

# **HUMAN RIGHTS AWARENESS AND PROMOTION FORUM-UGANDA (HRAPF)**

## **THE STATE OF HUMAN RIGHTS AWARENESS AND PROMOTION IN UGANDA**



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## **PREFACE**

Human Rights Awareness and Promotion Forum (HRAPF) is an independent, Non governmental, non partisan, and not for profit Organization. It is specifically interested in human rights advocacy, education and awareness with a special emphasis on the rights of minorities.

This research was conducted under the Human Rights Awareness Program, which employs research, human rights sensitization, rights monitoring and media campaigns to achieve its objectives.

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## List of Acronyms

ACHPR	African Charter on Human and People Rights
AGHA	Action Group for Health, Human Rights and HIV/AIDS
AUF	Akiba Uhaki Foundation
CBO	Community Based Organizations
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CONSENT	Consumer Education Trust Uganda
CSOs	Civil Society Organizations
DPC	District Police Commander
FAL	Functional Adult Literacy
FBOs	Faith Based Organisations
FGDs	Focus Group Discussions
FGM	Female Genital Mutilation
FOWODE	Forum for Women in Democracy
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HRAPF	Human Rights Awareness and Promotion Forum
HRE	Human Rights Education
HURINET	Human Rights Network- Uganda
HURIPPEC	Human Rights and Peace Centre, Faculty of Law, Makerere University
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IGG	Inspector General of Government
LRA	Lord's Resistance Army
NAADS	National Agricultural Advisory Services
NACWOLA	National Coalition for Women Living With HIV/AIDS
NCDC	National Curriculum Development Centre
NGOs	Non Governmental Organizations
NRM	National Resistance Movement
PLWHA	People Living with HIV/AIDS
PMA	Plan for the Modernisation of Agriculture
PWDs	Persons With Disabilities
UDHR	Universal Declaration of Human Rights
UHRC	Uganda Human Rights Commission
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education

UPDF	Uganda People's Defense Forces
UPF	Uganda Police Force

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## EXECUTIVE SUMMARY

Awareness of human rights is of paramount importance in the promotion and protection of human rights, as it is only those who are aware of their rights who can demand for them and also hold their leaders accountable. Whereas the human rights movement has gained ground and momentum the world over, the observance and respect of human rights more especially in Africa leaves a lot to be desired. One of the reasons hypothesized for this trend is the generally low levels of awareness of human rights among the general populace.

This research report carries the findings of a two year study conducted by Human Rights Awareness and Promotion Forum (HRAPF). This study was intended to gauge the general levels of human rights awareness, extent of the knowledge of specific rights, and accessibility of present initiatives towards human rights promotion.

The research covers the four major regions of Uganda; Central, East, North and West. It equally covers both rural and urban areas in each of the randomly selected districts of Mpigi, Kayunga, Hoima, Ntungamo, Mbale, Bugiri, Gulu and Nebbi. The responses were further analysed according to; Residence, Sex, Age, Educational Status and Employment.

Below are the general observations, key findings and recommendations;

### 1. General Observations

- i) The levels of human rights awareness in Uganda are relatively low
- ii) The majority of Ugandans can mention at least one right, but nearly the same majority cannot define the term human rights.
- iii) There are no specific trends as regards regions. However, the Eastern and Central regions are relatively more knowledgeable about the basic terms and concepts of human rights than other regions.
- iv) Males are overall more knowledgeable about the basic tenets of human rights than females.
- v) Though people in urban areas are slightly more knowledgeable than those in rural areas, the difference is remarkably slim.
- vi) Those above 20 years of age are relatively more knowledgeable than those below 20 years of age.
- vii) The educated are much more knowledgeable about human rights than the uneducated. The higher the education levels, the more knowledgeable.
- viii) Students and civil servants are overall more knowledgeable than other occupation categories.
- ix) Women's rights are much more known than any other category of rights.



- x) Human rights promotion is largely uncoordinated and focused on specific rights
- xi) The Constitution is not widely available to Ugandans
- xii) Very few Ugandans know what is contained in the Bill of Rights in the Constitution.
- xiii) Human rights education is used more as a component of projects rather than as a specific project in itself.

## Key Findings

### 1. Understanding of the Meaning of Human Rights

- a) **General;** Only 10% of the respondents could correctly define the term human rights. Although the majority of Ugandans have heard about the term human rights (77%), very few of them fully comprehend what the concept means.
- b) **Region;** The Eastern region had more people who could define the term human rights correctly (17.3%) followed by those from the Central region (8.4%). The Northern region follows closely with 8.3%, while the Western region scores lowest with 7.8%.
- c) **Residence;** The urban population understands the meaning of the concept of human rights more than the rural population with 12.7% and 8.4% respectively.
- d) **Sex;** More men than women can correctly define the meaning of human rights with males scoring 13.3% compared to the females with 6.8%.
- e) **Age;** The age group 25 – 29 had the highest number of respondents who could define the term human rights correctly (18.0%) while the age group 35-39 scored lowest with 9.8%.
- f) **Education;** Knowledge of the meaning of human rights rises with an increase in education levels. While none of the respondents with no formal education correctly defined the term human rights., 28.5% of those with tertiary education correctly defined human rights, followed by those with A Level education (13.8%), those with O level (9.5%), and those with primary education (4.5%).
- g) **Occupation;** More civil servants knew the meaning of human rights than any other employment category with 18.6%. Students ranked second with 14.8% while farmers had only 6.3%.

## **2. Knowledge of the inherent nature of human rights**

An alarmingly low number of Ugandans know that human rights are inherent. Only 16.1% of the respondents answered that human rights accrue to one by virtue of being human-inborn and inherent. 29% reported that rights are granted by governments. 6% named the Constitution, 2% the Uganda Human Rights Commission while 41% did not know the source of human rights.

## **3. Awareness of the role of the constitutional guarantees of rights**

Only 18.6% of the respondents correctly identified the constitution as the highest law guaranteeing human rights in Uganda.

## **4. Awareness of the Bill of Rights in the Constitution**

The majority of the people cannot ordinarily avail themselves of the constitutional remedies and protection mechanisms. The findings show that only a sizeable number of Ugandans (30.7%) have read, been read to or otherwise been made aware of the contents of the Bill of Rights in the Constitution of Uganda.

## **5. The Government as Primary duty Bearer**

Only 37% correctly identified the government's role as the primary duty bearer for human rights.

## **6. What to do when Rights are Violated**

Most Ugandans would report to the authorities if their rights were violated. 86.1% of respondents stated that they would report human rights violations to different authorities. Only 3.5% reported that they would deal with human rights violations themselves.

## **7. Knowledge of specific rights**

i) **Overall:** The majority of Ugandans (89.2%) can mention at least one human right. 55.9% can identify at least one political and civil right while 46% any socio-economic and cultural rights.

ii) **Most known rights;** The Right to Education is the most known right overall (19.3%), followed by the Right to Food (10.4%) and Freedom of Speech (10.2%). The Right to Vote and the Right to Life are the most known civil and political rights with 28.1%. The Right to Culture was the most known among the social, economic and cultural rights with 15.6% followed by the right to work with 13.3%.

iii) **Least known rights;** The least known right was the Right to a Name and Nationality and Right to Fair Trial both constituting 0.2% followed by the Right

to Clean and Healthy Environment which constituted 0.5% of the responses. The Right to Life and Right to Marry and Found a Family, are the least known civil and political rights both tying at 2.3%. Among the civil and political rights, the Right to Own Property and Right to Health were the least known rights with 0.6% and 0.9% respectively.

- 8. Specific rights v. Basic human rights principles;** Respondents knew more about specific rights than the basic concept of human rights. For example, many of the respondents who failed to define the concept of human right (90% of all respondents) could mention at least one specific right (89.2%).

**9. Special interest groups**

- a. **Women;** Women's rights are more widely known than any other special interest group with 77.9% of the population being able to cite at least one right that constitutes women rights.
- b. **People Living with Disabilities;** Nearly a quarter of the respondents (26.8%) could not identify any specific rights for PWDs.
- c. **Tribal and religious minorities;** 52% could at least mention one right that minorities are entitled to.

**Note;** Sexual Minorities were left out of the minorities list after the pre test and the first field visit as many respondents objected to their being minorities and sometimes made accusations against the research assistants.

- d. **People Living with HIV/AIDS;** 84.7% could at least mention one right of persons living with HIV/AIDS.

**10. Human rights Promotion**

- a. **Initiatives to promote Human Rights;** Over 60% of the respondents in all regions revealed that there are no initiatives to teach human rights in their areas.
- b. **Actors in Human Rights Promotion;** Civil Society Organizations led in promoting human rights awareness with 45%. These were followed by the police (16%) and government (12%). Civil Society organizations are engaged in diverse activities that are wide ranging and sometimes overlapping.
- c. **Modes of disseminating human rights information;** Radio programmes in local

languages are the preferred mode of communicating human rights awareness information with 37.5% of the respondents receiving human rights awareness through this mode of communication. This is complemented by the press which contributes 16.7%, Friends with 6.5%, LC's and schools with 9.5%.

d. **Focus on specific rights as opposed to basic human rights concepts;** Most human rights awareness promotion efforts are towards particular rights. Thus basic human rights concepts are not a major focus. Most NGOs focus on specific rights.

e. **Safe v. Controversial issues**

There is an unofficial demarcation between 'safe' human rights issues' and 'controversial' issues. Few promoters work on controversial issues. Female Genital Mutilation, corruption and rights of sexual minorities are some of the controversial issues that most promoters steer clear of.

## **11. Human Rights Desk Officers**

At district level, there were hardly any active human rights desk officers.

## **12. Human Rights Education in schools**

- a. The primary and secondary school curricula do not expressly contain human rights education as distinct subjects or modules. Human rights are however subtly incorporated in different subjects of the curriculum.
- b. National Curriculum Development Centre is open to civil society advice and engagement in the ongoing process of curriculum review.

## **Recommendations:**

### **To Government**

1. The Ministry of Justice and Constitutional Affairs, the Ministry of Education, the Ministry of Gender, Labour and Social Development and the Ministry of Health should do more to promote human rights awareness and education as per their different mandates.
2. The Ministry of Finance should increase funding to the Uganda Human Rights Commission to further support the important role the Commission plays in human rights education and promotion.
3. The Government should prioritise women while designing and implementing economic empowerment programs if women's human rights education is to create a lasting impact.
4. The Ministry of Justice and Constitutional Affairs and the Uganda Human Rights Commission should ensure that the Constitution or at least the Bill of Rights therein is translated into the major local languages of Uganda.
5. The Ministry of Education and Sports should also ensure that the Constitution is taught at

all institutions of higher learning.

6. It should be ensured that all districts have operational District Human Rights desk officers, as their absence at the district level undermines the important role they are supposed to play and leaves a big gap.
7. Government should refrain from narrowing the space for human rights organizations to operate as they play a leading role in human rights awareness.

### **To the Uganda Human Rights Commission and other Independent Statutory Bodies**

1. The Uganda Human Rights Commission should take the lead in human rights education in the country as it has a wider constitutional mandate than all other statutory bodies.
2. The Uganda Human Rights Commission should further extend their human rights education programmes to the grassroots.
3. The Uganda Human Rights Commission should take the lead in urging government to domesticate international human rights instruments that the Government has signed or ratified.
4. The Uganda Human Rights Commission should take the lead in teaching the population about existing human rights mechanisms at the domestic, sub regional, regional and international levels.
5. The Uganda Human Rights Commission should ensure that every district has a district Human Rights Desk officer and that they are actively doing their work.
6. Other independent statutory bodies such as the Office of the Inspector General of Government, the Electoral Commission, and the Equal Opportunities Commission should prioritise the human rights education element of their mandate.
7. The National Curriculum Development Center should directly incorporate human rights into the elementary and secondary school curricula.

### **To Civil Society Organisations**

1. Human Rights education should be an integral part of programme and project design.
2. There is a need to specifically design and implement projects aimed at educating people on the concept of human rights in itself (the definition, nature and significance of human rights). The concept of human rights ought to be taught as a concept in itself not as a preamble to other topics and specific rights. The key concepts of human rights- equality, non discrimination and universality of rights should be emphasized.
3. More emphasis should be laid on economic, social and cultural rights as people do not tend to recognize them as human rights. Most people felt that these had nothing to do with entitlements.
4. Programmes aimed at creating and promoting human rights awareness and education should be more focused on the rights of minorities as many people do not comprehend the idea of minorities having particular rights, since majority rule is predominant. Sexual

minorities need particular emphasis for many do not even regard these as minorities.

5. Women's human rights education should be supplemented with economic empowerment. Human rights education creates little impact for an economically disempowered woman.

### **To Donors**

1. Human rights education in general should be made a priority funding area.
2. General human rights education should also be specifically funded for the basic concepts of human rights are largely unknown.
3. There should be effective monitoring and evaluation of programs and projects aimed at human rights education.
4. The donors should actively support and encourage the government and statutory bodies to implement their obligations as regards human rights education.

## CHAPTER ONE; INTRODUCTION

### 1.1 Project Background

Human Rights Awareness and Promotion Forum (HRAPF) was founded with the main objective of using the law to promote and protect human rights in Uganda. Human rights awareness and education were identified as some of the main avenues for achieving this objective.

HRAPF saw it worthwhile to study the state of human rights awareness and promotion in the country. The methodology was designed to find out the state of human rights awareness and promotion from the subjects of human rights awareness efforts- the general population.

A baseline survey conducted by HRAPF in July 2009 showed that in the Kampala district of Uganda, only 16.5% of the people could define the meaning of the term human rights. 25% of the respondents could only partly define human rights while 58% admitted to having no clue at all. The findings of this baseline survey motivated HRAPF to conduct a full scale study of the levels of human rights awareness in the country and the results are contained in this report.

Uganda has had a poor record of respecting fundamental human rights. The Report of the Commission of Inquiry into Violations of Human Rights<sup>1</sup> paints a gloomy picture of the human rights situation in the country from Independence. It found evidence of widespread arbitrary arrests, detention and imprisonments and recommended the repeal of laws allowing detention without trial during the period covered by the Commission's inquiries.

Today, violations still continue, despite the largely progressive 1995 Constitution.<sup>2</sup> Human rights violations and abuses are reported almost daily in the press and a number go unreported. Human Rights Watch in its 2010 World report documented cases of torture, extrajudicial killings, illegal detentions, inhuman and degrading treatment, violations of the Right to Freedom of Assembly, the Right to Fair Trial and related abuses<sup>3</sup>.

This culture of human rights violations has largely led to the mentality of Ugandans viewing human rights as a privilege rather than an entitlement. Many people have been disempowered and human rights have largely been considered an unattainable ideal.

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<sup>1</sup> Uganda; Commission of Inquiry into Violations of Human Rights; The Report of the Commission of Inquiry into the Violations of Human Rights: Findings, Conclusions and Recommendations. Kampala, Uganda: 1994.

<sup>2</sup> The Constitution of the Republic of Uganda, 1995 shall henceforth be referred to as the Constitution.

<sup>3</sup> Human Rights Watch; World report 2010: Uganda, accessed at <http://www.hrw.org/en/world-report-2011/uganda> on 10th April 2011

The Government of Uganda has signed a number of international Human Rights Conventions, including the Universal Declaration of Human Rights<sup>4</sup> (UDHR), the International Covenant on Social, Economic and Cultural Rights<sup>5</sup> (ICESCR), and the International Covenant on Civil and Political Rights<sup>6</sup> (ICCPR), an otherwise positive indicator of how much interest it has to promote and protect human rights. However violations and impunity continue without many people reporting to the Uganda Human Rights Commission or the courts of law.

One of the key factors that partly explains the continued violations and the apparent ineffective demand for human rights and accountability are the low levels of human rights awareness and the absence of clear state commitment to human rights education and promotion. The extent of this problem is what HRAPF sought to investigate through this study.

Therefore, the hypothesis of this study relates these problems to lack of awareness whereby rights are believed to be privileges rather than entitlements. The victims of these violations are thus often left at the mercy and good works of the human rights bodies and organizations which identify them and come to their rescue.

## **1.2 Research Objectives;**

The general objective of the study was; to find out the levels of human rights awareness in Uganda.

The specific objectives were:

1. To establish the general level of awareness and understanding of human rights in Uganda.
2. To identify which specific rights are known to the people and which ones are less known.
3. To establish and assess the effectiveness of the different human rights awareness initiatives.

## **1.3 Methodology**

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<sup>4</sup> Universal Declaration of Human Rights, *adopted* 10 Dec. 1948, G.A. Res. 217A (III), U.N. GAOR, 3d Sess. (Resolutions, pt. 1), at 71, pmb., U.N. Doc. A/810 (1948), *reprinted in* 43 Am. J. Int'l L. 127 (Supp. 1949) [hereinafter UDHR].

<sup>5</sup> International Covenant on Economic, Social and Cultural Rights; Opened for signature on December 19, 1966 and entered into force on January 3, 1976. U.N.G.A Res. 2200 (XXI), 21 UN GAOR Supp. (No.16) 49 UN Doc. A/5316(1967)

<sup>6</sup> International Covenant on Civil and Political Rights, Opened for signature on Dec. 19 1966, entered into force on Jan. 3 1976, UNGA Res 2200 (XXI), 21 UN GAOR Supp. (No.16) 52, UN Doc. A/6316 (1967)



The study followed a mixed model research design in which qualitative and quantitative approaches are concurrently employed<sup>7</sup>. The study thus combined descriptive survey techniques (quantitative) with exploratory ones (qualitative).

Both quantitative and qualitative data was collected using descriptive survey and exploratory techniques respectively. A questionnaire was used on the general population to gather quantitative data. In-depth interviews were conducted with human rights activists, Uganda Human Rights Commission officials, District Human Rights Desk Officers, Non Governmental Organisations' staff, radio journalists, local authorities and police officers in the districts. Two Focus Group Discussions were conducted with women and youth groups in each region.

Sampling was done at different levels, using different techniques to arrive at an acceptable, representative sample for the entire area of the study. The districts were clustered by region- Northern, Eastern, Central and Western. The sampling levels were at district, sub-county, parish and village levels. Simple random sampling was employed to select two districts from each region. Two sub-counties were selected from each district using purposive sampling. One Sub County was selected from an urban area and the other from a rural area. This was done in order to provide urban-rural comparisons.

The table below shows the areas visited;

**Table 1: The Selected Districts**

<b>Region</b>	<b>District</b>	<b>Sub County (Urban)</b>	<b>Sub County (Rural)</b>
<b>Central</b>	Kayunga	Kayunga Town Council	Busaana
	Mpigi	Mpigi Town Council	Kammengo
<b>Eastern</b>	Bugiri	Bugiri Town Council	Kapyanga
	Mbale	Mbale Municipality	Nyondo
<b>Northern</b>	Gulu	Gulu Municipality	Bungatira
	Nebbi	Nebbi Town Council	Kucwiny
<b>Western</b>	Hoima	Hoima Town Council	Bugambe
	Ntungamo	Ntungamo Town Council	Ruhaama

<sup>7</sup> See Tashakkori, A., & Teddlie, C. (Eds.). (2003) *Handbook on Mixed Methods in the Behavioral and Social Sciences*. Thousand Oaks, CA: Sage Publications, Katebire, D.A. (2007) *Social Research Methodology: An Introduction*, Kampala: Makerere University Printers., and Mason, J. (2006) *Six strategies for mixing methods and linking data in social science research*. NCRM Working Paper. ESRC National Centre for Research Methods (Unpublished).

13 subjects (from 13 households) were randomly selected from each village to make 26 per parish, 52 per sub-county, and 104 per district. And after the research was conducted, this translated into a sample size of 832 for quantitative data for the eight districts.

Quantitative Data was collected through the use of questionnaires. Respondents who could fill the questionnaires were asked to do so with a research assistant at hand to help explain any question that they did not understand. Those who could not fill the questionnaires were asked questions and their responses recorded by the Research Assistants. Research Assistants were carefully trained in the use of the tools. Research Assistants fluent in the local language of an area would be allocated that area. This was in order to solve the problem of language differences. Qualitative data was collected through interviews and Focus Group Discussion (FGDs).desk research and literature reviewed were also widely employed.

At the end of fieldwork, all questionnaires were checked for completeness, and all invalid questionnaires were removed. Coding was then undertaken and a code sheet developed to facilitate data entry. Since this study is descriptive, frequency runs and cross-tabulations of major variables was done using SPSS Software Version 12.

Since the volume of qualitative data generated from key informant interviews was small and manageable, it was manually analyzed using the master sheet (matrix) method. Under this method, emerging issues were identified and analyzed under key themes. The results of the survey were triangulated with findings from the interviews and FGDs in order to ensure authentic and reliable findings.

## **1.4 Conceptual Considerations**

### **1.4.1 The Concept of Human Rights**

Human rights are rights and freedoms to which all humans are entitled merely because they are human<sup>8</sup>. This is the working definition adopted for the present study.

The modern conception of human rights emerged only as recently as 1948 when the Universal Declaration of Human Rights<sup>9</sup> was promulgated but has since gained a lot of importance and significance ensuring that it has become the standard upon which governments are judged and

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<sup>8</sup> Feldman, David. *Civil Liberties & Human Rights in England and Wales*. Oxford University Press. p. 5.1

<sup>9</sup> Universal Declaration of Human Rights, *adopted* 10 Dec. 1948, G.A. Res. 217A (III), U.N. GAOR, 3d Sess. (Resolutions, pt. 1), at 71, pmb., U.N. Doc. A/810 (1948), *reprinted in* 43 Am. J. Int'l L. 127 (Supp. 1949) [hereinafter UDHR].

held to account<sup>10</sup>.

Human rights law is part of international law. As such the concept of human rights has been a subject of intense philosophical and legal debate and criticism<sup>11</sup>.

All human rights are universal, indivisible, interdependent and interrelated. This is the universalist conception of human rights recognized in the Vienna Declaration and Programme of Action<sup>12</sup>. Jack Donnelly<sup>13</sup> summarises the Universalist approach thus;

1. All humans have rights by virtue of their humanity;
2. A person's rights cannot be conditioned by gender or national or ethnic origin;
3. Human Rights exist universally as the highest moral rights, so no rights can be subordinated to another person or an institution.

This approach has however been counteracted by the cultural relativism approach which is based on the idea that there are no objective standards by which others can be judged. Human rights should be applied in light of cultural peculiarities<sup>14</sup>.

This theory was first clearly forwarded by Adda Bozeman in a 1971 book entitled "The Future of Law in a Multicultural World."<sup>15</sup> The central themes of the book are as follows:

1. There exist profound differences between Western legal theories and cultures and those of Africa, Asia, India and Islam.
2. In order to fully understand a culture, one must be a product of that culture.
3. Even if a culture were to borrow a concept from another culture, that concept's meaning would be filtered through the first culture's unique linguistic-conceptual culture.
4. There can be no universal meaning to a moral value.
5. A universal text on values is a futile exercise.

Most of the international community has been polarized on these two approaches, but despite this and then the subsequent development of the language of capabilities<sup>16</sup>, the human rights

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<sup>10</sup> Mary Ann Glendon, *Knowing the Universal Declaration of Human Rights*, 73 Notre Dame L. Rev. 1153, 1153 (1998).

<sup>11</sup> For example see Makau Mutua; Standard Setting in Human Rights: Critique and Prognosis, Buffalo Legal Studies Research Paper Series Paper No. 2007-013, *Human Rights Quarterly*, Vol. 29: 547-630 (2007)

<sup>12</sup> General Assembly Distr. GENERAL A/CONF.157/23, 12 July 1993

<sup>13</sup> Donnelly, Jack. *Universal Human Rights in Theory and Practice*. Ithaca, NY: Cornell University Press.

<sup>14</sup> This debate is huge and has mainly been used by African and Asian states. For example see Nguema; Human Rights perspective in Africa" (1990) HCLJ 261 or D. Dohoho, "Relativism vs. Universalism in human rights: the Search for meaningful standards (1991) 27 Stanford Law journal 345

<sup>15</sup> Princeton University Press, 1971

<sup>16</sup> See for example Martha Nussbaum (2006) 'Capabilities as fundamental entitlements' Chapter 3 in Bina Agarwal, Jane Humphries and Ingrid Robeyns (eds), *Capabilities, Freedom and Equality*, Oxford, Oxford University Press,

movement continues to grow and most states now recognize human rights as the basis of the new world order.

The state is the primary duty holder in international human rights law. The state has the duty to protect, promote and respect human rights.

One of the most common ways of classifying human rights is using the nature of obligations that attach to them. Those that are regarded to require negative obligations are classified as “Political and Civil rights”, while those that require positive obligations are termed as “Economic, Social and Cultural rights”. Civil and Political rights include; the Right to Life, the Right to Privacy and the Right to Freedom of Association and Assembly. The Social, Economic and Cultural rights include; the Right to Education, the Right to Health and the Right to Culture.

It is important to note that this distinction is becoming blurred as the arguments that Social, Economic and Cultural rights impose only positive obligations conditional on the existence of resources and therefore involving a progressive realisation, are largely unjusticiable and are increasingly being challenged.

Special interest groups like women, children, people living with HIV/AIDS, tribal, religious and sexual minorities also have the same rights as others but some rights especially the Right to Non-Discrimination are stressed as a way of affirmative action for these special interest groups.

Human rights have become the catch phrase for citizens who want to protect their rights against the state and other actors, and they have become a force to reckon with since 1948<sup>17</sup>. It is important that such an important force should be known by everyone.

#### **1.4.2 Human Rights Education and Human Rights Awareness**

There is a direct relationship between human rights education and human rights awareness. Efforts towards human rights education are geared towards promoting human rights awareness and these efforts will be reflected in the awareness levels. Consequently in places where human rights education has been carried out, people are more likely to know about their rights and the reverse is true for places where no such education has been conducted. Human rights education is thus one of the main modes of promoting human rights awareness and it is the one that

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Chapter 18, 2006 and Amartya Sen (2006), Development as capability expansion’ in Bina Agarwal, Jane Humphries and Ingrid Robeyns (eds), Capabilities, Freedom and Equality, Oxford, Oxford University Press, Chapter 18, 2006. Nussbaum both in Capabilities and Human Rights and in ‘Women and Human Development examines the relationship between the two concepts of capabilities and human rights and argues that capabilities are a better framing for they would be universally acknowledged.- Martha Nussbaum, Women and Human Development; The capabilities Approach, Cambridge, Cambridge University Press, 2000. Also Nussbaum Martha, Capabilities and Human Rights, Fordham Law Review 66: 273-300

<sup>17</sup> The year when the UDHR was promulgated

imposes obligations on states and other actors.

Human rights education is an integral part of the Right to Education and is increasingly gaining recognition as a human right in itself. Knowledge of rights and freedoms is considered a fundamental tool in guaranteeing respect for the rights of all<sup>18</sup>.

Human Rights Education is defined in the United Nations Plan of Action for the United Nations Decade for Human Rights Education<sup>19</sup> as “training, dissemination and information efforts aimed at building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes and directed to the;

- a) strengthening of respect for human rights and fundamental freedoms
- b) full development of the human personality and the sense of its dignity
- c) promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national ethnic, religious and linguistic groups
- d) enabling of all persons to participate effectively in a free society
- e) furtherance of the activities of the United Nations for the maintenance of peace”.

For purposes of this report, we paraphrase this lengthy definition and adopt the definition that; “Human rights education is all learning that develops the knowledge, skills, attitudes and values of human rights”.

Human Rights education is an integral part of the struggle for the full recognition and realization of human rights. Before one can begin talking about human rights it is important that they have adequate information on the subject. This is true for both human rights defenders who need adequate knowledge to be effective in their work and members of the general public to hold duty bearers accountable.

The recognition of human rights education as a necessity came after the full horrors of the Second World War were revealed<sup>20</sup>. It became clear that education had to be directed towards human rights and individuals had to be empowered to claim their rights. The UN Charter which came immediately after World War II called for the promotion and respect for human rights and fundamental freedoms<sup>21</sup>.

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<sup>18</sup>UNESCO <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/> visited 14<sup>th</sup> March 2011.

<sup>19</sup> United Nations; Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004; Human Rights education- lessons for life, Paragraph 1, 2

<sup>20</sup> George J. Annas and Michael A. Grodin (eds) *The Nazi doctors and the Nuremberg Code, Human rights in Human Experimentation*, New York, Oxford university Press, 1992

<sup>21</sup> Article 1, Section 3 of the United Nations Charter, signed in San Francisco on June 26, 1945 and entered into force on October 24<sup>th</sup> 1945

The Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." Article 26 of the UDHR directs that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms<sup>22</sup>.

### **1.4.3 Legal and institutional framework on Human Rights Education**

#### **International level**

The international mandate for human rights education is unequivocal: people have a human right to know their rights. The International Covenant on Civil and Political Rights (ICCPR) guarantees the right to freedom of expression, which includes the "freedom to seek, receive and impart information and ideas of all kinds."<sup>23</sup> Article 13(1) of the International Covenant on Economic, Social and Cultural Rights (ICESCR)<sup>24</sup>, Article 29 of the Convention on the Rights of the Child (CRC)<sup>25</sup>, Article 10 of the Convention on the Elimination of All forms of Discrimination Against Women<sup>26</sup>, Article 7 of the Convention on the Elimination of all Forms of Racial Discrimination are also drafted in the same spirit though they emphasize the right to education which also includes the right to human rights education.

The African Charter on Human and People Rights<sup>27</sup> (ACHPR) contains perhaps the most explicit endorsement of human rights education. It provides that States;

*"...shall have the duty to promote and ensure through teaching, education and publication, the respect for the rights and freedoms contained in the present charter and to see to it that these freedoms and rights as well as corresponding obligations and duties are understood".<sup>28</sup>*

**The international institutional framework** for human rights education is also in place. The United Nations Education, Scientific and Cultural Organisation (UNESCO) has played a key role

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<sup>22</sup> Preamble of the UDHR, U.N.G.A Res. 217A(III), 21 UN GAOR Supp. (No.16) 49, UN Doc A/810 (1948)

<sup>23</sup> Article 19(1) of the International Covenant on Civil and Political Rights, Opened for signature on Dec. 19 1966, entered into force on Jan. 3 1976, UNGA Res 2200 (XXI), 21 UN GAOR Supp. (No.16) 52, UN Doc. A/6316 (1967)

<sup>24</sup> International Covenant on Economic, Social and Cultural Rights; Opened for signature on December 19, 1966 and entered into force on January 3, 1976. U.N.G.A Res. 2200 (XXI), 21 UN GAOR Supp. (No.16) 49 UN Doc. A/5316(1967)

<sup>25</sup> The Convention on the Rights of the Child, Adopted by the General assembly on Nov. 20, 1989. UNGA Res. 44/25, 28 ILM 1448(1989).

<sup>26</sup> Convention on the Elimination of All Forms of Discrimination Against Women, *adopted* 18 Dec. 1979, G.A. Res. 34/180, U.N. GAOR, 34th Sess., Supp. No. 46, U.N. Doc.A/34/46 (1980) (*entered into force* 3 Sept. 1981), 1249 U.N.T.S. 13, *reprinted in* 19 I.L.M. 33 (1980) (here in after CEDAW);

<sup>27</sup> African Charter on Human and Peoples Rights, (Banjul), OAU, Doc. CAB/LEG/67/3 rev. 5:21 ILM 58(1982) entered into force October 21, 1986

<sup>28</sup>Article 25

in the promotion of human rights education. They were the chief organizers of the UN's Decade for Human Rights Education.

The World Conference on Human Rights (Vienna, June 1993) came up with the Vienna Declaration and Program of Action, which, *inter alia*, stated that human rights education, training and public information were essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace. The conference recommended that states strive to eradicate illiteracy and direct education towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It called on all states and institutions to include human rights, humanitarian law, democracy and the rule of law as subjects in the curricula of all learning institutions in formal and non formal settings<sup>29</sup>.

Pursuant to a suggestion of the World Conference, the United Nations General Assembly, in its resolution 49/184 of 23 December 1994, proclaimed the 10-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education, and welcomed the Plan of Action for the Decade contained in the report of the Secretary-General.

The Decade of Human Rights Education culminated in to the General Assembly proclamation of the *World Programme for Human Rights Education* on 10 December 2004.

Currently efforts to have a United Nations Declaration on Human Rights Education are at advanced stages<sup>30</sup>.

#### **1.4.4 National Legal and institutional Framework on human rights education**

In Uganda, Article 3 of the 1995 Constitution of Uganda imposes an obligation on the state to promote public awareness of the Constitution by translating it into local languages and disseminating it as widely as possible. The state is also obliged to ensure the teaching of the constitution in schools and institutions of higher learning. If this was heeded to, it would ensure sufficient dissemination and public awareness of the Bill of Rights enshrined in Chapter 4 of the Constitution.

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<sup>29</sup> Report of the High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004), issued pursuant to General Assembly Resolution 50/177 of 22 December 1995 (A/51/5060. A/51/506/Add.1, 12 December 1996

<sup>30</sup> On the basis of the draft Declaration on Human Rights Education and Training developed by the Advisory Committee [contained in A/HRC/AC/4/4], and pursuant to resolution 13/15, the Human rights Council established an open-ended intergovernmental working group which during its meeting of 10-14 January 2011 adopted a United Nations Declaration on Human Rights Education and Training, which will be presented before the Council at its 16th sessions. [http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR\\_education\\_training.htm](http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm) accessed 10th April 2011

Under Article 20(1), the state and all its organs are obliged to promote the fundamental rights and freedoms enshrined in the Constitution. The promotion referred to includes initiating and supporting programmes aimed at human rights education.

**Institutionally**, Article 51 provides for the establishment of the Uganda Human Rights Commission (UHRC). Among the functions of the UHRC, is to establish continuing programmes for research, education and information to enhance the respect for human rights. The Commission also has a duty to create and sustain within society awareness of the Constitution and also to educate and encourage the public to defend the Constitution and other laws of Uganda.<sup>31</sup>

Similarly, the Inspector General of Government (IGG) is entrusted with the promotion of public awareness and education on constitutionalism, rule of law and human rights. The office of the IGG is established under Article 223 of the Constitution. Some of its functions include the promotion of public awareness on the values of constitutionalism and the fostering of good governance and adherence to the rule of law.<sup>32</sup>

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<sup>31</sup> Article 51 of the 1995 Constitution of Uganda,

<sup>32</sup> Article 225 of the 1995 Constitution of Uganda



## CHAPTER TWO

### LEVELS OF AWARENESS OF BASIC HUMAN RIGHTS CONCEPTS IN UGANDA

#### 2.1 Introduction

This chapter presents the findings on the levels of awareness of the basic human rights concepts, and the implementation mechanism.

#### 2.2 Background Characteristics of Respondents

**Table 2: Background characteristics of the respondents**

Social demographic characteristics	Number of respondents	Percentage	
REGION	<i>Central</i>	208	25
	<i>Eastern</i>	208	25
	<i>Northern</i>	208	25
	<i>Western.</i>	208	25
	<b>Total</b>	<b>832</b>	<b>100.0</b>
RESIDENCE	<i>Urban</i>	416	50
	<i>Rural</i>	416	50
	<b>Total</b>	<b>832</b>	<b>100.0</b>
SEX	<i>Male</i>	466	56
	<i>Female</i>	357	42.9
	<i>Others</i>	0	0
	<i>Not answered</i>	09	1.1
	<b>Total</b>	<b>832</b>	<b>100.0</b>
EDUCATION	<i>No education</i>	55	6.6
	<i>Primary</i>	291	35.0
	<i>O level</i>	273	32.8
	<i>A Level</i>	65	7.8
	<i>Tertiary</i>	130	15.6
	<i>Not answered</i>	18	2.2
<b>Total</b>	<b>832</b>	<b>100.0</b>	
OCCUPATION	<i>Farmer</i>	208	25.0
	<i>Business</i>	142	17.1
	<i>Civil servant</i>	113	13.6
	<i>Student</i>	108	12.9
	<i>Informal sector</i>	137	16.5
	<i>Unemployed</i>	114	13.7
	<i>Not answered</i>	10	1.2
	<b>Total</b>	<b>822</b>	<b>100.0</b>

From Table 2 above, the following can be discerned;

**Geographical distribution**

The respondents were drawn from the four major regions of Uganda; Central, Eastern, Northern and Western. Two districts were selected from each region. All the districts had equal number of respondents, as did all the regions. This was to ensure a balanced sample.

**Distribution by residence**

50% of the respondents lived in urban areas while 50% lived in rural areas.

**Distribution by Sex**

56.6% of the respondents were male while 43.4% were female.

**Distribution by Education levels**

35.7% of the respondents had at least gained primary school education though the majority had dropped out before completing primary education. 33.8% had reached Ordinary Level, while only 8.0% had completed Advanced Level. 16% had reached tertiary level while only 6.8% admitted to having received no education at all.

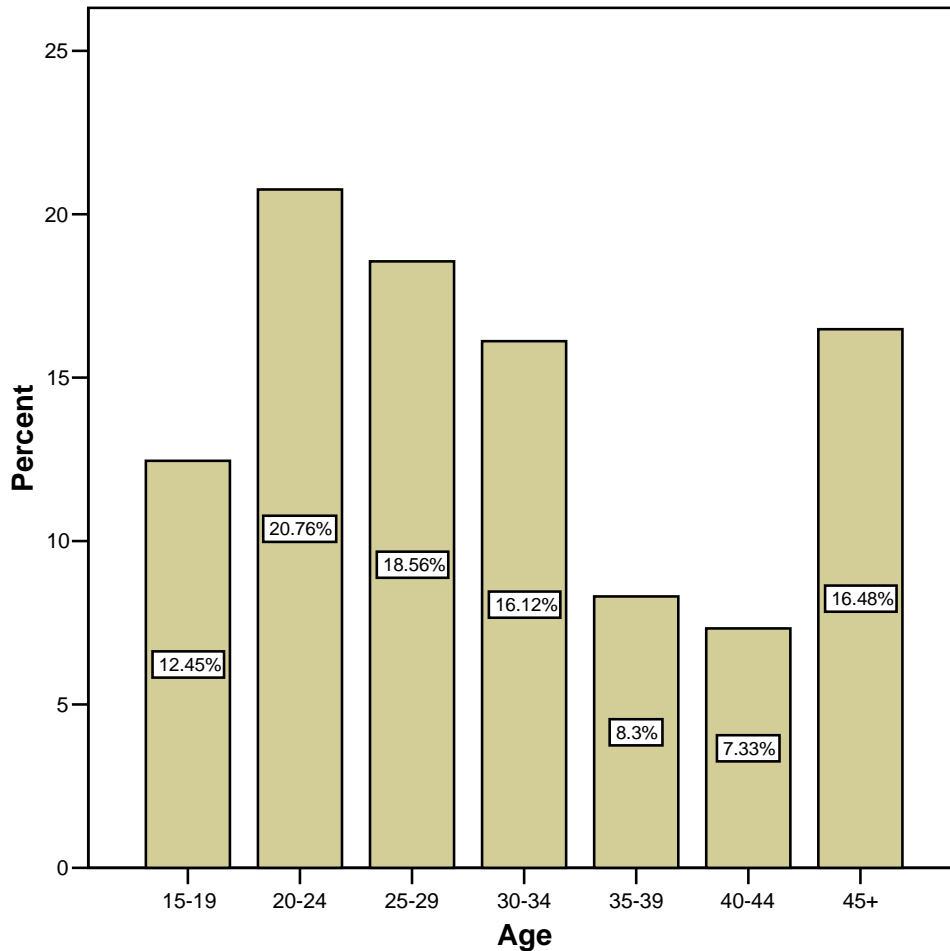
**Distribution by Occupation**

25.3% of the respondents were engaged in farming activities, 17.3% in small scale business, 13.9 were civil servants, 13.1% were students, 16.5% were in the informal sector and only 13.9% admitted to being unemployed.

**Distribution by age**

Figure 1 below shows the percentage distribution of respondents by age.

**Figure 1; Percentage distribution of respondents by age**



12.5% of the respondents were aged 15-19, 20.8% of the respondents were aged 20-24 years, 19.0% were aged 25-29 years, 16.1% between 30-34, 8.3% between 35-39, 7.3% between 40-44 and 16.5% were 45 years and above.

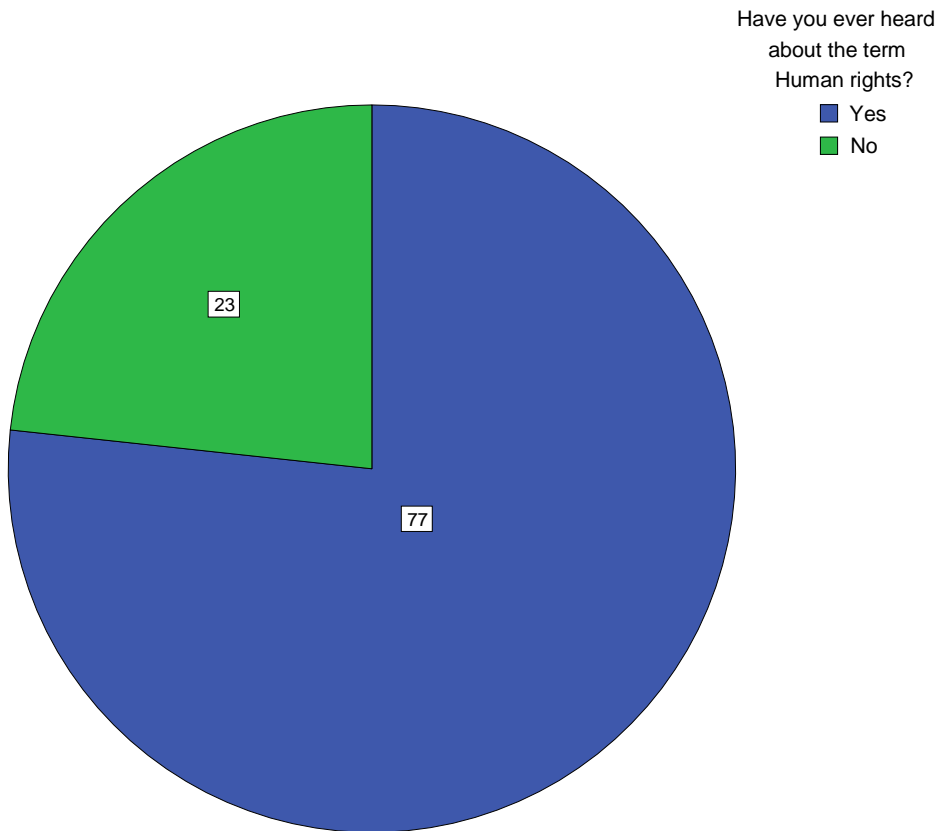
### Conclusion

The respondents were deliberately selected to reflect regional balance and rural-urban balance. As for age, sex, occupation and education levels, there was no deliberate effort to have these equally represented in the sample and thus once in the selected area, respondents were randomly selected with particular care not to include two members of the same household or those below 15 years.

### 2.3 Awareness of the term Human Rights

In order to gauge the general awareness levels of the human rights, respondents were asked whether they had ever heard about the term ‘human rights.’ Figure 2 shows the results.

**Figure 1: Percentage Distribution of awareness of the term Human Rights**



Respondents were asked whether they have ever heard about human rights and results show that 77% had heard about human rights while 23% had not heard about the term human rights before.

One can therefore conclude that the majority of Ugandans have heard about the term ‘human rights’. However, as further analysis shows, this does not necessarily imply that they know what the term means.

**Social Demographic analysis of responses to this question**

Table 3 shows the demographic analysis of responses to the question as to whether respondents had heard about ‘human rights’.

**Table 3 Social Demographic Analysis of Responses to this question**

Social demographic	Have you ever heard about the term human rights?
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characteristics				
	Yes	No	Total	Number of responses <sup>33</sup>
<b>Region</b>				
Central	80.8	19.2	100.0	203
Eastern	79.8	20.2	100.0	208
Northern	65.4	34.6	100.0	208
Western.	81.0	19.0	100.0	205
<b>Total</b>	<b>76.7</b>	<b>23.3</b>	<b>100.0</b>	<b>822</b>
<b>Residence</b>				
Urban	74.8	25.2	100	404
Rural	78.5	21.5	100	419
<b>Total</b>	<b>76.7</b>	<b>23.3</b>	<b>100</b>	<b>823</b>
<b>Sex</b>				
Male	82.0	18.0	100	466
Female	69.7	30.3	100	357
<b>Total</b>	<b>76.7</b>	<b>23.3</b>	<b>100</b>	<b>823</b>
<b>Age</b>				
15-19	72.5	27.5	100	102
20-24	80.0	20.0	100	170
25-29	77.0	23.0	100	152
30-34	74.2	25.8	100	132
35-39	76.5	23.5	100	68
40-44	76.7	23.3	100	60
45+	77.8	22.2	100	135
<b>Total</b>	<b>76.7</b>	<b>23.3</b>	<b>100</b>	<b>823</b>
<b>Education</b>				
No education	67.3	32.7	100	55
Primary	70.4	29.6	100	291
O Level	78.4	21.6	100	273
A Level	84.6	15.4	100	65
Tertiary	87.7	12.3	100	130
<b>TOTAL</b>	<b>76.8</b>	<b>23.2</b>	<b>100</b>	<b>814</b>
<b>Occupation</b>				
Farmer	76.0	24.0	100	208
Business	75.4	24.6	100	142

<sup>33</sup> Only those respondents who answered this particular question

Civil Servant	82.3	17.7	100	<b>113</b>
Student	85.2	14.8	100	<b>108</b>
Informal Sector	69.3	30.7	100	<b>137</b>
Unemployed	74.6	25.4	100	<b>114</b>
<b>Total</b>	<b>76.6</b>	<b>23.4</b>	<b>100</b>	<b>822</b>

From Table 3, above the following can be seen;

### **Regional distribution**

The percentage of those who had heard about human rights was highest in the Western region (81%), closely followed by the Central region with 80.8%. The Eastern region had 79.8% while the Northern had the lowest number with 65.4%.

The Northern region scored lowest in this Category and it trailed behind the next region (Eastern region) by over 13.1%, which begs the question why. Apart from Gulu district which has exposure to lots of Non Governmental Organizations<sup>34</sup>, the other districts of the Northern region are not that fortunate including Nebbi which was the other sampled district, yet for other regions there is a more fair distribution of NGOs.<sup>35</sup>

### **Rural-Urban distribution**

Variances by residence show that 78.5% of the respondents in rural areas reported having heard about human rights. 74.8% of the respondents in urban areas, also reported doing so.

This indicates that there is no big gap between the urban and rural areas as far as hearing about human rights is concerned. The researchers found most people in rural areas eager to learn about human rights unlike in urban areas where people stated that they were too busy to participate in such trainings or follow human rights debates. However the urban areas have more exposure to human rights information as more NGOs and radio stations are situated in urban areas. This explains the 4% difference.

### **Distribution by Sex**

The percentage of men who had heard about the term human rights was higher than that of women. 82% of males reported having heard about human rights as compared to 69.7% for females.

The difference between males and females who had heard about human rights was high at 12.3%. This implies that efforts should be directed towards reaching more women.

<sup>34</sup> Interview with an NGO staff in Gulu district

<sup>35</sup> Further findings herein show that NGOs are very key in human rights awareness promotion

## **Age**

In line with the general trend, most respondents cutting across all age groups had heard about the term human rights. The age group 20-24 posted the highest percentage at 80%. This was followed by the age group 45+ with 78.8%, then the 25-29 age group with 77%, then followed by the 40-44 age group with 76.7% then the 30-34 age group with 74.2%, and finally the 15-19 age group with 72.5% reporting lowest.

The age group 20-24 is mainly made up persons in tertiary institutions and it is likely that they got exposed to the term human rights while at tertiary institutions. The age group 15-19 was made up of mainly secondary school students, and though at 72.5% the percentage is high, it is surprising that they are the age group coming last in terms of exposure to the term human rights. Incidentally the secondary school curriculum has no specific subject or module on human rights.

## **Education**

There is a significant relationship between education and someone having heard about human rights. The results show that, the higher the level of education, the higher the percentage of those who had heard about the term human rights.

Thus amongst those with no education only 67.3% had heard about the term human rights, and the trend went on increasing with 70.4% for primary leavers, 78.4% for O Level grade, 84.6% for A Level grade and finally 87.7% for tertiary education.

## **Occupation**

In the field of work, students ranked highest totaling 85.2% followed by the civil servants who reported 82.3%. However casual labourers and farmers posted the lowest percentages (69.7% and 76%) on having heard about human rights. This implies that those in government offices and schools are more aware about human rights compared to people who are self-employed (casual workers) and farmers.

The school is an important avenue of imparting human rights education and students are more exposed to human rights information. Thus human rights education at school should be prioritized.

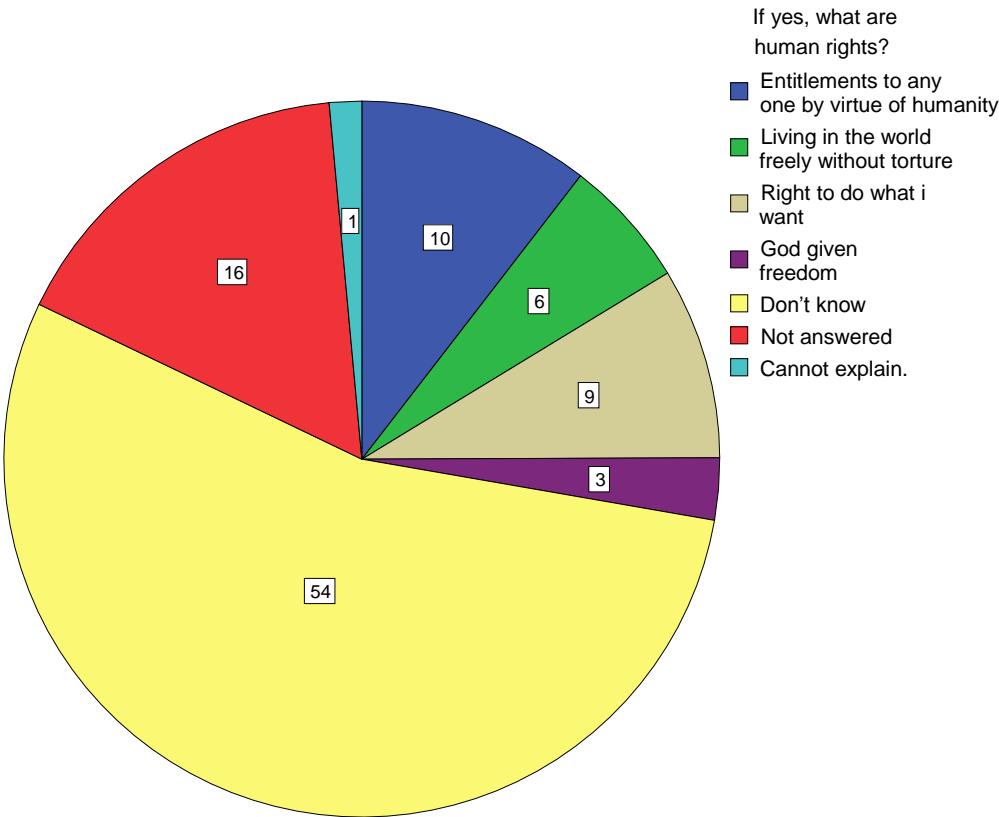
## **Conclusion**

A large majority of Ugandans have at least heard about the term human rights. This shows a high awareness rate of the term human rights. However, this does not automatically translate into understanding of the meaning of the term.

**2.4 Knowledge of the meaning of the term human rights**

“Human rights are entitlements that accrue to one merely because they are human”. This is the definition that was taken to gauge knowledge on the meaning of the term human rights. The key words sought were; entitlements and virtue of being human. Figure 3 shows the responses in percentages:

**Figure 2: Knowledge of the meaning of human rights**



Only 10% of the respondents could correctly define human rights. 9% answered that human rights are “rights to do what one wants without interference”. 3% understood the term to mean



“God given freedom”. 6% considered it as living freely without torture, 1.0% stated that they understood it but could not explain it. 54% of the respondents admitted that they did not know what the term human rights meant 16% never answered the question.

These findings indicate worrying low levels of knowledge of the meaning of human rights. Compared to India, for example, where a similar study was held, the levels of knowledge of the meaning of human rights are very low in Uganda. In the Indian study - though only covering the city- and with only 194 respondents including students, homemakers, businessmen and professionals, it was found that less than half of the total number of respondents (42.3%) were aware about the definition of human rights.<sup>36</sup>

The effect of this low level of knowledge of the meaning of human rights is well captured by an official from the Uganda Human Rights commission, who observed in an interview that;

*“...most of the clients received here cannot identify human rights cases. Many report personal issues that are not in any way related to human rights ...only people who have had a formal training in human rights can clearly define human rights and even categorize them.”<sup>37</sup>*

## Demographic analysis of responses to definition of Human Rights

**Table 4 Social Demographic Analysis of Responses to this question**

Social Demographic Characteristics	What are human rights?							Total
	<i>Entitlements to any one by virtue of humanity</i>	<i>Living in a world free of torture</i>	<i>Right to do what one wants</i>	<i>God given freedom</i>	<i>Don't know</i>	<i>Not answered</i>	<i>Cannot explain.</i>	
<b>Region</b>								
<i>Central</i>	8.4	7.4	10.8	2.5	53.2	17.2	.5	100.0
<i>Eastern</i>	17.3	6.3	4.8	4.3	49.0	15.4	2.9	100.0
<i>Northern</i>	8.3	8.3	2.9	2.9	62.6	15.0	.0	100.0
<i>Western.</i>	7.8	1.5	16.1	1.5	52.7	18.0	2.4	100.0
<i>Total</i>	10.5	5.8	8.6	2.8	54.4	16.4	1.5	100.0
<b>Residence</b>								

<sup>36</sup> Study conducted by Centre for Continuing and Adult Education and Community Services of MS University in 2010 and Reported in the Times of India, [http://articles.timesofindia.indiatimes.com/2010-02-18/vadodara/28119334\\_1\\_human-rights-spread-awareness-homemakers](http://articles.timesofindia.indiatimes.com/2010-02-18/vadodara/28119334_1_human-rights-spread-awareness-homemakers) , accessed 10<sup>th</sup> April 2011

<sup>37</sup> Interview with the Acting Human Rights Officer, Uganda Human Rights Commission, central regional offices, Kampala, Kampala, July 2010

<i>Urban</i>	12.7	5.2	7.7	3.5	50.6	18.6	1.7	100.0
<i>Rural</i>	8.4	6.5	9.6	2.2	57.9	14.4	1.2	100.0
<i>Total</i>	10.5	5.8	8.6	2.8	54.3	16.4	1.5	100.0
<b>Sex</b>								
<i>Male</i>	13.3	4.9	7.9	2.8	54.3	14.8	1.9	100.0
<i>Female</i>	6.8	7.0	9.6	2.8	54.4	18.6	.8	100.0
<i>Total</i>	10.5	5.8	8.6	2.8	54.3	16.4	1.5	100.0
<b>Age</b>								
<i>15-19</i>	8.8	5.9	7.8	2.9	54.9	18.6	1.0	100.0
<i>20-24</i>	10.0	6.5	14.7	3.5	50.0	15.3	.0	100.0
<i>25-29</i>	18.0	4.7	6.0	2.7	51.3	15.3	2.0	100.0
<i>30-34</i>	9.8	3.8	7.6	3.	53.8	19.7	2.3	100.0
<i>35-39</i>	4.4	8.8	10.3	2.9	60.3	11.8	1.5	100.0
<i>40-44</i>	13.3	11.7	5.0	3.3	51.7	11.7	3.3	100.0
<i>45+</i>	6.7	4.4	6.7	1.5	61.5	17.8	1.5	100.0
<i>Total</i>	10.5	5.9	8.7	2.8	54.3	16.3	1.5	100.0
<b>Education</b>								
<i>No education</i>	1.8	7.3	1.8	5.5	63.6	20.0	.0	100.0
<i>Primary</i>	4.5	5.9	9.7	2.1	57.8	17.6	2.4	100.0
<i>O Level</i>	9.5	7.0	10.3	2.6	52.7	16.8	1.1	100.0
<i>A Level</i>	13.8	1.5	9.2	6.2	53.8	12.3	3.1	100.0
<i>Tertiary</i>	28.5	5.4	6.2	2.3	46.2	11.5	.0	100.0
<i>TOTAL</i>	10.6	5.9	8.7	2.8	54.3	16.1	1.5	100.0
<b>Occupation</b>								
<i>Farmer</i>	6.3	9.1	9.6	1.9	55.8	15.9	1.4	100.0
<i>Business</i>	7.0	7.0	12.7	2.8	52.1	17.6	.7	100.0
<i>Civil Servant</i>	18.6	4.4	5.3	2.7	54.0	14.2	.9	100.0
<i>Student</i>	14.8	3.7	10.2	.9	63.0	7.4	.0	100.0
<i>Informal Sector</i>	10.2	3.6	4.4	5.1	48.9	23.4	4.4	100.0
<i>Unemployed</i>	10.7	4.5	8.9	3.6	53.6	17.9	.9	100.0
<i>Total</i>	10.5	5.9	8.7	2.8	54.4	16.3	1.5	100.0

From Table 4 above, the following can be discerned;

### **Distribution by Region**

In terms of regional distribution, the Eastern region by far had the highest number of respondents who could correctly define human rights with 17.3%. This was double that of the next region (Central region) which followed with 8.4%. The Northern region was third with 8.3%. The Western region came lowest with 7.8%.

This big gap between the Eastern region and other regions is interesting and perhaps needs to be investigated in another study. Perhaps one explanation is that the police are actively engaged in human rights education as are the civil society organizations. The District Police Commander of

Mbale district, in an interview noted that the police are actively engaged in human rights education in Mbale ditrict. This is because they found the population with low levels of human rights awareness. They even do their human rights education on radio.<sup>38</sup>

For western Uganda, efforts seem to be low in promoting human rights awareness. One radio station in Hoima district revealed that they only have a human rights programme twice in a year! And that radio talk shows can only be run after paying money. She continued that the advantage of radio as a mode of promoting human rights is that they reach many people at once and they are cheap<sup>39</sup>.

### **Distribution by Residence**

The urban areas had more people who could define human rights than the rural areas though both had very low responses. The urban areas had 12.7% while the rural areas had 8.4%.

In terms of those who did not know, still the rural areas had more of the respondents (57.9%) compared 50.6 % of the respondents in urban areas.

This difference can still be explained by higher chances of access to human rights information available in urban areas. Most radio stations were found to be located in towns, while the rural areas had more crude modes of communication like loudspeakers. Again through observation, there were more posters, more televisions and more radio sets in urban areas than rural areas.

In fact with the glaring differences in access to information, the margin should have been bigger, however as observed before, people in rural areas make up for the not so easy access to information by enthusiasm. Many of them are visibly eager to learn unlike those in urban areas who are more focused on day to day work and looking for survival.

The Regional Police Commander, Child Protection Unit, Eastern region, explained in an interview that most people in the rural areas are not exposed to human rights education. He pointed out MIFUMI as being very active even in rural areas.<sup>40</sup>

### **Distribution by Sex**

Twice more men than women could define the term human rights. The study found 13.3% of the men could correctly define human rights while only 6.8% of the women managed to do so.

This clearly shows a gap in access to human rights information by women. Women in an FGD in Nebbi district stated that their husbands prevent them from attending human rights trainings as they think these trainings will fill the women's heads with ideas and make them less submissive.<sup>41</sup> While those in western Uganda felt that domestic work and commercial work

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<sup>38</sup> Interview with the District Police Commander, Mbale district, July 2010

<sup>39</sup> Interview with radio station manager, Hoima district, June 2010

<sup>40</sup> Interview with the Regional Police Commander, Child and Family Protection Unit, July 2010.

<sup>41</sup> FGD with women in Kucwiny sub country Nebbi district, June 2010

leaves them with little time to attend to such issues as most of them are breadwinners<sup>42</sup>.

### **Distribution by Age**

The age group 25 – 29 which mainly constituted of recent school leavers had the highest number of respondents who could define the term human rights correctly. 18% of those aged 25-29 provided the correct definition of human rights. They were followed by those aged 40-44 with 13.3%. The 20-24 age group followed closely with 10%, followed by the 30-34 group with 9.8%, then the 15-19 with 8.8, the 45+ with 6.7%, and finally the 35-39% group with only 9.8%.

The recent tertiary school leavers in the 25-29 age group knew more than any other group, perhaps due to their exposure to human rights at the tertiary level.

### **Distribution by Education**

The findings for this variable showed that there is a direct relationship between formal education and human rights awareness. Among the respondents with no formal education at all, there was no one who defined the term human rights correctly! Generally despite a few fairly good attempts, 63.6% of the no education group had absolutely no knowledge about the meaning of the term human rights.

On the other hand there was a clearly visible increment in the percentages of those who could define human rights as the levels of education went up. From 4.5% for those with primary school education to 9.5% of those with O Level education, 13.8% of those with A Level education and finally a whopping 28.5% for those with tertiary education!

This implies that the educated are more likely to know their rights and also claim for them than the uneducated. However, though Uganda has an increasing literacy rate, most of the population has not gone up to the secondary and tertiary levels of education. As seen from above, those who have gone to tertiary level are more aware of the definition of human rights than all other categories.

### **Distribution by Occupation**

Of all the categories, civil servants fared best with 18.6 % of the respondents rightfully defining human rights. Students ranked second recording 14.8%. On the other hand only 6.3% of farmers rightfully defined this question.

The findings show that civil servants know more about human rights than other groups. According to the Uganda Human Rights Commission's Annual Report 2010, the UHRC has human rights awareness programmes for agencies in government, and local leaders. Perhaps this is what explains this trend.

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<sup>42</sup> FGD with market women in Hoima Town Council, June 2010

As for students, the National Curriculum for both secondary and primary schools contains elements of human rights education though indirectly and subtly. The curriculum has no specific subject known as human rights. However, such career subjects like; English, and Religious education in social studies for the case of primary schools and subjects like geography, political education among others in secondary schools contain elements of human rights. According to the Director of the National Curriculum Development Centre (NCDC), in those subjects, there are topics such as democracy that addresses issues of democracy and human rights abuses. Special needs education is emphasized and the rights of students with disabilities respected<sup>43</sup>. Perhaps this explains why students also fare relatively well when it comes to the definition of human rights.

### **Conclusion**

Whereas many Ugandans have heard about human rights, very few understand what the term means and can correctly define it. Thus despite the high level of awareness of the term, very few can avail themselves of the world that the concept of human rights opens before them. There is thus need for human rights education such that the awareness can be converted into useful and practical knowledge.

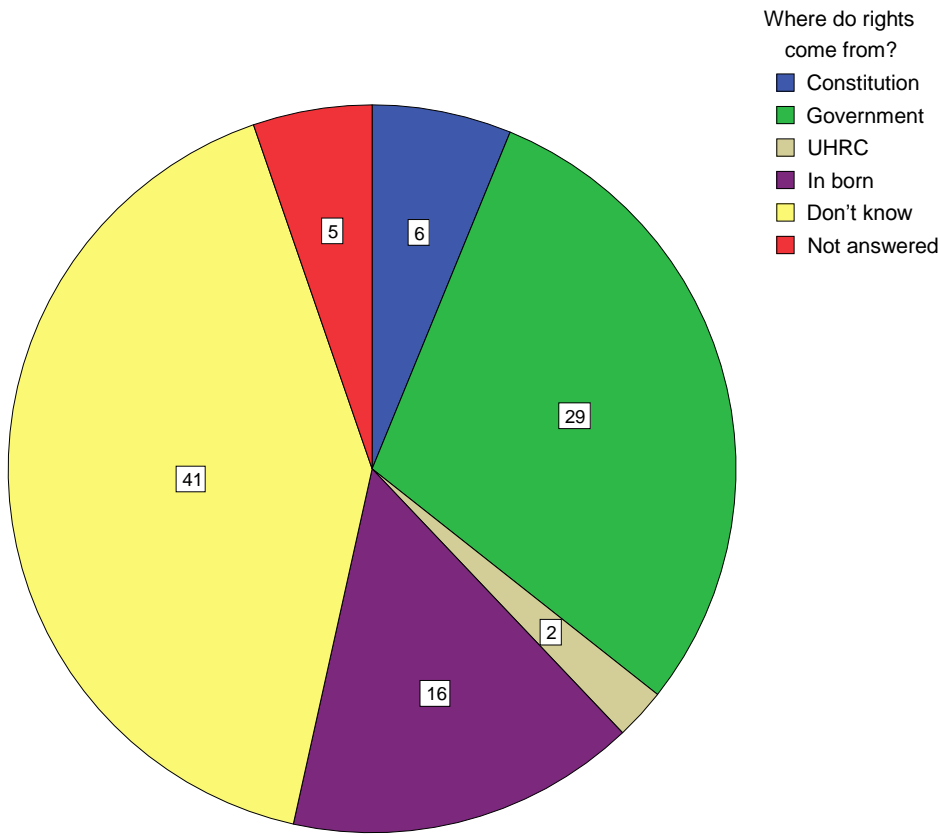
### **2.5 Knowledge of the inherent nature of human rights**

In order to find out how many people know that human rights are inherent, the respondents were asked to identify the source of human rights. Figure 4 illustrates the responses;

**Figure 4: Percentage knowledge of the inherent nature of Human Rights**

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<sup>43</sup> Interview with the Director of the National Curriculum Development Centre, July 2010.



Only 16% of the respondents were aware that human rights accrue to one by virtue of being human-inborn and inherent. A sizeable percentage (29%) reported that rights are granted by governments, 6% regarded the Constitution as the source of rights, 2% considered the Uganda Human Rights Commission (UHRC) as the source of rights while 41% did not know the source of human rights. In conclusion, only 15% of the respondents regarded human rights as inherent and not granted by the state or any authority.

It is worrying that such a big number of respondents regard the government as a source of human rights. This implies that they consider human rights a privilege rather than an inherent right.

### Social demographic analysis of knowledge about the inherent nature of human rights

Table 5: Social Demographic analysis of knowledge about the inherent nature of human rights

Social Demographic Characteristics	Percentage distribution of respondents on the source of human rights
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	Constitution	Government	UHRC	In born	Don't know	Not answered	Total
<b>REGION</b>							
<i>Central</i>	8.3	34.0	1.4	13.2	36.8	6.3	100.0
<i>Eastern</i>	6.3	19.	1.9	20.2	49.5	2.4	100.0
<i>Northern</i>	4.3	35.1	2.9	10.6	40.4	6.7	100.0
<i>Western.</i>	6.9	31.4	2.9	19.6	32.4	6.9	100.0
<b>Total</b>	6.2	29.5	2.3	15.6	41.2	5.3	100.0
<b>RESIDENCE</b>							
<i>Urban</i>	6.9	26.5	2.8	16.4	41.0	6.3	100.0
<i>Rural</i>	5.5	32.3	1.7	14.8	41.3	4.4	100.0
<b>Total</b>	6.2	29.5	2.3	15.6	41.1	5.3	100.0
<b>SEX</b>							
<i>Male</i>	6.5	27.5	2.7	16.7	40.7	5.9	100.0
<i>Female</i>	5.9	32.1	1.7	14.1	41.7	4.5	100.0
<b>Total</b>	6.2	29.5	2.3	15.6	41.1	5.3	100.0
<b>AGE</b>							
<i>15-19</i>	5.2	36.4	2.6	20.8	28.6	6.5	100.0
<i>20-24</i>	9.7	24.2	1.6	17.7	39.5	7.3	100.0
<i>25-29</i>	5.6	20.8	4.0	13.6	48.8	7.2	100.0
<i>30-34</i>	2.6	32.5	1.8	15.8	43.9	3.5	100.0
<i>35-39</i>	3.5	33.3	3.5	19.3	38.6	1.8	100.0
<i>40-44</i>	8.5	25.5	.0	14.9	46.8	4.3	100.0
<i>45+</i>	7.9	37.7	1.8	10.5	38.6	3.5	100.0
<b>Total</b>	6.2	29.6	2.3	15.7	41.0	5.2	100.0
<b>EDUCATION</b>							
<i>No education</i>	4.1	24.5	2.0	8.2	53.1	8.2	100.0
<i>Primary</i>	3.5	31.4	1.3	9.6	50.2	3.9	100.0
<i>O Level</i>	4.7	32.6	1.9	21.9	32.6	6.5	100.0
<i>A Level</i>	17.9	17.9	1.8	19.6	41.1	1.8	100.0
<i>Tertiary</i>	10.3	28.0	4.7	16.8	34.6	5.6	100.0
<b>TOTAL</b>	6.3	29.6	2.1	15.5	41.3	5.2	100.0
<b>OCCUPATION</b>							
<i>Farmer</i>	2.9	34.5	1.1	14.9	42.0	4.6	100.0
<i>Business</i>	6.7	32.8	3.4	16.0	32.8	8.4	100.0
<i>Civil Servant</i>	9.6	26.6	3.2	16.0	39.4	5.3	100.0
<i>Student</i>	11.1	26.7	5.6	21.1	30.0	5.6	100.0
<i>Informal Sector</i>	3.8	22.9	1.0	15.2	53.3	3.8	100.0
<i>Unemployed</i>	6.3	29.1	.0	10.1	50.6	3.8	100.0
<b>Total</b>	6.2	29.5	2.3	15.6	41.1	5.3	100.0

From Table 5 above, the following can be discerned;

### Distribution by Region

Knowledge about the inherent nature of rights was highest in the Eastern region with 20% of the population knowing that human rights were inherent closely followed by the Western region with 19.6%. Knowledge about the inherent nature of human rights was lowest in the Northern region reporting 10.6%. The Central region followed with 13.2%.

What is clear however is that knowledge of this important concept of human rights - that human rights are inherent and not given by the state - is very low across all regions in Uganda.

The low knowledge of the inherent nature of human rights in Northern Uganda is perhaps explained by the fact that the Northern region experienced war for over 20 years and they have seen people being killed, maimed and tortured at will as if they are less than human.

### **Rural/urban distribution**

Respondents in the urban areas were slightly more knowledgeable than those in rural areas reporting 16.4% as opposed to 14.8% for the rural areas.

### **Distribution by Sex**

Males were more knowledgeable about the source of human rights with 16% knowing that human rights are inherent as opposed to 14.1% for the females.

### **Distribution by Age**

The 15-19 age group scored highest with 20.8%, while the 45+ age group scored the lowest with 10.5%. Apparently the younger age groups knew about the inherent nature of human rights more than the elderly.

### **Distribution by Education**

With regard to education, the educated fared much better than the uneducated. 53.1% of the uneducated did not know the source of rights compared to 32.6% of those with O Level education. Those with Advanced level of education and those with tertiary level education recorded the highest with 19.6% and 16.8% respectively knowing that human rights are inherent as opposed to 8.2% for the uneducated and 9.6% for those with primary education.

### **Distribution by Occupation**

Students scored highest with 21.1% knowing the source of human rights. The unemployed reported the lowest with 10.1%.

### **Conclusion**

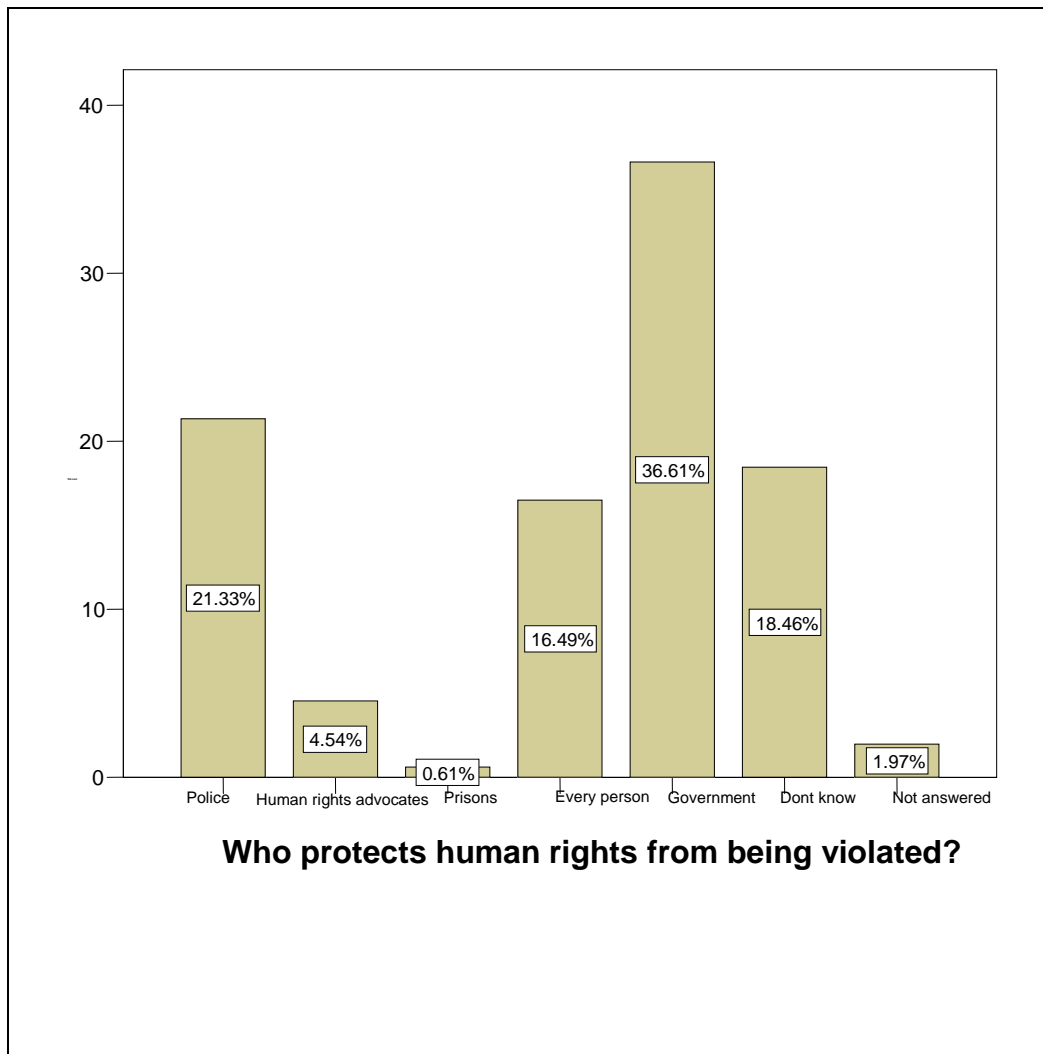
The inherent nature of human rights is a very significant concept in human rights for it empowers citizens to demand rights and not to wait for privileges. Regarding the government as being a grantor of rights is alarming indeed for then the government cannot be held to account.



## 2.6 Awareness of the government’s primary duty to protect, promote and respect human rights.

Respondents were asked to name the authority with the primary duty to protect, respect and promote human rights. Figure 5 shows the responses;

Figure 5: Percentage responses to Primary duty bearer



From Figure 5 above, 36.6% correctly identified the government as the primary duty bearer. Other interesting responses named individual state organs as primary duty bearers, for example 21.3% mentioned the police, while 0.6% mentioned prisons.

Human rights organizations were also regarded as duty bound by 4.5% of the respondents. 16.4% thought that each individual had the duty to protect their rights. 18.3% did not know. In one way or the other organs mentioned are duty bound though not as primary duty bearers.

**Table 6; Social demographic analysis of Knowledge on the Protection of Human Rights**

Social Demographic Characteristics		Percentage distribution on the protection of Human rights						
	Police	Human Rights Advocates	Prison	Every person	Government	Don't know	Not answered	Total
<b>REGION</b>								
<i>Central</i>	18.2	5.6	.7	10.5	39.9	24.5	.7	100.0
<i>Eastern</i>	30.3	1.9	1.0	12.5	38.5	14.4	1.4	100.0
<i>Northern</i>	18.3	5.3	.0	23.6	31.7	18.3	2.9	100.0
<i>Western.</i>	13.7	6.9	1.0	18.6	38.2	18.6	2.9	100.0
<b>Total</b>	21.3	4.5	.6	16.5	36.6	18.5	2.0	100.0
<b>RESIDENCE</b>								
<i>Urban</i>	23.0	4.7	.3	21.1	35.6	13.2	1.9	100.0
<i>Rural</i>	19.8	4.4	.9	12.2	37.3	23.3	2.0	100.0
<b>Total</b>	21.4	4.5	.6	16.5	36.5	18.5	2.0	100.0
<b>SEX</b>								
<i>Male</i>	24.9	5.4	.5	15.4	37.6	14.6	1.6	100.0
<i>Female</i>	16.9	3.4	.7	17.9	35.2	23.4	2.4	100.0
<b>Total</b>	21.4	4.5	.6	16.5	36.5	18.5	2.0	100.0
<b>AGE</b>								
<i>15-19</i>	22.1	6.5	.0	10.4	33.8	27.3	.0	100.0
<i>20-24</i>	17.7	3.2	.8	25.0	33.9	16.9	2.4	100.0
<i>25-29</i>	28.0	5.6	.0	11.2	37.6	13.6	4.0	100.0
<i>30-34</i>	25.4	.9	2.6	17.5	32.5	20.2	.9	100.0
<i>35-39</i>	14.0	5.3	.0	24.6	35.1	21.1	.0	100.0
<i>40-44</i>	17.0	8.5	.0	12.8	38.3	19.1	4.3	100.0
<i>45+</i>	18.6	4.4	.0	14.2	44.2	16.8	1.8	100.0
<b>Total</b>	21.3	4.4	.6	16.6	36.5	18.6	2.0	100.0
<b>EDUCATION</b>								
<i>No education</i>	8.2	6.1	.0	10.2	40.8	30.6	4.1	100.0
<i>Primary</i>	20.6	1.8	.0	15.8	35.5	25.0	1.3	100.0
<i>O Level</i>	26.5	5.6	.5	17.7%	31.6	16.3	1.9	100.0
<i>A Level</i>	19.6	5.4	1.8	21.4	39.3	10.7	1.8	100.0
<i>Tertiary</i>	19.6	6.5	1.9	16.8	44.9	8.4	1.9	100.0
<b>TOTAL</b>	21.4	4.4	.6	16.6	36.5	18.6	1.8	100.0

OCCUPATION								
<i>Farmer</i>	21.4	3.5	.6	15.0	39.9	16.8	2.9	100.0
<i>Business</i>	16.8	.8	.8	21.8	35.3	22.7	1.7	100.0
<i>Civil Servant</i>	18.1	12.8	1.1	11.7	37.2	16.0	3.2	100.0
<i>Student</i>	22.2	3.3	1.1	21.1	36.7	14.4	1.1	100.0
<i>Informal Sector</i>	32.4	3.8	.0	11.4	34.3	16.2	1.9	100.0
<i>Unemployed</i>	16.5	5.1	.0	19.0	32.9	26.6	.0	100.0
<i>Total</i>	21.4	4.5	.6	16.5	36.5	18.5	2.0	100.0

From Table 6 above, the following can be discerned;

### **Distribution by Region**

The Central region had more respondents (39.9%) correctly identifying government as the primary duty bearer, followed by the Eastern and Western region with over 38%, and finally the Northern region with 31.7%.

Apparently people in the Central region are more knowledgeable about the government's primary duty bearer role. Those in the Northern region are less aware of the role of the government as primary duty bearer. Perhaps they have come not to regard the government as primary duty bearer due to the various unpopular policies and practices during the 20 year war. The same reasoning applies to the Central region for they have enjoyed relative peace since the present government took over power in 1986 and have seen the government at work as primary duty bearer.

### **Urban/rural distribution**

35.6% of the respondents in the urban areas identified the government as the primary duty bearer compared to 37.3% for the rural areas.

### **Distribution by Sex**

More males than females identified the government as the primary duty bearer. 37.6% of males correctly identified the government compared to 35.2% of the females.

### **Distribution by Age**

The senior citizens (45+) knew more than any other age group that the government was the primary duty bearer with 44.2%, followed by the 40-44 group (38.3%) and the 30-34 age group scored lowest with only 32.5% correctly identifying the government.

Perhaps for the 45+ they have been here long enough to see the government carrying out or neglecting its primary duties.

### **Distribution by Education**

The highest number was registered among those with tertiary education with 45.5% while the primary level respondents reported 31.4%.

### **Distribution by Occupation**

Farmers were more knowledgeable with 39.9% while the unemployed registered the lowest with 32.9%. 37.2% of the civil servants identified the government followed by 36.7% among students, 35.3% among the business people and casual laborers with 34.3%.

Farmers surprisingly came up as more knowledgeable. This is perhaps because of well known government policies on agriculture like the National Agricultural Advisory Services (NAADS) and the Plan for the Modernisation of Agriculture (PMA).

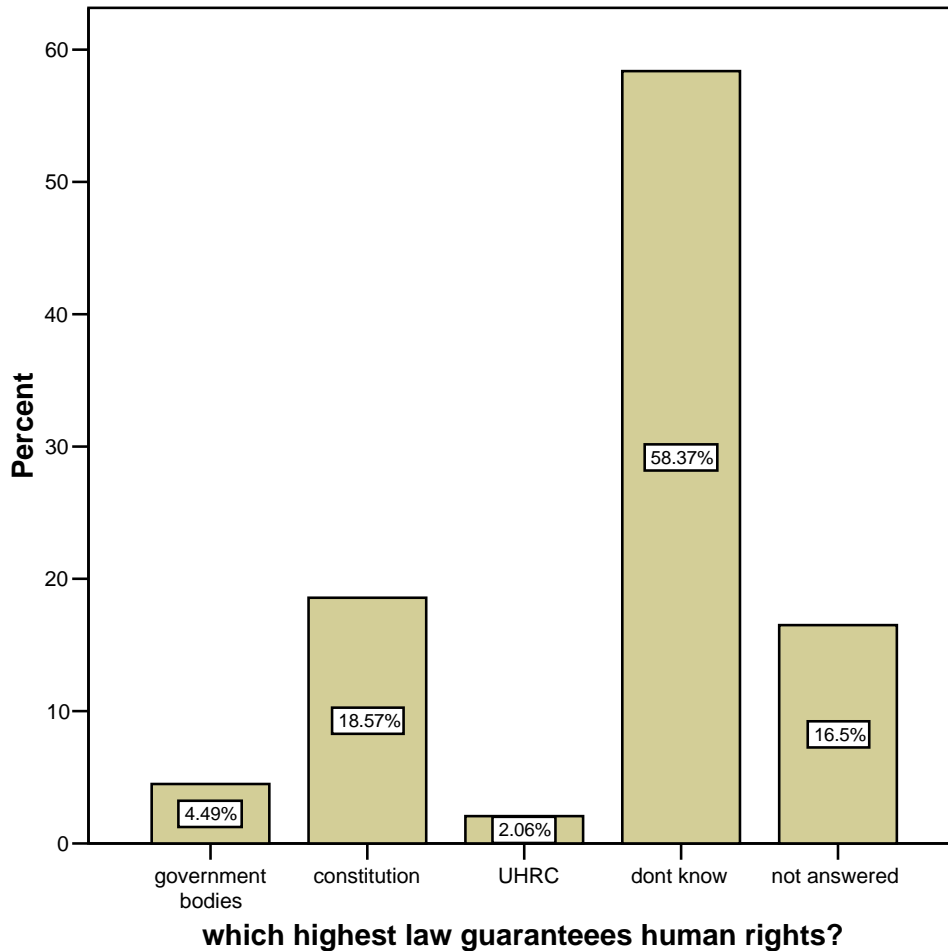
### **Conclusion**

Identifying the government as the primary duty bearer is crucial in holding leaders to account and thus it is worrying for only handful to know this important fact.

## **2.7 Knowledge about the Constitution and its role in guaranteeing human rights**

Knowledge about the legal guarantees of human rights was assessed by asking respondents whether they knew the highest law that protects and guarantees human rights in Uganda- the Constitution. Figure 6 shows the responses.

**Figure 6; Percentage responses to the role of the Constitution**



Slightly over half of the respondents (58.4%) did not know the highest law that guarantees human rights in Uganda. Only 18.6% correctly identified the Constitution as the highest law that protects human rights in Uganda.

Interestingly, 6.0% of the respondents referred to institutions with 2.06% naming the Uganda Human Rights Commission (UHRC) and 4.5% naming the government as the highest laws! The non-response rate was also high at 16.5%.

The implication is that very few people are aware of the existence of constitutional guarantees of human rights. This means that the significance of the Constitution as far as human rights protection is concerned is lost on the majority of Ugandans. They thus cannot under normal circumstances avail themselves of the constitutional remedies and protection mechanisms.

## Socio- Demographic Variations in Knowledge about the highest law

**Table 7: Analysis of responses on knowledge of the highest law by Socio-demographic and Geographic background**

Social Demographic Characteristics						
Which highest law guarantees your rights?						
	<i>government bodies</i>	<i>constitution</i>	<i>UHRC</i>	<i>don't know</i>	<i>not answered</i>	<i>Total.</i>
<b>REGION</b>						
<i>Central</i>	4.9	8.4	3.4	55.2	28.1	100.0
<i>Eastern</i>	2.9	37.0	1.9	53.8	4.3	100.0
<i>Northern</i>	6.7	17.3	1.0	60.1	14.9	100.0
<i>Western.</i>	3.4	11.2	2.0	64.4	19.0	100.0
<i>Total</i>	4.5	18.6	2.1	58.4	16.5	100.0
<b>RESIDENCE</b>						
<i>Urban</i>	4.2	18.8	3.0	53.0	21.0	100.0
<i>Rural</i>	4.8	18.4	1.2	63.5	12.2	100.0
<i>Total</i>	4.5	18.6	2.1	58.3	16.5	100.0
<b>SEX</b>						
<i>Male</i>	4.7	22.1	2.6	54.7	15.9	100.0
<i>Female</i>	4.2	14.0	1.4	63.0	17.4	100.0
<i>Total</i>	4.5	18.6	2.1	58.3	16.5	100.0
<b>AGE</b>						
<i>15-19</i>	2.0	21.6	.0	54.9	21.6	100.0
<i>20-24</i>	4.1	12.9	4.1	60.0	18.8	100.0
<i>25-29</i>	3.3	23.0	.7	57.9	15.1	100.0
<i>30-34</i>	6.1	22.0	3.8	54.5	13.6	100.0
<i>35-39</i>	2.9	16.2	2.9	64.7	13.2	100.0
<i>40-44</i>	8.3	13.3	3.3	60.0	15.0	100.0
<i>45+</i>	5.9	18.5	.0	60.0	15.6	100.0
<i>Total</i>	4.5	18.6	2.1	58.5	16.4	100.0
<b>EDUCATION</b>						
<i>No education</i>	10.9	9.1	.0	65.5	14.5	100.0
<i>Primary</i>	3.8	10.7	3	68.7	16.5	100.0
<i>O Level</i>	4.4	20.9	1.8	57.9	15.0	100.0
<i>A Level</i>	3.1	24.6	7.7	53.8	10.8	100.0
<i>Tertiary</i>	4.6	33.1	4.6	38.5	19.2	100.0
<i>TOTAL</i>	4.5	18.7	2.1	58.8	15.8	100.0
<b>OCCUPATION</b>						
<i>Farmer</i>	5.3	15.4	1.4	63.9	13.9	100.0
<i>Business</i>	4.2	16.9	.0	60.6	18.3	100.0
<i>Civil Servant</i>	4.4	24.8	7.1	46.9	16.8	100.0
<i>Student</i>	2.8	28.7	2.8	49.1	16.7	100.0
<i>Informal Sector</i>	5.1	19.0	.7	61.3	13.9	100.0
<i>Unemployed</i>	4.4	10.5	1.8	62.3	21.1	100.0
<i>Total</i>	4.5	18.6	2.1	58.4	16.4	100.0

From Table 7 above the following can be discerned;

### **Distribution by region**

Still the Eastern region by far outshone the other regions with 37% knowing about the Constitution and its significance. It was followed by the Northern region with 17.3%, then the Western region with 11.21% and finally the Central region with 8.4%.

These regional differences are quite great and rather surprising. The Central region of Uganda has the capital city Kampala and the best schools in the country and the highest access to human rights information, so it is surprising that it comes last and trails behind the eastern region which is not similarly endowed by a whopping 29%! Perhaps what explains this is the fact that the Central region is not at all homogeneous. The randomly selected districts of Kayunga and Mpigi are indeed very different and largely rural.

Most people in these areas had never been party to human rights sensitisation of any kind and few have access to radio, and despite their proximity to the capital city many project designers may overlook them in favour of far flung areas like those in the Eastern region.

For the Northern region, perhaps the exposure to a multitude of NGO activity due to the 20 year war with the Lord's Resistance Army can explain why they know more about the constitutional guarantees. Indeed one NGO worker in Gulu pointed out this fact<sup>44</sup>.

### **Urban-Rural distribution**

There was an almost equal knowledge of the Constitution as the highest law guaranteeing human rights in Uganda by both the urban and rural populations (18.8% for urban and 18% for rural areas).

This is also surprising but as already pointed out, people in rural areas are more eager and attentive to the little human rights information they get than those in urban areas who incidentally have more exposure to the information.

### **Distribution by Sex**

Disparity by sex was high with more males (22.1%) knowing that the Constitution is the highest law guaranteeing human rights as opposed to 14% among females.

Still the ugly head of disparity by sex appears here with women on the receiving end.

### **Distribution by Age**

There was no major disparity in knowledge about the guarantee of human rights by age, ranging

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<sup>44</sup> Interview with a Human rights activist working with Human Rights Focus in Gulu, July 2010.

from a low of 12.9% among those aged 20-24 to a high of 22.8% among those aged 30-34. Similarly among those who did not know the highest law that guarantees human rights was a little divergence with a low of 54.5% among those aged 30-34 and a high of 60% among those aged 20-24, 40-44 and 45+ years.

### **Distribution by Education**

Educational attainment presented a positive correlation with knowledge about the highest law guaranteeing human rights, with 33.1% among those with tertiary education correctly identifying the Constitution as compared to only 9.1% among those with no education.

### **Distribution by Occupation**

Knowledge of the Constitution as the highest law guaranteeing human rights was highest among the students (28.7%) and civil servants (24.8%) and low among the unemployed and those in business (10.5% and 16.9% respectively).

Students and civil servants emerge more knowledgeable and the factors still remain the same as observed above- more exposure to human rights information.

### **Conclusion**

The Constitution being the highest law in the land is very important for it also guarantees the highest protection of human rights in the country. Chapter 4 lays down the rights and even recognizes other rights not expressly listed in the Constitution. Article 50 makes all the rights justiciable. The Constitution also sets up the institutional framework for promoting and protecting human rights. It is thus worrying that the significance of this law is not known to the people.

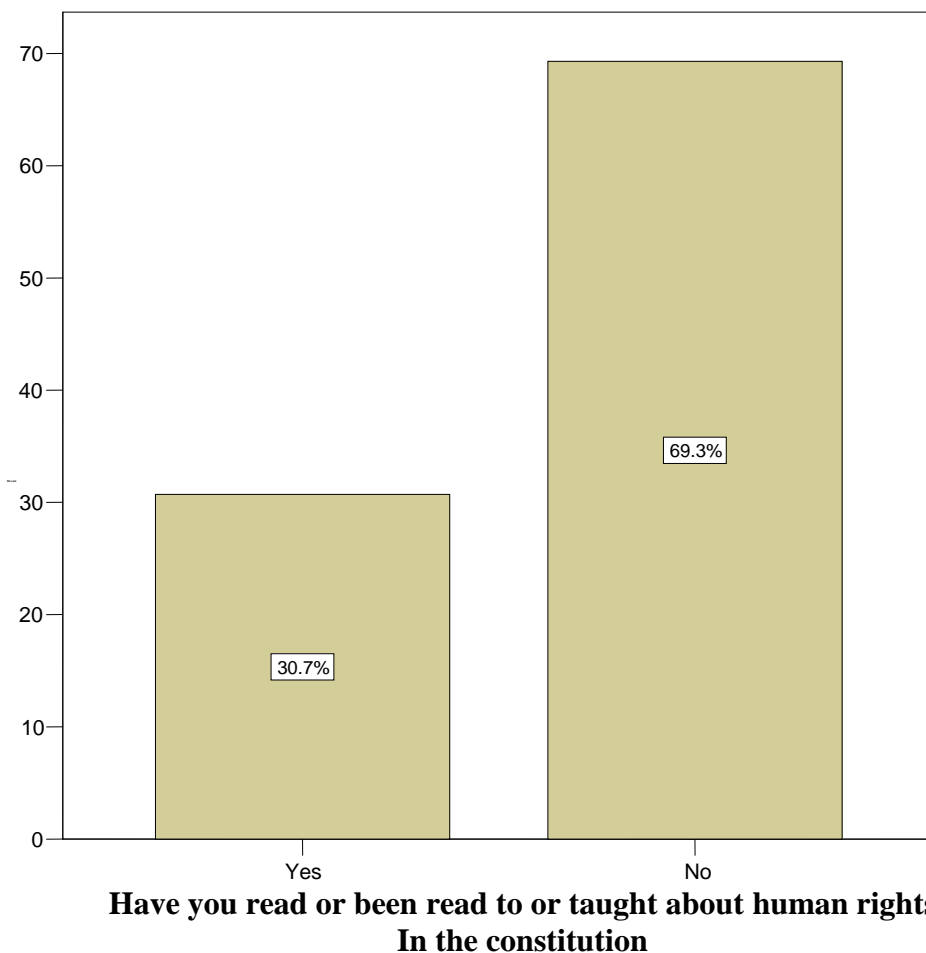
Article 4 of the constitution imposes upon the state a duty to translate the constitution into local languages, to distribute it widely and to have it taught at higher levels of education.

## **2.8 Knowledge of the contents of the Bill of Rights in the Constitution**

In a bid to find out whether people have knowledge about Chapter 4 of the Constitution which contains the Bill of Rights, the respondents were asked whether they had ever read, been read to, or been taught about the rights enshrined in the Constitution of Uganda. Figure 7 below summarises the responses:

**Figure 7; Percentage response on knowledge of the contents of the bill of rights**





As Figure 7 illustrates, only 30.7% had knowledge about the contents of the Bill of Rights in the Constitution of Uganda. Unfortunately 69.3% of the respondents had not read, been read to or been taught about the rights in the Constitution.

With these results, it would therefore appear that over 65% of Ugandans do not know the contents of the Bill of Rights in the Constitution of Uganda, a worrying trend since the Constitution is supposed to be widely available and the Bill of Rights is the basis of human rights protection in the country. Article 4 of the Constitution mandates the government to make the Constitution widely available to Ugandans and to translate it into the major languages.

### **Social Demographic analysis of knowledge of the bill of rights in the Constitution**

**Table 8: Socio-demographic Disparities on knowledge about the Bill of Rights in the Constitution**

Social Demographic Characteristics			
Have you read or been read to about human rights in the constitution?			
	Yes	No	Total
<b>REGION</b>			
Central	25.1	74.9	100.0
Eastern	34.1	65.9	100.0
Northern	38.0	62.0	100.0
Western.	25.4	74.6	100.0
Total	30.7	69.3	100.0
<b>RESIDENCE</b>			
Urban	29.7	70.3	100.0
Rural	31.7	68.3	100.0
Total	30.7	69.3	100.0
<b>SEX</b>			
Male	36.3	63.7	100.0
Female	23.5	76.5	100.0
Total	30.7	69.3	100.0
<b>AGE</b>			
15-19	36.3	63.7	100.0
20-24	36.5	63.5	100.0
25-29	32.2	67.8	100.0
30-34	27.3	72.7	100.0
35-39	20.6	79.4	100.0
40-44	31.7	68.3	100.0
45+	25.9	74.1	100.0
Total	30.8	69.2	100.0
<b>EDUCATION</b>			
No education	18.2	81.8	100.0
Primary	14.4	85.6	100.0
O Level	38.1	61.9	100.0
A Level	46.2	53.8	100.0
Tertiary	50.8	49.2	100.0
TOTAL	31.0	69.0	100.0
<b>OCCUPATION</b>			
Farmer	24.0	76.0	100.0
Business	27.5	72.5	100.0
Civil Servant	49.6	50.4	100.0
Student	50.0	50.0	100.0
Informal Sector	20.4	79.6	100.0
Unemployed	22.8	77.2	100.0
Total	30.8	69.2	100.0

From Table 8 above the following can be discerned;

### Distribution by region

The Northern region had more respondents who knew about the Bill of Rights than any other regions, 38% of the respondents in the region had read, been read to or taught about human

rights. The Eastern region closely followed with 34.1%. The Western region was next with 25.4% and the Central region came last with a paltry 25.1%.

The reasons for this kind of trend have been identified above<sup>45</sup>.

### **Urban/rural distribution**

31.7% of the respondents in rural areas had read or been taught about the Bill of Rights in the Constitution as opposed to 29.7% in urban areas.

For this variable, the rural areas were found to have more people who knew the contents of the Bill of Rights than the urban areas! The possible reasons for this have already been hypothesized above.<sup>46</sup>

### **Distribution by Age**

The age groups 20-24, 15-19, 25-29, and 40-44 all registered above 30% (36.5%, 36.3, 32.2% and 31.7% respectively) answering in the affirmative. What is remarkable is that these are youth age groups and for the leading group 20-24, the school going age.

Only 20.6% had read about human rights among the 35-39 age group and 27.3% among the 30-34 age groups.

### **Distribution by Educational status**

Over half of the respondents with tertiary education (50.8%) had read about human rights while only 18.9% among those with no education had been read to or taught about human rights.

### **Distribution by Occupation**

Almost two thirds of the respondents among farmers, casual workers and business persons had not read about human rights. Half (50.5%) of the students had read about human rights.

### **Conclusion**

The fact that very few people across all regions and other divisions have knowledge of the contents of the Bill of Rights in the Constitution is glaringly alarming. This document should be widely available to all and all should know what their rights protected in their Constitution are.

## **2.9 Knowledge about appropriate action in cases of human rights violations**

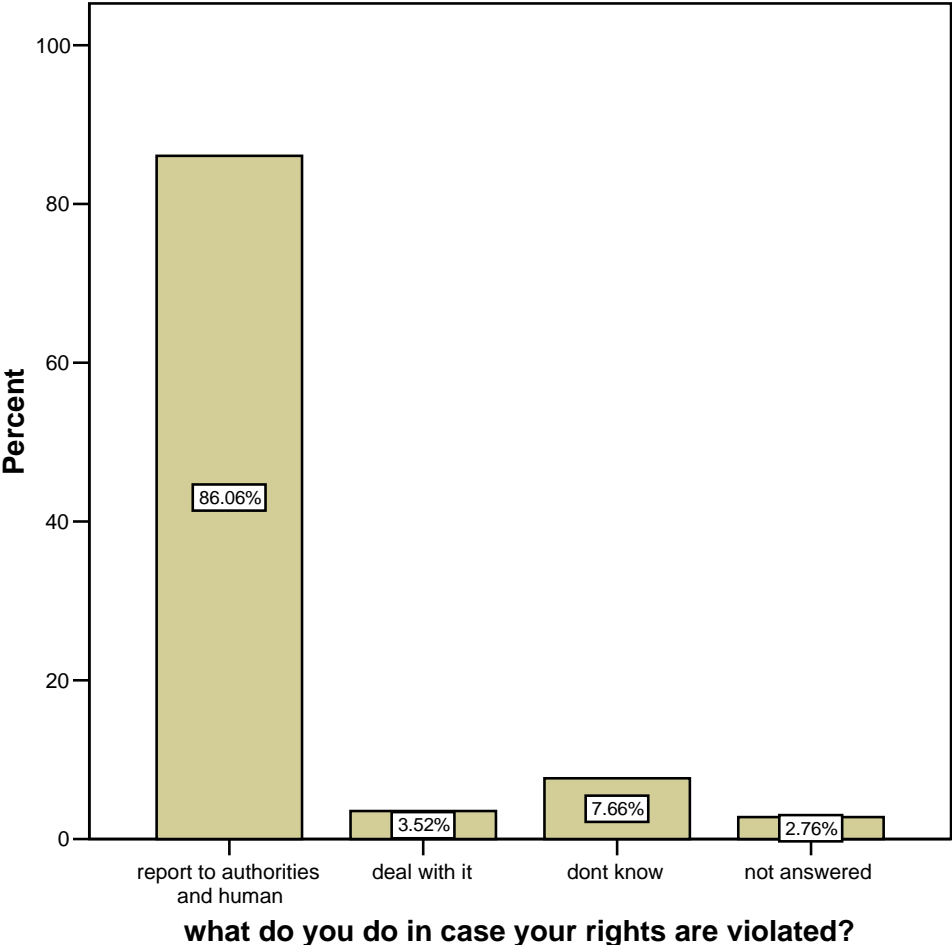
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<sup>45</sup> See Socio demographic analysis on knowledge of the meaning of human rights

<sup>46</sup> *ibid*

In order to find out whether people knew what action to take in cases of violations of their rights, the respondents were asked about what they could do in case their rights were violated. Figure 8 shows the responses;

**Figure 8; Percentage responses about action to take in case of violations**



A large majority (86.1%) of the respondents stated that they would report to different authorities including; The police, Local Council authorities, Human Rights Organisations and Courts of Law. Only 3.5% reported that they would deal with human rights violations themselves. 7.7% did not know what to do while 2.8% never responded to the question.

Indeed for the case of Northern Uganda, an NGO staff in Gulu district revealed that there is increased reporting of human rights violations brought about by the increased knowledge of human rights which she attributes to increased human rights education in the district. That Gulu district and most of the Northern Uganda district have been a hub of human rights organisations

in the past 20 years due to the LRA war<sup>47</sup>.

## Social-demographic analysis of the actions to take in case of violations

Table 9; Action to be taken when rights are violated

Social Demographic Characteristics					
Percentage distribution of what is done when rights are violated.					
	Report to authorities and human rights NGOs	Deal with it	Don't know	Not answered	Total
<b>REGION</b>					
<i>Central</i>	87.9	3.5	6.4	2.1	100.0
<i>Eastern</i>	85.0	4.3	9.2	1.4	100.0
<i>Northern</i>	84.2	3.0	9.4	3.4	100.0
<i>Western.</i>	89.2	2.9	2.9	4.9	100.0
<b>Total</b>	86.1	3.5	7.7	2.8	100.0
<b>RESIDENCE</b>					
<i>Urban</i>	86.2	3.8	7.4	2.6	100.0
<i>Rural</i>	85.9	3.2	7.9	2.9	100.0
<b>Total</b>	86.0	3.5	7.7	2.8	100.0
<b>SEX</b>					
<i>Male</i>	86.9	3.3	6.8	3.0	100.0
<i>Female</i>	85.0	3.8	8.7	2.4	100.0
<b>Total</b>	86.0	3.5	7.7	2.8	100.0
<b>AGE</b>					
<i>15-19</i>	77.3	5.3	12.0	5.3	100.0
<i>20-24</i>	89.5	3.2	7.3	.0	100.0
<i>25-29</i>	86.1	4.1	5.7	4.1	100.0
<i>30-34</i>	88.5	3.5	6.2	1.8	100.0
<i>35-39</i>	89.5	.0	7.0	3.5	100.0
<i>40-44</i>	84.8	4.3	8.7	2.2	100.0
<i>45+</i>	85.7	2.7	8.0	3.6	100.0
<b>Total</b>	86.3	3.4	7.6	2.8	100.0
<b>EDUCATION</b>					
<i>No education</i>	77.6	6.1	14.3	2.0	100.0
<i>Primary</i>	85.3	4.0	7.6	3.1	100.0
<i>O Level</i>	84.4	3.8	9.0	2.8	100.0
<i>A Level</i>	91.1	1.8	5.4	1.8	100.0
<i>Tertiary</i>	94.3	0.0	2.9	2.9	100.0
<b>TOTAL</b>	86.4	3.2	7.6	2.8	100.0

<sup>47</sup> Interview with NGO staff in Gulu

<b>OCCUPATION</b>					
<i>Farmer</i>	86.5	3.5	8.2	1.8	100.0
<i>Business</i>	88.8	5.2	2.6	3.4	100.0
<i>Civil Servant</i>	88.3	2.1	6.4	3.2	100.0
<i>Student</i>	86.5	3.4	7.9	2.2	100.0
<i>Informal Sector</i>	81.7	1.9	12.5	3.8	100.0
<i>Unemployed</i>	83.3	5.1	9.0	2.6	100.0
<i>Total</i>	86.0	3.5	7.7	2.8	100.0

From Table 9 above, the following can be discerned;

### **Distribution by Region**

All regions remarkably showed high levels of knowledge of what to do in case of human rights violations. The majority in all regions responded that they would report a human rights violation to the authorities. However, regional disparities still existed. The Western and Central regions both posted the highest percentages with 89.2% and 87.9% respectively. The Eastern region posted 85% while the Northern region had 84.2%. However it is important to note that 9.2% and 9.4% of the respondents in the Eastern and Northern regions respectively did not know what to do in case their rights are violated.

An NGO staff in Gulu district revealed that there is increased reporting of human rights violations in the Northern region brought about by the increased knowledge of human rights which she attributes to increased human rights education in the district. That Gulu district and most of the Northern Uganda district have been a hub of human rights organisations in the past 20 years due to the LRA war and hence the trickledown effect as there has been a lot of sensitization on the subject.

### **Distribution by Residence**

86.2% of the respondents in urban areas reported that they would report violations to authorities compared to 85.9% for the rural areas.

### **Distribution by Sex**

Sex differentials in knowledge about what to do in case one's rights are violated show that slightly more males know what action to take than females (86.9% as opposed to 85%).

### **Distribution by Age**

The study showed a significant relationship between age and knowledge about reporting mechanisms for human rights violation. Those aged above 40 reported highly (above 80 %) that they would report violence to the relevant authorities compared to those aged below 20 years.

### **Distribution by Educational status**

There is a significant relationship between education and knowledge about what to do in case of human rights violation. As the education level increases, the level of knowledge also increases. Those with no education at all reported lowest (78.0%) while those with tertiary education scored highest with 94.4%.

### **Distribution by Occupation**

Business men and women and civil servants ranked highest with 89% stating that they would report to the authorities. Over 7.7% of the respondents among the unemployed did not know what to do in case of a human rights violation.

### **Conclusion**

The majority of Ugandans would report human rights violations to the authorities, thus it is unfortunate that as already seen very few would recognize such violations as human rights violations for their knowledge of human rights is very low.

## **2.10 General conclusions**

From the findings above, the following can be the general conclusions;

1. The levels of knowledge of the key concepts of human rights are generally very low in the country. Human rights as a concept is not well understood and its basic features and concepts largely unknown.
2. No general trend in terms of regions can be discerned generally, the Eastern region and Central regions are relatively more knowledgeable about the basic terms and concepts of human rights. However,
3. Males are overall more knowledgeable about the basic tenets of human rights than females.
4. Though people in urban areas are slightly more knowledgeable than those in rural areas, the difference is remarkably slim.
5. Those above 20 years of age are relatively more knowledgeable than those below 20 years of age.
6. The educated are much more knowledgeable about human rights than the uneducated.
7. Students and civil servants are overall more knowledgeable than other occupations
8. Only a handful of Ugandans would use the constitution to demand and protect their rights
9. Almost all Ugandans would report human rights violations to the authorities instead of dealing with them on their own, although it would be difficult for them to identify such violations
10. A sizeable number of Ugandans regard the government as the source of rights. That the government can give and take away rights at will.

## CHAPTER THREE

### KNOWLEDGE OF SPECIFIC RIGHTS

#### 3.0 Introduction

This chapter shows the findings about knowledge on categories of rights and specific rights.

#### 3.1 General knowledge of specific rights

To gauge knowledge of particular rights, the respondents were asked to mention at least five rights that they knew, then to mention at least one civil and political right and then at least one social and economic rights. Table 10 shows the results;

**Table 10: Knowledge Matrix about all rights**

Rights	Percentage Distribution of Knowledge on <b>Any rights, Civil-political Rights and Socioeconomic-Cultural Rights</b>		
	<i>All rights</i>	<i>Political &amp; Civil</i>	<i>Socio economic/Cultural</i>
Right to Life	5.8	28.1	2.4
Right to Property	2.9	.6	2.3
Freedom of Association and Assembly	2.7	1.8	3.9
Freedom of Speech	10.2	7.4	1.9
Right to Work	7.3		13.3
Right to Health	5.3	.9	
Right to Education	15.2	4.4	5.4
Right to Social security	3.9	3.1	1.3
Right to Leadership	1.8	8.7	
Right to husband's property			
Right to Food	10.4		
Right to Information	1.1		
Right to Marry and found a family	2.8		2.3
Right to a clean and healthy environment	.5		
Freedom of worship	4.1		
Right to Vote	5.3	28.1	
Right to a Fair trial	.2	1.3	
Right to Shelter	1.5		
Right to a name and nationality	0.2		



Right to cultural r			15.6
Freedom of Religion			5.6
Freedom of Movement			7.7
Don't know	8.6	29.9	33.0
Not answered	2.2	29.9	13.0

From Table 10 above, the following can discerned;

### General Knowledge of particular rights

Only a handful of the respondents managed to mention five rights. Results in Table 10 indicate that (89.2%)<sup>48</sup> of the respondents were able to mention at least one human right, 59.8% could identify any political and civil right and 54% any socio-economic and cultural rights. Slightly over 8.6% of the respondents did not know of any of the human rights.

### Most known rights

Among all the rights, the right to education was the most known right (15.2%), followed by the right to food (10.4%), then freedom of speech and expression (10.2%), and then freedom of movement with 7.7%.

Apparently the right to education was popularized by the National Resistance Movement (NRM) government's Universal Primary Education Program and of recent the Universal Secondary Education programs which emphasises education for all.<sup>49</sup>

### Least known rights

The least known right was the right to a fair trial with 0.2% and then the right to a clean and then the right to a clean and healthy environment with 0.5%. All three rights are very significant so, this is a worrying trend.

### Knowledge of Civil and political rights

29.9% did not know of any rights that constitute civil and political rights.

Though there was great confusion between which rights were Civil and Political rights and which ones were Economic, Social and Cultural rights, the right to vote was the most known civil and political right with 28.1%.

<sup>48</sup> Percentage of respondents who mentioned at least one right excluding those who did not know any right or did not respond to the question on knowledge of any rights

<sup>49</sup> For a critique of the Universal Primary Education and human rights, see Jjuuko, Fredrick W, and Kabonesa, Constance; Universal Primary Education (UPE) in contemporary Uganda; Right or privilege, HURIPPEC working Paper No. 8, 2007

Perhaps the right to vote was well known because the study was carried out at the time when preparations for the 2011 presidential and parliamentary elections were in high gear and the right to vote was being emphasized in the media.

The right to own property was the least known (0.6%) and the Right to a fair trial with 1.3%. 29.9% did not answer the question.

### Knowledge of economic, social and cultural rights

Table 9 further illustrates that the most identified socio-economic and cultural rights were; the right to culture (15.6%), the right to work (13.3%) and then the right to education at 5.6%.

The least known were the right to social security with only 1.3%.

33.0% could not identify any economic, social and cultural right and a further 13.0% did not answer the question.

### Conclusions on results from specific rights

The above results draw a number of conclusions as identified below;

1. Though almost every one can mention at least one human right, very few can mention more than one
2. Rights like the right to a fair trial, right to life and the right to a healthy and clean environment are not well known to Ugandans as rights
3. There is clearly more knowledge about rights concerned with voting and political participation
4. There is very little distinction between political and civil rights and Economic, social and cultural rights
5. Economic, social and cultural rights are less known than the civil and political rights.

## 3.2 Knowledge about Special interest categories' rights

Table 11: Knowledge Matrix about Special interest categories' Rights

Rights	Specific Population Groups				
	Women	Children	PWDs	Minorities (tribal and religious)	PLHIV
Have no rights	1.0	0.1	1.6	6.1	1.4
Right to Life	5.4	2.4	2.0	4.2	2.9
Right to Property	4.4			1.1	.3
Freedom of Association and assembly	2.2		13.6	9.6	13.1
Freedom of speech	8.4	2.0	1.4		1.8

Right to Work	14.9		9.7	3.8	4.7
Right to Health	1.7	8.7		2.3	39.0
Right to Education	10.2	33.5	8.6	5.4	7.2
Right to social security					9.0
Right to Leadership	12.5		8.9	3.7	2.5
Right to husbands property	4.2		0.7		
Right to Clothing		5.8			
Right to food	2.8	15.6	5.6	5.1	
Right to information			0.3	3.1	
Right to marry and found a family	9.3		1.3		
Right to a clean and healthy environment					
Right to Play		6.3			
Right to Worship	0.4	0.9		1.3	0.5
Right to Vote			3.2	1.5	
Right to Fair trial					
Right to Shelter	.5	4.6	1.9		1.3
Right to Nationality		.2			
Right to Family belonging			16.4	0.8	1.1
Freedom of Movement				1.9	
Right to a name					
Right to Parental care		12.0			
Right to Culture					
Don't know	18.2	6.0	21.9	31.7	11.6
Not answered	3.9	2.0	4.9	16.3	3.7

## Women's Rights

Results on knowledge of women's rights indicate that, more than three quarters (78.9%)<sup>50</sup> of the respondents were able to cite at least one right that constitutes women rights. This shows that women's rights are more well known than other special interest category rights. This is perhaps explained by the fact that women's movements have been the most organised and vibrant sectors

<sup>50</sup> This percentage excludes those who mentioned that women have no rights, did n't know or did not answer

of civil society in Uganda<sup>51</sup>.

The majority reported that women have a right to work (14.9%), right to participate in leadership (12.5%). However, one in ten respondents did not know of any specific rights for women. It should be noted however, that some respondents still hold beliefs that women do not have any rights, though this was a rare response (1%).

In an FGD with women in Northern Uganda, they acknowledged that there were many efforts to teach them about human rights, however this empowerment did not extend to economic empowerment. Thus despite the theoretical knowledge, in practice they still had to suffer at the hands of the men who treat them like chattels.<sup>52</sup>

In an FGD, youths in Northern Uganda acknowledged the fact that of all rights, women rights have been most discussed identified and the major focus of most efforts. However, this trend has had negative consequences for the family and threatens the position of the men. A boda boda rider in Hoima Town commented “*These days you cannot dare raise a finger against a woman, she will immediately run to police or to FIDA. This has been largely the fault of those who teach our women human rights*”<sup>53</sup>.

### **Children’s Rights**

Knowledge on specific rights for children reveals that children have a right to education (33.5%), right to food 15.6%), right to parental care 12%). However, 6% of the respondents did not know of any specific rights for children with 0.1% reporting that children have no rights as illustrated in Table 9.

### **Minorities (Ethnic and religious)**

Knowledge about specific rights for the minorities was generally very low.

Only 52% of the respondents knew of any specific human rights for the minorities. The majority of those who knew any specific right for the minorities reported that the minorities have a right to freedom of association (9.6%), right to education (5.4%) and right to life (4.2%). It should be noted that 6.1% of the respondents reported that minorities have no rights at all.

**Note;** The research team had to drop sexual minorities from the list of minorities after the pre testing and the first day in the field. This is because whenever sexual minorities were identified

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<sup>51</sup> Sylvia Tamale; Law, sexuality and Politics in Uganda: Challenges for women Human Rights NGOs, in Makau Mutua Ed. Human Rights NGOs in East Africa, political and Normative Tensions, Fountain Publishers, Kampala 2009, Chapter 3, pp 51, and Alli Tripp, “The politics of Autonomy and Cooptation in Africa: The case of the Ugandan women’s Movement” Journal of Modern African Studies, 39, 1 (2001): 101-28.

<sup>52</sup> FGD with women group in Kucwiny sub county, Nebbi District.

<sup>53</sup> FGD with youths boda boda ( passenger motorcycle riders) in Hoima Town Council.

as minorities, the respondents immediately either turned hostile to the researchers or flatly said that if these are part of minorities then “*minorities do not have rights to talk about*”.

This kind of attitude was reflected in views expressed in FGDs, where one youth in western Uganda remarked that “*those ones [homosexuals] have no rights and instead deserve to be killed. They are not worthy being alive*”<sup>54</sup>

An NGO staff in Northern Uganda also stated that it is very difficult to talk about such sensitive topics like homosexuality for many will misunderstand the message<sup>55</sup>.

### **Rights of Persons with disabilities**

84.2% of the respondents could at least mention one specific human right for Persons Living with Disabilities<sup>56</sup>. Respondents identified the right to freedom of association and assembly (13.6%), right to a family belonging 16.4 and right to leadership (8.9). 26.8% of the respondents did not mention any rights.

### **Rights of People living with HIV/AIDS**

Results in Table 10 further reveals that a relatively large percentage of the respondents recognized that PLWHA had the right to treatment and medication (39.0%), and security (9.0%) freedom of association (13%), right to education and work 7.3% and 4.6% respectively. 15.3% of the respondents did not cite any specific right for people living with HIV/AIDS.

### **Conclusions on special interest rights**

1. A great number of Ugandans are alive to the fact that women have rights and that these rights have to be respected
2. Children’s rights are also well known more especially their right to education.
3. Rights of minorities were largely not widely known
4. Sexual minorities were not regarded as minorities and the researchers had to abandon this category.
5. Rights of People with Disabilities are also understood especially their right to freedom of association.
6. People living with HIV/AIDS are also now largely recognized as being entitled to access drugs and treatment

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<sup>54</sup> FGD with youths, Hoima district

<sup>55</sup> Interview with a NGO staff in Gulu district

<sup>56</sup> Herein after PWDs

## **CHAPTER FOUR**

### **HUMAN RIGHTS PROMOTION**

#### **4.0 Introduction**

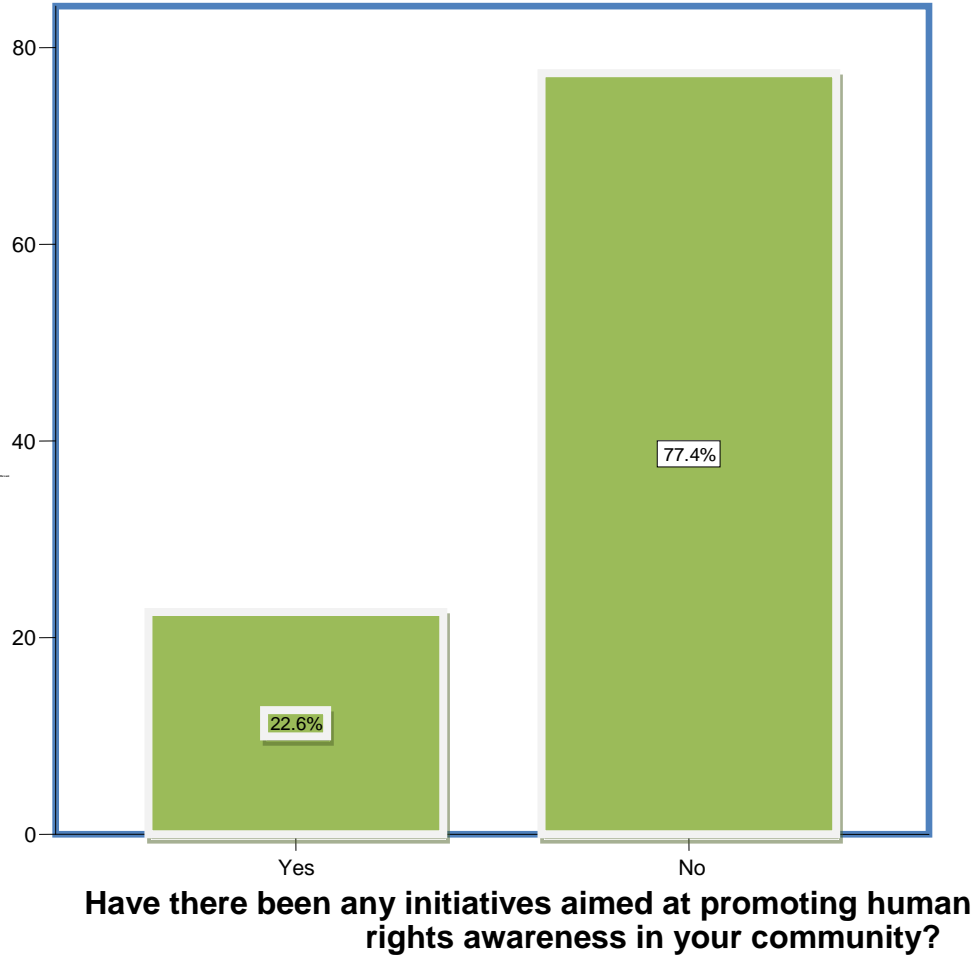
Equipping citizens with knowledge about human rights is critical in upholding their roles as responsible citizens. Many Civil society organisations, and the government have been engaged in promoting human rights awareness in the country. Unfortunately, apparently they have not been able to penetrate to all areas of the country as findings in this chapter indicate.

This chapter shows the results when the respondents were asked about the initiatives to promote human rights awareness in their areas.

#### **4.1 Presence of initiatives to promote human rights awareness**

As illustrated in Table 9 below, apparently only a handful of people in Uganda are aware of any human rights awareness initiatives in their areas. In a bid to find out whether people were aware of any human rights awareness efforts in their areas, the respondents were asked whether there were aware of any initiatives to promote human rights awareness in their areas. Figure 9 summarises the findings;

**Figure 9; Percentage distribution of respondents on human rights awareness initiatives**



From Figure 9 above, 77.4% of the respondents answered that they were not aware of any human rights awareness promotion initiatives in their areas. Only 22.6% answered the question in the affirmative.

This is a surprise finding because almost all civil society organizations focusing on human rights are engaged in human rights awareness in one way or another. Perhaps the question to ask here is how far do our efforts reach out to the grassroots?

All civil society organisations that the researchers talked to in all regions all stated that they were engaged in human rights awareness promotion. For example the Protection officer of Human Rights Focus in Gulu district informed the researchers that “*We carry out community*

sensitization and we also do radio talk shows in Gulu district’’<sup>57</sup>. Similarly in Western Uganda, the National Coalition for Women Living With HIV/AIDS (NACWOLA) does community sensitization for women living with HIV/AIDS<sup>58</sup>. In Mbale district of Eastern Uganda, Human Rights Activists, Mbale, carry out outreach especially to victims of domestic violence, do radio talk shows and community sensitization.<sup>59</sup> In Central Uganda, the Uganda Human Rights Commission, Central region offices also said they are engaged in human rights awareness.<sup>60</sup> Apparently, however, still this is not enough, and surely this finding is supported by other findings above. It is in line with the awareness levels on the basic concepts of human rights.

Both the NGOs<sup>61</sup> and the Uganda Human Rights Commission<sup>62</sup> however pointed out limited funding as a challenge. Without enough funds, it is very difficult to reach out to all people. The other challenge is poor infrastructure and sometimes resistance from government officials.

### Analysis by social demographic factors

Table 12 below shows the social demographic analysis of the responses.

**Table 12: Presence of Initiatives to Promote Human Rights**

Social Demographic Characteristics	Have there been any initiatives to promote human rights?		
	Yes	No	Total
<b>REGION</b>			
<b>Central</b>	31.5	68.5	100.0
<b>Eastern</b>	17.8	82.2	100.0
<b>Northern</b>	15.0	85.0	100.0
<b>Western.</b>	26.3	73.7	100.0
<b>Total</b>	<b>22.6</b>	<b>77.4</b>	<b>100.0</b>
<b>RESIDENCE</b>			
<b>Urban</b>	23.3	76.7	100.0
<b>Rural</b>	22.0	78.0	100.0

<sup>57</sup> Interview with Protection Officer, Human Rights Focus, Gulu.

<sup>58</sup> Interview with National Coalition of Women Living with HIV/AIDS in Hoima district, June 2010

<sup>59</sup> Interview with staff of Human Rights Activists, Mable, July 2010

<sup>60</sup> Interview with the Acting Human Rights Officer, Uganda Human Rights Commission, Central region offices, July 2010

<sup>61</sup> Interview with Protection officer, Human Rights Focus, Gulu, June 2010

<sup>62</sup> *ibid*



<b>Total</b>	<b>22.6</b>	<b>77.4</b>	<b>100.0</b>
<b>SEX</b>			
<b>Male</b>	24.3	75.7	100.0
<b>Female</b>	20.4	79.6	100.0
<b>Total</b>	<b>22.6</b>	<b>77.4</b>	<b>100.0</b>
<b>AGE</b>			
<b>15-19</b>	22.8	77.2	100.0
<b>20-24</b>	22.4	77.6	100.0
<b>25-29</b>	24.3	75.7	100.0
<b>30-34</b>	21.2	78.8	100.0
<b>35-39</b>	14.7	85.3	100.0
<b>40-44</b>	25.0	75.0	100.0
<b>45+</b>	23.7	76.3	100.0
<b>Total</b>	<b>22.4</b>	<b>77.6</b>	<b>100.0</b>
<b>EDUCATION</b>			
<b>No education</b>	25.5	74.5	100.0
<b>Primary</b>	14.8	85.2	100.0
<b>O Level</b>	24.6	75.4	100.0
<b>A Level</b>	33.8	66.2	100.0
<b>Tertiary</b>	29.2	70.8	100.0
<b>TOTAL</b>	<b>22.6</b>	<b>77.4</b>	<b>100.0</b>
<b>OCCUPATION</b>			
<b>Farmer</b>	18.8	81.3	100.0
<b>business</b>	16.9	83.1	100.0
<b>civil servant</b>	35.4	64.6	100.0
<b>student</b>	27.1	72.9	100.0
<b>casual worker</b>	20.4	79.6	100.0
<b>unemployed</b>	22.8	77.2	100.0
<b>Total</b>	<b>22.7</b>	<b>77.3</b>	<b>100.0</b>

From the table above, the following can be discerned;

### **Distribution by Region**

More people in the Central and Western regions reported presence of initiatives to promote human rights than the Eastern and Northern regions. The Central region had 31.5%, followed by 26% in the Western region, then 17.8% in the Eastern region and lastly 15% in the northern region.

Presence of initiatives does not necessarily convert to awareness and the earlier findings on awareness, have ranked the Central and Western regions less knowledgeable compared to the

Northern and Eastern regions.

### **Rural-urban distribution**

There were slightly more responses for the urban areas than the rural areas (23.3% and 22% respectively).

### **Distribution by Sex**

More males than females reported presence of initiatives. (24.3% compared to 20.4% respectively).

### **Distribution by Age**

The age group 40-44 was more aware of initiatives than any other age group at 25%. This was followed by the 25-29 age group with 24.3%. The 45+ age group followed with 23.7%, then the 15-19 with 22.8%, then the 30-34 with 21.2% and finally the 35-39 with 14.7%.

### **Distribution by Education levels**

Those with A level education knew more about presence of initiatives with 33.8%. They were followed by those with tertiary education (29.2%), then the uneducated with 25.5%. and finally those with O level had 24.6%

### **Distribution by Occupation**

Presence of initiatives to promote human rights was more known by the civil servants (35.4%) and relatively low among other occupational groups (less than 25%).

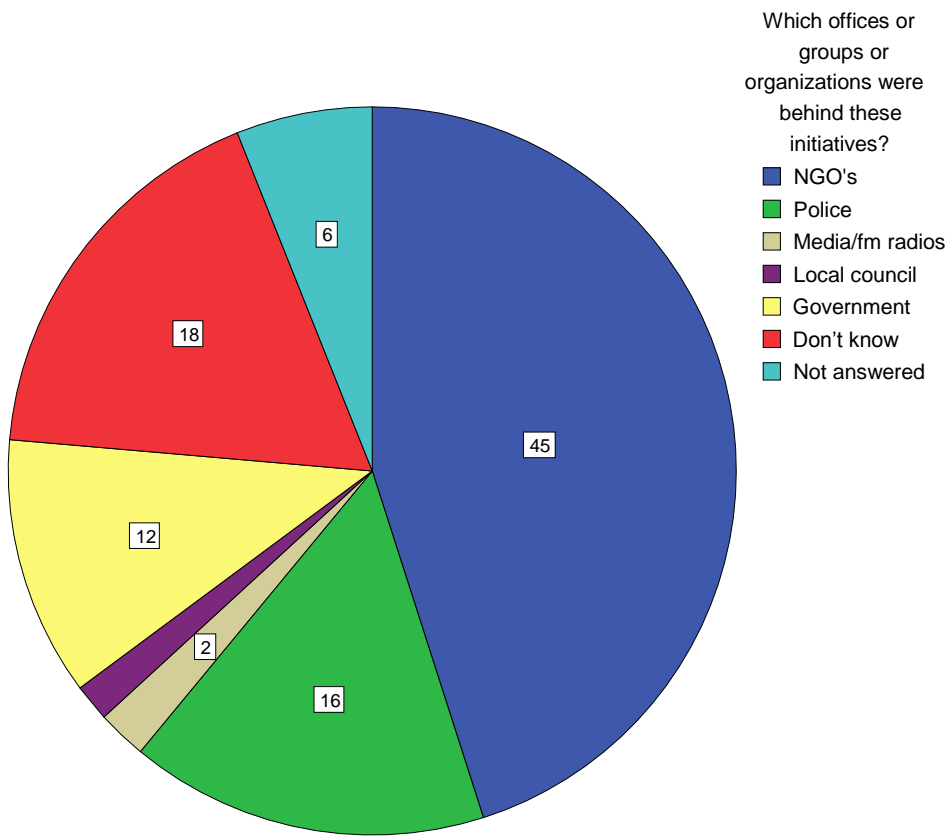
### **Conclusion**

Initiatives to promote human rights are low and perhaps not very well known in Uganda.

## **4.2 Promoters of Human rights awareness initiatives**

In a bid to find out which institutions were engaged in human rights awareness, the respondents were asked to mention who was behind these human rights awareness initiatives. Figure 10 below shows the responses;

**Figure 10: Promoters of Human Rights awareness initiatives**



From Figure 10 above, Non Governmental Organizations (NGOs) were the most commonly identified institutions behind the human rights awareness initiatives with 45% of respondents. As already shown in Chapter 4 above, most NGOs stated that they were engaged in human rights awareness and promotion. NGOs were found to be involved in different activities including; public sensitization through radio programs, offering legal consultations and aid, and support livelihood programs. They normally mediate for victims on legal proceedings, health referral for social security; make community outreaches and partner with other stakeholders in building capacity for human rights enforcement. All these activities are aimed at promoting awareness. However, changing people's attitudes on controversial issues like Female Genital Mutilation and homosexuality is still very difficult<sup>63</sup>. In fact not many NGOs deal with issues regarding sexuality directly, for as Sylvia Tamale correctly points out, there is general reluctance to confront issues of sexual rights on the part of mainstream NGOs, though trends were beginning to change. These issues are regarded as 'unsafe'<sup>64</sup>.

<sup>63</sup> Interview with Human Rights Activists in Mbale municipality, July 2010

<sup>64</sup> Sylvia Tamale; op cit Note 46

The police followed with 16% and then government with 12%. The District Police Commander of Mbale District, in an interview revealed that the police conducts community sensitisations especially on crime. They have a Department known as “Community Liaison Department” which carries out this function. The police also carry out seminars for police officers at the district and national levels<sup>65</sup>. They also conduct radio talk shows, door to door visits, and print and display posters in local languages.

Other stakeholders noted were the media and local councils contributing 2% and 1% respectively.

### 4.3 Initiatives to promote human rights

In order to find out what human rights promotion initiatives were being employed, the respondents that answered ‘Yes’ to the question on existence of initiatives were asked to mention what these initiatives were. Table 13 summarises the findings;

**Table 13: Initiatives to Promote Human Rights**

Initiatives to promote human rights	Frequency	Percentage
Setting up human rights organization	29	16.2
advocacy for equity	34	19.0
UPE	4	2.2
Sensitization	35	19.6
IGA	12	6.7
Don't know.	65	36.3
<b>Total</b>	<b>179</b>	<b>100.0</b>

Initiatives to promote human rights include; sensitization (19.6%), advocacy for social equity (19%), others pointed out setting up human rights organizations (16.2%) and government programs of universal primary and secondary education (2.2%) and income generating activities (6.7%) as initiatives through which they have learnt about human rights.

### 4.4 Modes of Human rights awareness promotion

In order to find out what the common modes of promoting human rights awareness were, the respondents were asked what the modes of promoting human rights awareness in their areas were. Table 14 summarises the findings;

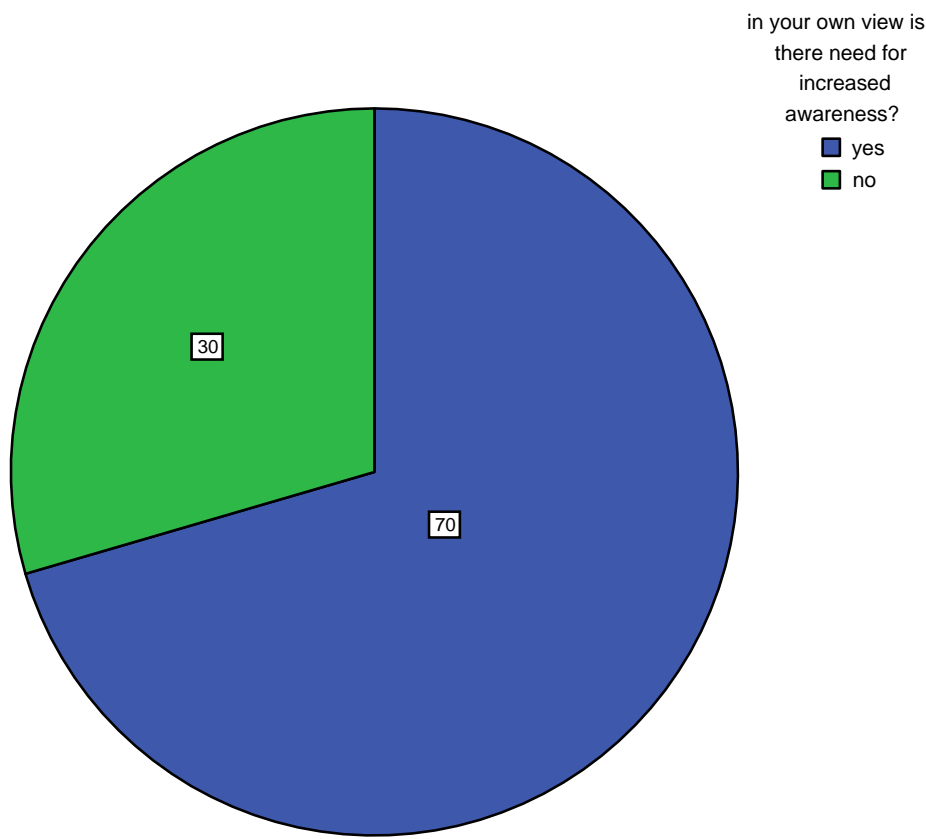
<sup>65</sup>Interview with the District Police Commander (DPC), Mbale District, July 2010

**Table 14: Modes of Human Rights awareness promotion**

Sources of information	Frequency	Percentage
LC's	16	9.5
Friend	11	6.5
Radio	63	37.5
churches/mosques	9	5.4
Posters	8	4.8
mobile/megaphones	3	1.8
School	16	9.5
NGOs	14	8.3
Press	28	16.7
<b>Total</b>	<b>168</b>	<b>100.0</b>

Radio programs remain instrumental in communicating human rights awareness information with 37.5% of the respondents receiving human rights awareness through this mode of communication. This is complemented by schools and the press (News papers) which contribute 9.5% and 16.7% respectively, NGOs, and posters with 8.3% and 4.8% respectively.

**Figure 11: Need for Increased Awareness of Human Rights**



Results in Figure 11 show that 70% of the respondents showed the need for increased awareness on human rights in Uganda. This calls for urgent action by the government and human rights advocates in disseminating human rights information to the people. 30% however responded that there is no need for human rights education. The common reason given is that human rights tend to leave out the community culture and promote individualism. That human rights are largely responsible for the moral decay in the country, for example mini skirts, women not respecting their husbands and homosexuality.

#### 4.5 Preferred avenues for promoting human rights awareness

In order to find out how people preferred to receive human rights education, the respondents were asked for the best avenues for human rights awareness promotion. Table 15 summarises the findings;

**Table 15: Best Avenue for Providing Information about Human Rights**

Best avenues	Frequency	Percent
Newspaper	4	1.5
Radio program	36	13.3
Provide legal aid to the poor	2	.7
Schools	3	1.1
Church/mosques	17	6.3
Sensitization meetings about Human Rights	37	13.7
Public HR crusades	6	2.2
HR Seminars	21	7.8
Megaphone	1	.4
Posters	3	1.1
FAL	1	.4
Drama	7	2.6
Don't know	132	48.9
Total	270	100.0

Radio programmes conducted in local languages indisputably emerged the most preferred way of promoting human rights awareness with 37.5%. The reason for this was because it reached out to many people at once and there were many local radio stations transmitting in local dialects.

Other avenues mentioned were; sensitization meetings (13.7%), conducting human rights seminars (7.8%), places of worship (6.3%) and schools (1.1%).

Others forms of delivering these messages as suggested by respondents include; Functional Adult Literacy (FAL) programs, Newspapers, posters, drama skits and providing legal aid to the poor.

#### 4.6 The Uganda Human Rights Commission in the Spotlight

The Uganda Human Rights Commission (UHRC) was established under the 1995 Constitution of the Republic of Uganda. It was established as a permanent body to monitor the human rights situation in the country. This was in recognition of Uganda's violent and turbulent history that had been characterized by arbitrary arrests, detention without trial, torture and brutal repression with impunity on the part of security organs during the pre and post independence era.

The Uganda Human Rights Commission (UHRC) among other duties has a constitutional duty to promote human rights education under Article 52(1) of the Constitution. It is required to establish a continuing programme of research, education and information to enhance respect of

human rights<sup>66</sup>; and 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<sup>67</sup>;

The powers of the UHRC are provided under article 53 (1) of the Constitution. The UHRC has the power of a court to: summon or order any person to attend before it and produce any document or record relevant to any investigation by the Commission; question any person in respect of any subject matter under its investigation; direct any person to disclose any information within his or her knowledge relevant to any investigation by the Commission. It can commit persons for contempt of its orders.

The Commission has powers to make the following orders; the release of a detained or restricted person, payment of compensation, or any other legal remedy or redress. However any person or authority dissatisfied with an order made by the Commission has the right to appeal to the High Court<sup>68</sup>.

The UHRC is thus a very important institution in the promotion of human rights in general and human rights education in particular.

The UHRC takes this mandate seriously and has a directorate to do research, education and documentation and publication of various literature which is done monthly and annually.

They are also supposed to design programs to create awareness of human rights in Uganda. This is done in areas where UHRC's nine regional offices are located<sup>69</sup>.

UHRC has human rights awareness programs for agencies in government, local leaders and the general public. In 2009 the Commission's HRE targeted the Uganda Peoples Defence Forces, the Uganda Police Force, Voluntary Action Groups in communities, District Local Governments, students, CSO, FBOs, Media, Youth, and Educational Institutions.<sup>70</sup>

UHRC works with the district structures and especially through the district human rights desks officers and District Human Rights committees charged with the task of ensuring that human rights are protected even at village level. However assessments have not been made on the human rights desk offices on what impact they have had.

However, at the time HRAPF did the field study, there were hardly any operational human rights

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<sup>66</sup> Ibid Article 52(1)(c) of the Constitution

<sup>67</sup> Ibid Article 52(1) (f)

<sup>68</sup> Ibid Article 53(2)

<sup>69</sup> The UHRC has regional offices in Kampala, Jinja, Kabarole, Gulu, Mbarara, Soroti, Arua, Moroto and of recent Masaka.

<sup>70</sup> Uganda Human Rights Commission, Annual report, 2009



desk committees or officers at the district level.

All regional offices have a provision in their budgets for radio programs. In total, the Commission had 206 radio talk show programmes and 1,225 spot messages on several radio stations including: Arua One Fm, Bunyoro Broadcasting Services, CBS, Dembe FM, Grace Radio, KFM, Life FM, Nile FM, Power FM, Radio One, Radio Sapientia, Radio Simba, Radio Uganda, Radio West, Voice of Kamwenge, Voice of Life and Voice of Toro.<sup>71</sup> It should be noted however that most of these stations are not rural based and thus tend to focus on the urban population.

The UHRC's Library and Documentation Centre at Head Office made human rights related information available to at least 1, 269 users mainly lawyers, researchers and students.

However, the UHRC faces financial constraints just like most of other government agencies and thus cannot effectively reach out to everyone. They have only 9 regional offices in a country that has over 112 districts.

#### **4.7 Human Rights education in the School Curriculum; the National Curriculum Development Centre in the spotlight**

The National Curriculum Development Centre (NCDC) was established by the National Curriculum Development Center Act<sup>72</sup> NCDC has existed since 1973 when it was established by decree.

The NCDC is a body corporate with perpetual succession and a common seal and may sue and be sued in its corporate name and, subject to the Act, may do and suffer all other acts and things as bodies corporate may lawfully do and suffer.

The functions of the Centre are;

- a) to investigate and evaluate the need for syllabus revision and curriculum reform at primary, secondary and tertiary levels of education, in preschool and post-school education and in teacher education;
- b) to initiate new syllabuses, to revise existing ones, to carry out curriculum reform, research, testing and evaluation, to bring upto- date and improve syllabuses for school and college courses;
- c) to draft teaching schemes, textbooks, teachers manuals and examination syllabuses, in cooperation with teaching institutions and examining bodies

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<sup>71</sup> Ibid

<sup>72</sup> Cap 135, laws of Uganda 2000.

- d) to design and develop teaching aids and instruction materials;
- e) to devise, test and evaluate examination questions and methods of examining students with other appropriate teaching and examining bodies;
- f) to organise and conduct in-service courses of instruction for the acquisition of knowledge and professional skill by persons intending or required to teach new courses developed at the centre
- g) to organise and conduct courses in the objectives and methods of curriculum development for persons required to participate in curriculum development work;
- h) to hold seminars and conferences on curriculum development projects and problems;
- i) to collect, compile, analyse and abstract statistical information on curriculum and matters related to curriculum;
- j) to publish information, bulletins, digests, periodicals or other written material concerning curriculum and other matters related to curriculum; and
- k) to disseminate and promote general and better knowledge and understanding of new curriculums, teaching methods and teaching aids.

With these broad powers, the Centre has the powers to determine what the school curriculum will be independent of any other body. Thus this institution can make the decision whether to include or exclude human rights from the school curriculum.

The Director, National Curriculum Development Centre, Ministry of Education stated in an interview that human rights is not included in the primary and secondary school curriculum as a separate subject. However, this does not imply that human rights is not catered for.<sup>73</sup>

The current approach is to include human rights as part of other subjects. Human rights issues are covered in various career subjects that address cross cutting issues. Such career subjects include; English, religious education and social studies for the case of primary schools. In secondary schools, it continues in subjects like geography, political education among others. There are topics such as democracy that addresses issues of democracy and human rights abuses. Special needs education is emphasized and the rights of students with disabilities respected.

That there are also many aspects of the school curriculum and programme that reflect human rights. For example students in Ugandan schools are encouraged to elect their own leaders as well as stand for various posts in schools. Also voter education is addressed in schools and the curriculum is designed to make students appreciate the political situation in the country.

She however, acknowledges that more needs to be done for human rights education in schools and thus called upon human rights organizations to support them and work with them to develop

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<sup>73</sup> Interview with the Director of the National Curriculum Development Centre, Ministry of Education, Kampala

content that fits schools as most of the documents available are for the general public. There should also be sensitization to those who supervise the teachers when training teachers to ensure that human rights issues are incorporated in the subjects of interest.

The NCDC is currently in the process of reforming the school curriculum, but also noted that at times there are very many competing interests to be included in the curriculum. Again, there are usually many factors to balance in making the decision of what has to be included as a subject.

The NCDC is open for further discussions on the inclusion of human rights education as their work is ongoing. They will usually reach out to human rights organizations for input in the new curriculum and will continue doing so.

### **Observations**

There are a lot of efforts aimed towards human rights awareness in Uganda. These efforts however are largely uncoordinated and each institution seems to be doing a little bit of everything and there is duplication of efforts. There is thus need for coordination and information sharing among players in the human rights education field.

There are areas however that have not been reached by these initiatives especially in the Central and Western regions of Uganda. In Mpigi district, the researchers did not find any human Rights NGO with offices in Mpigi town Council. Perhaps proximity to Kampala makes it to be neglected but the services are largely need in such districts.

Human Rights education is largely done not as a specific programme but rather as an element of other programs and projects. Thus what is covered is very specific to the program. For example NGOs working on HIV/AIDS will teach about rights of PLWHA, and women rights NGOs, will concentrate on women's rights. Very few institutions and organizations target general human rights education.

Funding for human rights education as a specific concern is hard to come by for most NGOs and for the statutory bodies. This leads to human rights education being a means to a project end rather than a specific end in itself.

### **Conclusion**

Being an important element of human rights observance and enforcement, human rights education needs to be addressed as a specific concern. The basic concepts of human rights need to be taught, and not only particular pointed parts of human rights.

## CHAPTER FIVE

### CONCLUSION AND RECOMENDATIONS

#### 5.1 General Conclusion

All human beings are entitled to equal rights regardless of their race, colour, sex, language, and religion but this can never be realized unless all people are taught, sensitized and equipped with the basics in as far as human rights is concerned. Human rights education is an area that needs to be greatly prioritized as it is the basis of the observance and respect for all rights.

The findings clearly send the message that though there are remarkable efforts in promoting human rights education and awareness, more clearly needs to be done. Since the sample was representative of the whole country, it would be safe to conclude that the levels of human rights in Uganda are generally very low.

#### 5.2 Recommendations:

##### To Government

8. The Ministry of Justice and Constitutional Affairs, the Ministry of Education, the Ministry of Gender, Labour and Social Development and the Ministry of Health should do more to promote human rights awareness and education as per their different mandates.
9. The Ministry of Finance should increase funding to the Uganda Human Rights Commission to further support the important role the Commission plays in human rights education and promotion.
10. The Government should prioritise women while designing and implementing economic empowerment programs if women's human rights education is to create a lasting impact.
11. The Ministry of Justice and Constitutional Affairs and the Uganda Human Rights Commission should ensure that the Constitution or at least the Bill of Rights therein is translated into the major local languages of Uganda.
12. The Ministry of Education and Sports should also ensure that the Constitution is taught at all institutions of higher learning.
13. It should be ensured that all districts have operational District Human Rights desk officers, as their absence at the district level undermines the important role they are supposed to play and leaves a big gap.
14. Government should refrain from narrowing the space for human rights organizations to operate as they play a leading role in human rights awareness.

## **To the Uganda Human Rights Commission and other Independent Statutory Bodies**

8. The Uganda Human Rights Commission should take the lead in human rights education in the country as it has a wider constitutional mandate than all other statutory bodies.
9. The Uganda Human Rights Commission should further extend their human rights education programmes to the grassroots.
10. The Uganda Human Rights Commission should take the lead in urging government to domesticate international human rights instruments that the Government has signed or ratified.
11. The Uganda Human Rights Commission should take the lead in teaching the population about existing human rights mechanisms at the domestic, sub regional, regional and international levels.
12. The Uganda Human Rights Commission should ensure that every district has a district Human Rights Desk officer and that they are actively doing their work.
13. Other independent statutory bodies such as the Office of the Inspector General of Government, the Electoral Commission, and the Equal Opportunities Commission should prioritise the human rights education element of their mandate.
14. The National Curriculum Development Center should directly incorporate human rights into the elementary and secondary school curricula.

## **To Civil Society Organisations**

6. Human Rights education should be an integral part of programme and project design.
7. There is a need to specifically design and implement projects aimed at educating people on the concept of human rights in itself (the definition, nature and significance of human rights). The concept of human rights ought to be taught as a concept in itself not as a preamble to other topics and specific rights. The key concepts of human rights- equality, non discrimination and universality of rights should be emphasized.
8. More emphasis should be laid on economic, social and cultural rights as people do not tend to recognize them as human rights. Most people felt that these had nothing to do with entitlements.
9. Programmes aimed at creating and promoting human rights awareness and education should be more focused on the rights of minorities as many people do not comprehend the idea of minorities having particular rights, since majority rule is predominant. Sexual minorities need particular emphasis for many do not even regard these as minorities.
10. Women's human rights education should be supplemented with economic empowerment. Human rights education creates little impact for an economically disempowered woman.

## **To Donors**

5. Human rights education in general should be made a priority funding area.

6. General human rights education should also be specifically funded for the basic concepts of human rights are largely unknown.
7. There should be effective monitoring and evaluation of programs and projects aimed at human rights education.
8. The donors should actively support and encourage the government and statutory bodies to implement their obligations as regards human rights education.

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## Appendices

### APPENDIX 1: QUESTIONNAIRE

Dear Respondent:

The Human Rights Awareness Promotion Forum (HRAPF) is conducting a survey on the People's human rights awareness levels in Uganda in order to gauge the necessary interventions required to promote this awareness. You have been selected to participate in this study, and are kindly requested to complete this questionnaire. All the information given will be treated with confidentiality, and will be used only for the purposes which it is being solicited.

Thank you.

#### A. Personal information

1. Give the following information about yourself

- a) District.....
- b) Age.....
- c) Highest education attained.....
- d) Sex.....
- e) Occupation.....

#### B. General knowledge of rights

2. Have you ever heard about human rights? Yes ..... No .....

3. If yes to 2 above, in your view how do you what are human rights?  
.....

4. Which highest law guarantees your rights as a Ugandan?  
.....

5. Have you read or been read to or been taught about the human rights in the constitution?  
.....

6. Where do rights come from?  
.....

7. Who is supposed to protect human rights from being violated?  
.....

8. What do you do when your rights are violated?  
.....

9. Mention any five human rights you know.

.....  
10 In your view, may a human right be lawfully taken away by the state? (Please explain)  
.....

12. Which specific rights constitute civil and political rights? (list all you know)  
.....

13. Which specific rights do you know that constitute economic, social and cultural rights? (List all that you know).  
.....

14. Which specific rights do you know that constitute women's rights? (List all that you know)  
.....

15. Which specific rights do you know that constitute children's rights? (List all that you know)  
.....

16. Which specific rights do you know that constitute rights of people with disabilities (List all that you know)  
.....

17. Which specific rights do you know that constitute rights of minorities? (for example ethnic, religious and sexual minorities)  
.....

18. Which specific rights do you know that constitute rights of people living with HIV/AIDS?  
.....

**C. Human rights awareness initiatives**

19. Have there been any initiatives aimed at promoting human rights awareness in this community? Yes ..... No.....

20. If yes, what are these initiatives?  
.....

21. How did you learn about these initiatives (i.e., sources of information)?  
.....

22. Which offices or groups or organizations were behind these initiatives?  
.....

23. In your view, is there need for increased awareness of have these initiatives been successful or not? (Please explain)  
.....

24. What avenues do you think are best for spreading awareness.  
.....

**Thank you for your time.**

## **APPENDIX 2: INTERVIEW GUIDE**

Interviews to focus on the following issues among others;

1. People's general understanding of rights
2. Relative knowledge/awareness of human rights
3. Distinction between civil and political rights and economic, social and cultural rights
4. Interviewee's work
4. Marginalization and affirmative action
5. Controversial issues (e.g issues on homosexuality, Female genital mutilation, compulsory circumcision, etc.

## **APPENDIX 3: FOCUS GROUP DISCUSSION GUIDE**

Focus group discussion on the following issues among others;

1. Relative knowledge/awareness of human rights
2. Distinction between civil and political rights and economic, social and cultural rights
3. Marginalization and affirmative action
4. Controversial issues (e.g issues on homosexuality, Female genital mutilation, compulsory circumcision, etc
5. Communication channels
6. People's general understanding of rights