



UGANDA HUMAN RIGHTS COMMISSION



GUIDELINES FOR HUMAN RIGHTS AND PEACE CLUBS IN SECONDARY SCHOOLS IN UGANDA

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UGANDA HUMAN RIGHTS COMMISSION

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AND PEACE CLUBS**
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FOREWORD

The Uganda Human Rights Commission as the National Human Rights Institution in Uganda is mandated and committed to protecting and promoting human rights. In the implementation of its broad mandate UHRC works in collaboration with other stakeholders at all levels.

The realisation of human rights for all requires the effort of every individual, organisation/institution and community in Uganda so as to ensure that human rights as guaranteed in the constitution are fully enjoyed and the corresponding duties and responsibilities fulfilled.

UHRC recognises the critical role students as young people can play in promoting human rights as agents of change both within the school and the wider community. This is the major reason why UHRC has established Human Rights and Peace Clubs in Secondary schools. In order to standardise the operations of these Clubs in all schools and to build capacity of the members to be effective, guidelines on Human Rights and Peace Clubs have been developed.

UHRC realised over the years that human rights work cannot be done single-handedly, therefore, Human Rights and Peace Clubs are instrumental for the effective delivery on our mandate.

I therefore, have the honour and pleasure of presenting to you these guidelines of the Human Rights and Peace Clubs for secondary schools in Uganda which are user-friendly and simple for all levels of students in secondary schools. It is our hope as UHRC that the guidelines will be used effectively by all School Human Rights and Peace Clubs to create human rights awareness among young people. Through this we hope to see a growing culture of respect for human rights and fulfilment of duties and responsibilities within the school and the wider community.

For God and My country



Med. S. K. Kaggwa
Chairperson
Uganda Human Rights Commission



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These Guidelines on Human Rights and Peace Clubs have been developed through a combined effort of various people from within and outside the Uganda Human Rights Commission (UHRC). These were officials of the Ministry of Education and Sports (MoES), selected patrons of the Human Rights and Peace Clubs drawn from across the country, as well as UHRC staff from head office and the regions. I am very grateful to each and every person who made a contribution to the process of producing the guidelines.

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Mr. Michael Egati Trarubo of Ediofe Girls S.S. in Arua district; Mr. Moses Kirabo of Wanyange Girls S.S. in Jinja district; Mr. Sepiria Musoga of Mother Kevin S.S. in Jinja district; Ms Carol Nabitandikwa of Sserwanga Lwanga S.S. in Kalangala district; and Mr. Henry Sserumaga of Kako S.S. in Masaka district.

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G. T. Mwesigye
Secretary to the Commission
Uganda Human Rights Commission

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1.0 INTRODUCTION

The Uganda Human Rights Commission (UHRC) is a National Human Rights Institution established under Article 51 of the Constitution of the Republic of Uganda with a broad constitutional mandate of protecting and promoting human rights in Uganda. Article 52 (1) provides for the UHRC functions, among which is to establish a continuing programme of research, education and information to enhance respect of human rights. UHRC is also obliged to formulate, implement and oversee programmes intended to inculcate in the citizens of Uganda awareness of their civic responsibilities and an appreciation of their rights and obligations as free people.

In the implementation of its mandate, UHRC works in partnership with various stakeholders including Government departments, Civil Society Organisation (CSOs), Non-Governmental Organisations (NGOs), institutions, schools and communities; to ensure human rights awareness and observance in all sectors down to the grass roots. At school level, UHRC has continued to establish Human Rights and Peace Clubs as a strategy of promoting human rights within the school and the wider community.

1.1 Background to Human Rights and Peace Clubs

The establishment of School Human Rights Clubs was an initiative the UHRC implemented in collaboration with the United Nations Volunteers (UNV) Support to the Promotion of Human Rights in Uganda Project from January 2003 to December 2006. The objective was to increase human rights awareness and voluntary action in post-conflict areas in Western, Eastern and Northern Uganda with a target of training secondary school teachers and students in human rights. Among the key outputs of the project was the establishment of human rights clubs in secondary schools and the development and publishing of the guidelines for the human rights clubs.

When the UNV project ended in 2006, UHRC carried on with the training of teachers and students in human rights and empowering them to establish school human rights clubs; this time beyond the post-conflict areas, spreading to the rest of the country. In view of the linkage between human rights and peace in the promotion of human rights, UHRC changed the club name to **Human Rights and Peace Club**. Hence the new guidelines which were developed in collaboration with the Ministry of Education and Sports (MoES), the Patrons of Human Rights Clubs from selected secondary schools and staff of UHRC.

The guidelines are developed under six themes namely:

1. The concept of Human Rights
2. Children's rights duties and responsibilities
3. The role of a school Human Rights and Peace Club;
4. Setting up and managing a Human Rights and Peace Club in school;
5. Volunteering in school and community;
6. The role of the Ministry of Education and Sports in the promotion of human rights and Peace in schools;



2.0 THE CONCEPT OF HUMAN RIGHTS

This theme provides the essential information about the concept of human rights, duties and responsibilities so that students can have the basic understanding and appreciation of the idea around which their operations as club members will rotate.

2.1 What are human rights?

- Human rights are entitlements every person is born with. **An entitlement is something that you own and which cannot be taken away from you without a good reason or a fair process.**
- Human rights enable every person to live in dignity and respect.
- Human Rights go hand in hand with duties and responsibilities. So in order to enjoy your rights, you must also perform the corresponding duties.

2.2 Where do Human Rights come from?

Human rights come from different sources namely:

- God the Creator – the giver of life

There are also other sources of human rights which include:

- i) Religion – every religion has some principles that protect human rights for example protection of the right to life by prohibiting killing, prohibiting stealing and this principle protects other people's property.
- ii) Culture – promotion of the right to identity for example through naming children.
- iii) Laws – at the
 - a) International level for example the Convention on Rights of the Child promotes the rights of child, the Convention on the Rights of Persons with Disabilities promotes and protects the rights of persons with disabilities.

- b) Regional level for example the African Charter on the Rights and Welfare of the Child, protects and promotes the rights of the child.
- c) National level for example the Constitution of the Republic of Uganda 1995, under chapter four, protects and promotes human rights for all people., The Children's Act provides for the care, protection and maintenance of children.
 - i. Policies – Universal Primary Education, Universal Secondary Education, Early Childhood Development, HIV/AIDS Policy.
All protect the rights children and people living with HIV/AIDS.

2.3 Characteristics of Human Rights

- ✦ Human rights are inherent to each individual.
This means that human rights do not have to be bought, earned or inherited; they belong to people simply because they are human. Every person is born with them and lives with them until he/she ceases to be alive. Thus, one enjoys these rights by virtue of his/her humanity and not because they are granted as favours or privileges by the state.
- ✦ Human rights are universal.
This means that human rights are the same for all human beings regardless of race, sex, religion, political or other opinion, national or social origin. Therefore, they belong to every individual. There is no separate set of human rights for Europeans, the Americans, Asians or Africans.
- ✦ Human rights are indivisible.
Human rights are a complete unit meant to uphold human dignity and equality. Each human right is related to the other. You cannot talk of the right to life when you do not enjoy the right to food, clean water, shelter, clothing, personal property, among others.
This means that all human rights are equally important, connected and depend on each other to be fully realized and enjoyed.

- ✦ Human rights are inalienable.

Human rights cannot be taken away; no one has the right to deprive another person of them for any reason. People still have human rights even when authority violates them. This means that no one can give his or her human rights away and no one has the right to take away the rights of another.

2.4 Relationship between Human Rights, duties and responsibilities

There is a very close relationship between human rights, duties and responsibilities.

Where there is a right, there is also a duty or duties and responsibilities. Human Rights cannot be separated from duties and responsibilities. In order to enjoy your rights you must also fulfill your duties and responsibilities. The table below highlights some examples of human rights and duties/responsibilities that go with them.

Right	Duty/Responsibility			
	Parent	Child/student	Teaching and none teaching staff	Community
Right to education	Pay school fees Provide meals and scholastic materials	Attend classes and carry out assignments Respect school rules Respect others Do school work Keep the environment clean	Prepare schemes of work and lesson plans Teach the students Respect students Guide students	Advise parents to take children to school Report parents who fail to take children to school Advise children to attend school Advise in the proper management of schools
Right to food	Produce adequate food. Feed the child on balanced diet	Participate in the production of food. Participate in preparation of the food. Respect food	Inform parents of their duties to provide food. Supervise preparation of adequate food.	Advise children on their duties.
Right to shelter	Provide shelter. Keep the shelter and its environment clean	Participate in keeping the shelter and its environment clean.	Advise and guide the parents and children on the importance of adequate shelter	Ensure that children within their communities enjoy the right to shelter
Right to health	Keep child in good health conditions	Participate in maintaining your good health.	Ensure cleanliness within the school environment. Provide balanced diet at school. Advise child on keeping good health.	Advise parent/child on keeping good health conditions.
Freedom from torture	Respect the rights of the child	Report to authority human rights abuses.	Respect the rights of students.	Report human rights abuses and violations to the authority.

2.5 Limitations of Human Rights

Although human rights are inherent, they may not be enjoyed all the time. It is sometimes necessary to limit some human rights so that peace and harmony may prevail in a community. For example in the school you have rules and regulations that may limit some of your human rights. The right to play for example, cannot be enjoyed during class time.

Human Rights may be limited in order to;

- Ensure respect for the rights of others for example making noise when others are reading
- Ensure public order and security for a example maintaining school time in order to regulate what learners do and when they do it so that order may be maintained
- Ensure public health - some people may be confined or isolated in one place or health facility if they have a contagious disease like measles, ebola among others.
- Ensure public morality – Children are not allowed to drink alcohol, smoke, enter the discotheques, watching certain forms of entertainment
- Safe guard the rights of others – A person cannot fully enjoy his/ her rights if they violate the rights of others.

2.6 Importance of Human Rights

Human rights are important in various ways among them being listed below:

- To ensure a human rights culture is promoted and maintained in schools.
- To foster responsibility through appreciation of one another's humanity.
- Help to bridge the differences and diversity among people.
- To promote the value of peace and trust among people.

- To build tolerance and reduces conflicts among people and within communities.
- To promote respect for every individual's human dignity.

2.7 Misconceptions on human rights

Human rights apply to everyone. However communities and individuals have misunderstood the concept of human rights and this needs to be corrected as explained above. Examples of the misconceptions people have on human rights include;

- That Human Rights breed indiscipline
- Human Rights are for foreigners/alien
- Human Rights are for the educated
- Human Rights protect criminals
- Human Rights are for Uganda Human Rights Commission
- Human Rights are favors and privileges
- Human Rights are for women and children
- Human Rights are entitlements for the few.

As a member of the Human Rights and Peace club, you have a duty to correct such misconceptions of human rights using the information provided above under this theme.



3.0 CHILDREN'S RIGHTS DUTIES AND RESPONSIBILITIES

3.1 General principles on the realization of the Rights of the Child

- The principle of best interests of the child – The best interests of the child must always be the top priority in all things affecting the child.
- Participation – Every child has the right to say what they think and to have their views taken seriously
- Non-discrimination – Human Rights should apply to all children regardless of age, their ethnicity, religion, sex, social status, abilities etc

3.2 Who is a Child?

- Generally a child is a person under the age of 18 years. However the definition of a child can be broken into three aspects; that is:
- A person under the age of 18 years in respect of consent to marriage (as per the Constitution of Uganda),
- A person under the age of 16 years with relation to work (as per the Employment Act), and
- A person under the age of 12 years in relation to criminal responsibility/liability (as per the Penal Code Act).

However, it should be noted that membership to the school human rights and peace clubs is open to all students irrespective of their age.

3.3 Which Rights does a Child have?

A child like any other human being is entitled to all human rights among which are:

- The right to education.



St John Wakitaka HRPC

- The right to health (medical care).
- The right to shelter.
- The right to food.
- The right to life.
- The right to play.
- The right to personal liberty.
- The right to equality and non-discrimination.
- The right to participate.
- Freedom from torture, cruel inhuman and degrading treatment or punishment (corporal punishment is in this category).
- The right to a name and nationality.
- The right to a clean and healthy environment.
- The right to a fair hearing.
- The right of children to know their parents and to be cared for by their parents/guardians.

- The right to clothing.
- The right to protection from violence and abuse.
- The right not to be recruited as child soldiers.
- The right to special protection during armed conflict.
- The right to special protection and care for orphaned and vulnerable children (these include children belonging to ethnic minorities, refugees and children belonging to internally displaced persons).
- The rights of children in conflict with the law (juvenile offenders) which include; legal representation, not to be detained with adults offenders, not to be subjected to corporal punishment, to appeal, rehabilitation and reintegration into society.
- The rights of children with disabilities and children with special needs. These children have a right to special consideration and care.
- The right to enjoy and practice their culture and religion.
- The right to protection from harmful cultural and other harmful practices.

3.4 What responsibilities/duties go with Children's Rights?

3.4.1 What is a duty?

A duty is a role a child has to play to enable him or her to enjoy his or her rights. The following are some of the duties of a child:

- To keep their home and school environment clean.
- To respect parents, elders, teachers, school prefects, peers.
- To respect the school rules and regulations.
- To protect school property.
- To attend school and participate in all school programs.
- To respect the rights of others.
- To participate in work at home, school and in the community in accordance with their age and ability, which work should not be detrimental to their health, education and general well-being.
- To promote unity and cooperation in a family.
- To respect others who are from a different tribe, sex or religion.

3.5 What is Child abuse?

Child abuse refers to the mistreatment of a child by another person. Child abuse may take different forms that include; physical, emotional, sexual and neglect.

- **Physical abuse:** This refers to using violence against a child in such a way that the child can get injured. Examples of physical abuse are beating, kicking, burning or assaulting with a weapon.
- **Emotional:** This refers to any action or attitude that may cause psychological harm to a child. These acts may be passive, such as ignoring a child or depriving it of affection and security.
- **Sexual abuse:** Examples of sexual abuse are; inviting a child to touch or be touched sexually, having sex with a child, involving a child in prostitution, or making pictures of a child for sexual purposes, exposing the child to pornographic material.
- **Neglect:** This takes both physical and emotional forms. Physical neglect refers to failing to provide the necessary care a child needs for her or his development and wellbeing. Examples are failing to give a child food, clothes, education, shelter or medical care. While emotional neglect refers to failing to give love, safety and a sense of worth.

3.6 Where to report when your rights are abused or violated

A. At school –

- Patron of the Human Rights and Peace club
- Chairperson of the club or any member of the Executive Committee
- Senior woman or any other teacher you can confide in
- School counselor
- Head teacher
- Students leader or a prefect



B. At home

- Parent/guardian
- Sister /brother or any other family member who you can confide in

C. At community Level

- A neighbour who you can confide in
- Elders
- Clan leaders

D. Offices and Institutions

- The District Education office
- Local Council-Secretary for Children's Affairs (LC1)
- Family and Children Protection Unit of the Uganda Police Force
- District Probation and Welfare office
- Community Development Officers at sub-county level
- Family and Children's Courts
- Relevant Non Governmental Organizations
- Uganda Human Rights Commission
- Health Worker

Usually students share their problems with people they are comfortable with or who they can confide in. Sometimes they may not use the existing systems and structures. Therefore it is important to empower children to enable them approach these offices for assistance whenever their rights are abused.

4.0 SETTING UP AND MANAGING A HUMAN RIGHTS AND PEACE CLUB IN SCHOOL

4.1 What is a Human Rights and Peace club?

It is a group of students who have voluntarily come together with the aim of promoting and protecting human rights, peace, duties and responsibilities of citizens in the school and their community.



Moroto High School HRPC, Moroto District

4.2 Importance of establishing School Human Rights and Peace Clubs

- To ensure that a human rights culture is promoted and maintained in schools
- Through their involvement in school human rights clubs, students are able to appreciate the importance of human rights which in turn fosters responsibility
- Students and teachers become partners in the quest for promoting and protecting human rights

- Human Rights education through school human rights clubs is life oriented and gives students the chance to engage themselves as volunteers for the benefit of their communities and to positively participate in issues of governance in their schools and communities
- Ensure that differences and diversity among people are valued so that tolerance is promoted in schools and conflicts are reduced

4.3 Who can be a member?

Membership is open to all students but participation is open to any interested persons within the school community irrespective of their gender, vulnerability and social status.



Members of Nakyenyi HRPC in Lwengo District.

4.4 The Role of the School Human Rights and Peace Club

- Promoting human rights and peace in the school and the community through;
- Sensitization of students, teachers, parents and the general community on their rights and responsibilities.

- Recruitment of members to voluntarily join the club.
- Continuous training of the members of the club on issues of human rights, peace and responsibilities.
- Carrying out research/studies on pertinent issues in the school and community level with the view of strengthening the promotion of human rights and peace.
- Fostering peace and instilling a culture of conflict resolution amongst students and the community through dialogue and constructive engagements.
- Lobbying and advocacy on peace and human rights.
- Monitoring the situation of human rights in the school and community.
- Protect human rights through;
- Exposing /reporting incidents of alleged human rights violations to responsible authorities using appropriate means.
- To act as a link on human rights and peace issues between the school, the community, human rights promoting institutions and other stakeholders.

4.5 Activities of Human Rights and Peace Clubs

The Human Rights and Peace Club members have a duty of ensuring that their existence is felt among the students and community. The club can be visible and have impact in the school and community through conducting human rights and peace promotional activities which include;

- Sensitization on human rights, peace, duties and responsibilities through debates, music, dance, drama, speeches etc.
- Recruitment of new members.
- Continuous training of members of the club on issues of human rights and peace.
- Organizing Quiz activities on human rights and peace
- Essay writing competitions on human rights and peace topics
- Conducting any other lawful activity aimed at promoting human rights and peace.



Ediofe Girls Secondary School HRPC visiting Giligili Prison in Arua Prison.

4.6 Methods a School Human Rights and Peace Club can use to create human rights awareness in the school and a wider community:

- Creating awareness through;
 - Music, dance and drama.
 - Poems.
- Developing information, education and communication materials on human rights, peace, duties and responsibilities for the school and the community e.g. posters, writing newsletters, flyers and banners.
- Participating in radios/Television talk shows on human rights, peace, duties and responsibilities.
- Collecting newspaper articles on human rights, peace, duties and responsibilities of citizens.
- Inviting resource persons and role models to inspire and encourage students and community to respect and promote human rights and peace.

- Essay writing competition to promote a culture of respect for constitutionalism.
- Debates on selected human rights topics
- Conducting community outreach activities with the view of enhancing respect of human rights and peace.
- Conducting study and exchange visits in order to share experiences and best practices with members of other school human rights and peace clubs.

4.7 Fundraising for the activities of a school human rights and peace clubs

- Voluntary contribution by parents or any other well wishers.
- Fundraising through strategic partnership and alliances such as Ministry of Education and Sports, MoGLSD, UHRC, Human Rights activists, International Human Rights Agencies, Faith based organizations
- Staging of fundraising shows by the club members.

4.8 Setting up and Managing a School Human Rights and Peace Club

How to start a Human Rights and Peace Club

- Sensitisation of the School Administration by UHRC on the importance of setting up a Human Rights and Peace Club in school.
- The School Administration sensitizes teachers on the need to set up a Human Rights and Peace Club
- Identification and appointment of the Club Patron by School Administration
- The Patron must be a member of the teaching staff
- Mobilization of students about the club by the Patron .
- Interested students are registered.
- Patron organizes elections of the Executive Committee.

4.9 The role of the Patron in establishing and managing a Human Rights and a Peace club in the school

- Setting the goal and objectives of the club and give general guidance on the formation of the club.
- Liaising club activities with school administration, Uganda Human Rights Commission and other Agencies .
- Guide the Executive committee in setting up the club constitution and drawing the annual work plan.
- Monitoring club activities.
- Representing the club at different fora and its interests.
- Participate or Advise on the drawing or reviewing of school rules and regulation to ensure that they are human rights complaint.
- Coordinating all the activities of the club.

4.10 Composition of the Executive Committee and their elections

- Term of office: one year.
- Club members shall form the electorate.
- In mixed schools, the issue of gender balance should be addressed.
- Qualities of a good leader should be considered.

4.11 Membership of the Executive committee

- I. President
- II. Vice President
- III. General secretary
- IV. Treasurer
- V. Publicity and Mobilisation Secretary
- VI. Gender Coordinator
- VII. Secretary for Students with disabilities
- VIII. Secretary for Programmes

4.12 Duties and Responsibilities of the office bearers

i President

- ◆ Leader of the Club;
- ◆ Spokesperson of the Club;
- ◆ Chairs Club meeting;
- ◆ Represents the Club at different fora;
- ◆ Supervises the activities of the Club;
- ◆ Managing resources of the Club;

ii Vice President

- ◆ Helps the President in carrying out his or her duties;
- ◆ Represents the President in his or her absence;

iii General Secretary

- ◆ Organises Club meetings in consultation with the President and the Patron;
- ◆ Draws the Agenda in consultation with the President and the Patron;
- ◆ Invites members for club meetings and circulates the agenda;
- ◆ Takes and keeps minutes of Club meetings;
- ◆ Writes reports on Club activities;
- ◆ Keeps membership register and other Club documents;
- ◆ Reads minutes of Club meetings;

vi Treasurer

- ◆ Manages funds of the Club;
- ◆ Keeps income and expenditure records;
- ◆ Prepares financial reports;
- ◆ Advising the club on financial matters;
- ◆ Coordinates fundraising drives;

V. Publicity and Mobilisation Secretary

- ◆ Informs members and school community about on-going activities, club functions and meetings;
- ◆ Performs the public relations role of the club;
- ◆ Initiates, solicits and publicises news and other information for the club;
- ◆ Encourages, motivates members to participate in club activities;

VI. Gender Coordinator

Advocates for equal participation of club members

- ◆ Monitors and reports on gender concerns in the school
- ◆ Initiates ideas and programmes for promotion of gender equality
- ◆ Advises the Executive Committee on emerging gender issues within the school.

VII. Secretary for Students with disabilities

- ◆ Reports to the club human rights issues concerning students with disabilities;
- ◆ Encourages students with disabilities to join the human rights and peace club;
- ◆ Builds a culture of respect for human rights for students with disabilities;

VIII. Secretary for Programmes

- ◆ Initiates programmes and activities for promotion of human rights within the school and community;
- ◆ Organises events on human rights awareness and promotion;
- ◆ Organises club activities and function in conjunction with the General Secretary.

4.13 Setting up and adopting a Club Constitution

- ❖ Drafting of the Constitution should be done by Club Executive in consultation with the Patron and school administration
- ❖ Club Constitution should make reference to existing standards, laws, policies (to ensure that the constitution is in line with general school rules and regulations and existing laws)

4.14 Areas to consider when drafting the Constitution:

- ❖ The name and address of the club
- ❖ Aims and objectives of the club
- ❖ Club membership – types, requirements and disqualification
- ❖ The Club Patron – his appointment and roles
- ❖ Office bearers and their functions
- ❖ Term of office
- ❖ Election procedure of office bearers
- ❖ Holding club meetings – monthly and annual
- ❖ Handling disputes – (the method to be used)
- ❖ Relationship between the club and the Regional Human Rights Office, the other school clubs and the community
- ❖ Club resources – acquisition, management and reporting

4.15 Making an Action Plan for the Club

- ❖ Drawn by the Executive in consultation with the Patron and agreed upon by the Club Members.
- ❖ The Action Plan shall be drawn at the beginning of school calendar year.
- ❖ Approval of the Action Plan by the President and Patron.

4.16 Structure of an Action Plan

The Action Plan should include the following:

- ❖ Activities to be implemented
- ❖ Time frame for each set activity

- ❖ Responsible individuals /Lead Person for each activity
- ❖ Resources required
- ❖ Column for comments on implemented activities and those not implemented and reasons why

4.17 Holding Club Meetings



St Balikuddembe HRPC meeting.

- ❖ When to hold club meetings-Once a month
- ❖ Every meeting must have an Agenda:
 1. Prayer,
 2. Communication from Chairperson,
 3. Reading and adoption of the minutes of the previous meeting and matters arising,
 4. Reports from office Bearers
 5. Discussion of the reports and way forward
 6. Closure

- Taking minutes will be in line with the agreed agenda-In every meeting; minutes should be taken, properly filed and shared with administration
- Agenda should always be availed to members during meetings
- Minutes should be written in a way that key points and persons to follow up on issues are clearly identified

4.18 Handling of disputes

- Disputes or disagreements are normal in any organised group and when they occur, they should be resolved amicably.
- If not resolved they could cause disharmony among club members.

4.19 Steps to be taken in resolving disputes or disagreements.

- Where to report disputes?
- An aggrieved member reports a dispute/complaint to the President or any member of the executive committee.
- The President or any member of the committee calls the aggrieved parties for mediation
- Mediation is a good method for resolving conflict between parties.
- If the matter is not resolved at that level the Patron intervenes.
- All matters should be resolved at the level of the Patron, in case this fails then the school rules and regulation would apply.

4.20 How to write a Club Report

- Reports should be written monthly during the school term – on club activities, events and incidents on human rights
- All office bearers must write reports on their respective offices
- General Secretary compiles and summarizes the reports from all Executive Members and passes it to the Patron who hands it over to other relevant stakeholders

4.21 Club Report format/structure

- Title page - Name and Address of Club, Date, Title of Report and Author.
- Introduction,
- Body- Previous Activities, Future Activities, Club Achievements, Challenges,
- Conclusion

NOTE: The Reports and any information going out of the school from the School Human Rights and Peace Club **should first be shared and approved by the Patron.**

4.22 Relationship between the Human Rights and Peace club and the Regional Human Rights Office

- The club should establish and maintain a cordial relationship with the Regional Human Rights Office.
- There should be a close good working relationship between the club and the Regional Human Rights Office.
- The club should provide a copy of their Constitution and the Annual Action Plan to the Regional Human Rights Office.
- The club should share their achievements and challenges with the Regional Human Rights Office.
- There should be mutual understanding and appreciation of the challenges of both parties.
- The club should from time to time invite the Human Rights Officer-Education to come and build capacity of the club members in human rights.
- There should be regular interaction between the club and the Regional Human Rights Office.
- There should also be a cordial relationship between the club and the school Administration, the other school clubs and Human Rights and Peace clubs in other schools.

5.0 VOLUNTEERING IN SCHOOLS AND IN THE COMMUNITY

5.1 Who is a volunteer?

- A volunteer is a person who offers to carry out any activity for the benefit of an individual or community without expecting monetary or material reward. The fulfillment he or she gets is the satisfaction for rendering that noble service to an individual or community.
- It is someone who, out of free will and commitment, decides to give his or her time or resources for the benefit of others.
- The practice of volunteering is called ***volunteerism***.

Characteristics of Volunteerism

- Offering work or services freely without being coerced
- Undertaking work or service without expecting financial or material gain
- There is a beneficiary other than the volunteer
- A volunteer's fulfillment is derived from helping individuals and communities.

5.2 Why is it important to volunteer?

- Volunteerism closes a gap in the provision of services to communities or individuals
- Volunteerism helps communities and individuals attain services that would otherwise be paid for and unaffordable
- Volunteerism helps communities and individuals attain services that are otherwise not available in the community or country
- Through volunteering communities and individuals are able to enjoy skills of experts that would otherwise be paid for
- Volunteerism empowers communities with knowledge and reduces dependency

- Volunteerism promotes community welfare and development.
- Volunteerism inspires others to do good
- To the volunteer, volunteerism brings personal fulfillment
- A volunteer gains skills and knowledge
- It enables a volunteer discover the problem or even other problems
- Builds self confidence

5.3 How is volunteering related to Human Rights and Peace Clubs?

- Human rights and peace can be protected and promoted through volunteering.
- Enables communities know their rights and claim them
- Enables communities to enjoy their rights
- Human rights enables volunteerism
- The enjoyment of human rights creates peace amongst individuals and the community.

5.4 Some of the activities that can be undertaken by a volunteer in the school and the community

A. In the school:

- Cleaning and carrying out sanitation for the benefit of the school e.g. Cleaning compound, cleaning classrooms and dormitories, cleaning sickbay etc.
- Assisting students with disabilities
- Developing and putting up messages for human rights talking compounds
- Helping the sick
- To develop drama skits on human rights for the school and community
- Sensitizing others about human rights
- Planting trees in school
- Helping students in schools with special needs

- Follow up on their members who are absent from school.

B. In the community:

- Providing general hygiene for the community eg. cleaning markets, cleaning and painting hospitals, cleaning wells, clearing bush around path etc.
- Visiting the sick
- Planting trees
- Helping the elderly
- Creating human rights awareness in the community
- Assisting the young and elderly to cross a road.

5.5 Challenges of volunteering

- Negative attitude to volunteering from the community
- Some members join with their own intentions who may confuse and distract other club members
- Limited resources like funds, manpower, transport to support volunteers to carry out some of the volunteers' activities.
- Some people fear to volunteer because of public opinion.
- Decline in the culture of volunteerism.
- Lack of cooperation from the community.

5.6 How can volunteerism be encouraged

- The Volunteer should be exemplary
- Sensitizing others on the importance of volunteerism
- Creating an enabling environment for volunteerism.
- Support from the school administration and community.
- Recognising the work of volunteers

6.0 THE ROLE OF THE MINISTRY OF EDUCATION AND SPORTS IN THE PROMOTION OF HUMAN RIGHTS

6.1 The role of the Ministry of Education and Sports in the promotion of human rights

The Ministry of Education and Sports like other government ministries and departments is duty bound to promote human rights. This can be done through support for the establishment of Human Rights and Peace clubs in schools. In doing so, the ministry supports the state to fulfill its three human rights obligations namely:

1. To respect human rights of the people of Uganda,
2. To protect the rights of the people of Uganda from being abused or violated by any person,
3. To fulfill the international human rights obligations in the treaties and conventions Uganda signed and ratified. Some provisions in these laws have been domesticated (Put into the National Constitution and other laws). So the Ministry of Education and Sports has the role to:
 - ❖ Participate in policy development, implementation and regulation processes. Thus provides technical guidance in the formulation and operationalization of human rights and peace clubs in schools.
 - ❖ Check on the club activities during school supervision. .
 - ❖ Formulate and review policies to integrate human rights and peace clubs.
 - ❖ Set standards that provide a conducive environment for students to actively participate in school activities.
 - ❖ Enforce the establishment of human rights and peace clubs in schools.

- ❖ Participate in training/sensitization and mobilization of school communities in human rights and peace.
- ❖ Ensure the main streaming of human rights and peace activities in the schools curriculum.
- ❖ Participate in the mobilization of resources for human rights and peace activities.
- ❖ Come up with school programmes through which human rights activities can be disseminated.
- ❖ Identify and train volunteers in human rights and peace club activities.
- ❖ Resolve conflict/contradictions that may arise during the implementation of human rights and peace club activities in schools.
- ❖ Participate in the review of performance of human rights activities in schools.
- ❖ Play the advocacy role and rollout of human rights and peace clubs.

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