

United Nations general assembly open-ended working group for the purpose of strengthening the protection of the human rights of older persons Eleventh working session. New York 6-9 April 2020

Guiding questions for defining the normative content of the issues examined at the tenth working session of the open ended working group

Education, Training, Lifelong Learning and Capacity building

Definition:

1. What are the definitions of the rights of older persons to education, training, lifelong learning and capacity building in the national legislation in your country. Or how should such a right be defined considering the existing national, regional and international legal framework?

Answer:

An older person in Uganda is considered to be any individual aged 60 years and older. Article 32 of the Republic of Uganda Constitution 1995 recognizes the rights of older persons and provides for the enactment of laws and policies that address their concerns.

- Article 30 guarantees the right to education; and requires the state to promote free and compulsory basic education; and to take appropriate measures to afford every citizen equal opportunity to attain the highest educational standards possible. Therefore the constitution promotes lifelong learning for all including older persons

The Uganda National Policy for Older Persons section 6.6 calls for promotion of equitable access to basic and continuous education for all through conducting the training needs for all older persons and designing training modules for older persons

The National Social Protection Policy of Uganda provides a secure platform upon which individuals can build productive and sustainable livelihoods, reducing poverty and vulnerability, as well as supporting excluded citizens in accessing other services including education training and lifelong learning.

The National Adult Literacy Policy calls for the promotion and protection of the right to adult literacy services for all as well as social inclusion of all categories and groups of people who are marginalized such as older persons and persons with disabilities among others.

Conclusively, the rights of older persons to education, training, lifelong learning and capacity building has been well defined within all the relevant national legal and policy documents.

Scope of the right

2. What are the key normative elements of the rights of older persons to education, training, life-long learning and capacity-building, including such elements as availability, accessibility, acceptability and adaptability? Please provide references to existing standards where applicable.

Answer:

Protection of the aged: **“The State shall make reasonable provision for the welfare and maintenance of the aged” (Uganda Constitution 1995)**

Availability: “Individuals, religious bodies and other nongovernmental organisations shall be free to found and operate educational institutions if they comply with the general educational policy of the country and maintain national standards” **(Uganda Constitution 1995)**

Accessibility: The State shall take appropriate measures to afford every citizen equal opportunity to attain the highest educational standard possible (**Uganda Constitution 1995**).

Right to education: “All persons have a right to education” (**Uganda Constitution 1995**)

Acceptability: “the voices and abilities of all people are taken into consideration and put in place deliberate actions to ensure equal access for all categories of young people and adults to participate in and benefit from adult literacy services” (**National Adult Literacy, 2015**)

Adaptability: “The policy shall promote innovations to cope with the changing technological learning needs” (**National Adult Literacy, 2015**)

Conclusively, the rights of older persons to education, training, lifelong learning and capacity building has clear directives on delivery practices in all the relevant national legal and policy documents.

State obligations

3. What are the measures that should be undertaken by the State to respect, protect and fulfill the rights of older persons to education, training, life-long learning and capacity-building, regarding the normative elements as provided above?

Answer:

Capacity building: through enhancing the knowledge, skills and logistics required by literacy instructors, literacy supervisors and managers at all levels to strengthen delivery and utilization of adult literacy services.

Advocacy and lobbying: through provision of information and seeking support and leadership necessary for delivering adult literacy services.

Research and documentation:through operational research aimed at informing and improving implementation.

Strengthening public - private partnerships:through promotion of co-ordination and collaboration amongst government actors as well as between government and non-government actors. Joint programmes and networks between various actors in delivery of adult literacy services shall also be promoted.**(National Adult Literacy, 2015)**

Special considerations

4. What special measures and specific considerations should be considered in developing the normative content of the rights of older persons to education, training, life-long learning and capacity-building?

Comprehensive Consultations: All stakeholders should be consulted to make proposals to the normative content

Beneficiary participation: A bigger proportion of older persons should be consulted to generate a wide range of needs to be addressed by the normative elements

Pretesting and pilot activities: The proposed normative elements should be pretested and piloted in sections of the Ugandan communities to generate lessons on what elements work best before documentation.

Policy review: Mechanisms for review throughout implementation should be put in place to allow incorporation of new ideas, lessons learnt as well as incorporation of elements for upcoming lifelong learning needs and concerns of older persons.

5. How should the responsibilities of non-State parties such as private sector be defined in the context of the rights of older persons to education, training, life-long learning and capacitybuilding?

Answer:

State parties:

Each State Party shall:

- a) take the necessary measures to ensure that of the rights of older persons to education, training, life-long learning and capacity building are promoted
- b) Older persons demand and uptake the available services of education, training, life-long learning and capacity building
- c) Identify and define the various normative elements the rights of older persons to education, training, life-long learning and capacity building

Non-State parties

Each Non-State Party shall:

- d) Develop and implement innovative education, training, life-long learning and capacity building programmes, projects and activities that are affordable and sustainable in line with the national policy and plans.
- e) Mobilize resources for implementation of education, training, life-long learning and capacity building programmes for older persons
- f) Mobilize older persons and entire communities to participate and be involved in education, training, life-long learning and capacity building programmes
- g) Collaborate, coordinate and co-operate with ministries, departments and agencies in matters of education, training, life-long learning and capacity building for older persons.

Implementation

6. What are the best practices and main challenges faced by your country in the adoption and implementation of the normative framework on education, training, life-long learning and capacity-building for older persons?

Answer:

- a. The Uganda government has been focused mainly on improving formal education (universal primary, secondary education and **formal BTVET**). This

- disproportionate focus is at the expense millions of youth and adults including older persons who missed or dropped of formal schooling at childhood.
- b. **There is an** overwhelming demand for education, training, life-long learning and capacity-building services by older persons

Best practices:

- a. **Revise the** National Adult Literacy Policy framework to **include the other non formal and adult learning segments** to guide, promote, regulate and coordinate service delivery mechanisms to enable those youth, adults **including older persons** to access opportunities for basic and continuing literacy programmes as well as continuing education and life-skills programmes through non-formal learning system.
- b. Adoption of the regional and global frameworks on education for all e.g. **prioritize the implementation of adult learning programmes as spelt out in the SDGs, Education 2030 agenda and the Belem Framework of Action in addition to** the universal primary education and universal secondary education among others
- c. **Incorporating issues of older persons in adult learning to equip older persons with capacity to take charge of their day to day lives in a lifelong learning perspective.**

References:

- i. The Constitution of the Republic of Uganda (1995)
- ii. The Uganda National Adult Literacy Policy
- iii. The Uganda National Policy on Older Persons
- iv. The Uganda National Social Protection Policy
- v. **Sustainable Development Goals (UN 2015)**
- vi. **Education 2030 agenda: Incheon Declaration and Framework for Action for implementation of Sustainable Development Goal 4 (UIL 2015).**

- vii. Belem Framework of Action: Harnessing the power and potential of adult learning and education for a viable future(UIL 2009)
- viii. 3rd Global Report on Adult learning and Education (UIL 2016)