakeholders by providing some clear, operational guidance to advance, scale up and sustain SRGBV responses. The Whole school approach to prevent SRGBV is another key tool produced by the Global SRGBV working group, there are 8 recommended components. Connect with Respect (CwR). CwR is an example of a curriculum-based approach to preventing SRGBV.

### m) **Key Observations and Recommendations from the Session**

- a The Models have many similar components, as well as unique innovative aspects, the MoES should document the models and have engagements around taking the work forward
- b How do the different models support the implementation of the VACIS strategic Plan with a build in of an M&E framework that taps the outputs and outcomes from them?
- c Picking from the experiences of models that have achieved scale -up, the Gender Unit should take up these conversations and support in-depth scoping of the models for scale up.
- d The need to define costing for safe to learn. The gender Unit should undertake a costing of the models to support the costing of the VACIS strategic Plan
- e The Gender Unit should call on organisations to evaluate the models.
- f Need to conduct in-depth joint scoping visits to each of the models to appreciate and assess key inputs, especially in line with the RTRR guidelines. This could include: the content of the intervention, the location in which the model is delivered, the level of training of staff, the needs of children, the timing, intensity and duration of the model.
- g The process of developing the strategic Plan on VACIS should factor in deep dives on the models to support key priorities of the Plan.
- h Need for the Gender Unit to assess effectiveness on some of the models and use this to build the evidence based around VACiS prevention and response.

## 3.3 Sharing from other countries

The session was aimed at bringing out the experience sharing from other countries to inform the benchmarking by Ugandan implementing partners and Government.

### a) Sharing from Tanzania

The guest speaker Mr. Godfrey Boniventura - Director of Programmes, shared that the review of government policies and regulations has greatly smoothed programming and implementation of the safe to learn interventions.

He however, shared that the policy environment around Violence Against Children in Tanzania, allows the headteacher to administer 3 strokes as per the guidelines. The political will to fight VAC is low/ negative in Tanzania as some policies support the manifestation of Violence Against Children.

## 3.4 Round table discussion: Key actions to scale-up and fast-track the implementation of the safe to learn diagnostic study.

Five round table discussions were held to reflect on the sessions and deliberate on priorities to advance the safe to learn agenda, and reflect on the sessions. The roundtable discussions specifically focused on the five thematic area; Implement policy and legislation, strengthen prevention and response at school level, shift social norms and behavior change, invest resources effectively and generate and use evidence. The round table discussions were guided by three questions including:

- 1 What are key Priorities /actions that the Education sector and stakeholders should focus on to see improvement in provision of safe learning Environments?
- 2 How can the sector utilize and strengthen the multisectoral approach to advance safe to learn in regard to your thematic area?
- 3 What are the key resolutions that reflect a renewed commitment towards safe to learn from your group? How do we actualize it over the next 2 years?

**The discussions were held in the groups and the key highlights of the discussion were as follows;**

### a) Implement Policy and Legislation

#### Key priorities/ actions

- a Development of robust and clear coordination, monitoring and evaluation structure.
- b Empowering the stakeholders to understand the different roles and responsibilities attached to policies and regulations.
- c Creating awareness on the policies and regulations.
- d Strengthening enforcement and compliance to the policies and regulations

- e** Creating a positive political environment for the implementation of the policies, political interference by
- f** Funding and costing of the plans and policies should be taken into consideration.
- g** Harmonization of the Human Capital Development program amongst the stakeholders
- h** Strengthening the information and data systems at national and district level to generate data for evidence-based programming, the data should have the indicators for SLE.
- i** Systems strengthening at all levels
- j** Strategic resource allocation by government
- k** Simplification, breakdown and dissemination of the policies, regulations and guidelines through generating abridged versions, posters and IEC materials including versions for special needs.

### Strengthen the multi sectoral approach?

- a** More engagements with the political wing to attain political will
- b** Having regular sector reviews meetings and formation of inter-ministerial committees, quarterly.
- c** The government commitment to support and allocate adequate resources for interventions on coordination and implementation.
- d** Joint monitoring and support supervision
- e** Having clear communication channels between the different sectors
- f** Streamlining the operations of government and CSOs to provide proper planning and prevent duplication

### Key resolutions towards SLE

- a** The government needs to prioritize and strengthen the coordination of operations with partners and CSOs.
- b** The government needs to spear head the strengthening of systems that support SLE at all levels
- c** The sector needs to increase awareness on the policies, regulations and guidelines.
- d** There is need to have a clear and strengthened data and information management systems
- e** The stake holders need to fast track the implementation of existing policies

## b) Shift Social Norms and Behavior Change

### Key priorities/ actions

- a** Development of Standardized social norms and behavior change message for display
- b** Media campaigns on social norms
- c** MoES should identify and document key models from different stakeholders to address social norms. (practices)
- d** Building Social influencers
- e** Training of all stakeholders
- f** Popularizing code of conducts

### Strengthen the multi sectoral approach

- a Strengthened collaboration with cultural and religious leaders
- b MoES to establish a community of practice to ease interaction, collaboration, learning from each other
- c Integrated planning by all stakeholders
- d Leverage on existing government programs e.g Parish development model

### Key resolutions towards SLE

- a Institutionalize a multisectoral mechanism coordinated by MoES and ministry of gender at national and district level
- b Promote centres of excellence
- c Strengthen Leadership and coordination mechanism i.e. committees
- d Joint monitoring by all stakeholders
- e Institute social norms and behavioral change clubs and champions

## c) Invest resources effectively

### Key priorities/ actions

- a Invest in teachers education/training and development – focusing on 21st century skills.
- b Invest in better infrastructure at schools – e.g. buildings, WASH facilities, furniture and others
- c Invest in inspection and supervision/monitoring beyond public schools including private for profit and not-for profit.
- d Invest in more teachers and make better provision of remuneration

### Strengthening multi sectoral approach

- a Invest in coordination mechanisms between schools and other sectoral programmes such outreaches on health with schools. Advance initiatives between multi sectoral to school learning environments
- b Advocate for the investment in VHT and CORPS to strengthen linkages of the social ecological environment to enable early detections, improve referral mechanisms, and follow-up
- c Advocate for promotion of these issues in the implementation of the PDM and other social economic programmes of government

### Key resolutions towards SLE

- a Alternative financing - parent and community involvement
- b Donor and aid effectiveness (VfM principle) initiatives - mechanisms for accountability, transparency and tracking of funding

## d) Generate and Use Evidence

### Key priorities/ actions

- a Invest in a system that collects real time data on safe to learn (like the SBSS)
- b Document and share good practices to generate evidence through bi annual conferences with stakeholders
- c Review school registers to cater for GBV cases
- d MoES should strengthen case management at school level



- e** Put in place Peer to peer/ Peer to teacher accountability mechanisms
- f** Develop the M&E framework for safe to learn school environment
- g** Review the BMRS to emphasize safe to learn environment
- h** Integrate ICT and social media in case reporting and generation of evidence on unsafe learning environments

### Strengthening multi sectoral approach

- a** Formulate multi sectoral M&E working Groups held quarterly (These can also be decentralized and established at LG level);
- b** Institute annual performance reviews on safe to learn environments;
- c** Utilize research works by different sectors to inform interventions on safe to learn symposium; and,
- d** Consider conducting joint monitoring on safe to learn school environments.

### Key resolutions towards SLE

- a** Robust M&E system as a harmonized tool for all sectors to advance implementation of safe to learn environments
- b** Institute a surveillance system for routine monitoring and capturing of HBV cases in schools;
- c** Dedicate a specific budget for M&E of safe to learn;
- d** Joint monitoring sessions with all stakeholders to enhance multisectoral involvement to the cause
- e** Put in place a response system to address the evidence collected by all the surveillance systems in place;
- f** Organise annual performance reviews to reflect on progress of interventions on safe to learn;
- g** Utilization of data is key.

## 3.5 Review and Endorsement of the Symposium Communique and Outcome Statement by Participants

The draft symposium communique was presented to all participants to validate and endorse the set priorities and actions as key outcomes from the symposium. The priorities were organized according to thematic areas. Participants provided input to the communique which were reviewed for approval by all delegates.

A panel with representatives from Ministry of Education and Sports, Ministry of Gender Labour and Social Development, UNESCO, CSO representatives, Uganda Police Force and Inter-religious Council made commitments and signed on behalf of their institutions.

### The key Priority Actions from the symposium include:

- a) **Implement Policy and Legislation**
  - a Review and develop a costed National Strategic Plan on Violence Against Children in Schools and support its dissemination and implementation by all stakeholders
  - b Re-print, translate and disseminate the RTRR guidelines, guidelines for the prevention and management of teenage pregnancy in school settings into local languages including Braille.
  - c Operationalize existing guidelines on VACiS within pre-primary education
  - d Implement a robust monitoring and support supervision strategy at both national and school level to ensure that the Safe Learning Environment standards are enforced.
  - e Strengthen the Intersectoral committee on VACiS through development and implementation of a 2-year coordination strategy.
  - f Prioritize the review, adherence and enforcement of the MOES basic requirements and minimum standards and Specific BRMS on ECCE
  - g The toll-free line for the DPP and the Toll-free line should be popularized
  - h Finalize the National Social Protection Policy
- b) **Strengthen Prevention and response at School Level**
  - a Develop and implement a costed roll -out of the life skills Toolkit
  - b All MOES Intervention /programme/ project should integrate VAC component.
  - c Work with the MGLSD and to integrate social workers at the school level to support prevention and response to VACiS
  - d Enforcement of alternatives to corporal punishment.
  - e Strengthen the functionality of school clubs through the dissemination, and training on guidelines for formation and management of school clubs
  - f Work with MGLSD to strengthen the coordination between the Child wellbeing committees and the nearby schools
  - g Construction of facilities sensitive to the needs of children with disabilities.
  - h Conduct and implement capacity needs assessment and capacity building plan on psychosocial wellbeing for teachers

- i** Mainstream mental health in the school time table through the implementation of the psychosocial wellbeing hour.
- j** Adoption and scale up of relevant trainings (CPD on safe learning) for in-service, while managing with the pre-service teachers for sustainability/ attrition related issues

### **c) Shift Social Norms and Behaviour Change**

- a** Develop and implement a costed communication and advocacy strategy on VACiS
- b** Strengthen coordination and partnership between government, MDAs, religious and cultural institutions
- c** Development of standardized social norms and behaviour change message
- d** Support the roll -out of the National Campaign on prevention of teenage pregnancy, defilement, early marriage and irresponsible parenting
- e** Mobilize stakeholders to participate in the 16 days of activism on VAC
- f** Popularize the Ethical code of conduct for Teachers and the values and norms under the Ministry of Ethics and Integrity
- g** Support the dissemination and implementation of Parenting guidelines by MGLSD through all family and community structures

### **d) Invest Resources Effectively**

- a** Develop and implement a resource mobilization strategy on the creation of safe learning environments
- b** School level investment in safe learning initiatives (teacher-teacher, teacher-learner, learner-learner, teacher-community)
- c** Allocate resources for inspection and support supervision/monitoring beyond public schools including private for profit and not-for profit.
- d** Invest in coordination mechanisms between schools and other sectoral programmes such outreaches on health with schools. Advance initiatives between multi sectoral to school learning environments.
- e** Advocate for the investment in VHT and CORPS to strengthen linkages of the social ecological environment to enable early detections, improve referral mechanisms, and follow-up
- f** Advocate for promotion of safe schools in the implementation of the PDM and other social economic programmes of government
- g** Implement alternative financing and multiple funding streams with parent and community involvement
- h** Implement donor and aid effectiveness initiatives as mechanisms for accountability, transparency and tracking of funding

### **e) Generate and Use Evidence**

- a** Develop and implement a monitoring and evaluation framework for the National Strategic plan on VACiS
- b** Prioritize investment in generation of more national data on VACiS through the development and harmonisation of a standard tool
- c** Invest in a system that captures real time data on safe learning environments
- d** Incorporate VAC indicators into the National Information Management systems (EMIS, Gender, DHIS)

- e MoES in partnership with education implementing partners should document and share best practices /models to generate evidence that informs scaling up on prevention and response to VACiS
- f Work with Research Institutions, academia and partners to conduct studies that correlate safe learning environments and learning outcomes
- g Embrace the use of data and evidence to inform programming around child protection.

## 3.6 Closure

The closing ceremony was officiated by representatives from different MDAs that attended the symposium. Their remarks are summarized below.

### a) Uganda police

On behalf of the UGPF, Senior Officer in Uganda Police committed to continue partnering with MoES to carry out Joint awareness and monitoring exercises, support the operationalization of the disciplinary committees in schools, follow up cases of violence especially sexual related cases, Set up of security committees between the Police and the school, Fight fire related issues in schools, strengthen the capacity of community Liaison Officers as well as ensure mechanism are put in place to control security threatening factors.

### b) CSO Representative

On behalf of CSOs Mr. Edson Nsubuga -Save the Children pledged to continue working with MoES in a more coordinated manner. They also committed to sharing best practices and relevant models to be used in our schools in promotion of a safe learning environment. They finally made a commitment to continue investing resources in aspects of SLE in and around school.

### c) UN representative

The UN representative, Ms. Teddy Chimulwa- UNESCO re-affirmed the UNs commitment to fund interventions aimed at promotion of a safe learning environment with a particular focus on achieving SDGs. She also committed to continue collaborating with government MDAs in promotion of a SLE.

### d) Board Chair Safe to Learn Global Alliance

In her remarks, the Board Chair Safe to Learn Global Alliance Ms. Joy Phumaphi highlighted that over one billion children experience violence every year with approximately 26 million cases in and around schools and that the impact of violence is far reaching. It is therefore important to know what children go through in and round school.

She commended the symposium for contributing to breaking the cycle through sharing models and best practices, including prioritizing children issues and financing. She therefore emphasized the need to prioritize guidance, counselling and training of different education stakeholders to break the cycle of torture against children in school. As the board chair, she committed to supporting all innovative ways to end violence in and around school.

**e) Representative of the inter-religious council**

Represented by his Eminence Sheikh Mohammad Ali Waiswa, the Deputy Mufti of Uganda, the Inter-Religious Council highlighted the need to prioritize safety of learning environment in order to achieve learning outcomes. They also emphasized the need to promote the religious aspect in schools since keeping children safe comes from holy books (Isiah 41-43, Quran, chapter 17-70). They therefore committed to continue support the initiatives by MoES on promotion of a safe learning environment.

**f) Ministry of Gender labor and social development Mr. Mondo**

Represented by assistant commissioner Youth and Children Mr. Mondo Kyateeka, the permanent secretary MoGLSD thanked MoES for successfully spearheading this high-level discussion and deliberation. He reminded the meeting that promotion of a safe learning environment is a constitutional mandate under the different articles globally and nationally. He therefore announced total commitment to adhering to the communique generated during the symposium.

**g) Permanent Secretary, Ministry of Education and Sports**

In his remarks, the Commissioner Basic Education, who also represented the Permanent secretary Ministry of Education and Sports, appreciated all participants for sparing their valuable time to attend the symposium. He thanked MoES Staff especially the Gender Unit for organizing the events and the partners for the financial and technical resources given to help in organizing the event. He then invited the chief guest to address the symposium.

**h) Guest of Honor, MoSPE**

In his closing remarks, the Director Basic and Secondary Education who represented the Minister of State for Primary Education, thanked all participants in their respective categories for accepting to be part of this important event and also thanked the organizers and partners for their technical and financial input into the event.

He commended the organizer for the proper timing when the sector is grappling with issues of child safety across the country. He appreciated the information shared by the stakeholders during the symposium and thus indicated how this information with guide all partners at all levels in advocacy and programming to promote SLE. He cautioned participants on their failure to adhere to the BRMS that might humper the implementation of the safe to learn diagnostic study.

He then committed on behalf of MoES to take up all the recommendations made during this symposium, rolling out the life skills tool kit to all school as well as continue rolling out the national campaign to end child marriage, teenage pregnancy and irresponsible parenting.

The chief guest acknowledged the collaboration the sector has with different education partners and called upon them to continue supporting the sector with resources to achieve its strategic objectives. He then officially closed the event by wishing participants journey mercies to their respective destinations.



The chief Guest Mr. Mulindwa Ismail Director Basic and Secondary Education representing the Minister of State for Primary Education Giving his Closing Remarks

### 3.7 Workshop assessment by the participants

Table 2: Participant’s assessment of the workshop

S/N	Assessment Parameters	Excellent	Very Good	Good	Fair	Poor	Most Common Response
1	Choice of Venue and support	43%	33%	24%	0%	0%	Excellent
2	Branding	35%	43%	16%	6%	0%	Very Good
3	Topics chosen for discussion	38%	46%	13%	2%	0%	Very Good
4	Break away session	18%	37%	34%	11%	0%	Very Good
5	Panelists /Moderators	39%	32%	28%	1%	0%	Excellent
6	Session chairs	39%	32%	24%	5%	0%	Excellent
7	Presentations	34%	38%	26%	2%	0%	Very Good
8	Participation from the audience	13%	33%	35%	13%	5%	Good
9	Exhibition of VAC materials by partners	20%	37%	33%	11%	0%	Very Good

S/N	Assessment Parameters	Excellent	Very Good	Good	Fair	Poor	Most Common Response
10	Meals and refreshments	34%	32%	20%	15%	0%	Excellent
11	Representation for key stakeholders with interventions on child protection	39%	38%	21%	2%	0%	Excellent
12	Materials for the symposium	26%	34%	32%	9%	0%	Very Good
13	Learner participation	21%	30%	33%	13%	2%	Good
14	Sitting arrangement	22%	44%	28%	5%	1%	Very Good
15	Time management	4%	15%	28%	33%	21%	Fair
16	Extent to which your expectations have been meet	15%	41%	39%	5%	0%	Very Good

From the table above, on average, the participants ranked the workshop very good. They mostly appreciated the choice of the venue, the approach of using panel discussions, meals and refreshments and Representation for key stakeholders with interventions on child protection. They however indicated gaps in time management as well as participation of learners and the general audience.

#### Among the things liked by the participants during the symposium included:

- a** Topics that were chosen to be discussed like mental health which reflected real issues that really need to be addressed.
- b** Discussions from the office of the DPP and police that clarified on what needs to be done to reduce violence.
- c** Presence of the political leadership.
- d** Giving a strong platform for the children and fighting for their right to safety and inclusive education
- e** Good presentation and speakers
- f** Free interaction between various CSOs and Government officials
- g** Informative panel discussions with great resource persons
- h** Rich discussions on suggested ways of creating a safe learning environment

#### However, participants also made some recommendations for future improvement which included among others: -

- a** Effective time management
- b** Inclusion of the voice of children with disabilities such as the deaf, blind and others
- c** More time accorded to children's discussions and sharing their unique experiences
- d** More involvement of the audience in asking and making comments during discussions.
- e** Prioritizing budget provision for transport refund for all the participants
- f** More days planned or reduce on the program. it was too packed

# ANNEX I: Photo Gallery





# ANNEX II: National Safe to Learn Symposium Communiqué



## THE REPUBLIC OF UGANDA MINISTRY OF EDUCATION AND SPORTS

### THE NATIONAL SAFE TO LEARN SYMPOSIUM COMMUNIQUÉ 3<sup>RD</sup> TO 4<sup>TH</sup> NOVEMBER 2022

Adopted by the Participants of the National Safe to Learn Symposium on 4<sup>th</sup> November 2022, organised by the Ministry of Education and Sports at Speke Resort Munyonyo.

**Appreciating and noting** that Over 250 participants from within and outside the country including the Honourable Minister for Higher Education, Permanent secretaries of the Ministry of Education and Sports and Ministry of Gender, Labour and Social Development, Honourable Members of Parliament, Director Basic and Secondary Education, Commissioners, Assistant commissioners from all key Ministries including MOES, MGLSD, ODDP, MoJCA, MOH, NCA, Uganda Police Force, faith-based organisations, delegates from UNICEF, Embassy of Ireland, FCDO, Members of Parliamentarians, professionals and experts, representatives from 10 Ministries, district local governments, Academia, Civil Society Organizations, delegates from Tanzania and South Africa, participated in the National Safe to Learn Symposium organised by Ministry of Education and Sports.

**Recalling** that Uganda represented by the First Lady and Minister of Education and Sports, endorsed the safe to learn call to action and global campaign launched in 2019 by a core group of members of the Global Partnership to End Violence against Children: UNESCO, UNICEF, UK Department for International Development (DFID) and UNGEI. With a vision of ending all violence against children in schools by 2024, the programmatic and advocacy objectives of Safe to Learn are set out in a five-point Call to Action:

**Also Recalling** that the Ministry of Education and Sports, and UNICEF conducted a safe-to-learn diagnostic study which was concluded in 2019 to measure the degree to which the Government of Uganda was meeting the requirements set out by the safe-to-learn benchmarks/checkpoints, identify best practices, and establish a baseline that will then demonstrate the country's progress from 2019-2024.

**Cognizant** of the fact that violence against children is costly to society and destructive to individuals and families, and it is alarmingly common in Uganda, and that out of ten, three to four children in Uganda have experienced physical, sexual, or emotional violence at some point during their childhood.

Children are exposed to different forms of violence in school, perpetrated by those with an obligation to protect and ensure the safety and security of the children under their care.

**Noting** the opening remarks by the State Minister for higher Education, remarks by the Ambassador of Ireland, the deputy representative of UNICEF, the Permanent Secretary of MOES, the Permanent Secretary, Ministry of Gender, Labour and Social Development as well as the Statement by the representatives of Children;

Held deliberations, through panel presentations and discussions on the broad areas of the safe to learn campaign and findings of the diagnostic study, presentation of models being implemented on ground by key partners to prevent and respond to Violence against children in schools and Round Table Discussions, highlighted the following Issues:

- a** Violence against children in school still exists (physical, sexual, psychological and neglect) e.g. lack of meals
- b** Despite existence of a strong legal and policy framework on child Protection, awareness, implementation and enforcement is still a challenge
- c** Negative cultural practices, social norms and attitudes that perpetuate Violence against children especially leading to corporal punishments in schools.
- d** The poor parenting practices caused by the disintegration of the family structure in communities.
- e** The education sector ethical codes of conduct have administrative measures on reporting and management VAC but lack sanctions to support handling crimination by law enforcement bodies.
- f** The increased education and sports sector budget cuts limit financing for prevention VAC in schools.
- g** MoES Basic Requirements and Minimum Standards (BRMS) for schools have not been reviewed since 2010 despite the changing trends in the education sector.
- h** Adherence to the BRMS by schools and enforcement of the BRMs by the Education and Sports Sector remains a challenge.
- i** Unsafe learning environments in schools with overcrowded classrooms and poor or no infrastructures e.g. WASH facilities.
- j** There is a limited focus on Violence against children interventions in Pre-primary education
- k** Weak coordination mechanisms on VAC programs among the relevant actors.
- l** Low awareness of child protection, especially among lower local government officials
- m** Less priority is given to Guidance and counselling for learners at schools
- n** Teachers and school administrators lack the knowledge and skills to support learners
- o** Limited evidence on how a safe learning environment improves learning outcomes
- p** Inadequate monitoring and support supervision by the duty beaters
- q** Messaging on VACiS is still abstract and not customised to the learners' interests

Underscoring the need to advance Prevention and Response to Violence Against Children in Schools, and the urgent call to support the creation of safe learning environments in schools, at home and online, the following recommendations and resolutions were agreed upon for implementation by all stakeholders towards a renewed commitment through a multisectoral approach to be actualised over the next 2 years under the guidance of Ministry of Education and Sports.

### Implement Policy and Legislation

- 1** Review and develop a costed National Strategic Plan on Violence Against Children in Schools and support its dissemination and implementation by all stakeholders
- 2** Re-print, translate and disseminate the RTRR guidelines, guidelines for the prevention and management of teenage pregnancy in school settings into local languages including Braille.
- 3** Operationalise existing guidelines on VACiS within pre-primary education

- 4 Implement a robust monitoring and support supervision strategy at both national and school level to ensure that the Safe Learning Environment standards are enforced.
- 5 Strengthen the Intersectoral committee on VACIS through development and implementation of a 2-year coordination strategy.
- 6 Prioritise the review, adherence and enforcement of the MOES basic requirements and minimum standards and Specific BRMS on ECCE
- 7 The toll-free line for the DPP and the Toll-free line should be popularized
- 8 Finalise the National Social Protection Policy

### Strengthen Prevention and response at School Level

- 1 Develop and implement a costed roll -out of the life skills Toolkit
- 2 All MOES Intervention /programme/ project should integrate VAC component.
- 3 Work with the MGLSD and to integrate social workers at the school level to support prevention and response to VACiS
- 4 Enforcement of alternatives to corporal punishment.
- 5 Strengthen the functionality of school clubs through the dissemination, and training on guidelines for formation and management of school clubs
- 6 Work with MGLSD to strengthen the coordination between the Child wellbeing committees and the nearby schools
- 7 Construction of facilities sensitive to the needs of children with disabilities.
- 8 Conduct and implement capacity needs assessment and capacity building plan on psychosocial wellbeing for teachers
- 9 Mainstream mental health in the school time table through the implementation of the psychosocial wellbeing hour.
- 10 Adoption and scale up of relevant trainings (CPD on safe learning) for in-service, while managing with the pre-service teachers for sustainability/attrition related issues

### Shift Social Norms and Behaviour Change

- 1 Develop and implement a costed communication and advocacy strategy on VACiS
- 2 Strengthen coordination and partnership between government, MDAs, religious and cultural institutions
- 3 Development of standardised social norms and behaviour change message
- 4 Support the roll -out of the National Campaign on prevention of teenage pregnancy, defilement, early marriage and irresponsible parenting
- 5 Mobilise stakeholders to participate in the 16 days of activism on VAC
- 6 Popularise the Ethical code of conduct for Teachers and the values and norms under the Ministry of Ethics and Integrity
- 7 Support the dissemination and implementation of Parenting guidelines by MGLSD through all family and community structures

### Invest Resources Effectively

- 1 Develop and implement a resource mobilisation strategy on the creation of safe learning environments
- 2 School level investment in safe learning initiatives (teacher-teacher, teacher-learner, learner-learner, teacher-community)
- 3 Popularization of revised construction designs of infrastructure for above including ECD which is highly private led
- 4 Invest in inspection and support supervision/monitoring beyond public schools including private for profit and not-for profit

- 5 Invest in coordination mechanisms between schools and other sectoral programmes such outreaches on health with schools. Advance initiatives between multi sectoral to school learning environments
- 6 Advocate for the investment in VHT and CORPS to strengthen linkages of the social ecological environment to enable early detections, improve referral mechanisms, and follow-up
- 7 Advocate for promotion of safe schools in the implementation of the PDM and other social economic programmes of government
- 8 Implement alternative financing and multiple funding streams with parent and community involvement
- 9 Implement donor and aid effectiveness initiatives as mechanisms for accountability, transparency and tracking of funding.

### Generate and Use Evidence

- 1 Develop and implement a monitoring and evaluation framework for the National Strategic plan on VACiS
- 2 Prioritise investment in generation of more national data on VACiS through the development and harmonisation of a standard tool
- 3 Invest in a system that captures real time data on safe learning environments
- 4 Incorporate VAC indicators into the National Information Management systems (EMIS, Gender, DHIS)
- 5 MoES in partnership with education implementing partners should document and share best practices /models to generate evidence that informs scaling up on prevention and response to VACiS
- 6 Work with Research Institutions, academia and partners to conduct studies that correlate safe learning environments and learning outcomes
- 7 Embrace the use of data and evidence to inform programming around child protection

This communique is witnessed by key stakeholders and participants of the National Safe to Learn Symposium and endorsed on this 4<sup>th</sup> day of November 2022 by key stakeholders including:

.....	.....	.....	.....	.....	.....	.....
Commissioner, Basic Education	Director, Basic and Secondary Education	Assistant commissioner, Youth Affairs, MGLSD	National Project Officer	Ag. Commissioner, Sexual Gender Based Violence	Education Advisor Save the Children	Deputy Mufti of Uganda
Ministry of Education and Sports	Ministry of Education and Sports	Ministry of Gender, Labour and Social Development	UNESCO	Uganda Police	On behalf of CSOs	Inter- Religious Council

# ANNEX III: National Safe to Learn Symposium Programme

Tuesday 1 <sup>st</sup> November 2022: Arrival of Delegates	
Wednesday 2 <sup>nd</sup> November 2022: Field Visits to Schools	
Kampala and Kawempe : Raising Voices	
Luweero : ICYD	
Buikwe: World Vision	
West Nile: Plan International/TMF	
Thursday 3 November 2022: Morning	
<b>Masters of Ceremonies: Mr. Henry Ssemakula &amp; child</b>	
07:00 – 08:30	<b>Registration, Check in and Networking</b>
08:30 – 10:30	<b>Opening Session</b>
	Chair Person/Moderator: Mr. Mondo Kyateka: Assistant Commissioner- Youth and Children, Ministry of Gender, Labor and Social Development
	Arrival of Chief Guest & Tour of Exhibitions
	National Anthems and Prayers
	Documentary – Violence Against Children
	Welcome by -Commissioner Basic Education-Dr Cleophus Mugenyi
	Statement by Children on Violence Against Children In School
	<b>Key Note Address on the Findings of the Safe to Learn diagnostic study and Recommendations</b>
	Stella Ayo Adongo –Pathfinding Director/ Global office on ending violence against children
	Opening Remarks:
	Mr. Mulindwa Ismael, Director Basic and Secondary Education MOES
	Dr. Munir Shelfield, Country Representative UNICEF Uganda
	Mr. Kevin Colgan- Ambassador of Embassy of Ireland
	Ms. Ketty Lamaro, Permanent Secretary, Ministry of Education and Sports
	Opening Statement of the Symposium and Launch of the Life Skills Toolkit by the <b>Hon. Janet Kataaha Museveni: First Lady and Minister of Education and Sports</b>

10:30 - 11:00	Group Photo and Tea Break
11:00 - 11:40	<p>Session 2: High level Panel Discussion</p> <p><b>Moderated by Ms. Margaret Kakande – Head Budget Monitoring and Accountability Unit</b></p> <p>Implementation of the safe to the safe to learn call to action by the key Ministries of Education, Gender and Health</p>
	<b>Speakers:</b>
	Ms. Ketty Lamaro- Permanent Secretary, Ministry of Education and Sports
	Mr. Aggrey Kibenge- Permanent Secretary, Ministry of Gender, Labour and Social Development
	Dr. Diana Atwiine – Permanent Secretary, Ministry of Health
11:40- 12:00	<p>Session 3: Key Highlights of the Safe to Learn Diagnostic Study and progress on the implementation of the recommendations.</p>
	Moderated by: by Dr. Angela Nakafeero- Commissioner
	Speakers:
	Ms. Irene Naiga- UNICEF
	Ms. Rosette Nyanzi- Ministry of Education and Sports
12:00 – 13:00	<p>Session 4: Discussion of the Safe to Learn Study findings with a perspective of Pre-primary, Primary, Secondary, Higher Education&amp; Education and Emergencies.</p> <p>Moderated by Dr. Angela Nakafeero- Commissioner</p>
	<b>Discussants</b>
	Ms. Ruth Nalugya: Spinal bifida and Hydrocephelus Organisation
	Pre-primary: Ms. Lydia Mubiru, Early Years Count
	Primary Education: Mr. Edson Nsubuga, Save the Children
	Secondary Education: Mr. Henry Senkaasi, PEAS Uganda
	Tertiary: Ms. Hanah Nayoga, Anabel
	Education in Emergencies: Ms. Connie Alezuyo- Coordinator ERP Secretariat
13:00- 13:30	<b>Session 5: Plenary Session: Voices of Children</b>
	Moderator Ms. Lukiya Kibone and Ms. Nafula Loyce (Child)
	Speakers - Selected Children
	Selected Children:
01:30- 02: 30	Lunch Break
02:30 – 03:30	<b>Session 6: Parallel Panel Discussion</b>
	<b>Panel one:</b> This panel will discuss efforts in implementation of policy and legislation and prevention and response at school level
	Moderator: Chairperson Parliamentary Committee on Gender- Hon. Flavia Kabahenda
	<b>Speakers:</b>
	Mr. John Kyaboona- DEO Kibaale, Chairperson NAMUDEO
	Ms. Francis Atima-Director(ai) Education Standards Agency
	Ms. Lydia Najjemba Wasula- Principal Probation and Welfare Officer, MGLSD

	Ms. Samali Wakooli, Director in the Directorate of Public Prosecutions
	Ms. Maureen Atuhairwe- Uganda Police, Family and Children' Unit
	Sr. Gladuce Kachope, Head teacher Immaculate Heart Girls' School- Rukungiri
	<b>Panel Two: Shift social norms and behavior change</b>
	This panel will discuss efforts in shifting social norms, challenges and lessons
	Moderator: Mr. Martin Kiiza- Executive Director, National Children's Authority
	Speakers:
	MGLSD: Ms. Angela Nakafero; Commissioner for Women and Children
	World Vision: Mr. John Taterao; Education Technical Lead
	Raising Voices: Mr. Hassan Muluusi; Technical Advisor – Good Schools Programme
	Inter-religious Council: Sheikh Ali Waisswa; Vice Chairperson
	MOES Ms. Ayesiga Sarah: Assistant Commissioner, Inclusive & NFE
<b>03:30 – 4.30</b>	<b>Session 6: Parallel Sessions:</b>
	Panel one: Investing resources effectively
	This panel will discuss bringing evidence on investments on creating safe learning environments and the perspectives from the African Union.
	Moderator: Hon. John Twesigye, Chairperson Parliamentary Committee on Education
	<b>Speakers</b>
	Member of the African Committee of Experts on Rights of the Child: Dr. Robert Dayo Nanima
	Director, Afri-Child Centre Mr. Timothy Opobo
	National Planning Authority Ms. Judith Mutabaazi
	Education Advocacy Network Mr. Kaboyo Patrick
	Plan International Ms. Diana Tibesigwa
	<b>Panel two: Generation and use of evidence</b>
	This session will involve sharing of Global and evidence review of approaches on the prevention and response to violence against children in and out of schools and contribution of safe learning environment to learning outcomes.
	Moderator: Mr. Damon Wamara - Uganda Child Rights Ngo Network (UCRNN)
	<b>Speakers:</b>
	Coalition for Good Schools/ICRW, South Africa: Ms. Pranita Achyut
	Executive Director- UWEZO Dr Nakabugo Gorette
	UNESCO Mr. Charles Draceabo
<b>04:30 – 05:20</b>	<b>Session 7: Plenary Session: Mental Health Session</b>
	Session Chair: Dr. Jesca Nsungwa Sabiti, Commissioner, Ministry of Health
	Speakers:
	Ministry of Health: Dr. Dinah Nakiganda
	War Child Holland: Mr. John Musoke

Closure of Day One	
Friday 3rd, November 2022	
Morning	
08:00 – 08:30	Registration, Check in and Networking
08:30 - 09: 00	Recap of Day One: Rapporteur
09: 00- 10:30	Session 9: Plenary Session: Violence Prevention Models
	Moderated by: Dr. Cleophus Mugenyi- Commissioner- Basic Education
	U-Report- <b>UNICEF</b>
	Good School Mobile Application: <b>Raising Voices</b>
	Early Warning System: <b>World Vision</b>
	Journeys Approach: <b>ICYD</b>
	Teacher Led Initiative on Ending violence in School: <b>Save the Children International</b>
	Hands for good: <b>Joining Forces</b>
	Community led approach: <b>SESil</b>
	Learning Through Approach: <b>Play Matters Consortium</b>
	Skilling and empowerment approach: <b>TMF</b>
	Global Tools / strategies to end VAC: <b>UNESCO</b>
10:30- 10:50	Health Break
	Session Chair: Mr. Nabendra Dahal Chief Basic Education- UNICEF
	<b>Speakers:</b>
	Tanzania: Mr. Godfrey Boniventura - Director of Programmes, Haki Elimu
	Namibia
11:30- 13:30	Session 11: Group work: Key actions to scale-up and fast-track the implementation of the safe to learn diagnostic study.
	<b>Groups will include:</b> 1.Implement policy and legislation 2. Strengthen prevention and response at the school level 3. Shift social norms and behavior change 4. Invest resources effectively 5. Generate and use evidence
13:30 – 14:30	<b>Closing Session: Review and Endorsement of the Symposium Communique and Outcome Statement by Participants</b>
	<b>Session chair: Dr. Cleophus Mugenyi – Commissioner, Basic Education</b>
	Remarks by Ms. Ketty Lamaro, Permanent Secretary, Ministry of Education and Sports
	Remarks by the Ms. Joy Phumaphi- Board Chair Safe to Learn
	Endorsement and official closure of Symposium by Minister of State for Education
05:00: 08:00	Cocktail/networking
End of the National Learning Symposium on Creating Safe and Positive Learning Environments	





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