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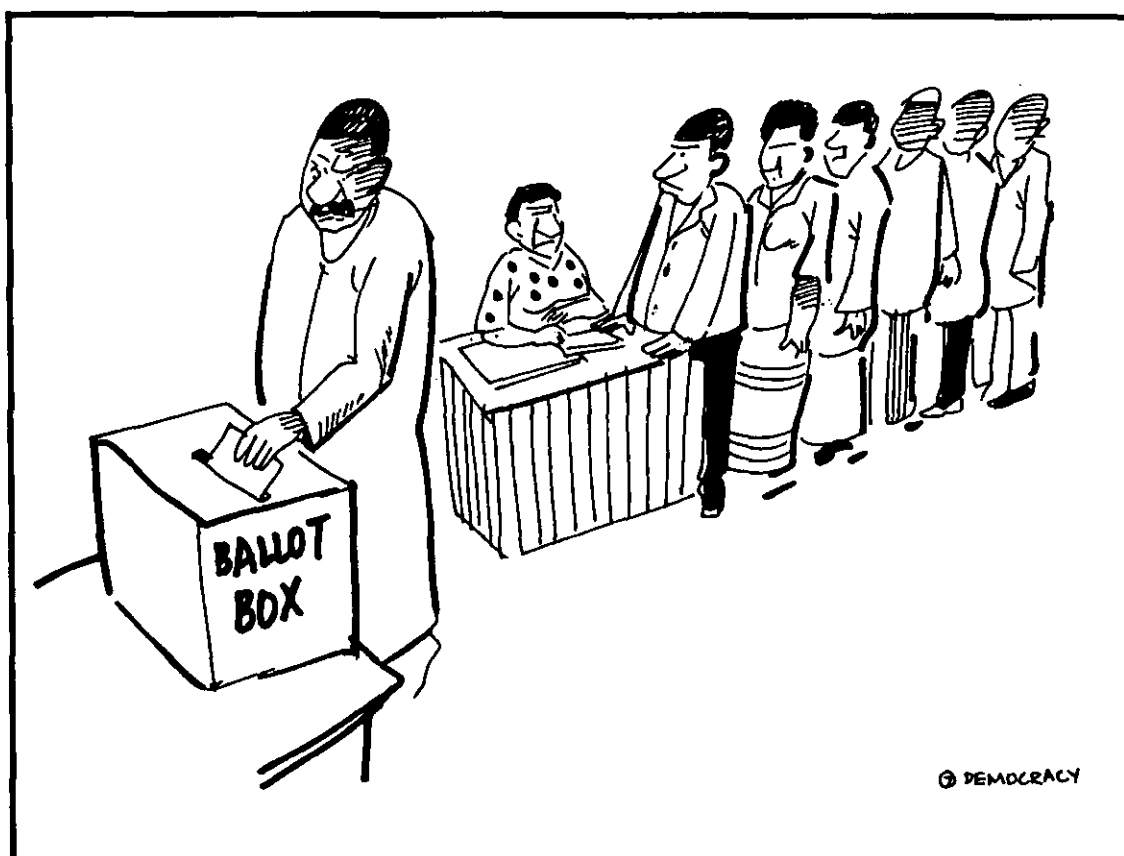
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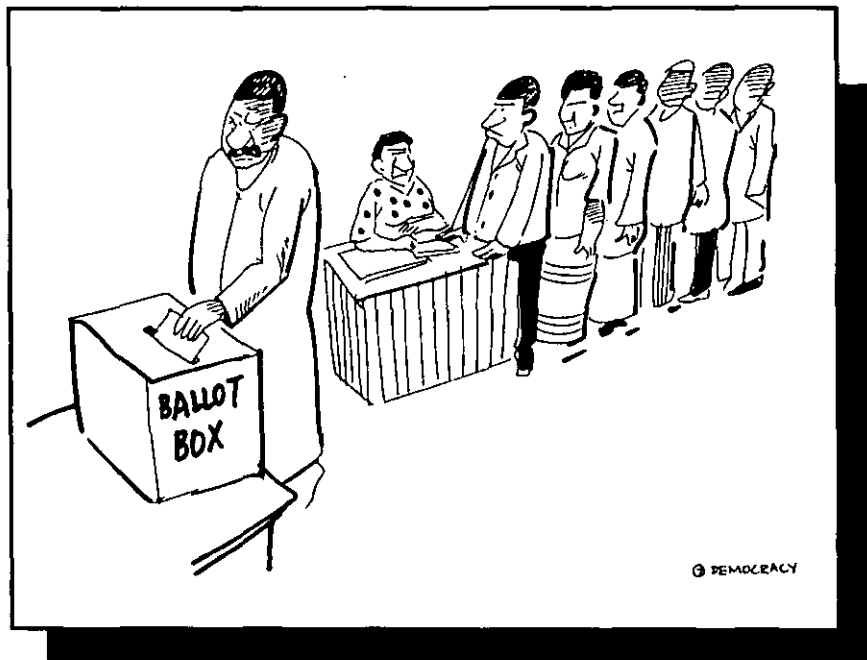
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CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

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FOREWORD

by Steven Besweri Akabway
Chairman, Interim Electoral Commission

This manual is yet another avenue through which the citizens of Uganda will further have an opportunity to learn about their civic responsibilities and basic human rights.

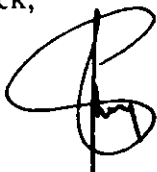
It is a constitutional obligation that every citizen participates effectively and meaningfully in all elections which will be carried out periodically, beginning with 1996 Presidential and Parliamentary Elections.

The Interim Electoral Commission has accredited the Civic Education Joint Coordination Unit - CEJOCU, an umbrella organisation comprising more than ten non-governmental organisations, to carry out civic and voter education in all parishes of the country. This manual will enable CEJOCU to thoroughly train its personnel to enable them to execute this task diligently and effectively.

I have no doubt that the wide range of subjects treated in this manual will, if well articulated by the civic educators, greatly enhance the people's democratic consciousness. It is the intention of the Commission to make civic education a continuous activity to be included in the school curriculum for the young people of this country to get exposed at an early age to matters related to their civic rights and the democratic governance of their country. Similar programmes will be run in various institutions, industries and other organisations.

So, fellow citizens, allow me to wish you well as you embark on this exciting journey, which I have no doubt you will carry to its noble end.

Good Luck,



STEPHEN BESWERI AKABWAY
CHAIRMAN, INTERIM ELECTORAL COMMISSION

ACKNOWLEDGEMENTS

This manual underwent many stages of preparation.

The idea of producing a standard manual on civic education was conceived in Jinja in June 1995. That day a workshop on civic education, held at the Crested Crane Hotel, brought together several NGOs including the Uganda Joint Christian Council (UJCC), the National Organisation for Civic Education and Election Monitoring (NOCEM), Action for Development (ACFODE), Federation of Uganda Women Lawyers (FIDA), Uganda Media Women's Association (UMWA) and the National Association of Women's Organisations of Uganda (NAWOU).

The workshop was held under the auspices of the Commission for the Constituent Assembly and was sponsored by the Konrad Adenauer Stiftung as well as by the Friedrich Ebert Stiftung. During the workshop a committee consisting of the late Michael Onzi of the then C. A. Commission, Mrs. Mary K. Okurut, Mr. Geoffrey A. Onegi Obel, Mr. Joseph A. Onela and Mrs. Jane A. Nkangi was set up to spearhead and coordinate the preparation of the manual. Papers presented at the Jinja workshop formed the first raw materials for the manual.

The first draft prepared by the committee was presented at a review workshop attended by representatives of all the participating organisations held at the Fairway Hotel Kampala in October, 1995. This draft formed the backbone of the manual.

The preliminary work of the Jinja workshop was subsequently taken over by the Manual Task Force set up by the Civic Education Joint Coordination Unit (CEJOCU) which assumed responsibility for the production of the manual.

It is not possible to mention everyone by name but special mention must be made of the following members of the Task Force:

Mr. Quinta Obong, Mr. J. K. Zirabamuzale, Mrs. Jane Nkangi, Mr. Geoffrey A. Onegi Obel, Mr. Francis Kamugisha, Ms. Irene Kahinza and Mr. Joseph Oneka who served as convenor and coordinator of the Task Force.

The Task Force wishes to express its gratitude to the following:

- Mrs. Alice Ndidde whose advice on format and methodology helped to give the manual a professional appearance.
- Mrs. Léone Hetternerbergh whose perceptive mind and extensive editorial assistance helped to transform the manual from a rough collection of ideas into an intelligible piece of literary work.
- The Chairman of CEJOCU, Rev. Canon James Ndyabahika, and his entire team for their encouragement and unfailing support.
- The Chairman of the Interim Electoral Commission, Mr. Steven Besweri Akabway, the Deputy Chairperson of the Commission, Mrs. Flora Nkurukenda, and all members of the commission for their encouragement and practical support.

Last but not least, we would like to pay tribute to the people of Uganda whose interest in and concern for civic education provided a propitious atmosphere and evident justification for our work.

EXECUTIVE SUMMARY

Civic education is intended to stimulate discussion in the widest possible sense on what citizens of the country can do to make the country a better and safer place for all to live in. This manual has been designed with that purpose in mind. It is intended to be used on a continuous basis and not only during election period.

Chapter One: What is Civic Education? This chapter introduces the subject of civic education. It focuses on basic rights and duties of a citizen enshrined in the Constitution of Uganda 1995.

Chapter Two: The Family and Civic Education. This chapter discusses the role of parents in civic education. It underscores the fact that parents are the first educators and that at the family level the purpose of civic education is to instill in young people a sense of honesty, hard work and tolerance.

Chapter Three: The Community and Civic Education. This chapter focuses on the role of the citizen at the community or village level in promoting the common good. It underscores the need for participation by all members of the community in village ceremonies such as marriage and funeral rites, but also in village civic meetings.

Chapter Four: Culture and Civic Education. This chapter discusses the role of culture in fostering a sense of pride and common belonging.

Chapter Five: The Economic Order. This chapter discusses the economic order in the context of development and the need to address the problems of ignorance, poverty and disease in a concerted manner.

Chapter Six: The Political Order. This chapter focuses on the role of the three branches of government: the Executive, the Judiciary and the Legislature. It briefly describes the functions of each organ of government.

Chapter Seven: The Constitutional Order. This chapter examines the importance of the Constitution in promoting peace, social justice, good governance and development.

Chapter Eight: Human Rights. This chapter focuses on the question of fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the Constitution of Uganda 1995. It emphasizes the point that respect for the rights of other people is essential to the enjoyment of one's own rights.

Chapter Nine: Democracy and Development. This chapter discusses the subject of democracy and development. It presents democracy as a system in which all citizens have the opportunity to participate in and influence the affairs of the country so that their issues will be addressed.

Chapter Ten: Elections and Civic Education. This chapter examines the electoral process. It emphasizes the importance of regular, free and fair elections in fostering democratic governance.

Chapter Eleven: The Media and Civic Education. This chapter highlights the role of the media in civic education. It underscores the important role the media can play in fostering peace, social justice and development as well as their responsibility to disseminate accurate information.

Lastly, it should be noted that this manual will be used along with the manual on civic and voter education.

We welcome public discussion of the manual and the question of civic education in Uganda.

METHODOLOGY

Every lesson will be presented in the same fashion, using distinct steps to allow uniformity and effectiveness.

Every lesson will last at least one hour and thirty minutes.

I) METHODOLOGY:

- 1) The civic educator will ask questions on the topic of the lesson to gauge the audience and engage it in a preliminary discussion.
- 2) The civic educator will then present the topic of the lesson.
- 3) After the presentation of the lesson, there will be a period for questions and answers which can be given either by the civic educator or by a member of the audience, if appropriate.
- 4) To consolidate the discussion, the civic educator will then summarize all that has been said and learned in a final statement.
- 5) Finally to extend the learning process beyond the lesson, the audience will be given assignments in the form of practical applications, relevant to the topic discussed. These applications can be given on the spot, if appropriate.

II) LESSON PLAN:

- 1) LESSON OBJECTIVES: the objectives of the lesson will be stated at the onset to make the content absolutely clear and to help the audience anticipate the kind of practical applications they will be recommended to carry out.
- 2) PRESENTATION OF THE TOPIC
- 3) PRACTICAL APPLICATIONS: They will be of two kinds. some practical applications will be carried out immediately after the presentation of the lesson and others will take the form of assignments at home.

CHAPTER ONE WHAT IS CIVIC EDUCATION?

TEACHING AIDS: the civic educator must remember to bring the following items to the lesson:

- The Constitution of Uganda
- A flip chart
- Black or blue markers

1.1 LESSON OBJECTIVES

At the end of this lesson participants should be in a position to:

- 0 Define the term civic education.
- 0 Distinguish between civic education and voter education.
- 0 Give at least four examples of the rights of every citizen of Uganda guaranteed under the constitution.
- 0 Give at least four examples of the duties of every citizen of Uganda under the Constitution.

1.2 WHAT IS CIVIC EDUCATION?

Civic education is informally practiced at all levels of the society including the family and the community. Formal civic education involves creating awareness among the citizens of a country of their rights and civic duties. This is done with a view to enable citizens to make meaningful contribution to the development of their communities and even to influence the direction of policies in the nation. More specifically focused, civic education can be an effective instrument for promoting the principles enshrined in the new Constitution of Uganda: unity, peace, equality, democracy, freedom, social justice and progress.

Every society is governed by laws, regulations, moral and religious principles. These are necessary for promoting harmony and responsible conduct in society.

Voter education is a subset of civic education that prepares voters for national, local government elections or referenda. It explains the purpose and the procedures of the voting process in these elections.

Listed below are some of the basic rights and duties excerpted from the 1995 Constitution of Uganda:

Basic rights of every citizen of Uganda

1. Every citizen of Uganda of eighteen years of age or above, has a right to vote.
2. Every Ugandan citizen has the right to participate in the affairs of government, individually or through his or her representatives in accordance with the law.
3. Every Ugandan has a right to participate in peaceful activities to influence the policies of government through civic organizations.

4. The right of access to leadership positions at all levels, subject to the Constitution, is guaranteed to all Ugandans.

Duties of Every Citizen of Uganda

It is the duty of every citizen of Uganda

- 0 To respect the national anthem, flag, coat of arms and currency.
- 0 To respect the rights and freedoms of others.
- 0 To protect children and vulnerable persons against any form of abuse, harassment or ill-treatment.
- 0 To protect and preserve public property.
- 0 To defend Uganda and to render national service when necessary.
- 0 To cooperate with lawful agencies in the maintenance of law and order.
- 0 To pay taxes.
- 0 To register for electoral and other lawful purposes.
- 0 To combat corruption and misuse or wastage of public property.
- 0 To create and protect a clean and healthy environment.

1.3 PRACTICAL APPLICATIONS

After the lesson the participants should do the following:

1. Compile a list of civic leaders in his/ her area and to prepare a brief summary of their activities.
2. Reflect on his/her involvement in their society and explain how their activity relates to the topic of the lesson.



⑥ FAMILY SETTING

CHAPTER TWO THE FAMILY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items to the lesson:

- Flip chart
- Black or blue markers
- Relevant posters

2.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word family.
- 0 Explain the role of parents in the social upbringing of their children.
- 0 Define the word folk tales
- 0 Explain the role of folk tales in teaching at the family level.
- 0 Explain why honesty, hard work and tolerance are important virtues to society

2.2 THE FAMILY AND CIVIC EDUCATION

The family is the most important institution in Uganda and the basis for civic values. Parents, especially mothers, are the first educators in the family. They convey moral, cultural and social values to their children

A family is like a school. If the teachers are good, the students tend to do well and to be well prepared to meet the challenges of the future. So if the parents are good, the children will do well.

Civic education begins at home. Through a combination of simple instructions parents teach their children. Often we hear: You must have respect for elders; You must not cheat; do not fight, do not be selfish, share with others, etc... These principles exist in practically all the unwritten clan laws of Uganda's diverse ethnic communities. This is how we first teach our children.

But, parents can do more than that. By encouraging their children to express themselves, to listen to their brothers and sisters and to be tolerant of the opinions of others, parents can create and rule a family-size civil society.

Even more so, by showing respect for each other's opinion parents can set an indelible example for their children, right in the home, they sow the seeds of democracy. Children learn far more from the examples of their parents' behaviour than from their words. There lies parents' civic responsibility.

Traditionally, folk tales are a simple, useful instrument for teaching moral values. Their use should be encouraged.

The Hare Stories

In traditional folk tales, the hare is usually portrayed as lazy, cunning and crafty, with no respect for honesty and hard work. He always looks for short-cuts and constantly harvests from other people's gardens as he has no time for cultivating his own garden. Harvesting where he has not sown, he is often caught red-handed.

The moral in these folk tales is that children should grow up with a sense of honesty and hard work or they will resort to devious acts as a means of survival. They will so bring disgrace upon themselves and their families.

The Story of the Chameleon and the Elephant

Drought and famine hit the land. The king calls his people and tells them that he who can dig a well will be rewarded with the hand of the king's daughter in marriage.

The entire animal kingdom competes. By virtue of his weight and muscle, the mighty elephant is convinced that he will be the first to strike water. But to win the king's daughter's hand, the chameleon is ready to do anything. The brainy, tiny chameleon hides under the enormous elephant. As soon as water comes out sprouting from under the elephant's massive hoof, which he himself cannot see, the tiny chameleon calls out that he, the chameleon, has struck water. This is how the chameleon won the right to marry the king's daughter.

Was it right for the chameleon to do no work and reap where he had not sown? Certainly not. It is dishonest to rob another person of his well deserved achievement. Hunters, artisans, mechanics, farmers, traders, industrialists, all work to earn their keep and that of their families. Work is essential to the survival of the family, the human community and the nation at large. It is, indeed, the most fundamental of all human activities.

2.3 PRACTICAL APPLICATIONS

After the seminar participants will be asked to do the following:

- 0 When husband and wife do not have the same opinion, what should they do?
- 0 Find out whether parents share folk tales with their children.
- 0 Compile folk tales from the participants.
- 0 Establish the relevance of such folk tales in relation to civic education and the challenges of today.

CHAPTER THREE

THE COMMUNITY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers

3.1 LESSON OBJECTIVES

At the end of this lesson the participant will be in a position to do the following:

- 0 Define the word community.
- 0 Name some of the community functions that are common in his/her area.
- 0 Explain why it is important to participate in community work or functions.
- 0 Outline different ways and means of promoting the development of the community.

3.2 THE COMMUNITY AND CIVIC EDUCATION

There are people with whom we come into daily contact. These are members of the family, our neighbours and those with whom we work or study. A community refers to a group of people who live in a particular geographical area. The village is a community. People in a village share a lot of things. They fetch water from a common source. Their children go to the same school. They go to the same market. They share many other facilities. The more developed our village, the easier life becomes. But the village cannot develop unless the people in the village can come together to plan, discuss and work for the betterment of the village, for the common good.

A village consists of a collection of family households; it is the second level of organized civic life, after the family. Life in a village setting is structured on the basis of civic norms, customs and traditions. These are manifested in the form of rights, duties and obligations that are applicable to all members of the community or a particular section of the community. For example, it is the right and obligation of every member of a clan living in a particular village to participate in clan meetings and rituals. Similarly, it is a right as well as an obligation of every member of a village to attend community functions such as village council meetings, Parents and Teachers Association (PTA) meetings and other social gatherings to which people in the village are invited or are expected to attend as a matter of custom.

When people meet together in a village, formally or informally, they are bound to learn from one another because they are all different and create an environment of enrichment for the development of the village. There are many areas in which the people of a village can cooperate to bring about development in the village. For instance:

- 0 maintenance of the peace
- 0 promotion of games and sports
- 0 construction and protection of wells
- 0 repair and maintenance of school buildings
- 0 construction and maintenance of dispensaries and health centers
- 0 construction and maintenance of feeder roads

Development of the village means better standard of living for all. But the village cannot develop unless the people are willing to cooperate and pool their resources together. Yet all this can only be achieved through committed leadership. So there is need to encourage everyone who has leadership talent to stand up and help in spearheading the development of the village. The local council system offers the opportunity for people in a village to organize themselves effectively for the development of the area. In addition, development occurs by forming civic organizations, clubs, various associations that are committed to the development of the common good. If people are united with a clear vision they can do a lot for the development of their area. As the saying goes, the sky is the limit.

3.3. PRACTICAL APPLICATIONS

A) Immediately after the lesson, participants will be divided into two groups to discuss the following topics:-

Topic one: How do we mobilize people's participation in community projects?

Topic two: How do we finance community development projects?

At the end of the discussion the rapporteur of each group will present a brief report to the Plenary. Then, the trainer will invite participants to comment on the report of every group.

B) After the seminar, participants should do the following:

- 0 Carry out a survey and compile a list of organized groups in his/her area.
- 0 Establish the nature of activities they are involved in and how those activities are financed.
- 0 Carry out a survey on how people in his/her area organise and fund weddings, funeral rites and other related activities.
- 0 Work towards setting up a civic education club in his/her village.



CHAPTER FOUR CULTURE AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Relevant posters and pictures

4.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word culture and explain how it relates to civic education.
- 0 Name various cultural practices prevalent in Uganda.
- 0 State cultural values in your respective communities and discuss how they help promote human dignity.

4.2 CULTURE AND CIVIC EDUCATION

This lesson attempts to create awareness and stimulate a discussion of various cultural practices in Uganda in accordance with the spirit of the new Constitution of Uganda.

Culture is each people's way of life. It is developed by education, discipline and training. It touches all facets of life: language, music, dance, literature, painting, sculpture etc... Cultural values which are consistent with fundamental rights and freedoms, human dignity and democracy ought to be supported and encouraged.

Different groups of people have different cultures. In Uganda we are fortunate to have many groups of people whose different cultures and languages are all important parts of our national life. Certain cultural practices, such as the payment of bride-price, are common to all the indigenous communities of Uganda. But there are some cultural practices that belong only to particular communities, such as circumcision, commonly practiced by the Bagisu and the Sebiny communities of Eastern Uganda. It is worthwhile to discuss whether such practices contribute to the common good and to the good of all individuals involved.

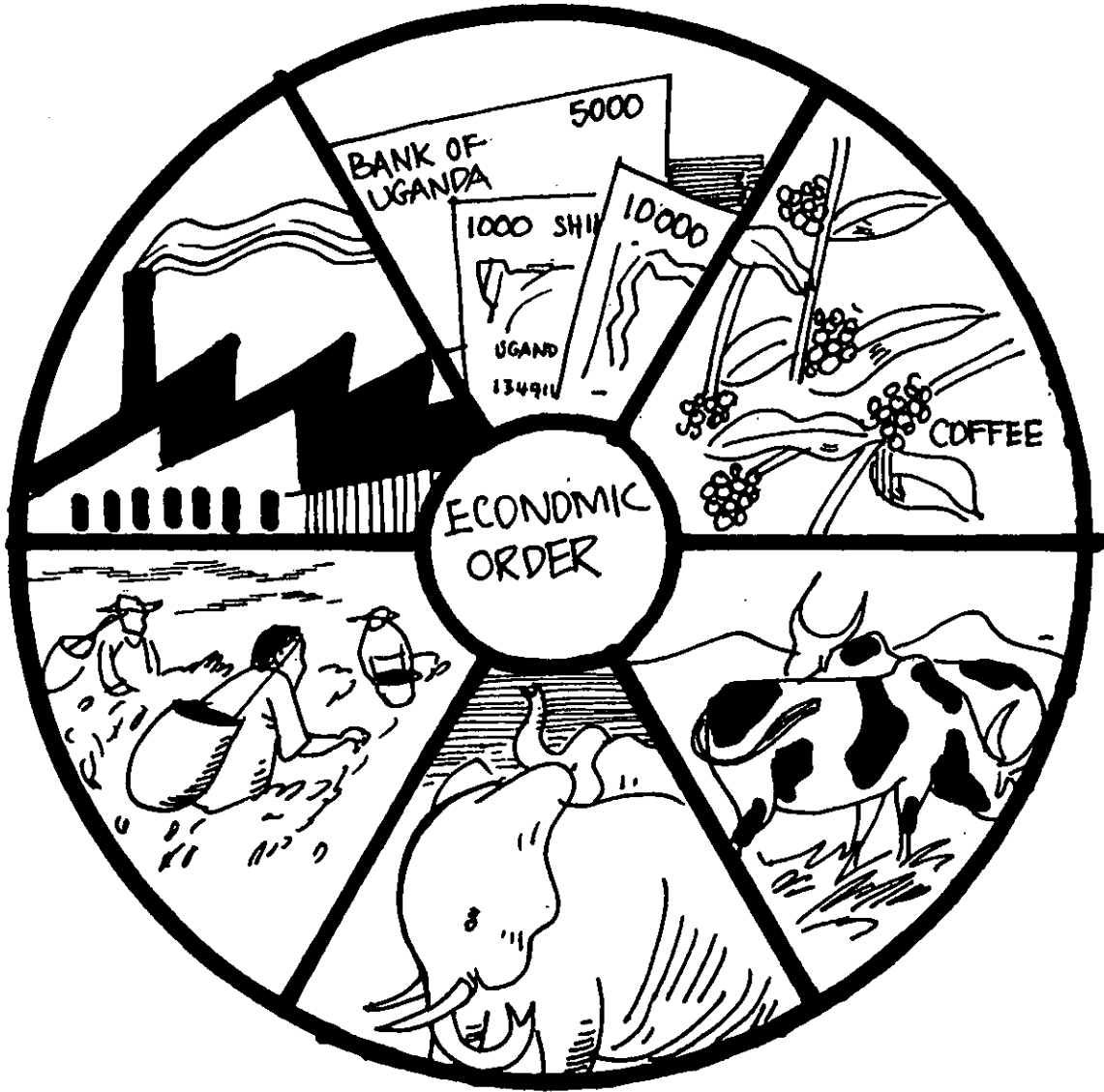
Language plays an important part in promoting culture and development. English is the official language of Uganda, but there are many other languages, too many to name them.

Cultural identity translates itself into a spirit of a group solidarity and serves as a strong rallying point. Cultural values and practices are good provided they are not used to promote a divisive or exclusive ideology.

4.3 PRACTICAL APPLICATIONS

After the seminar, every participant will be expected to do the following:

- 0 Encourage discussion and dialogue in respect of cultural practices that should be promoted or discouraged.



CHAPTER FIVE THE ECONOMIC ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Pie chart
- Graph on GDP
- Poster on taxes

5.1 OBJECTIVES

At the end of the presentation and discussion of this topic participants should be able to do the following:

- 0 Identify the basic factors that enable economic development.
- 0 Explain the basic structure and nature of Uganda's economy and identify the key economic activities.
- 0 Explain why there is pervasive famine and poverty especially among the rural population despite the country's resources.
- 0 Explain why Uganda's forests and game reserves should be preserved.
- 0 Illustrate the role of hard work in nation-building.

5.2 THE ECONOMIC ORDER

This chapter attempts to illustrate the role of labour, land and capital (goods and money) in the economic development of the country. It also tries to show how the absence, or weakness, of any of these factors can constrain the whole process of development in a country.

Four factors combine to determine the level of economic development of a country:

- 0 Work ethics
- 0 Natural resources
- 0 Nature of the economic activity development
- 0 Level of scientific and technological development

The above factors determine the extent to which the resource potential of a country can be transformed into usable goods and services.

A country with rich natural resources and a working population that use modern techniques of production, is likely to develop faster economically and, socially.

In Uganda, questions are still being asked about the proper role of the state in the economy and about the most appropriate economic system. Presently Uganda's economy is moving towards a free market system. In a free market system, business remains in private hands, while the government provides a set of regulations to prevent some citizens or group of citizens from exploiting others. It is a kind of division of labour, or even perhaps a separation of powers in the economy.

'PER CAPITA GDP AT FACTOR COST AT CONSTANT(1991) PRICES**'FOR THE PERIOD 1990/91 TO 1994/95****IN JONAM COUNTY (POPULATION OF 150,000)**

PERIOD	1990/1	1991/92	1992/93	1993/94	1994/95
Agriculture	7.112	6.893	7.694	7.816	8.287
Mining & Quarrying	0.041	0.045	0.050	0.052	0.052
Manufacturing	0.753	0.871	0.932	1.073	1.263
Fishing	0.117	0.129	0.137	0.148	0.161
Construction	0.804	0.814	0.897	1.012	1.190
Commerce	1.662	1.778	1.899	2.082	2.531
Transport & Communication	0.562	0.588	0.633	0.716	0.815
Community Services	2.023	2.212	2.387	2.538	2.715
Owner Occupied dwellings	0.417	0.429	0.445	0.459	0.473
Total per capita GDP	13.491	13.760	15.074	15.896	17.487

Uganda is endowed with abundant natural resources: fertile soils, favourable climate, forests and game reserves, water bodies, a wide range of mineral resources. Despite all these resources, poverty still prevails. Why? Because the country has limited capacity to exploit these resources.

Uganda's economy relies essentially on agriculture. Individual households tilling, on average, 2 acres of land are the main producers of wealth. The products of their work constitute the backbone of the economy. And, it should be said that women's contribution in that respect has been considerable.

Uganda's economy, as all economies around the world, is measured by the GDP (Gross Domestic Product). The GDP is the total sum of goods and services produced in one year in the country. The most common measure of an economy is the GDP per capita. So Uganda's GDP divided by Uganda's population will give us Uganda's GDP per capita. For 1994, the World Bank calculated Uganda's GDP per capita to US\$ 200. The world over these figures are tabulated in dollars.

For the sake of comparison, below are some GDP per capita of other nations:

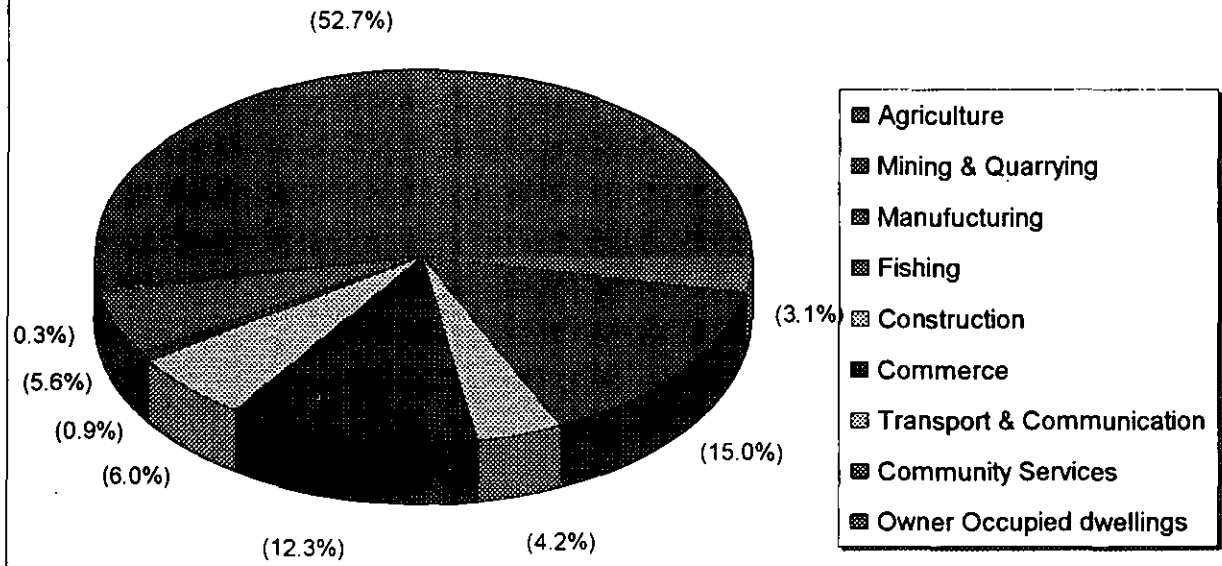
<u>Country</u>	<u>GDP per Capita for 1994</u>
The U.K	US\$ 18,410
The USA	US\$ 25,860
Germany	US\$ 25,580
Japan	US\$ 34,630
Ethiopia	US\$ 130
Kenya	US\$ 260
Nigeria	US\$ 280
South Africa	US\$ 3,010
Tanzania	US\$ 90 (in 1993)

From these figures one can tell that, although Uganda has a long way to go to catch up with industrialised countries, it is, however, better off than some African countries. It is important to keep in mind that these figures are calculated annually and vary accordingly, sometimes drastically.

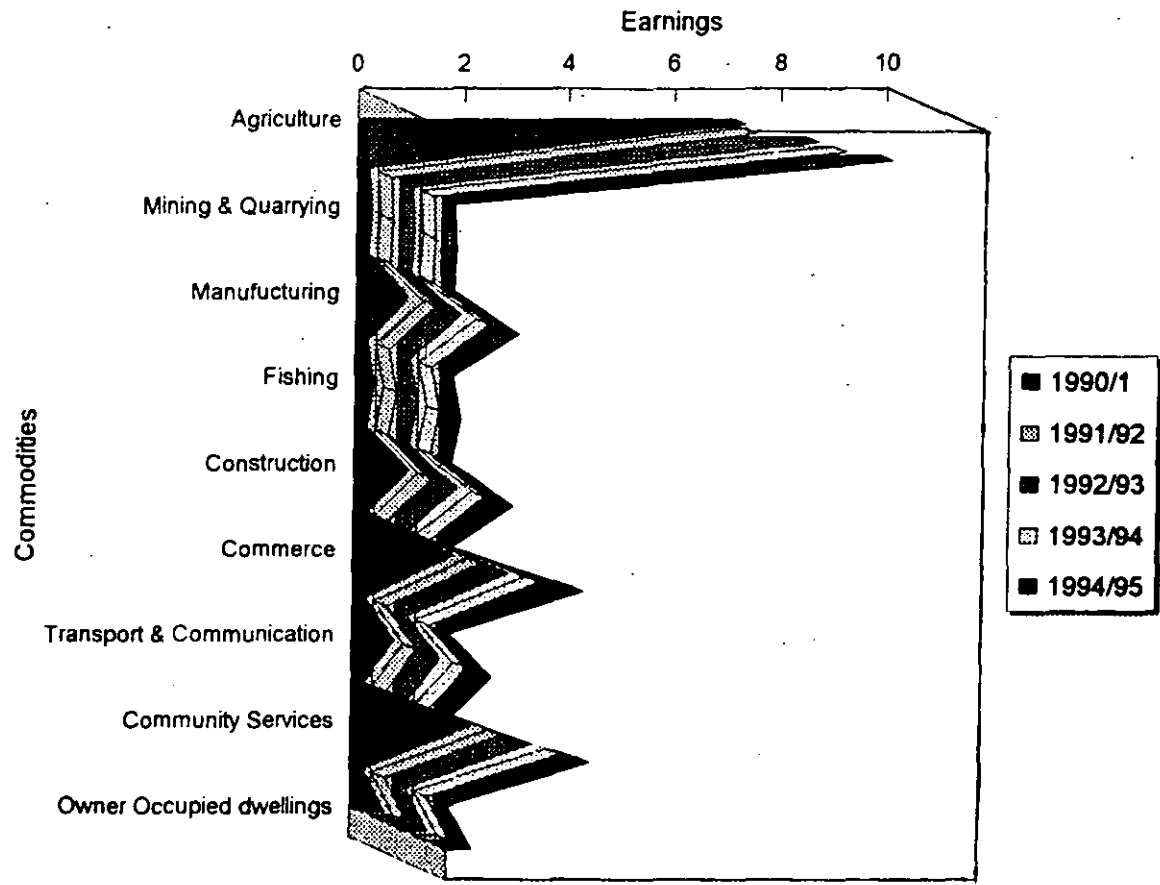
Traditionally, Uganda's economy, above the household level, has been dominated by four cash crops: coffee, tea, cotton and tobacco. By far, the main foreign exchange earner, is coffee with 69% of the total share of export earnings averaged over the past four years. Tourism, also, a re-emerging foreign exchange earner is gaining in importance. Manufacturing, on the other hand, is still at a very low level, although the potential is there. As a matter of fact, in the last three years, the income generated by the manufacture of goods in Uganda has been growing by leaps and bounds: 28% growth last year with similar growth rate anticipated for 1996. As a share of total GDP, however, the industrial sector remains at a low 12%. As more capital for investment becomes available, industrialization and manufacturing are likely to expand. One should note that the richest countries in the world have a very large industrial sector and a very small agricultural sector (5-10%).

All workers, whether individuals or incorporated in a firm, need to pay taxes which become revenues for the government. The government, as the primary provider of the infrastructure (roads, electricity, dams, schools, hospitals, etc...) of the country must collect those revenues in order to pay for these services. Nothing is free, not even for the government.

PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



5.3 PRACTICAL APPLICATIONS

A) Immediately after the seminar, the civic educator will ask the participants to divide into several groups and discuss the following:

- Group 1 Basic factors which facilitate economic development.
- Group 2 The nature of Uganda's economy.
- Group 3 The place of forest and wildlife conservation in the economic development of Uganda.
- Group 4 The role of hard work on nation building.

Each group will discuss with the help of a moderator and rapporteur appointed by their group. The rapporteur will summarize the key issues raised in the group discussions.

The summary of group discussion will then be presented to the plenary.

B) As an assignment, participants will be asked to do the following:

- 0 Find out the predominant economic activities in their communities.
- 0 Examine levels of income between farmers and industrial workers.
- 0 Study work habits of the two categories and discuss the relationship between their income levels and the hours expended during work.
- 0 Find out the level of income differences between farmers who use modern farming technology and those who do not.
- 0 Ascertain the relationship between hard work and family income among typical households.

CHAPTER SIX UGANDA: THE POLITICAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

6.1 LESSON OBJECTIVES

At the end of the presentation and discussion of this topic the participant should be able to do the following:

- 0 Describe the functions of the three branches of government.
- 0 Explain the rationale behind the adoption of the principle of separation of powers.
- 0 Explain how the ordinary citizens can influence the political process.
- 0 Identify the factors that promote or inhibit the capacity of the citizenry to influence and direct the political process.
- 0 List the main functions of the Executive, Legislative and the Judiciary.
- 0 What is the Cabinet and what is its function?
- 0 How is parliament constituted?
- 0 What is meant by independence of the Judiciary?
- 0 What should be done to ensure smooth working relationship between the three branches of government?

6.2 THE POLITICAL PROCESS

In a democracy power belongs to the people. Such power is acquired and exercised through regular, free and fair elections when people, through a majority vote, elect their representatives to the Executive and the Legislature. Uganda's government is comprised of three branches: the Executive, the Legislature and the Judiciary. Each branch performs distinct functions. These functions or powers are determined on the basis of the principle of separation of power which limits these functions and places some watchdog tasks for each branch with respect to the performance of the others. In so doing, it ensures against the abuse of power.

SEPARATION OF POWERS

The concept of separation of power is a division of labour among the three branches of government. Each branch is assigned a clearly defined role, such that each branch can check against the others and all can hold each other accountable. This arrangement is justified on the ground that concentrating too much power in the hands of one group of people is dangerous. As a philosopher once said, "Power corrupts and absolute power corrupts absolutely".

An easy way to remember the broad function of the three branches of government is: the Legislature legislates or, makes the laws; the Executive executes or, implements the laws; the Judiciary adjudicates or, ensures the laws are being enforced. The Judiciary also interprets how the laws apply in particular cases and disputes.

FUNCTIONS

The Executive

The Executive is responsible for the day-to-day running of the affairs of the country. It ensures that Ministries, Departments and Agencies carry out their functions in accordance with the laws of the land. The Executive is usually comprised of an Executive President and/or Prime Minister, a cabinet of Ministers and the Public Service. In Uganda, the President is the Head of the Executive.

The Cabinet is a selected group of ministers who meet regularly to advise the President on matters of policy.

The Public Services are the administrative machinery at the service of the Executive.

Listed below are some of the main responsibilities of the Executive:

- 0 Maintenance of law and order through the police
- 0 Defence of borders through the army
- 0 Foreign affairs and international cooperation.
- 0 Regulation of trade and commerce.
- 0 Collection of revenue.
- 0 Regulation of banking and financial services, including the printing of money

The Legislature

Parliament is the legislating body of government. It is composed of representatives (Members of Parliament-MPs) elected by the people in the following manner:

- 214 MPs are elected directly, through universal adult suffrage by secret ballot;
- 39 Women (1 per District) are elected by electoral college;
- 5 Youths to be elected by the National Youth Council;
- 5 Representatives to be elected by the National Union of Disabled People;
- 3 Representatives to be elected by the National Organization of Trade Union (NOTU)

The main functions of Parliament include, among others:

- 0 Enactment of laws.
- 0 Levying taxes.
- 0 Approval of Executive appointments to high public offices, including Ministers, Ambassadors, members of Commissions, etc...
- 0 Ensuring that public funds are spent in accordance with the laws.

The Judiciary

The Judiciary is responsible for the administration of justice and the settlement of disputes. These functions are carried out by judicial officers - judges and magistrates. Judicial officers administer the law through the court system. The court system is comprised of the Supreme Court, the Court of Appeal, the High Court and the Magistrates' Courts. All have jurisdiction in both civil and criminal matters. Appeals are

heard in higher courts, only. In this way, a higher court can overrule a lower court or, alternatively, order a new trial.

The independence of the Judiciary is crucial and an essential feature of a democracy. In equally applying the law and interpreting it to the best of its ability and integrity, the Judiciary ensures that **NO ONE** is above the law.

Functions of the Judiciary may be summarised as follows:

- 0 They preside over civil disputes and award damages or grant other relief.
- 0 They hear criminal cases and acquit or convict accused persons (defendants) on the basis of evidence.
- 0 To reverse or uphold the decision of the lower court appeal.

6.3 PRACTICAL APPLICATIONS

A) Immediately after the presentation of the lesson, participants will be asked to break into two groups and discuss the following:

- Group 1: The justification behind the principle of separation of powers .
- Group 2: Conditions necessary for successful operation of the principle of separation of powers.
- Group 3: Citizens' ability to influence the political process.

Each group's rapporteur will present the group's summary for further discussion in the plenary.

B) As a follow-up, participants will be required to do the following:

- 0 Explain the extent to which people in his/her locality are involved in political activities.
- 0 Explain how far the electorates in his/her area interacts with their local and national representatives.
- 0 Inform people in his/her area on the importance of elections in promoting good governance.

CHAPTER SEVEN THE CONSTITUTIONAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

7.1 LESSON OBJECTIVES

At the end of this lesson the participant is expected to:

- 0 Define the word Constitution
- 0 Explain the difference between a Constitution and other laws
- 0 Explain the main functions of a Constitution
- 0 Explain the role of a system of checks and balances in government
- 0 Outline some of the features of the 1995 Constitution
- 0 Explain the need for the rule of law in a democratic society.

7.2 THE CONSTITUTIONAL ORDER

The Constitution is the supreme law of the land. A constitution is a single document containing the rules and principles which govern the process of election of government, the functions of the branches of government while, at the same time, safeguarding the rights and freedoms of individuals. Furthermore, the constitution provides a system for orderly transfer of power. All other laws must be consistent with it.

Constitutional Changes

Since independence on October 9, 1962, Uganda has had four Constitutions: 1962, 1966, 1967 and 1995. This last constitution-making process began in 1989 with the establishment of the Uganda Constitutional Commission, commonly known as the Odoki Commission. The Odoki Commission undertook a broad consultation of the people of Uganda which resulted in the Odoki Report. The report served as the basis for the Draft Constitution which was deliberated on for 18 months in the Constituent Assembly. This process ended in the promulgation of the new Constitution on October 8, 1995.

The 1995 Constitution: Salient Features

According to its preamble the new constitution is based on the principles of "unity, peace, equality, democracy, freedom, social justice and progress." There are four parts to the Constitution: the Preamble, the Directive Principles of State Policy, 19 Chapters and 7 Schedules.

Some of the salient features are paraphrased below:

1. All power belongs to the people (Article 1.(1));
2. The constitution is the supreme law of the land (Art. 2.(1));
3. There are three categories of citizenship: by birth, registration and

- naturalisation (Art. 10-13);
4. Fundamental rights and freedoms are inherent and not granted by the state (Art. 20.(1));
 5. All persons are equal before and under the law (Art. 21.(1));
 6. All citizens have the right to participate in peaceful activities to influence the policies of government through civic organisations (Art. 38.(2));
 7. Every citizen, aged 18 or above, has the right to vote (Art. 59.(1));
 8. The people of Uganda shall have the right to choose and adopt a political system of their choice through free and fair elections or referenda. There are three alternatives:
 - (a) the movement political system;
 - (b) the multi-parti political system; and
 - (c) any other democratic and representative political system;
 9. The system of local government shall be based on the district under which there shall be such lower local government and administrative units as Parliament may by law prescribe (Art. 176);
 10. The Uganda Peoples' Defence Force (the UPDF) shall be non-partisan, national in character, patriotic, professional, disciplined, productive and subordinate to the civilian authority (Art. 208.(2));
 11. The functions of the Inspectorate of Government shall promote and foster the elimination of corruption, abuse of authority and of public office;
 12. The code of conduct shall promote honesty, impartiality and integrity in the conduct of public affairs (Art. 233);
 13. Land belongs to the citizens of Uganda... in accordance with the following land tenure systems:
 - (a) customary;
 - (b) freehold;
 - (c) mailo; and
 - (d) leasehold (Art. 237.(1),(3));
 14. Parliament shall provide for the protection of the environment within the constraints of sustainable development (Art. 245);
 15. The constitution provides for the institution of traditional and cultural leaders (Art. 246);
 16. It establishes procedures for amendment of the Constitution (Art.258).

Constitutionalism

Respect for the Constitution is an essential factor in promoting peace, stability, and development. It is the duty of every Ugandan to uphold and defend the Constitution and the law.

7.3 PRACTICAL APPLICATIONS

At the end of the lesson workshop, every trainer will be required to do the following:

- A) List and discuss some of the rules and regulations of your community, e.g. clan, customary laws, etc...
- B) Discuss how these laws enable peace, stability and development in your community.



① WIFE BEATING

CHAPTER EIGHT FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Posters and pictures depicting human rights abuses

8.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in position to:

- 0 Explain the concept of fundamental human rights and freedoms.
- 0 List some of the human rights and freedoms enshrined in the United Nations Declaration of Human Rights, 1948.
- 0 Explain the role of individuals, groups and the state in the promotion and protection of human rights and freedoms.
- 0 Explain the close link between respect for the rights and freedoms of other people with the enjoyment of one's own.
- 0 Explain the role of human rights in the national and international context.
- 0 Outline the functions of the Human Rights Commission
- 0 Name the avenues for redress open to any one whose human rights have been violated.

8.2 FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

The concept of Human Rights refers to those basic rights and freedoms to which all are entitled simply because they are human beings. These rights apply irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. All human beings are entitled to live in freedom and dignity.

Human rights abuses or violations are very common, perhaps more so in developing countries, like Uganda, precisely because the level of civic consciousness is low. Most people do not know their rights nor the rights of others. A basic appreciation of the inherent dignity and worth of the individual, regardless of his/her circumstances of birth, represents the first step towards creating a truly democratic society.

Universal Declaration of Human Rights, 1948

The Republic of Uganda, along with many nations, is a signatory to the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations in December 1948. This Declaration establishes standards of governance and of protection of human rights for all people and all nations. Strict adherence to these standards creates a democratic society where all people can achieve their full potential, regardless of their circumstances of birth. Signatory nations are under the obligation to comply with these standards and so to promote respect for these rights and free-



② CHILD ABUSE

doms and to secure their observance. Thus, many constitutions, including that of Uganda, have provisions on human rights and freedoms.

The African Charter on Human and Peoples' Rights of 1981 and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) are similar documents to which Uganda is a signatory.

However, there are other international instruments such as The International Convention on the Protection of the Rights of Migrant Workers and Members of their Families, 1990, which Uganda has not yet ratified.

Fundamental Human Rights and Freedoms

Fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the African Charter include:

- 0 Right to life, liberty and security;
- 0 Right to protection against slavery or servitude or subjection to torture or cruel, inhuman and degrading treatment;
- 0 Right to equal protection before the law;
- 0 Right to a fair trial without undue delay
- 0 Right to own property;
- 0 Right to take part in the governance of one's country through elected representatives;
- 0 Freedom of movement, of conscience, of association, of expression and, of assembly.

Frontiers of Fundamental Human Rights and Freedoms

But human rights and freedoms must be exercised with due regard to the rights and freedoms of other people. The Universal Declaration of Human Rights recognises the right of the state to enact laws restricting the exercise of some rights in certain circumstances in the interest of upholding "public morality, public order, public health and the general welfare of a democratic society." In the event of violation of one's human rights and freedoms, the 1995 Constitution gives the victim the right to seek redress in a court of law.

The Human Rights Commission

The Constitution provides for the establishment of a Human Rights Commission. The chairperson and three other members are appointed by the President with the approval of Parliament. The functions of the Human Rights Commission Include:

- 0 to investigate the violation of human rights;
- 0 to visit jails, prisons, and places of detention or related facilities and, to make recommendations;
- 0 to establish a continuing program of research, education and information to enhance respect of human rights;
- 0 to recommend to Parliament effective measures to promote human rights,

- 0 including compensation to victims or the families of violation of human rights;
- 0 to formulate, implement and oversee programmes to create awareness among citizens of their civic responsibilities and an appreciation of their rights and obligations as free people;
- 0 to monitor the government's compliance with international treaties and convention obligations on human rights.

8.3 PRACTICAL APPLICATIONS

At the end of the lesson participants will be asked to do the following:

- 0 Where applicable to narrate their experiences regarding human rights violation.
- 0 To consider starting a Human Rights Association in his/her locality.
- 0 Explain where to seek redress in the event of violation.

CHAPTER NINE DEMOCRACY AND DEVELOPMENT

TEACHING AIDS: the civic educator must remember to bring the following items:

- Flip chart
- Markers

9.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word democracy.
- 0 Explain the role of people in the governance of a democracy.
- 0 Explain how democracy fosters development.
- 0 Explain the relative importance of agriculture and technology in the development of the country.
- 0 Explain why civic education is important in relation to development.

9.2 DEMOCRACY AND DEVELOPMENT

Democracy is a system under which all citizens have the opportunity to participate in their governance. Free and fair elections are the medium through which people become part and parcel of the political process. Indeed it is through the electoral process that governments are put in place, but also, it should be noted, removed. When representatives fail to address the concerns of their constituencies, there is no reason for them to hold on to their offices. It is a known fact, that Uganda, like other developing countries, is plagued by three devastating woes - IGNORANCE, POVERTY, and DISEASE. Government policies should therefore be designed to address and redress that situation. Barring that, Ugandans have the right and obligation to withhold power from those who do not serve their interests well. That is the essence of democracy. In that way, democratic governance lays the foundation for sustainable development.

The task of nation-building is certainly enormous: all Ugandans must join hands in building independent and sustainable foundations for the development of the country. For the government this task requires seriousness and a determination to adopt policies which pursue development, persistently matching words with deeds. For the people, it implies hard, honest work and a willingness to support their government including the payment of taxes. When a government is democratically elected, this support comes automatically and a productive relationship between the government and the people may begin. The new Constitution seeks to develop a socio-economic system based on the principles of democracy.

All citizens are free to compete for public office, provided they qualify. Once elected a new government should receive the people's support. Those who were not elected retain a role: to criticize government policy and to offer constructive alternative policies and programmes. These alternatives will again be submitted to the public's scrutiny when the next elections come around. Still, the opposition is expected to continue to work with government and participate in decision-making. Only continued participation can ensure smooth governance and stability.

The responsibilities of the government are enormous: Maintenance of law and order; Development programs; Management of the economy; Maintenance and expansion of social infrastructures (schools, roads, hospitals); External relations, etc... , etc... The success of government is also measured by less tangible factors such as: the degree of peace and stability and the standard of living. The quality and quantity of these facilities are a measure of the level of development.

Democracy and Development

Private initiative in the economy goes hand in hand with democracy. The role of government is primarily constrained to the facilitation of economic activity. The state is expected to provide the right socio-political environment, to guarantee peace and security so that people can go about their business, unhindered. This means laws regulating economic activity combined with effective and impartial enforcement of these laws.

Uganda is blessed with abundant natural resources. There are plenty of opportunities for investment in Uganda's economy, in the agricultural, industrial, mining and tourism sectors. There is ample land available for tea and coffee plantations, tea and coffee processing factories, sugar processing factories, textiles industries and, other manufacturing industries. To realize its economic potential, Uganda needs capital, both from internal and external sources. Local credit institutions such as the Cooperative Bank and private banking institutions along with regional and international financial institutions such as the East African Development Bank, the African Development Bank, the World Bank and the International Monetary Fund play an important role in the development of the country.

9.3 PRACTICAL APPLICATIONS:

- A) Immediately after the presentation of the lesson, participants will break into 2 groups to discuss the following issues:
- Group 2. What are the goals and attributes of democratic form of governance?
 - Group 3. Democracy and development. Discuss why democratic governance is crucial to development.

Rapporteurs of each group will present a summary of their deliberations to the plenary session for further discussion.

- B) As an assignment, participants will be asked to do the following:
- 0 Establish the level of awareness of the local population on democratic governance by conducting interviews or using a questionnaire.
 - 0 Inform the local population on the attributes of democratic governance and how they can be realized.

CHAPTER TEN ELECTIONS AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Presidential and Parliamentary Statutes, 1996
- Posters explaining: - the voting process
- the ballot

10.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word election
- 0 Explain the merit of elections
- 0 Outline the conditions necessary for free and fair elections
- 0 Explain how civic education can foster democratic governance and development.
- 0 Explain the merit of having independent monitoring of elections.

10.2 ELECTIONS AND CIVIC EDUCATION

There is need to have free and fair elections on a regular basis. Elections are the instrument by which political leaders are chosen to carry out the executive and legislative responsibilities in the country, according to the will of the people who elected them. This goal can be achieved through sustained civic education.

Perhaps the most important aspect of civic education is the very act of electing political leaders. How do we do it effectively and lawfully? By knowing the law. The laws pertaining to the elections are laid down in the electoral statutes. The 1996 Electoral Statutes confer the function of carrying out the first presidential and parliamentary elections after promulgation of the Constitution to the Interim Electoral Commission (IEC).

The Electoral Commission

The first presidential, parliamentary and local government elections must be held, under the movement system, no later than nine months after promulgation of the constitution.

Article 61 of the constitution spells out the responsibilities of the Electoral Commission:

- 0 To ensure that elections are held regularly, freely and fairly;
- 0 To organise and conduct presidential, parliamentary and local government elections and be responsible for all matters relating to the conduct of such elections;
- 0 To ensure that elections are held at times fixed and notified in advance to the public;



- 0 To demarcate constituencies;
- 0 To ascertain, declare and publish the results of elections;
- 0 To maintain the voters' register;
- 0 To hear and determine elections complaints;
- 0 To formulate and implement civic education programmes...

Electoral Statutes.

The electoral statutes clearly specify additional powers of the Commission:

- 0 to appoint a polling day;
- 0 to design, print and control the use of ballot paper;
- 0 to provide and distribute ballot boxes;
- 0 to create polling divisions, establish and operate polling stations;
- 0 to promote through appropriate means, civic education... on voting procedures of any elections including where practicable the use of sign language;
- 0 to accredit any non-partisan individual or group of individuals or an institution or association, to carry out voter education subject to the guidelines determined by the Commission and published in the Gazette; etc...

The electoral statutes further specify the qualifications for Members of Parliament as well as presidential candidates:

Members of Parliament: a candidate must be a citizen of Uganda, a registered voter with a minimum education of advanced level or equivalent;

A Presidential Candidate must, at least, qualify as an MP. In addition, he/she must be a citizen of Uganda by birth, between thirty-five and seventy-five years of age;

Furthermore, all candidates for presidential and parliamentary elections must be validly nominated in accordance with the law.

Presidential candidates shall have the opportunity to campaign and have equal access to state-owned media.

Parliamentary candidates shall also have the opportunity to campaign through candidates meetings, posters, pamphlets, etc...

One ballot box will be used for presidential candidates as well as parliamentary candidates contesting in one constituency.

Vote counting will take place immediately after the end of polling.

The election of either a parliamentary or presidential candidate may be contested in a court of law by an aggrieved party.

The IEC has put out a voter education manual entitled "Basic Information for the Civic Educator" which should be consulted for further details. The various requirements of the voting day are described step by step and provide a sound guide through the polling station. It is advised to read it carefully.

PRACTICAL APPLICATIONS:

- A) At the time of completion, the civic educator may ask participants to fill out a one page multiple-choice questionnaire. If so, answer sheets will be collected for quick assessment.

- B) After the lesson, every participant is required to do the following:
 - 0 Examine the laws on the qualifications for registering as a voter, on the display of the voters register, on the qualifications for nomination as a candidate in presidential and parliamentary election, on the voting process, the announcement of results and rules pertaining petitions by an aggrieved party.

 - 0 Work towards setting up a civic education club in his/her village at which people will meet regularly to learn and discuss rules governing elections and the voting process.

CHAPTER ELEVEN THE MASS MEDIA AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- The Mass Media and Journalists Statute, 1995

11.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to do the following:

- 0 Define the term mass media.
- 0 Name the Radio and Television stations operating in Uganda.
- 0 Explain the role of the mass media in facilitating the free flow of information.
- 0 Outline the major features of the Media and Journalists Statutes, 1995.
- 0 Outline the basic aspects of the Code of ethics for journalists.

11.1 THE MASS MEDIA AND CIVIC EDUCATION

Communication is the art of conveying information, opinions, and feelings to other people. All means of conveying and receiving information for public consumption are collectively referred to as the mass media. The world over, the mass media have become an essential part of human life. Information is being passed on, received, sought, found or collected on a daily basis. The advancement in modern technology makes it possible for people at opposite ends of the world to communicate or exchange information instantly by telephone, fax, or computer. People need one another and are therefore easily inclined to share news, views, discussion forums and entertainment. Combined with communication the media persistently create our global village. Because of their pervasiveness, the mass media have come to play a vital role in the shaping of public opinion. In some quarters, the media is referred to as the fourth power, after the three branches of government. This expression reflects the considerable influence that the mass media exert over the population.

A distinction is often made between the print media--newspapers, magazines--and the electronic media--radio, television, video, computers. The nature of the information given differs with the media. The print media tends to dwell on detail and analysis, while the electronic media will favour live coverage and entertainment. One is quick, sound and colour-bound, while the other is silent, black on white. Still, both types of media require our full attention and, as educated citizens, we must learn to remain critical and selective.

The Constitution guarantees the freedom of the press. It is vital in a democracy which relies on the plurality of opinions. Nonetheless, freedom of expression should not be abused and, therefore, it must be exercised with a high degree of integrity. Journalists and newspaper publishers are under professional obligation to refrain from using the media to attack or injure the character of other people without just cause. The code of ethics also requires a journalist to ascertain the correctness and truth of the facts before they are presented to the public. They must adhere to a professional code of ethics stipulated as the **Mass Media and Journalist Statute of 1995**. Breach of the code of

ethics may lead to disciplinary action against the offending journalist.

11.3 PRACTICAL APPLICATIONS:

A) Immediately after the lesson, participants will be divided into two groups to discuss the following:

Group one: The role of a journalist in fostering peace, social justice and development.

Group two: How can we ensure objective and balanced coverage of the Presidential and Parliamentary elections 1996?

Each group will submit a report based on its discussion to the plenary.

B) As an assignment, participants will be asked to do the following:

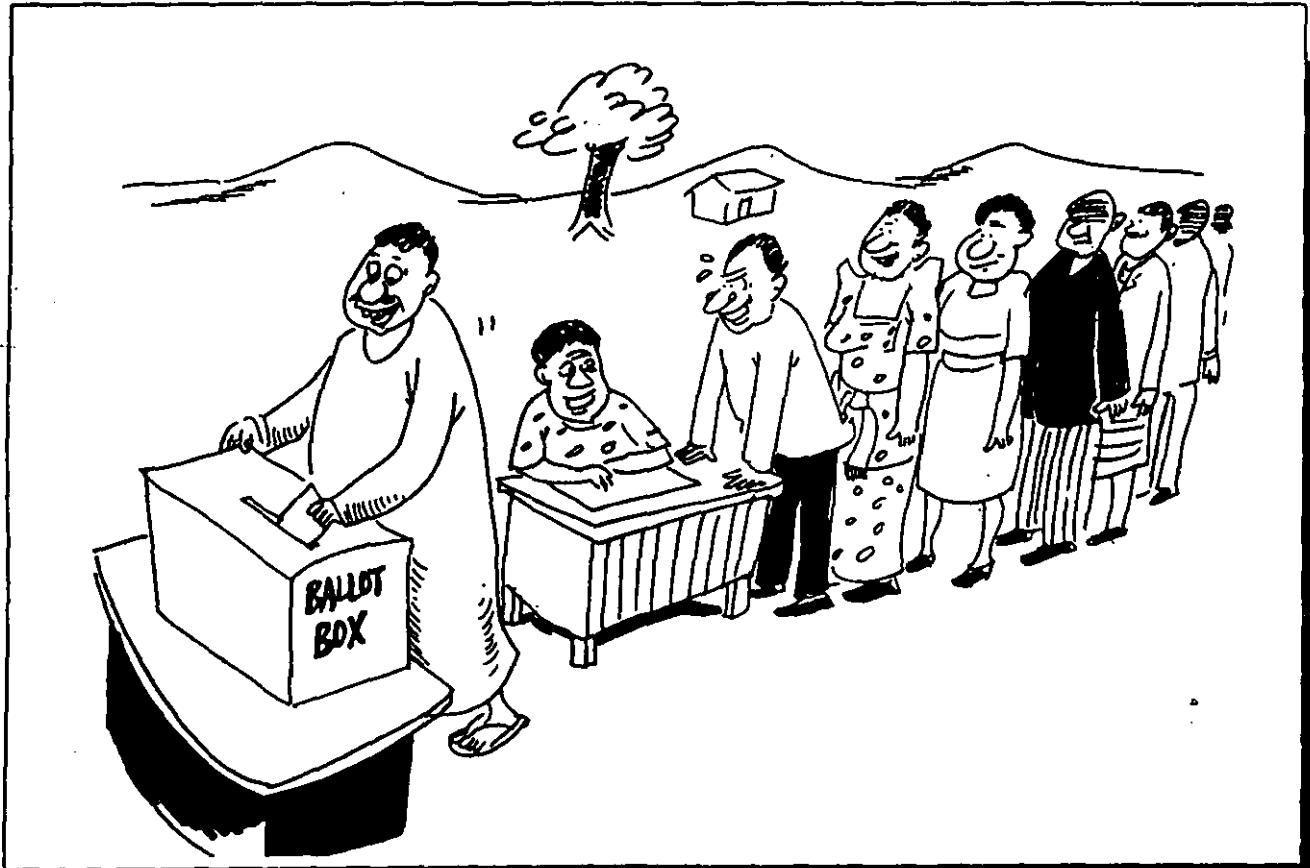
- 0 Find out the number of newspapers sold in his or her locality.
- 0 Find out how people receive information in their locality.
- 0 Find out if stories reported by the media are discussed in his/her locality.
- 0 Find out the kind of stories that attract the greatest interest.
- 0 Explore the possibility of setting up a news club in his/her locality.

KEY REFERENCE MATERIALS

1. The Constitution of Uganda 1995.
2. Sacred Books and Literature.
3. Local government Statutes
4. Scriptures and other sacred books
5. Background to Uganda Government Budgets
6. Uganda Government Development Plans
7. World Bank Reports on Uganda's Economy.
8. Electoral Statutes:
 - a) Presidential election statute 1996
 - b) Parliamentary Election statute (1996)
9. The Universal Declaration of Human Rights, 1948
10. The African Charter on Human and Peoples Rights, 1981
11. A pamphlet summary of the report of the Uganda Commission of Inquiry into the violation of Human Rights (October, 1994) compiled and edited by Dr. Wairama G. Baker
12. Amnesty International Report on Human Rights Violations in Uganda
13. The Budget Speeches
14. The Mass media and Journalists Statute 1995

**NEW
DOCUMENT**

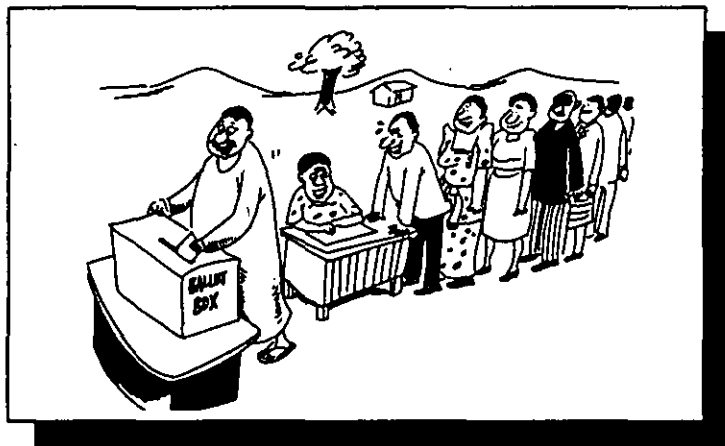
CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

THIRD EDITION

CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

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FOREWORD

by Aziz K. Kasujja
CHAIRMAN, ELECTORAL COMMISSION

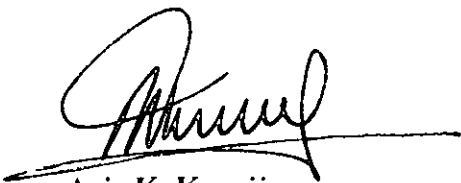
I am pleased to associate the Electoral Commission with this work which the Uganda Joint Christian Council (UJCC) has laboured to produce. UJCC is one of the Non-Governmental Organisations which were accredited by the Electoral Commission to carry out Voter education and monitor the on-going Local Council Elections.

One of the major challenges facing this country is the production of a standard reference material for Civic education. This manual represents a significant contribution towards that noble goal.

In light of a pronounced shortage of literature on Civic Education, this revised edition of CIVIC EDUCATION AND DEMOCRACY is a most refreshing development.

There is no way in which we in this country can promote the culture of democracy and constitutionalism without giving due prominence to Civic education. This task can not be shouldered by any single Body but must be shared by all Bodies constitutionally empowered to impart Civic Education to the citizens, supplemented by NGOs of all shades of opinion, backgrounds and orientation that have a demonstrably credible programme.

It is in that spirit that I am pleased to associate the Electoral Commission with this modest initiative undertaken by the UJCC. I recommend this work to civic educators and election monitors from all walks of life for free and fair elections.



Aziz K. Kasujja

CHAIRMAN, ELECTORAL COMMISSION

FOR GOD AND MY COUNTRY

PREFACE

by Canon James Ndyabahika
GENERAL SECRETARY, UGANDA JOINT CHRISTIAN COUNCIL

This revised version of CIVIC EDUCATION AND DEMOCRACY is yet another attempt to make available to civic educators and election monitors a handy resource material for their work. We have made every effort to up-date the material taking into account recent developments in the law and other spheres.

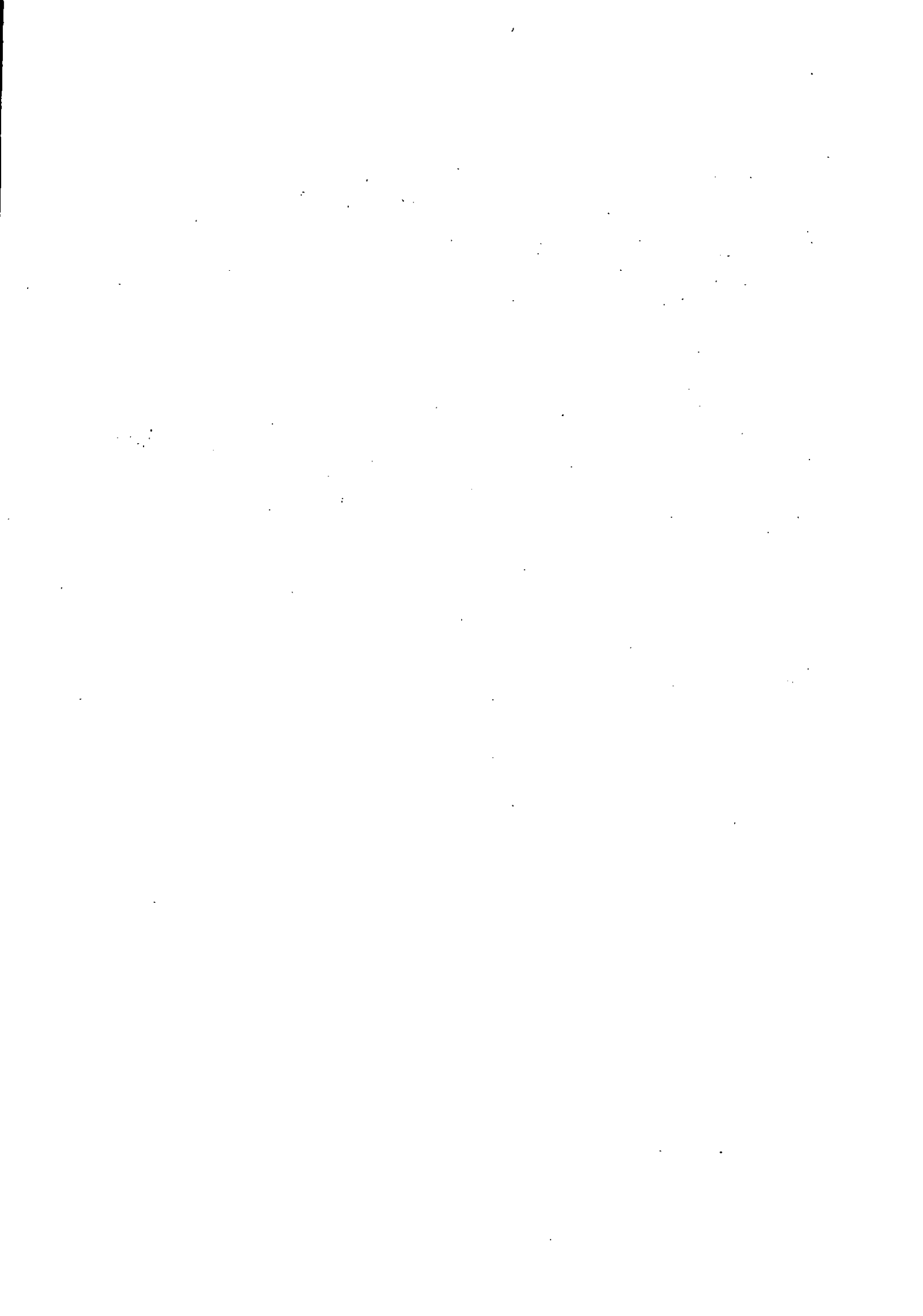
The revision has affected three chapters, namely Chapter six on Local Government, Chapter 10 on Human Rights and chapter 13 on Elections and Democracy. The rest of the chapters have been reproduced in the form in which they appear in the Second Edition.

We are grateful to the Royal Danish Embassy(DANIDA) and the people of Denmark who provided funds for the production of this revised edition. We are equally grateful to other donor organisations including Germany, The Netherlands, NORAD (Norway), SIDA (Sweden) and the United States Agency for International Development(USAID) who made contributions toward the production of the original material bilaterally or through the United Nations Development Programme (UNDP). The original material was produced under the auspices of the Civic Education Joint Coordination Unit (CEJOCU) of which the Uganda Joint Christian Council was a founder member and major partner.

We do encourage our civic educators and election monitors to use this material in conjunction with other existing materials on civic and voter education. We do hope too that this book will be of benefit to any person who is interested in having a basic understanding of the concept of Civic and Voter Education in the light of the on-going democratisation programme.

The Uganda Joint Christian Council is committed to fostering popular awareness of our civic values, rights and duties. We call upon all Ugandans and all people of goodwill to join us in this noble endeavour of creating the culture of popular involvement in shaping public policy and fostering respect for fundamental human rights and the rule of law.

Rev. Canon James Ndyabahika
GENERAL SECRETARY, UGANDA JOINT CHRISTIAN COUNCIL



ACKNOWLEDGEMENTS

This manual underwent many stages of preparation.

The idea of producing a standard manual on civic education was conceived in Jinja in June 1995. That day a workshop on civic education, held at the Crested Crane Hotel, brought together several NGOs including the Uganda Joint Christian Council (UJCC), the National Organisation for Civic Education and Election Monitoring (NOCEM), Action for Development (ACFODE), Federation of Uganda Women Lawyers (FIDA), Uganda Media Women's Association (UMWA) and the National Association of Women's Organisations of Uganda (NAWOU).

The workshop was held under the auspices of the Commission for the Constituent Assembly and was sponsored by the Konrad Adenauer Stiftung and the Friedrich Ebert Stiftung. During the workshop a committee consisting of the late Michael Onzi of the then C. A. Commission, Mrs. Mary K. Okurut, Mr. Geoffrey A. Onegi Obel, Mr. Joseph A. Oneka and Mrs. Jane A. Nkangi was set up to spearhead and coordinate the preparation of the manual. Papers presented at the Jinja workshop formed the first raw materials for the manual.

The first draft prepared by the committee was presented at a review workshop attended by representatives of all the participating organisations held at the Fairway Hotel, Kampala in October, 1995. This draft formed the backbone of the manual.

The preliminary work of the Jinja workshop was subsequently taken over by the Manual Task Force set up by the Civic Education Joint Coordination Unit (CEJOCU) which assumed responsibility for the production of the manual.

It is not possible to mention everyone by name but special mention must be made of the following members of the Task Force:

Mr. Quintas Obong, Mr. J. K. Zirabamuzale, Mrs. Jane Nkangi, Mr. Geoffrey A. Onegi Obel, Mr. Francis Kamugisha, Ms. Irene Kahinza and Mr. Joseph A. Oneka who served as convenor and coordinator of the Task Force.

The Task Force wishes to express its gratitude to the following:

- Mrs. Alice Ndidde whose advice on format and methodology helped to give the manual a professional appearance.
- Mrs. Léone Hettenbergh whose perceptive mind and extensive editorial assistance helped to transform the manual from a rough collection of ideas into an intelligible piece of literary work.
- The Chairman of CEJOCU, Rev. Canon James Ndyabahika, and his entire team for their encouragement and unfailing support.
- The Chairman of the Interim Electoral Commission, Mr. Steven Besweri Akabway, the Deputy Chairperson of the Commission, Mrs. Flora Nkurukenda, and all members of the commission for their encouragement and practical support.

Last but not least, we would like to pay tribute to the people of Uganda whose interest in and concern for civic education provided a propitious atmosphere and evident justification for our work.

EXECUTIVE SUMMARY

Civic education is intended to stimulate discussion in the widest possible sense on what citizens of the country can do to make the country a better and safer place for all to live in. This manual has been designed with that purpose in mind. It is intended to be used on a continuous basis and not only during election period.

Chapter One: What is Civic Education? This chapter introduces the subject of civic education. It focuses on basic rights and duties of a citizen enshrined in the Constitution of Uganda 1995.

Chapter Two: The Family and Civic Education. This chapter discusses the role of parents in civic education. It underscores the fact that parents are the first educators and that at the family level the purpose of civic education is to instill in young people a sense of honesty, hard work and tolerance.

Chapter Three: Women and Civic Education. This chapter explains how women, by virtue of their number, can become a decisive factor in the shaping of local and national policies.

Chapter Four: The Community and Civic Education. This chapter focuses on the role of the citizen at the community or village level in promoting the common good. It underscores the need for participation by all members of the community in village ceremonies such as marriage and funeral rites, but also in village civic meetings.

Chapter Five: Culture and Civic Education. This chapter discusses the role of culture in fostering a sense of pride and common belonging.

Chapter Six: Local Governments and Decentralisation. This Chapter explains the principle of decentralisation and describes the organs and functions of Local Government.

Chapter Seven: The Economic Order. This chapter discusses the economic order in the context of development and the need to address the problems of ignorance, poverty and disease in a concerted manner.

Chapter Eight: The Political Order. This chapter focuses on the role of the three branches of government: the Executive, the Judiciary and the Legislature. It briefly describes the functions of each organ of government.

Chapter Nine: The Constitutional Order. This chapter examines the importance of the Constitution in promoting peace, social justice, good governance and development.

Chapter Ten: Human Rights. This chapter focuses on the question of fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the Constitution of Uganda 1995. It emphasizes the point that respect for the rights of other people is essential to the enjoyment of one's own rights.

Chapter Eleven: The Armed Forces and Civil Society. This chapter explains why and how, in a civil society, the Armed Forces are held accountable to civilian authority.

Chapter Twelve: Democracy and Development. This chapter discusses the subject of democracy and development. It presents democracy as a system in which all citizens have the opportunity to participate in and influence the affairs of the country so that their issues will be addressed.

Chapter Thirteen: Elections and Civic Education. This chapter examines the electoral process. It emphasizes the importance of regular, free and fair elections in fostering democratic governance.

Chapter Fourteen The Media and Civic Education. This chapter highlights the role of the media in civic education. It underscores the important role the media can play in fostering peace, social justice and development as well as their responsibility to disseminate accurate information.

Lastly, it should be noted that this manual will be used along with the manual on civic and voter education.

We welcome public discussion of the manual and the question of civic education in Uganda.

METHODOLOGY

Every lesson will be presented in the same fashion, using distinct steps to allow uniformity and effectiveness.

Every lesson will last at least one hour and thirty minutes.

I) METHODOLOGY:

- 1) The civic educator will ask questions on the topic of the lesson to gauge the audience and engage it in a preliminary discussion.
- 2) The civic educator will then present the topic of the lesson.
- 3) After the presentation of the lesson, there will be a period for questions and answers which can be given either by the civic educator or by a member of the audience, if appropriate.
- 4) To consolidate the discussion, the civic educator will then summarize all that has been said and learned in a final statement.
- 5) Finally to extend the learning process beyond the lesson, the audience will be given assignments in the form of practical applications, relevant to the topic discussed. These applications can be given on the spot, if appropriate.

II) LESSON PLAN:

- 1) LESSON OBJECTIVES: the objectives of the lesson will be stated at the onset to make the content absolutely clear and to help the audience anticipate the kind of practical applications they will be recommended to carry out.
- 2) PRESENTATION OF THE TOPIC
- 3) PRACTICAL APPLICATIONS: They will be of two kinds. Some practical applications will be carried out immediately after the presentation of the lesson and others will take the form of assignments at home.

III) NOTE:

If flip chart and markers are not available, use any appropriate material, e.g blackboard and chalk, slate, dark matting, etc...

CHAPTER ONE WHAT IS CIVIC EDUCATION?

TEACHING AIDS: the civic educator must remember to bring the following items to the lesson:

- The Constitution of Uganda
- A flip chart
- Markers

1.1 LESSON OBJECTIVES

At the end of this lesson participants should be able to:

- 0 Define the term civic education.
- 0 Distinguish between civic education and voter education.
- 0 Give at least four examples of the rights of every citizen of Uganda guaranteed under the constitution.
- 0 Give at least four examples of the duties of every citizen of Uganda under the Constitution.

1.2 WHAT IS CIVIC EDUCATION?

Civic education is informally practised at all levels of the society including the family and the community. Formal civic education involves creating awareness among the citizens of a country of their rights and civic duties. This is done with a view to enable citizens to make meaningful contribution to the development of their communities and even to influence the direction of policies in the nation. More specifically focused, civic education can be an effective instrument for promoting the principles enshrined in the new Constitution of Uganda: unity, peace, equality, democracy, freedom, social justice and progress.

Every society is governed by laws, regulations, moral and religious principles. All are necessary for promoting harmony and responsible conduct in society.

Voter education is a subset of civic education that prepares voters for national and local government elections or referenda. It explains the purpose and the procedures of the voting process in these elections.

Listed below are some of the basic rights and duties excerpted from the 1995 Constitution of Uganda:

Basic rights of every citizen of Uganda

1. Every citizen of Uganda of eighteen years of age or above, has a right to vote.
2. Every Ugandan citizen has the right to participate in the affairs of government, individually or through his or her representatives in accordance with the law.
3. Every Ugandan has a right to participate in peaceful activities to influence the policies of government through civic organizations.

4. The right of access to leadership positions at all levels, subject to the Constitution, is guaranteed to all Ugandans.

Duties of Every Citizen of Uganda

It is the duty of every citizen of Uganda

- 0 to respect the national anthem, flag, coat of arms and currency.
- 0 to respect the rights and freedoms of others.
- 0 to protect children and vulnerable persons against any form of abuse, harassment or ill-treatment.
- 0 to protect and preserve public property.
- 0 to defend Uganda and to render national service when necessary.
- 0 to cooperate with lawful agencies in the maintenance of law and order.
- 0 to pay taxes.
- 0 to register for electoral and other lawful purposes.
- 0 to combat corruption and misuse or wastage of public property.
- 0 to create and protect a clean and healthy environment.

1.3 PRACTICAL APPLICATIONS

After the lesson, participants should do the following:

- 0 Compile a list of civic leaders in their area and prepare a brief summary of their activities.
- 0 Reflect on their involvement in their society and explain how their activity relates to the topic of the lesson.



CHAPTER TWO THE FAMILY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items to the lesson:

- Flip chart
- Markers
- Relevant posters

2.1 LESSON OBJECTIVES

At the end of this lesson, participants should be able to:

- 0 Define the word family.
- 0 Explain the role of parents in the social upbringing of their children.
- 0 Define the word folk tales
- 0 Explain the role of folk tales in teaching at the family level.
- 0 Explain why honesty, hard work and tolerance are important virtues to society

2.2 THE FAMILY AND CIVIC EDUCATION

The family is the most important institution in Uganda and the basis for civic values. Parents, especially mothers, are the first educators in the family. They convey moral, cultural and social values to their children

A family is like a school. If the teachers are good, the students tend to do well and will be better prepared to meet the challenges of the future. So if the parents are good, the children will do well.

Civic education begins at home. Through a combination of simple instructions parents teach their children. Often we hear: You must have respect for elders; You must not cheat; do not fight, do not be selfish, share with others, etc... These principles exist in practically all the unwritten clan laws of Uganda's diverse ethnic communities. This is how we first teach our children.

But, parents can do more than that. By encouraging their children to express themselves, to listen to their brothers and sisters and to be tolerant of the opinions of others, parents can create and rule a family-size civil society.

Even more so, by showing respect for each other's opinion parents can set an indelible example for their children, right in the home, they sow the seeds of democracy. Children learn far more from the examples of their parents' behaviour than from their words. There lies parents' civic responsibility.

Traditionally, folk tales are a simple, useful instrument for teaching moral values. Their use should be encouraged.

The Hare Stories

In traditional folk tales, the hare is usually portrayed as lazy, cunning and crafty, with no respect for honesty and hard work. He always looks for short-cuts and constantly harvests from other people's gardens as he has no time for cultivating his own garden. Harvesting where he has not sown, he is often caught red-handed.

The moral in these folk tales is that children should grow up with a sense of honesty and hard work or they will resort to devious acts as a means of survival. In that way, they will bring disgrace upon themselves and their families.

The Story of the Chameleon and the Elephant

Drought and famine hit the land. The king calls his people and tells them that he who can dig a well will be rewarded with the hand of the king's daughter in marriage.

The entire animal kingdom competes. By virtue of his weight and muscle, the mighty elephant is convinced that he will be the first to strike water. But to win the king's daughter's hand, the chameleon is ready to do anything. The brainy, tiny chameleon hides under the enormous elephant. As soon as water comes out sprouting from under the elephant's massive hoof, which he himself cannot see, the tiny chameleon calls out that he, the chameleon, has struck water. This is how the chameleon won the right to marry the king's daughter.

Was it right for the chameleon to do no work and reap where he had not sown? Certainly not. It is dishonest to rob another person of his well deserved achievement. Hunters, artisans, mechanics, farmers, traders, industrialists, all work to earn their keep and that of their families. Work is essential to the survival of the family, the human community and the nation at large. It is, indeed, the most fundamental of all human activities.

2.3 PRACTICAL APPLICATIONS

After the seminar participants will be asked to do the following:

- 0 When husband and wife do not have the same opinion, what should they do?
- 0 Find out whether parents share folk tales with their children.
- 0 Compile folk tales from the participants.
- 0 Establish the relevance of such folk tales in relation to civic education and the challenges of today.

CHAPTER THREE

WOMEN AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items to the lesson:

- Flip Chart
- Markers
- Pictures of women in different roles of production

3.1 LESSON OBJECTIVES

At the end of this lesson the participants should be able to:

- 0 Define the different roles of women in the community
- 0 Name some traditional practices that discriminate against women
- 0 Explain why it is important to fully involve women in development
- 0 Identify and discuss different ways the community can promote women in development.
- 0 Explain why it is important to have women organise themselves into activists and civic groups.

3.2 WOMEN AND CIVIC EDUCATION

Throughout our history, women have been known to play an important role in producing food, caring of the family and providing welfare services in the community. As mothers, they have a crucial reproductive role to play and are the first civic educators to their children.

A mother shapes the child's view of his or her surroundings and is thus responsible for his or her attitude to life. Ideas of fighting other children or sharing with them are the mother's base for teaching justice and democracy.

Women therefore are not only important as producers for the community but they shape the destiny of our nation through the education they give to the young. Our traditions and culture, however, do not accord women a social status that is proportionate to their contribution to society.

Although the constitution of Uganda affirms that no one should suffer discrimination on the basis of race, religion, political affiliation or sex, in real practice women in Uganda do not enjoy equal human rights. They have fewer opportunities for education, employment, access to credit, property ownership and participation in decision-making.

The Constitution also states that "men and women of eighteen years and above can marry and found a family, enjoy equal rights during marriage and at its dissolution", and that "a widow or widower is entitled to inheriting the property of the deceased spouse and should enjoy parental rights over the children." In many cases, however, customary and religious practices appear to violate the spirit and the letter of the 1995 Constitution. Women in our society are denied custody of children and ownership of property which, more often than not, they contributed to create.

Furthermore, "cultures or traditions which are against the dignity or welfare of women or undermine their status are prohibited by the Ugandan Constitution." This provision protects women's dignity and integrity and it is there for them to use.

Although the Government, through the Constitution, commits itself to taking affirmative action in favour of marginalised groups on the basis of gender, age and disability, women should take the lead and address these imbalances. Through organized groups women can better identify, examine, and publicise their issues, suggest agreeable solutions to which they are entitled. By combining heads and resources women will be able to use their number and persuasion to articulate their concerns and raise awareness of their constitutional rights. In so doing, women can ultimately influence the law- and policy-makers of the country.

As an instrument of democracy, Civic Education recognizes women's important contribution to society. It stresses the need to sensitize people about the urgency to translate policies of justice, equity, and modernization into actions which involve women as equal partners.

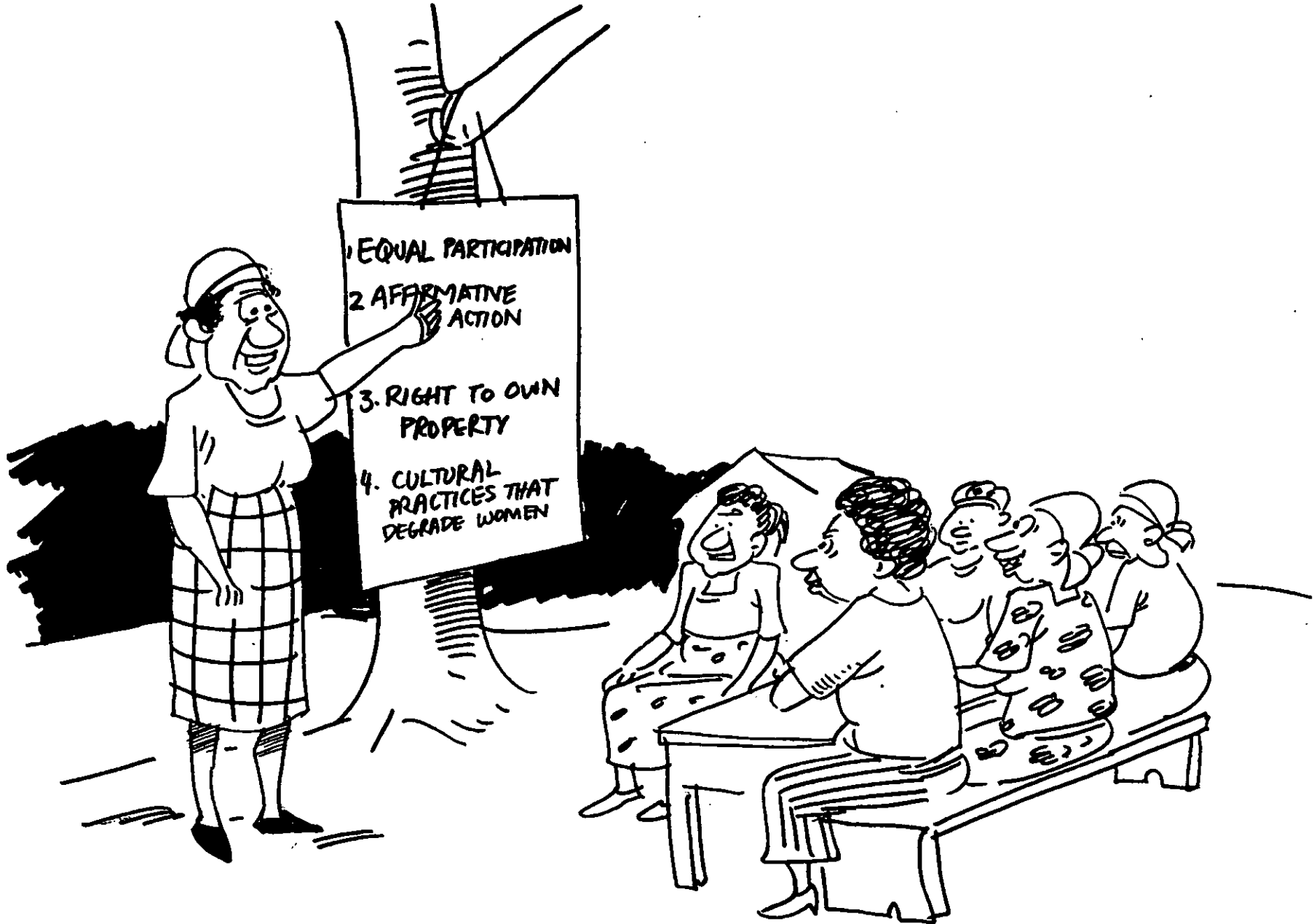
3.3 PRACTICAL APPLICATIONS

(A) Immediately after the lesson, participants will be divided into groups to discuss the following topics:

- 0 What traditional practices discriminate against women and which ones favour them?
- 0 How can we turn negative practices into positive practices?
- 0 How do we mobilize a community to sensitize it about women's issues?
- 0 How can we prepare a plan of action to involve women in decision-making in our area?
- 0 How can women organize themselves to become involved in development.

(B) After the seminar, participants should:

- 0 Carry out a rapid women's needs assessment in that community;
- 0 Make an inventory of women's activities as compared to men's activities in the area;
- 0 Make a summary assessment of women in decision making positions in the area;
- 0 Make a tentative plan of action to involve women in the mainstream of development and decision making in the area.



CHAPTER FOUR THE COMMUNITY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers

4.1 LESSON OBJECTIVES

At the end of this lesson, participants should be able to:

- 0 Define the word community.
- 0 Name some of the community functions that are common in their area.
- 0 Explain why it is important to participate in community work or functions.
- 0 Outline different ways and means of promoting the development of the community.

4.2 THE COMMUNITY AND CIVIC EDUCATION

There are people with whom we come into daily contact. These are members of the family, our neighbours and those with whom we work or study. A community refers to a group of people who live in a particular geographical area. The village is a community. People in a village share a lot of things. They fetch water from a common source. Their children go to the same school. They go to the same market, etc... The more developed our village, the easier life becomes. But the village cannot develop unless the people in the village come together to plan, discuss and work for the betterment of the village, for the common good.

A village consists of a collection of family households; it is the second level of organized civic life after the family. Life in a village setting is structured on the basis of civic norms, customs and traditions which villagers willingly follow. These are manifested in the form of rights, duties and obligations that are applicable to all members of the community or a particular section of the community. For example, it is the right and obligation of every member of a clan living in a particular village to participate in clan meetings and rituals. Similarly, it is a right as well as an obligation of every member of a village to attend community functions such as village council meetings, Parents and Teachers Association (PTA) meetings and other social gatherings to which people in the village are invited or are expected to attend as a matter of custom.

When people meet together in a village, formally or informally, they are bound to learn from one another because they are all different and create an environment of enrichment for the development of the village. There are many areas in which the people of a village can cooperate to bring about development in the village. For instance:

- 0 maintenance of the peace;
- 0 promotion of games and sports;
- 0 construction and protection of wells;
- 0 repair and maintenance of school buildings;
- 0 construction and maintenance of dispensaries and health centers;
- 0 construction and maintenance of feeder roads, etc...

Development of the village means better standard of living for all. But the village cannot develop unless the people are willing to cooperate and pool their resources together. Yet all this can only be achieved through committed leadership. So there is need to encourage everyone who has leadership talent to stand up and help in spear-heading the development of the village. The local council system offers the opportunity for people in a village to organize themselves effectively for the development of their area. In addition, development takes root by forming civic organizations, clubs, various associations that are committed to the development of the common good. If people are united with a clear vision they can do a lot for the development of their area. As the saying goes, the sky is the limit.

4.3 PRACTICAL APPLICATIONS

A) Immediately after the lesson, participants will be divided into two groups to discuss the following topics:

Topic one: How do we mobilize people's participation in community projects?

Topic two: How do we finance community development projects?

At the end of the discussion the rapporteur of each group will present a brief report to the plenary. Then, the trainer will invite participants to comment on the report of every group.

B) After the seminar, participants should do the following:

- 0 Carry out a survey and compile a list of organized groups in their area.
- 0 Establish the nature of activities they are involved in and how those activities are financed.
- 0 Carry out a survey on how people in their area organise and fund weddings, funeral rites and other related activities.
- 0 Work towards setting up a civic education club in their village.



CHAPTER FIVE CULTURE AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Relevant posters and pictures

LESSON OBJECTIVES

At the end of this lesson participants should be able to:

- 0 Define the word culture and explain how it relates to civic education.
- 0 Name various cultural practices prevalent in Uganda.
- 0 State cultural values in your respective communities and discuss how they help promote human dignity.

5.2 CULTURE AND CIVIC EDUCATION

This lesson attempts to create awareness and stimulate a discussion of various cultural practices in Uganda in accordance with the spirit of the new Constitution of Uganda.

Culture is each people's way of life. It is developed by education, discipline and training. It touches all facets of life: language, music, dance, literature, painting, sculpture etc... Cultural values which are consistent with fundamental rights and freedoms, human dignity and democracy ought to be supported and encouraged.

Different groups of people have different cultures. In Uganda we are fortunate to have many groups of people whose different cultures and languages are all important parts of our national life. Certain cultural practices, such as the payment of bride-price, are common to all the indigenous communities of Uganda. But there are some cultural practices that belong only to particular communities, such as circumcision, commonly practiced by the Bagisu and the Sebiny communities of Eastern Uganda. It is worthwhile to discuss whether such practices contribute to the common good and to the good of all individuals involved.

Language plays an important part in promoting culture and development. English is the official language of Uganda, but there are many other languages, too many to name them.

Cultural identity translates itself into a spirit of group solidarity and serves as a strong rallying point. Cultural values and practices are good provided they are not used to promote a divisive or exclusive ideology.

5.3 PRACTICAL APPLICATIONS

After the seminar, every participant should be able to:

- 0 Encourage discussion and dialogue in respect of cultural practices that should be promoted or discouraged.

CHAPTER SIX LOCAL GOVERNMENT

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip Chart
- Markers
- 1995 Constitution

6.1 OBJECTIVES

At the end of this lesson the participants should be able to do the following:

- 0 Outline the basic features of the Local Government system in Uganda.
- 0 Explain the role of Parliament in relation to the Local Government system.
- 0 Explain the procedure one method of electing District Council Chairperson and District Councillors.
- 0 Explain the relation between the Executive and Local Government Administrations.

The system of Local Government in Uganda is based on the District as a unit under which lower Local Governments and other administrative units may be established by Parliament through legislation. The devolution or transfer of certain functions, powers and responsibilities from the central Government, the Center, to Local Government units to lower local government units is called Decentralisation. The principle of Decentralisation applies to all levels of Local Government. "The system is designed to ensure people's participation and democratic control in decision-making and full realisation of democratic governance at all local government levels." In short, under Decentralisation, local governments are enabled to plan, initiate and execute policies in matters affecting the people within the area of jurisdiction.

6.2 ORGANS OF LOCAL GOVERNMENT

DISTRICT COUNCILS

Local Government is run by Councils. The Council is the highest political authority within the area of jurisdiction of a local government unit. Members of the Council are elected by universal adult suffrage for a four-year term. In accordance with the principle of affirmative action enshrined in the 1995 Constitution, "One third of the membership of each Local Government Council shall be reserved for women." As a matter of principle, a sub-county or a town council, is entitled to be represented at the District Council by at least one person.

Every district has a district Chairperson who is the political head of the district. The district Chairperson is elected by universal suffrage by secret ballot. To qualify for election as district Chairperson, he or she must be:

- (i) qualified to be elected as Member of Parliament;
- (ii) a citizen of Uganda;
- (iii) a registered voter between 30 and 75 years of age;
- (iv) ordinarily residing in the district.

The District Chairperson presides over meetings of the Executive Committee and monitors the general administration of the district. He or she also coordinates the activities of urban councils and councils of the lowest administrative units. Finally the district Chairperson coordinates and monitors government functions between the district and the Centre.

6.3 FUNCTIONS OF A DISTRICT CHAIRPERSON

The District Chairperson is the political head of the District. He presides at meetings of the Executive Committee of the District and monitors the general administration of the District and implementation of Council decisions. He also oversees the performance of persons employed by the Government to provide services in the District and the provision of Government services or the implementation of projects in the District.

FUNCTIONS OF DISTRICT EXECUTIVE COMMITTEE

Every District shall have an Executive Committee consisting of the District Chairperson, the Vice-Chairperson and such number of Secretaries not exceeding five as the Council may decide. All are nominated by the District Chairperson and approved by the members of the District Council.

The District Executive Committee is, inter alia, responsible for initiating and formulating policy for approval of Council; overseeing the implementation of Government and Council's policies; monitoring and co-ordinating activities of non-governmental organisations in the District and recommending to the Council persons to be appointed members of District Service Commission, Local Government Public Accounts Committee, District Tender Board, District Land Board or any other Boards, Commissions or Committees that may be created.

LOWER LOCAL GOVERNMENTS AND ADMINISTRATIVE UNITS

The following are the Lower Local Governments and Administrative units.

Lower Local Governments: Sub-county Councils, City Division Councils, Municipal Council, Municipal Division Councils and Town Council.

Administrative units: County, Parish or Ward and Village.

Lower local governments have political and executive authority in respect of areas under their respective jurisdiction. These functions include monitoring and coordination of various programmes and services. They are also empowered to enact by-laws in respect of matters falling within their spheres of competence.

Local Governments are furthermore required to:

- Draw up a list of their actual and potential internal revenue sources;
- Control their finances and account to Parliament;
- be subjected to regular audits.

Local Governments may levy, charge and collect fees and taxes, including rates, rents, royalties, stamp duties, personal graduated tax and registration and licensing fees and other fees and taxes eg property tax.

POWER OF GOVERNMENT IN RELATION TO LOCAL GOVERNMENTS

The Government is represented in every district by a Resident District Commissioner. He or she is a civil servant appointed by the President whose functions are strictly administrative, namely:

- coordinate the administration of Government services in the district.
- advise the District Chairperson on matters of a national nature affecting the plans and programmes of a district.

In certain circumstances, the President is empowered to assume the executive and legislative powers of a district. This applies in situations where a state of emergency has been declared or where it has become extremely difficult or impossible for a district government to function, or if the district council so request and, it is in the public interest so to do.

COOPERATION AMONG DISTRICTS

The Constitution allows two or more districts to cooperate in the areas of culture and development. The terms of such cooperation shall be embodied in a charter signed by the consenting districts and deposited with the Speaker of Parliament. "The districts of Buganda are deemed to have agreed to cooperate on the coming into force of the new Constitution."

POWERS OF PARLIAMENT IN RELATION TO LOCAL GOVERNMENTS

Parliament has power to alter the boundaries of districts and to create new districts. Similarly District Councils shall be empowered by law to alter the boundaries of lower local government units. The alteration of boundaries or creation of districts or administrative units shall be based on the necessity for effective administration and the need to bring services nearer to people. Factors, such as means of communication, geographical features, density of population, economic viability and the wishes of the people concerned may also be taken into account as regards the alteration of boundaries or creation of districts or administrative units.

6.4 PRACTICAL APPLICATIONS

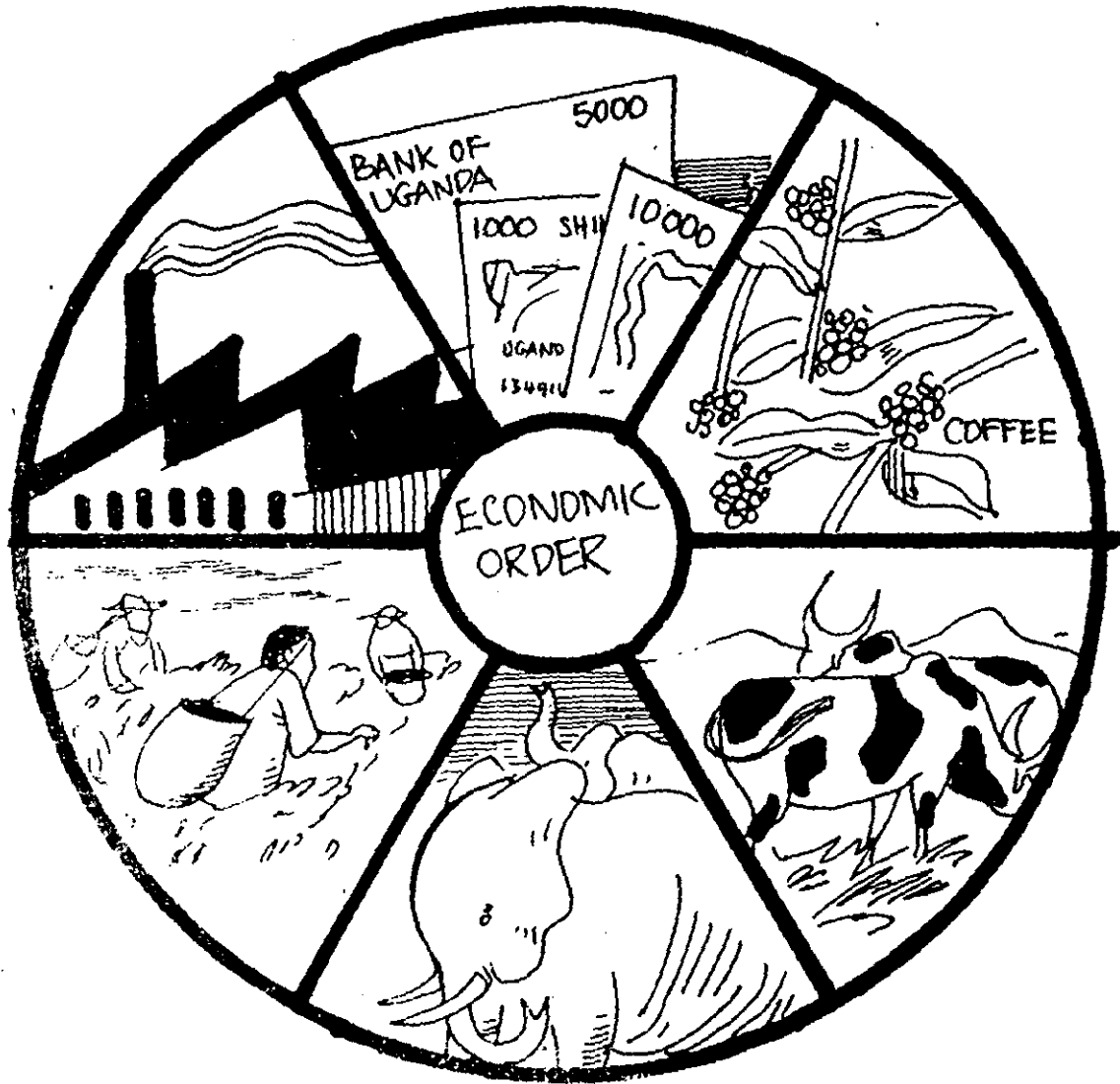
At the end of the training session every participant will be required to:

- A) List sources of revenue of the following Local Government units in their district:
 - (a) District Council;
 - (b) Sub-county Council;
 - (c) Other local councils.

- B) Compile a list of schools, dispensaries and other institutions in their sub-county that are funded by the Local Government.

- C) Establish and prepare a brief report concerning the funding needs those institutions for submission to the Local District Councillor and Member of Parliament of the area.

- D) Prepare a short article on the importance of local government for publication in one of the local newspapers.



CHAPTER SEVEN THE ECONOMIC ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Pie chart
- Graph on GDP
- Poster on taxes

7.1 OBJECTIVES

At the end of the presentation and discussion of this topic participants should be able to:

- 0 Identify the basic factors that enable economic development.
- 0 Explain the basic structure and nature of Uganda's economy and identify the key economic activities.
- 0 Explain why there is pervasive famine and poverty especially among the rural population despite the country's resources.
- 0 Explain why Uganda's forests and game reserves should be preserved.
- 0 Illustrate the role of hard work in nation-building.

7.2 THE ECONOMIC ORDER

This chapter attempts to illustrate the role of labour, land and capital (goods and money) in the economic development of the country. It also tries to show how the absence, or weakness, of any of these factors can constrain the whole process of development in a country.

Five major factors combine to determine the level of economic development of a country:

- 0 Work ethics
- 0 Natural resources
- 0 Nature of the economic activity development
- 0 Level of scientific and technological development
- 0 Level of human resource development

The above factors determine the extent to which the resource potential of a country can be transformed into usable goods and services.

A country with rich natural resources and a working population that use modern techniques of production, is likely to develop faster economically and, socially.

In Uganda, questions are still being asked about the proper role of the state in the economy and about the most appropriate economic system. Presently Uganda's economy is moving towards a free market system. In a free market system, business

'PER CAPITA GDP AT FACTOR COST AT CONSTANT(1991) PRICES

'FOR THE PERIOD 1990/91 TO 1994/95

IN JONAM COUNTY (POPULATION OF 150,000)

PERIOD	1990/1	1991/92	1992/93	1993/94	1994/95
Agriculture	7.112	6.893	7.694	7.816	8.287
Mining & Quarrying	0.041	0.045	0.050	0.052	0.052
Manufacturing	0.753	0.871	0.932	1.073	1.263
Fishing	0.117	0.129	0.137	0.148	0.161
Construction	0.804	0.814	0.897	1.012	1.190
Commerce	1.662	1.778	1.899	2.082	2.531
Transport & Communication	0.562	0.588	0.633	0.716	0.815
Community Services	2.023	2.212	2.387	2.538	2.715
Owner Occupied dwellings	0.417	0.429	0.445	0.459	0.473
Total per capita GDP	13.491	13.760	15.074	15.896	17.487

remains in private hands, while the government provides a set of regulations to prevent some citizens or group of citizens from exploiting others. It is a kind of division of labour, or perhaps even a separation of powers in the economy.

Uganda is endowed with abundant natural resources: fertile soils, favourable climate, forests and game reserves, water bodies, a wide range of mineral resources. Despite all these resources, poverty still prevails. Why? Because the country has limited capacity, human and technological, to exploit these resources.

Uganda's economy relies essentially on agriculture. Individual households tilling, on average, 2 acres of land are the main producers of wealth. The products of their work constitute the backbone of the economy. And, it should be said that women's contribution in that respect has been, and continues to be, considerable.

Uganda's economy, as all economies around the world, is measured by the GDP (Gross Domestic Product). The GDP is the total sum of goods and services produced in one year in the country. The most common measure of an economy is the GDP per capita. So Uganda's GDP divided by Uganda's population will give us Uganda's GDP per capita. For 1994, the World Bank calculated Uganda's GDP per capita at US\$ 200. The world over these figures are tabulated in dollars.

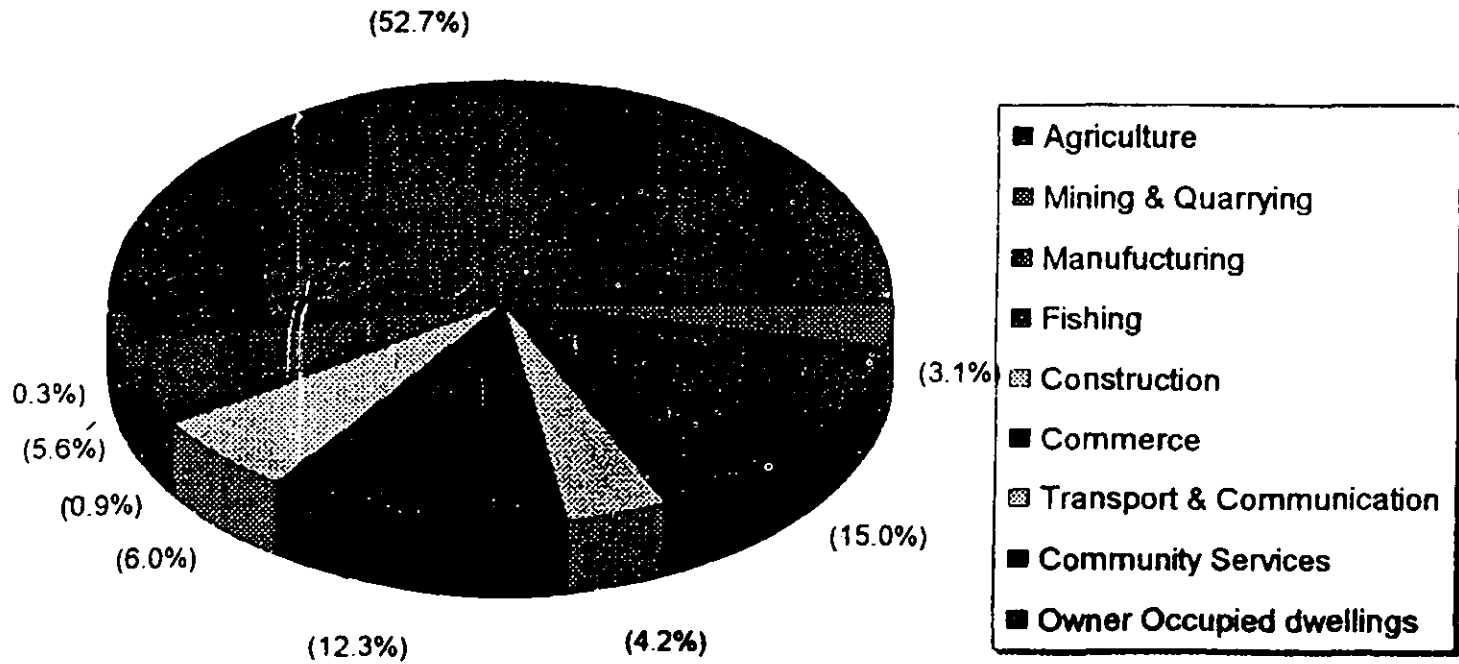
For the sake of comparison, below are some GDP per capita of other nations:

<u>Country</u>	<u>GDP per Capita for 1994</u>	
The U.K	US\$	18,410
The USA	US\$	25,860
Germany	US\$	25,580
Japan	US\$	34,630
Ethiopia	US\$	130
Kenya	US\$	260
Nigeria	US\$	280
South Africa	US\$	3,010
Tanzania	US\$	90 (in 1993)

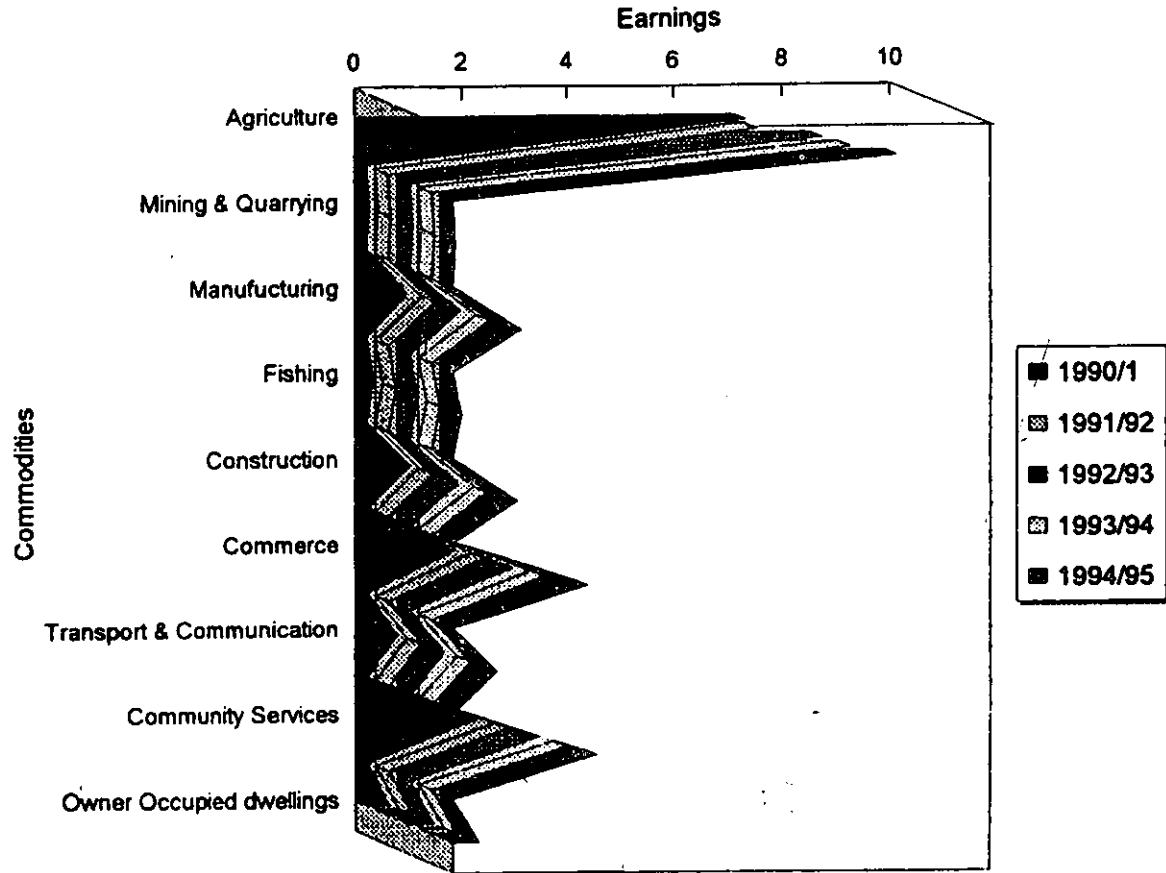
From these figures one can tell that, although Uganda has a long way to go to catch up with industrialised countries, it is, however, better off than some African countries. It is important to keep in mind that these figures are calculated annually and vary accordingly, sometimes drastically.

Traditionally, Uganda's economy, above the household level, has been dominated by four cash crops: coffee, tea, cotton and tobacco. By far, the main foreign exchange earner, is coffee with 69% of the total share of export earnings averaged over the past four years. Tourism, also, a re-emerging foreign exchange earner is gaining in importance. Manufacturing, on the other hand, is still at a very low level, although the potential is there. As a matter of fact, in the last three years, the income generated by the manufacture of goods in Uganda has been growing by leaps and bounds: 28% growth last year with similar growth rate anticipated for 1996. As a share of total GDP, however, the industrial sector remains at a low 12%. As more capital for investment becomes available, industrialization and manufacturing are likely to expand. One should note that the richest countries in the world have a very large industrial sector and a very small agricultural sector (5-10%). What's more, in technologically advanced countries (Japan, Europe, North America), the industrial base has been shrinking in favour of the "tertiary sector": the services (banking, tourism, mass-media, etc...).

PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



All workers, whether individuals or incorporated in a firm, need to pay taxes which become revenues for the government. The government, as the primary provider of the infrastructure (roads, electricity, dams, schools, hospitals, etc...) of the country must collect those revenues in order to pay for these services. Nothing is free, not even for the government.

7.3 PRACTICAL APPLICATIONS

A) Immediately after the seminar, the civic educator will ask the participants to divide into several groups and discuss the following:

- Group 1 Basic factors which facilitate economic development.
- Group 2 The nature of Uganda's economy.
- Group 3 The place of forest and wildlife conservation in the economic development of Uganda.
- Group 4 The role of work ethics in nation building.

Each group will discuss with the help of a moderator and rapporteur appointed by their group. The rapporteur will summarize the key issues raised in the group discussions.

The summary of group discussion will then be presented to the plenary.

B) As an assignment, participants will be asked to do the following:

- 0 Find out the predominant economic activities in their communities.
- 0 Examine levels of income between farmers and industrial workers.
- 0 Study work habits of the two categories and discuss the relationship between their income levels and the hours expended during work.
- 0 Examine the difference of income levels between farmers who use modern farming technology and those who do not.
- 0 Ascertain the relationship between work ethics and family income among typical households.

CHAPTER EIGHT

UGANDA: THE POLITICAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

8.1 LESSON OBJECTIVES

At the end of the presentation and discussion of this topic, participant should be able to:

- 0 Describe the functions of the three branches of government.
- 0 Explain the rationale behind the adoption of the principle of separation of powers.
- 0 Explain how the ordinary citizens can influence the political process.
- 0 Identify the factors that promote or inhibit the capacity of the citizenry to influence and direct the political process.
- 0 List the main functions of the Executive, Legislative and the Judiciary.
- 0 What is the Cabinet and what is its function?
- 0 How is parliament constituted?
- 0 What is meant by independence of the Judiciary?
- 0 What should be done to ensure smooth working relationship between the three branches of government?

8.2 THE POLITICAL PROCESS

In a democracy, power belongs to the people. Such power is acquired and exercised through regular, free and fair elections when people, through a majority vote, elect their representatives to the Executive and the Legislature. Uganda's government is comprised of three branches: the Executive, the Legislature and the Judiciary. Each branch performs distinct functions. These functions or powers are determined on the basis of the principle of separation of power which limits these functions and places some watchdog tasks for each branch with respect to the performance of the others. In so doing, it insures against the abuse of power.

SEPARATION OF POWERS

The concept of separation of power is a division of labour among the three branches of government. Each branch is assigned a clearly defined role, such that each branch can check against the others and all can hold each other accountable. This arrangement is justified on the ground that concentrating too much power in the hands of one group of people is dangerous. As a philosopher once said, "Power corrupts and absolute power corrupts absolutely."

An easy way to remember the broad function of the three branches of government is: the Legislature legislates or, makes the laws; the Executive executes or, implements the laws; the Judiciary adjudicates or, ensures the laws are being enforced. The Judiciary also interprets how the laws apply in particular cases and disputes.

BRANCHES

(I) The Executive

The Executive is responsible for the day-to-day running of the affairs of the country. It ensures that Ministries, Departments and Agencies carry out their functions in accordance with the laws of the land. The Executive is usually comprised of an Executive President and/or Prime Minister, a cabinet of Ministers and the Public Service. In Uganda, the President is the Head of the Executive.

The Cabinet is a selected group of ministers who meet regularly to advise the President on matters of policy.

The Public Services are the administrative machinery at the service of the Executive.

Listed below are some of the main responsibilities of the Executive:

- 0 Maintenance of law and order through the police.
- 0 Defence of borders through the army
- 0 Foreign affairs and international cooperation.
- 0 Regulation of trade and commerce.
- 0 Collection of revenue.
- 0 Regulation of banking and financial services, including the printing of money

(II) The Legislature

Parliament is the legislating body of government. It is composed of representatives (Members of Parliament--MPs) elected by the people in the following manner:

- 214 MPs are elected directly, through universal adult suffrage by secret ballot;
- 39 Women (1 per District) are elected by electoral colleges;
- 5 Youths to be elected by the National Youth Council;
- 5 Representatives to be elected by the National Union of Disabled People;
- 3 Representatives to be elected by the National Organization of Trade Union (NOTU)

The main functions of Parliament include, among others:

- 0 Enactment of laws.
- 0 Levying of taxes.
- 0 Approval of Executive appointments to high public offices, including Ministers, Ambassadors, members of Commissions, etc...
- 0 Ensuring that public funds are spent in accordance with the laws.

(III) The Judiciary

The Judiciary is responsible for the administration of justice and the settlement of disputes. These functions are carried out by judicial officers - judges and magistrates. Judicial officers administer the law through the court system. The court system is comprised of the Supreme Court, the Court of Appeal, the High Court and the Magistrates' Courts. All have jurisdiction in both civil and criminal matters. Appeals are

disputes. These functions are carried out by judicial officers - judges and magistrates. Judicial officers administer the law through the court system. The court system is comprised of the Supreme Court, the Court of Appeal, the High Court and the Magistrates' Courts. All have jurisdiction in both civil and criminal matters. Appeals are heard in higher courts, only. In this way, a higher court can overrule a lower court or, alternatively, order a new trial.

The independence of the Judiciary is crucial and an essential feature of a democracy. In equally applying the law and interpreting it to the best of its ability and integrity, the Judiciary ensures that **NO ONE** is above the law.

Functions of the Judiciary may be summarised as follows:

- 0 They preside over civil disputes and award damages or grant other relief.
- 0 They hear criminal cases and acquit or convict accused persons (defendants) on the basis of evidence.
- 0 To reverse or uphold the decision of the lower court appeal.

8.3 PRACTICAL APPLICATIONS

A) Immediately after the presentation of the lesson, participants will be asked to break into two groups and discuss the following:

- Group 1: The justification behind the principle of separation of powers .
- Group 2: Conditions necessary for successful operation of the principle of separation of powers.
- Group 3: Citizens' ability to influence the political process.

Each group's rapporteur will present the group's summary for further discussion in the plenary.

B) As a follow-up, participants will be asked to:

- 0 Explain the extent to which people in their locality are involved in political activities.
- 0 Explain how far the electorates in their area interacts with their local and national representatives.
- 0 Inform people in their area on the importance of elections in promoting good governance.

CHAPTER NINE THE CONSTITUTIONAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

9.1 LESSON OBJECTIVES

At the end of this lesson, participants should be able to:

- 0 Define the word Constitution
- 0 Explain the difference between a Constitution and other laws
- 0 Explain the main functions of a Constitution
- 0 Explain the role of a system of checks and balances in government
- 0 Outline some of the features of the 1995 Constitution
- 0 Explain the need for the rule of law in a democratic society.

9.2 THE CONSTITUTIONAL ORDER

The Constitution is the supreme law of the land. A constitution is a single document containing the rules and principles which govern the process of election of government, the functions of the branches of government while, at the same time, safeguarding the rights and freedoms of individuals. Furthermore, the constitution provides a system for orderly transfer of power. All other laws must be consistent with it.

Constitutional Changes

Since independence on October 9, 1962, Uganda has had four Constitutions: 1962, 1966, 1967 and 1995. This last constitution-making process began in 1989 with the establishment of the Uganda Constitutional Commission, commonly known as the Odoki Commission. The Odoki Commission undertook a broad consultation of the people of Uganda which resulted in the Odoki Report. The report served as the basis for the Draft Constitution which was deliberated on for 18 months in the Constituent Assembly. This process ended with the promulgation of the new Constitution on October 8, 1995.

The 1995 Constitution: Salient Features

According to its preamble the new constitution is based on the principles of "unity, peace, equality, democracy, freedom, social justice and progress." There are four parts in the Constitution: the Preamble, the Directive Principles of State Policy, 19 Chapters and 7 Schedules.

Some of the salient features are paraphrased below:

1. All power belongs to the people (Article 1.(1));
2. The constitution is the supreme law of the land (Art. 2.(1));

3. There are three categories of citizenship: by birth, registration and naturalisation (Art. 10-13);
4. Fundamental rights and freedoms are inherent and not granted by the state (Art. 20.(1));
5. All persons are equal before and under the law (Art. 21.(1));
6. All citizens have the right to participate in peaceful activities to influence the policies of government through civic organisations (Art. 38.(2));
7. Every citizen, aged 18 or above, has the right to vote (Art. 59.(1));
8. The people of Uganda shall have the right to choose and adopt a political system of their choice through free and fair elections or referenda. There are three alternatives:
 - (a) the movement political system;
 - (b) the multi-parti political system; and
 - (c) any other democratic and representative political system;
9. The system of local government shall be based on the district under which there shall be such lower local government and administrative units as Parliament may by law prescribe (Art. 176);
10. The Uganda Peoples' Defence Force (the UPDF) shall be non-partisan, national in character, patriotic, professional, disciplined, productive and subordinate to the civilian authority (Art. 208.(2));
11. The functions of the Inspectorate of Government shall promote and foster the elimination of corruption, abuse of authority and of public office;
12. The code of conduct shall promote honesty, impartiality and integrity in the conduct of public affairs (Art. 233);
13. Land belongs to the citizens of Uganda... in accordance with the following land tenure systems:
 - (a) customary;
 - (b) freehold;
 - (c) mailo; and
 - (d) leasehold (Art. 237.(1),(3));
14. Parliament shall provide for the protection of the environment within the constraints of sustainable development (Art. 245);
15. The constitution provides for the institution of traditional and cultural leaders (Art. 246);
16. It establishes procedures for amendment of the Constitution (Art.258).

Constitutionalism

Respect for the Constitution is an essential factor in promoting peace, stability, and development. It is the duty of every Ugandan to uphold and defend the Constitution and the law.

9.3 PRACTICAL APPLICATIONS

At the end of the lesson workshop, participants will be asked to:

- A) List and discuss some of the rules and regulations of your community, e.g. clan, customary laws, etc...
- B) Discuss how these laws enable peace, stability and development in your community.



CHAPTER TEN FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Posters and pictures depicting human rights abuses

10.1 LESSON OBJECTIVES

At the end of this lesson, participants should be able to:

- 0 Explain the concept of fundamental human rights and freedoms.
- 0 List some of the human rights and freedoms enshrined in the United Nations Declaration of Human Rights, 1948.
- 0 Explain the role of individuals, groups and the state in the promotion and protection of human rights and freedoms.
- 0 Explain the close link between respect for the rights and freedoms of other people with the enjoyment of one's own.
- 0 Explain the role of human rights in the national and international context.
- 0 Outline the functions of the Human Rights Commission
- 0 Name the avenues for redress open to any one whose human rights have been violated.

10.2 FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

The concept of Human Rights refers to those basic rights and freedoms to which all are entitled simply because they are human beings. These rights apply irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. All human beings are entitled to live in freedom and dignity.

Human rights abuses or violations are very common, perhaps more so in developing countries, like Uganda, precisely because the level of civic consciousness is low. Most people do not know their rights nor the rights of others. A basic appreciation of the inherent dignity and worth of the individual, regardless of his/her circumstances of birth, represents the first step towards creating a truly democratic society.

Universal Declaration of Human Rights, 1948

The Republic of Uganda, along with many nations, is a signatory to the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations in December 1948. This Declaration establishes standards of governance and of protection of human rights for all people and all nations. Strict adherence to these standards creates a democratic society where all people can achieve their full potential, regardless of their circumstances of birth. Signatory nations are under the obligation



to comply with these standards and so promote respect for these rights and freedoms and to secure their observance through appropriate legislation. Thus, many constitutions, including that of Uganda, have provisions on human rights and freedoms.

The African Charter on Human and People's Rights of 1981 and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) are similar documents to which Uganda is a signatory. However, there are other international instruments which Uganda has not yet ratified.

Fundamental Human Rights and Freedoms

Fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the African Charter include:

- Right to life, liberty and security;
- Right to protection against slavery or servitude or subjection to torture or cruel, inhuman and degrading treatment;
- Right to equal protection before the law;
- Right to a fair trial without undue delay;
- Right to own property;
- Right to take part in in the governance of one's country through elected representatives;
- Freedom of movement, of conscience, of association. of expression and, of assembly.

Frontiers of Fundamental Human Rights and freedoms

Human rights and freedoms must be exercised with due regard to the rights and freedoms of other people. The Universal Declaration of Human Rights recognises the right of the state to enact laws restricting the exercise of some rights in certain circumstances in the interest of upholding "public morality, public order, public health and the general welfare of a democratic society." In the event of violation of one's human rights and freedoms, the 1995 Constitution of Uganda gives the victim the right to seek redress in a court of law.

The Human Rights Commission

The Constitution provides for the establishment of a Human Rights Commission. The Chairperson and other members of the Commission are appointed by the President with the approval of Parliament. The functions of the Human Rights Commission include:

- to investigate the violation of human rights;
- to visit jails, prisons and places of detention or related facilities and, to make recommendations;

- to establish a continuing programme of research, education and information to enhance respect of human rights;
- to recommend to Parliament effective measures to promote human rights, including compensation to victims or the families of violation of human rights;
- to formulate, implement and oversee programmes to create awareness among citizens of Uganda of their civic responsibilities and an appreciation of their rights and obligations as free people;
- to monitor the government's compliance with international treaties and convention obligations on human rights.

10.3 PRACTICAL APPLICATIONS

At the end of the lesson participants will be asked to:

- Where applicable narrate their experiences regarding human rights violation.
- Consider starting a Human Rights Association in their locality.
- Explain where to seek redress in the event of violation.
- List a few international human rights instruments which Uganda has not yet ratified and establish the reason for non-ratification.

CHAPTER ELEVEN

THE SECURITY FORCES AND CIVIL SOCIETY

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Pictures of the Armed Forces at work or training
- A picture of the Parliament buildings

11.1 LESSON OBJECTIVES

At the end of this lesson, participants should be able to:

- 0 Describe the functions of the three branches of the Armed Forces of Uganda.
- 0 Explain why the Armed Forces and their institutions have to be subordinate to Uganda's civil authorities and institutions.
- 0 Identify the factors which can lead to the Armed Forces escaping the control of civil authorities.
- 0 Explain how Parliament exercises authority over the Armed Forces and their institutions.

11.2 THE SECURITY FORCES AND CIVIL SOCIETY

Civil authority and control over the Uganda Armed and Security Forces is constitutionally exercised through the National Assembly or Parliament.

Furthermore, the Security Forces are subordinate to the relevant government ministries. For example, the Uganda Police and Prisons Services are under the control of the Ministry of Internal Affairs and the Uganda Peoples' Defence Forces are under the control of the Ministry of Defence. Both ministries, like all ministries, are part of what is known as the Public Service, which in turn is accountable to Parliament. Parliament exercises supreme authority over all public institutions through what is known as "The Ministerial Vote." This is the capital and recurrent expenditures of a government ministry as approved by Parliament.

The Security Forces of Uganda are comprised of the Uganda Peoples' Defence Forces (UPDF), the Uganda Police Forces (UPF), and the Uganda Prisons Services. The UPDF and the UPF are constitutionally required to "co-operate" with the civilian authority", more specifically, "in emergency situations and in case of natural disasters" for the UPDF. The functions of the UPDF are defined as to "preserve and defend the sovereignty and territorial integrity", and "to engage in productive activities for the development of Uganda." The UPDF are further obligated "to foster harmony and understanding between the Defence Forces and civilians." More narrowly prescribed are the functions of the UPF:

- 0 to protect life and property;
- 0 to preserve law and order;
- 0 to prevent and detect crime.



11.3 OTHER SECURITY FORCES

Constitutionally, other branches of the Security Forces such as the Internal Security Organisation (ISO) and the External Security Organisation (ESO), are also accountable for the respective security organisations, to Parliament. The Minister responsible reports to Parliament, where a relevant Select Committee processes the detailed matters of security and security institutions.

The 1995 Constitution clearly requires that the Uganda Peoples Defence Forces shall be "non-partisan, national in character, patriotic, professional, disciplined, productive and subordinate to the civilian authorities". Indeed, to promote professionalism and fair representation, all armed forces are subject to similar principles.

Lastly, the 1995 Constitution further stipulates that "It shall be the duty of the Uganda Peoples' Defence Forces, and any other armed force... to observe and respect human rights and freedoms in the performance of their functions".

11.4 THE PUBLIC'S DUTY AND DEFENCE

To protect its existence, the Constitution requires it as a duty that Ugandan citizens shall:

- (a) defend this constitution and resist any force seeking to overthrow it,
- (b) do all in their power to restore the constitutional order.

Furthermore, if a Ugandan citizen was subject to punishment as a result of defending this constitution, the said punishment will be voided after restoration of the Constitution.

To enable citizens to defend the constitution and protect the territorial integrity of Uganda, chapter II on citizenship requires "all able-bodied citizens to undergo military training."

14.5 PRACTICAL APPLICATIONS

At the end of this lesson, participants will be asked to:

- A) list and discuss some of the rules and regulations regarding the procedures of arresting suspected felons, suspected criminals and idlers.

If there is a police officer among the participants, ask him/her to explain these procedures.

- B) discuss how members of the Security Forces and their branches are accountable to the public through the National Assembly.
- C) discuss the role of citizens in (a) the defence of the country; (b) the maintenance of law and order; and (c) the defence of the Constitution.

CHAPTER TWELVE DEMOCRACY AND DEVELOPMENT

TEACHING AIDS: the civic educator must remember to bring the following items:

- Flip chart
- Markers

12.1 LESSON OBJECTIVES

At the end of this lesson participants should be able to:

- 0 Define the word democracy.
- 0 Explain the role of people in the governance of a democracy.
- 0 Explain how democracy fosters development.
- 0 Explain the relative importance of agriculture and technology in the development of the country.
- 0 Explain why civic education is important in relation to development.

12.2 DEMOCRACY AND DEVELOPMENT

Democracy is a system under which all citizens have the opportunity to participate in their governance. Free and fair elections are the medium through which people become part and parcel of the political process. Indeed it is through the electoral process that governments are put in place, but also, it should be noted, removed. When representatives fail to address the concerns of their constituencies, there is no reason for them to hold on to their offices. It is a known fact, that Uganda, like other developing countries, is plagued by three devastating woes - **IGNORANCE, POVERTY, and DISEASE**. Government policies should therefore be designed to address and redress that situation. Barring that, Ugandans have the right and obligation to withhold power from those who do not serve their interests well. That is the essence of democracy. In that way, democratic governance lays the foundation for sustainable development.

The task of nation-building is certainly enormous: all Ugandans must join hands in building independent and sustainable foundations for the development of the country. For the government this task requires seriousness and a determination to adopt policies which pursue development, persistently matching words with deeds. For the people, it implies hard, honest work and a willingness to support their government including the payment of taxes. When a government is democratically elected, this support comes automatically and a productive relationship between the government and the people may begin. The new Constitution seeks to develop a socio-economic system based on the principles of democracy.

All citizens are free to compete for public office, provided they qualify. Once elected a new government should receive the people's support. Those who were not elected retain a role to criticize government policy and to offer constructive alternative policies and programmes. These alternatives will again be submitted to the public's scrutiny when the next elections come around. Still, the opposition is expected to continue to work with government, making its point of view known and, in that way, participate in decision-making. Only continued participation can ensure smooth governance and stability.

The responsibilities of the government are enormous: Maintenance of law and order; Development programs; Management of the economy; Maintenance and expansion of social infrastructures (schools, roads, hospitals); External relations, etc... , etc... The success of government is also measured by less tangible factors such as: the degree of peace and stability and the standard of living. The quality and quantity of these facilities are a measure of the level of development.

Democracy and Development

Private initiative in the economy goes hand in hand with democracy. The role of government is primarily constrained to the facilitation of economic activity. The state is expected to provide the right socio-political environment, to guarantee peace and security so that people can go about their business, unhindered. This means laws regulating economic activity combined with effective and impartial enforcement of these laws.

Uganda is blessed with abundant natural resources. There are plenty of opportunities for investment in Uganda's economy, in the agricultural, industrial, mining and tourism sectors. There is ample land available for tea and coffee plantations, tea and coffee processing factories, sugar processing factories, textiles industries and, other manufacturing industries. To realize its economic potential, Uganda needs capital, both from internal and external sources. Local credit institutions such as the Centenary Rural Development Bank (CERUDEB), the Development Finance Corporation of Uganda (D.F.C.U.), Cooperative Bank and private banking institutions along with regional and international financial institutions such as the East African Development Bank, the African Development Bank, the World Bank and the International Monetary Fund play an important role in the development of the country

12.3 PRACTICAL APPLICATIONS:

A) Immediately after the presentation of the lesson, participants will break into 2 groups to discuss the following issues:

Group 2. What are the goals and attributes of democratic form of governance?

Group 3. Democracy and development. Discuss why democratic governance is crucial to development.

Rapporteurs of each group will present a summary of their deliberations to the plenary session for further discussion.

B) As an assignment, participants will be asked to:

0 Establish the level of awareness of the local population on democratic governance by conducting interviews or using a questionnaire.

0 Inform the local population on the attributes of democratic governance and how they can be realized.

CHAPTER THIRTEEN

ELECTIONS AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to remember to bring the following items:

- Flip chart
- Markers

- Presidential and Parliamentary Statutes, 1996
- Posters explaining: - the voting process
- the ballot

13.1 LESSON OBJECTIVES

At the end of this lesson participants should be able to:

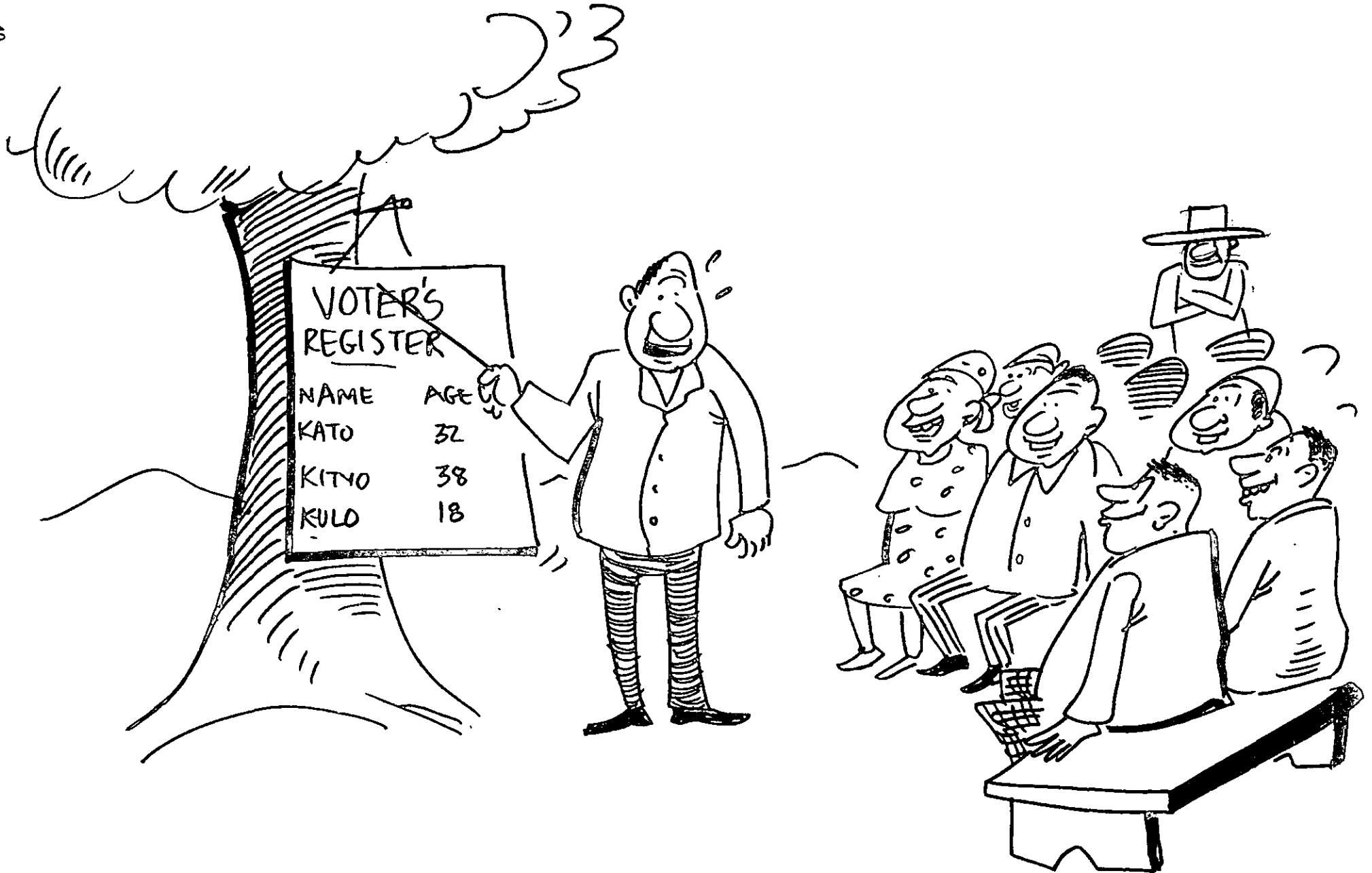
- Define the word election
- Explain the merit of elections
- Outline the conditions necessary for free and fair elections
- Explain how civic education can foster democratic governance and development
- Explain the merit of having independent monitoring of elections.

13.2 ELECTIONS AND CIVIC EDUCATION

A democracy is characterised by free and fair elections that are held on a regular basis. Elections are the instrument by which political leaders are chosen to carry out the executive and legislative responsibilities in the country, according to the will of the people who elected them. This goal can be achieved through sustained civic and voter education.

Article 61 of the constitution spells out the responsibilities of the Electoral Commission as follows:

- to ensure that elections are held regularly, freely and fairly;
- to organise and conduct presidential, parliamentary and local government elections and be responsible for all matters relating to the conduct of such elections;
- to ensure that elections are held at times fixed and notified in advance to the public;



- to assertion, declare and publish the results of elections;
- to maintain the voter's register;
- to hear and determine elections complaints;
- to formulate and implement civic education programmes relating to elections.

Electoral Statutes:

The electoral statutes specify the following additional powers of the Commission:

- to appoint a polling day;
- to design, print and control the use of ballot papers;
- to provide and distribute ballot papers;
- to create polling divisions, establish and operate polling stations;
- to promote through appropriate means, civic education ... on voting procedures of any elections including where practicable the use of sign language;
- to accredit any non-partisan individual or group of individuals or an institution or association, to carry out voter education and monitor elections.

The electoral statutes further specify the qualifications for THE President, Members of Parliament and District Chairpersons.

A Presidential Candidate must,, at least, qualify as an MP. In addition, he/he must be a citizen of Uganda by birth, between thirty-five and seventy-five years of age;

Member of Parliament: must be a citizen of Uganda, a registered voter with a minimum education of advanced level standard or equivalent;

District Chairperson: must be qualified to be elected a member of Parliament, between 30 and 75 years of age and ordinarily resident in the District.

Furthermore, all candidates for presidential, parliamentary and civic elections must be validly nominated in accordance with the law.

Presidential candidates shall have the opportunity to campaign and have equal access to state-owned media. Parliamentary and other candidates shall also have the opportunity to campaign through candidates meetings, posters, pamphlets, etc... One ballot box will be used for presidential candidates as well as parliamentary and civic candidates contesting in one constituency or electoral area.

Vote counting will take place immediately after the end of polling.

The election of Presidential, parliamentary or civic candidate may be contested in a court of law by an aggrieved party.

The Electoral Commission has put out a voter education manual entitled "Basic Information for the Civic Educator" which should be consulted for further details. The various requirements of the voting day are described step by step. The manual provides a sound guide through the polling station.

Chairperson of District: a candidate must be a person qualified to be elected a member of parliament: at least 35 years and not more than 75 years; and a person ordinarily resident in the District.

13.3 PRACTICAL APPLICATIONS:

After the lesson, participants will be asked to:

- Examine the laws on the qualification for registering as a voter, on the display of the voters register, on the qualification for nomination as a candidate in presidential, parliamentary or civic election, on the voting process, the announcement of results and rules pertaining to petitions by an aggrieved party.
- Work towards setting up a civic education club in their village at which people will meet regularly to learn and discuss rules governing elections and the voting process.
- Carry out mock voting exercise

13. TIPS FOR VOTER EDUCATION

AT EVERY SESSION YOU MUST MENTION THAT:

- It is your right and duty to vote
- How to assess a candidate:
 - go to meetings
 - listen
 - think
 - ask relevant questions
 - choose
- Choose only ONE candidate
- Mark ballot paper only ONCE with a tick or a thumb print



- Fold paper ONCE, lengthwise.
- Deposit folded paper into ballot box.
- Carry your OWN registration card to polling station on polling day.

ON POLLING DAY

VOTING IS FROM 10.00 A.M. TO 5.00 P.M.

TO VOTE IS TO CHOOSE, YOUR CHOICE IS SECRET

On Polling Day:



Go to the Polling Station early, carrying YOUR OWN Voter's Card



Go to the 1st table, show your Voter's Card to the polling agent and receive a ballot paper from him.



Move to the 2nd table and mark your ballot paper - make a

tick  or your thumbprint  in the box beside the picture of the candidate of your choice.



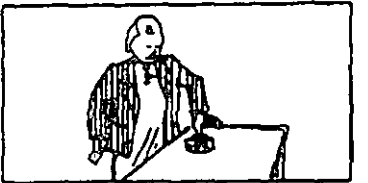
Fold your ballot paper only once along the crease.



Go to table 3 and put your folded ballot paper into the ballot box.



Go to table 4 and have your thumb dipped in indelible ink.








Leave the polling area.







YOU HAVE EXERCISED YOUR RIGHT & MADE YOUR CHOICE

HOW TO MARK THE BALLOT PAPER

SAMPLE 1

BALLOT PAPER		
ADYERI Joan Kayogooza		
KICONCHO Paul Willy		
LUBEGA Kanifa Mukasa		✓
LAKWONYERO Keneth Isimail		
WANJALA Lawrence		

SAMPLE 2

BALLOT PAPER		
ADYERI Joan Kayogooza		
KICONCHO Paul Willy		
LUBEGA Kanifa Mukasa		
LAKWONYERO Keneth Isimail		
WANJALA Lawrence		

CHAPTER FOURTEEN

THE MASS MEDIA AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- The Mass Media and Journalists Statute, 1995

14.1 LESSON OBJECTIVES

At the end of this lesson participants should be able to:

- 0 Define the term mass media.
- 0 Name the Radio and Television stations operating in Uganda.
- 0 Explain the role of the mass media in facilitating the free flow of information.
- 0 Outline the major features of the Media and Journalists Statutes, 1995.
- 0 Outline the basic aspects of the Code of ethics for journalists.

14.2 THE MASS MEDIA AND CIVIC EDUCATION

Communication is the art of conveying information, opinions, and feelings to other people. All means of conveying and receiving information for public consumption are collectively referred to as the mass media. The world over, the mass media have become an essential part of human life. Information is being passed on, received, sought, found or collected on a daily basis. The advancement in modern technology makes it possible for people at opposite ends of the world to communicate or exchange information instantly by telephone, fax, or computer. People need one another and are therefore easily inclined to share news, views, discussion forums and entertainment. Combined with communications the media persistently create our global village. Because of their pervasiveness, the mass media have come to play a vital role in the shaping of public opinion. In some quarters, the media is referred to as the fourth power, after the three branches of government. This expression reflects the considerable influence that the mass media exert over the population.

A distinction is often made between the print media--newspapers, magazines--and the electronic media--radio, television, video, computers. The nature of the information given differs with the media. The print media tends to focus on detail and analysis, while the electronic media will favour live coverage and entertainment. One is quick, sound and colour-bound, while the other is silent, black on white. Still, both types of media require our full attention and, as educated citizens, we must learn to remain critical and selective.

The Constitution guarantees the freedom of the press. It is vital in a democracy which relies on the plurality of opinions. Nonetheless, freedom of expression should not be abused and, therefore, it must be exercised with a high degree of integrity. Journalists and newspaper publishers are under professional obligation to refrain from using the media to attack or injure the character of other people without just cause. The code of ethics also requires a journalist to ascertain the correctness and truth of the facts before they are presented to the public. They must adhere to a professional code of ethics stipulated in the Mass Media and Journalist Statute of 1995. Breach of the code of ethics may lead to disciplinary action against the offending journalist.

14.3 PRACTICAL APPLICATIONS:

A) Immediately after the lesson, participants will be divided into two groups to discuss the following:

Group one: The role of a journalist in fostering peace, social justice and development.

Group two: How can we ensure objective and balanced coverage of the Presidential and Parliamentary elections 1996?

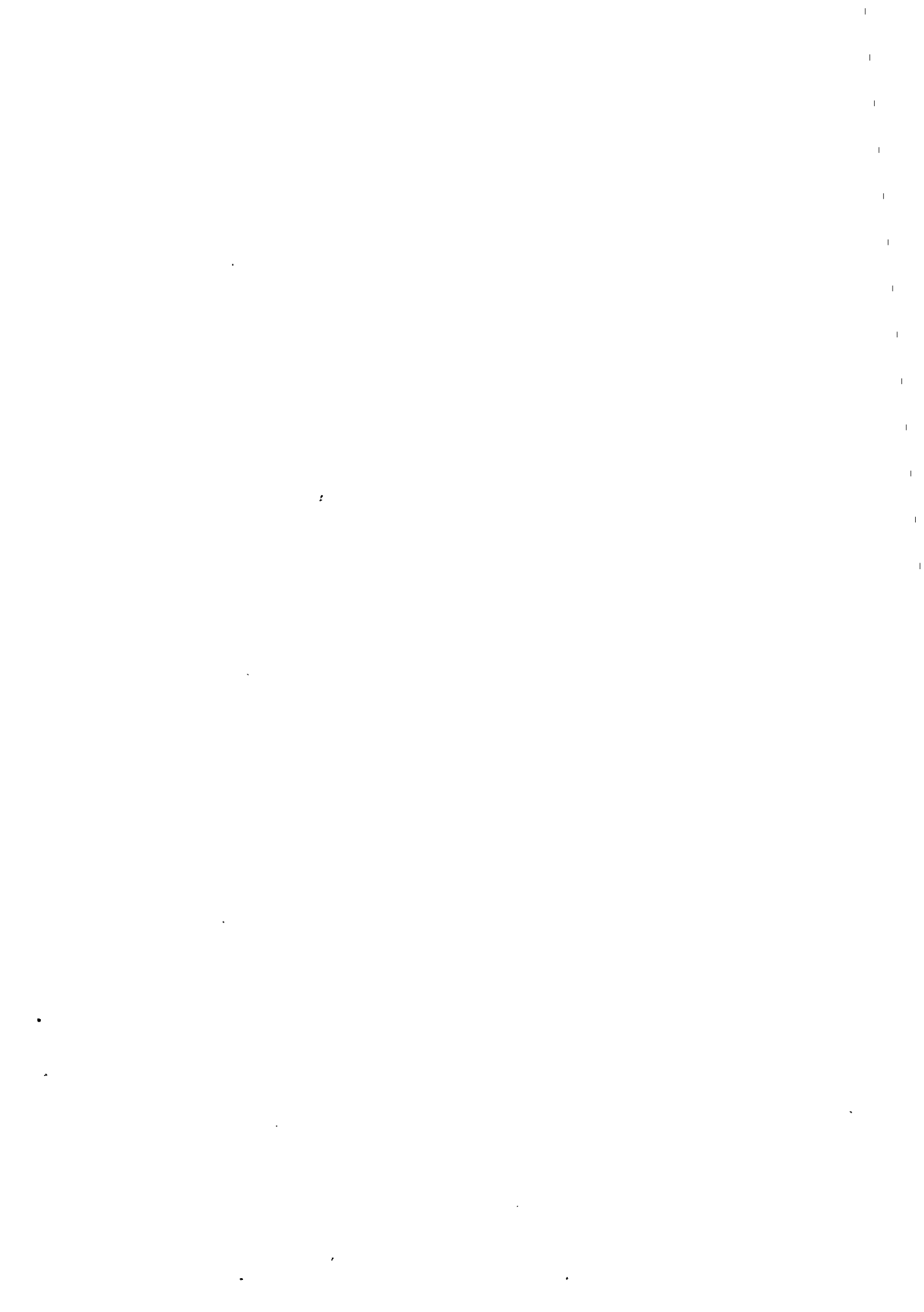
Each group will submit a report based on its discussion to the plenary.

B) As an assignment, participants will be asked to do the following:

- 0 Find out the number of newspapers sold in their locality.
- 0 Find out how people receive information in their locality.
- 0 Find out if stories reported by the media are discussed in their locality.
- 0 Find out the kind of stories that attract the greatest interest.
- 0 Explore the possibility of setting up a news club in their locality.

KEY MATERIALS

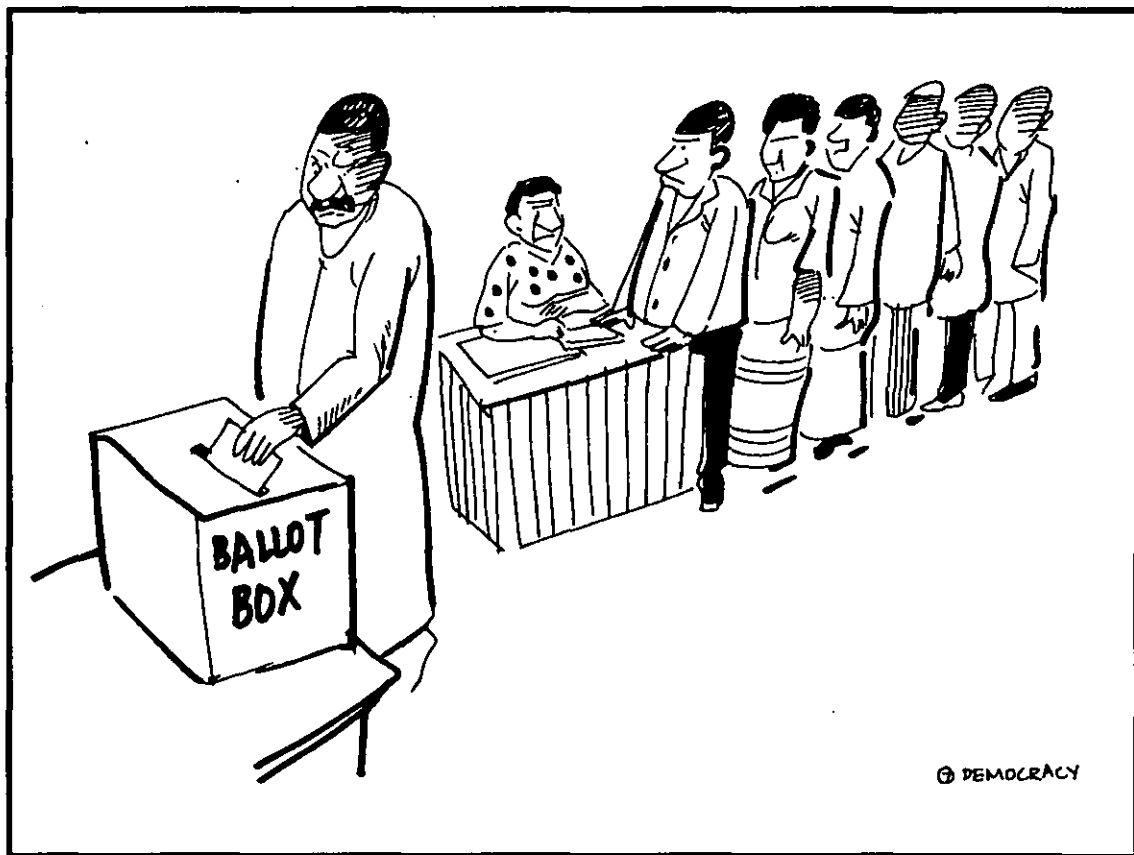
1. The Constitution of Uganda 1995.
2. Sacred Books, Scriptures and Literature
3. Local Government Act 1997
4. Background to Uganda Government
5. Uganda Government Budgets
6. World Bank Reports on Uganda's Economy
7. Electoral Statutes:
 - (a) Presidential elections statute 1996
 - (b) Parliamentary Election statute (1996)
8. The Universal Declaration of Human and Peoples Rights, 1948.
9. The African Charter on Human and Peoples Rights, 1981
10. A summary of the report of the Uganda Commission of Inquiry into the violation of Human Rights (October, 1994) compiled and edited by Dr. Wairama B. Baker.
11. Amnesty International Report on Human Rights Violations in Uganda
12. The Budget Speeches
13. The Mass-media and Journalists Statute 1995.
14. Election Commission Act 1997



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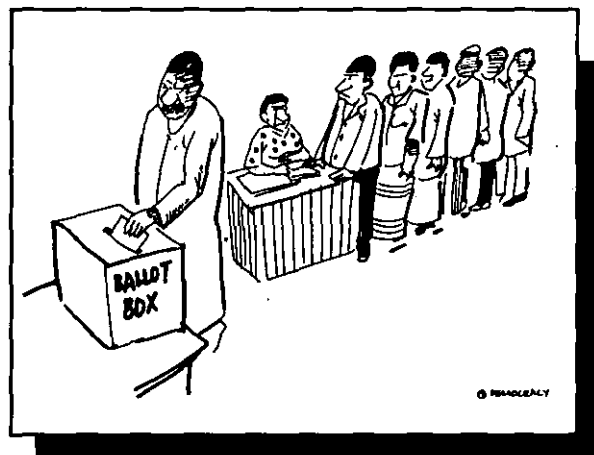
**NEW
DOCUMENT**

CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

CIVIC EDUCATION AND DEMOCRACY



**TOWARDS FREE AND FAIR ELECTIONS
1996 AND BEYOND**

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Appendices

Reference materials

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FOREWORD

by Steven Besweri Akabway
Chairman, Interim Electoral Commission

This manual is yet another avenue through which the citizens of Uganda will further have an opportunity to learn about their civic responsibilities and basic human rights.

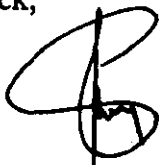
It is a constitutional obligation that every citizen participates effectively and meaningfully in all elections which will be carried out periodically, beginning with 1996 Presidential and Parliamentary Elections.

The Interim Electoral Commission has accredited the Civic Education Joint Coordination Unit - CEJOCU, an umbrella organisation comprising more than ten non-governmental organisations, to carry out civic and voter education in all parishes of the country. This manual will enable CEJOCU to thoroughly train its personnel to enable them to execute this task diligently and effectively.

I have no doubt that the wide range of subjects treated in this manual will, if well articulated by the civic educators, greatly enhance the people's democratic consciousness. It is the intention of the Commission to make civic education a continuous activity to be included in the school curriculum for the young people of this country to get exposed at an early age to matters related to their civic rights and the democratic governance of their country. Similar programmes will be run in various institutions, industries and other organisations.

So, fellow citizens, allow me to wish you well as you embark on this exciting journey, which I have no doubt you will carry to its noble end.

Good Luck,



STEPHEN BESWERI AKABWAY
CHAIRMAN, INTERIM ELECTORAL COMMISSION

ACKNOWLEDGEMENTS

This manual underwent many stages of preparation.

The idea of producing a standard manual on civic education was conceived in Jinja in June 1995. That day a workshop on civic education, held at the Crested Crane Hotel, brought together several NGOs including the Uganda Joint Christian Council (UJCC), the National Organisation for Civic Education and Election Monitoring (NOCEM), Action for Development (ACFODE), Federation of Uganda Women Lawyers (FIDA), Uganda Media Women's Association (UMWA) and the National Association of Women's Organisations of Uganda (NAWOU).

The workshop was held under the auspices of the Commission for the Constituent Assembly and was sponsored by the Konrad Adenauer Stiftung as well as by the Friedrich Ebert Stiftung. During the workshop a committee consisting of the late Michael Onzi of the then C. A. Commission, Mrs. Mary K. Okurut, Mr. Geoffrey A. Onegi Obel, Mr. Joseph A. Onela and Mrs. Jane A. Nkangi was set up to spearhead and coordinate the preparation of the manual. Papers presented at the Jinja workshop formed the first raw materials for the manual.

The first draft prepared by the committee was presented at a review workshop attended by representatives of all the participating organisations held at the Fairway Hotel Kampala in October, 1995. This draft formed the backbone of the manual.

The preliminary work of the Jinja workshop was subsequently taken over by the Manual Task Force set up by the Civic Education Joint Coordination Unit (CEJOCU) which assumed responsibility for the production of the manual.

It is not possible to mention everyone by name but special mention must be made of the following members of the Task Force:

Mr. Quinta Obong, Mr. J. K. Zirabamuzale, Mrs. Jane Nkangi, Mr. Geoffrey A. Onegi Obel, Mr. Francis Kamugisha, Ms. Irene Kahinza and Mr. Joseph Oneka who served as convenor and coordinator of the Task Force.

The Task Force wishes to express its gratitude to the following:

- Mrs. Alice Ndidde whose advice on format and methodology helped to give the manual a professional appearance.
- Mrs. Léone Hetternerbergh whose perceptive mind and extensive editorial assistance helped to transform the manual from a rough collection of ideas into an intelligible piece of literary work.
- The Chairman of CEJOCU, Rev. Canon James Ndyabahika, and his entire team for their encouragement and unfailing support.
- The Chairman of the Interim Electoral Commission, Mr. Steven Besweri Akabway, the Deputy Chairperson of the Commission, Mrs. Flora Nkukurukenda, and all members of the commission for their encouragement and practical support.

Last but not least, we would like to pay tribute to the people of Uganda whose interest in and concern for civic education provided a propitious atmosphere and evident justification for our work.

EXECUTIVE SUMMARY

Civic education is intended to stimulate discussion in the widest possible sense on what citizens of the country can do to make the country a better and safer place for all to live in. This manual has been designed with that purpose in mind. It is intended to be used on a continuous basis and not only during election period.

Chapter One: What is Civic Education? This chapter introduces the subject of civic education. It focuses on basic rights and duties of a citizen enshrined in the Constitution of Uganda 1995.

Chapter Two: The Family and Civic Education. This chapter discusses the role of parents in civic education. It underscores the fact that parents are the first educators and that at the family level the purpose of civic education is to instill in young people a sense of honesty, hard work and tolerance.

Chapter Three: The Community and Civic Education. This chapter focuses on the role of the citizen at the community or village level in promoting the common good. It underscores the need for participation by all members of the community in village activities such as marriage and funeral rites, but also in village civic meetings.

Chapter Four: Culture and Civic Education. This chapter discusses the role of culture in fostering a sense of pride and common belonging.

Chapter Five: The Economic Order. This chapter discusses the economic order in the context of development and the need to address the problems of ignorance, poverty and disease in a concerted manner.

Chapter Six: The Political Order. This chapter focuses on the role of the three branches of government: the Executive, the Judiciary and the Legislature. It briefly describes the functions of each organ of government.

Chapter Seven: The Constitutional Order. This chapter examines the importance of the Constitution in promoting peace, social justice, good governance and development.

Chapter Eight: Human Rights. This chapter focuses on the fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the Constitution of Uganda 1995. It emphasizes the point that respect for the rights of other people is essential to the enjoyment of one's own rights.

Chapter Nine: Democracy and Development. This chapter discusses the subject of democracy and development. It presents democracy as a system in which all citizens have the opportunity to participate in and influence the affairs of the country so that their issues will be addressed.

Chapter Ten: Elections and Civic Education. This chapter examines the electoral process. It emphasizes the importance of regular, free and fair elections in fostering democratic governance.

Chapter Eleven: The Media and Civic Education. This chapter highlights the role of the media in civic education. It underscores the important role the media can play in fostering peace, social justice and development as well as their responsibility to disseminate accurate information.

Lastly, it should be noted that this manual will be used along with the manual on civic and voter education. We welcome public discussion of the manual and the question of civic education in Uganda.

FOREWORD

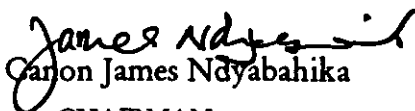
One of the major challenges for civic educators is to meet the need of developing a standard message for civic education. This manual represents the first-ever attempt to formulate such material for civic education for use throughout the country. The manual focuses on the role of the individual, the family and civic organisations in fostering awareness of our rights and duties.

As we prepare for the first parliamentary and presidential elections under the new Constitution of Uganda our immediate task now is to promote a vigorous programme of voter education. In that regard, the attention of all civic educators is drawn to Chapter 10 of the manual which deals with election-related issues.

I particularly wish to acknowledge the support of the donor community in Uganda: Danida (Denmark), European Union, Ireland, The Netherlands, Norad (Norway), SIDA (Sweden), the U.K. and USAID, without which this manual would not have been published. Donor support to the CEJOCU Civic Education Programme was garnered, managed and channelled through the United Nations Development Programme (UNDP). Our gratitude goes to all of them.

I recommend this manual to you, dear reader, in the hope that it will serve to arouse discussion on civic values and the need to foster peace, development and good governance in our country.

FOR GOD AND MY COUNTRY!


Revd. Canon James Ndyabahika

CHAIRMAN
CIVIC EDUCATION JOINT COORDINATION UNIT

Kampala, 2 April, 1996

ON POLLING DAY

VOTING IS FROM 7 A.M. TO 5 P.M.

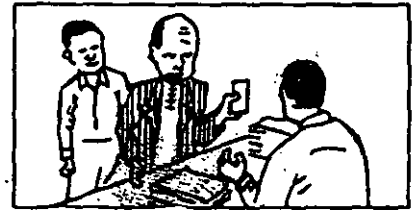
TO VOTE IS TO CHOOSE, YOUR CHOICE IS SECRET



On Polling Day:

Go to the Polling Station early, carrying **YOUR OWN Voter's Card**



Go to the 1st table, show your Voter's Card to the polling agent and receive a ballot paper from him.



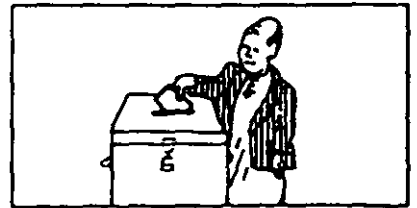
Move to the 2nd table and mark your ballot paper - make a tick  or your thumbprint  in the box beside the picture of the candidate of your choice.



Fold your ballot paper only once along the crease.



Go to table 3 and put your folded ballot paper into the ballot box.



Go to table 4 and have your thumb dipped in indelible ink.



Leave the polling area.

YOU HAVE EXERCISED YOUR RIGHT & MADE YOUR CHOICE

AT EVERY SESSION YOU MUST MENTION THAT:

- It is your right and duty to vote.


- You assess the candidate:
 - go to meetings

 - listen

 - think

 - choose

Choose only ONE candidate.

- Mark ballot paper only ONCE with a 

- Fold paper ONCE, lengthwise.

- Carry your OWN registration card.

METHODOLOGY

Every lesson will be presented in the same fashion, using distinct steps to allow uniformity and effectiveness.

Every lesson will last at least one hour and thirty minutes.

I) METHODOLOGY:

- 1) The civic educator will ask questions on the topic of the lesson to gauge the audience and engage it in a preliminary discussion.
- 2) The civic educator will then present the topic of the lesson.
- 3) After the presentation of the lesson, there will be a period for questions and answers which can be given either by the civic educator or by a member of the audience, if appropriate.
- 4) To consolidate the discussion, the civic educator will then summarize all that has been said and learned in a final statement.
- 5) Finally to extend the learning process beyond the lesson, the audience will be given assignments in the form of practical applications, relevant to the topic discussed. These applications can be given on the spot, if appropriate.

II) LESSON PLAN:

- 1) LESSON OBJECTIVES: the objectives of the lesson will be stated at the onset to make the content absolutely clear and to help the audience anticipate the kind of practical applications they will be recommended to carry out.
- 2) PRESENTATION OF THE TOPIC
- 3) PRACTICAL APPLICATIONS: They will be of two kinds. some practical applications will be carried out immediately after the presentation of the lesson and others will take the form of assignments at home.

CHAPTER ONE WHAT IS CIVIC EDUCATION?

TEACHING AIDS: the civic educator must remember to bring the following items to the lesson:

- The Constitution of Uganda
- A flip chart
- Black or blue markers

1.1 LESSON OBJECTIVES

At the end of this lesson participants should be in a position to:

- 0 Define the term civic education.
- 0 Distinguish between civic education and voter education.
- 0 Give at least four examples of the rights of every citizen of Uganda guaranteed under the constitution.
- 0 Give at least four examples of the duties of every citizen of Uganda under the Constitution.

1.2 WHAT IS CIVIC EDUCATION?

Civic education is informally practiced at all levels of the society including the family and the community. Formal civic education involves creating awareness among the citizens of a country of their rights and civic duties. This is done with a view to enable citizens to make meaningful contribution to the development of their communities and even to influence the direction of policies in the nation. More specifically focused, civic education can be an effective instrument for promoting the principles enshrined in the new Constitution of Uganda: unity, peace, equality, democracy, freedom, social justice and progress.

Every society is governed by laws, regulations, moral and religious principles. These are necessary for promoting harmony and responsible conduct in society.

Voter education is a subset of civic education that prepares voters for national, local government elections or referenda. It explains the purpose and the procedures of the voting process in these elections.

Listed below are some of the basic rights and duties excerpted from the 1995 Constitution of Uganda:

Basic rights of every citizen of Uganda

1. Every citizen of Uganda of eighteen years of age or above, has a right to vote.
2. Every Ugandan citizen has the right to participate in the affairs of government, individually or through his or her representatives in accordance with the law.
3. Every Ugandan has a right to participate in peaceful activities to influence the policies of government through civic organizations.

4. The right of access to leadership positions at all levels, subject to the Constitution, is guaranteed to all Ugandans.

Duties of Every Citizen of Uganda

It is the duty of every citizen of Uganda

- 0 To respect the national anthem, flag, coat of arms and currency.
- 0 To respect the rights and freedoms of others.
- 0 To protect children and vulnerable persons against any form of abuse, harassment or ill-treatment.
- 0 To protect and preserve public property.
- 0 To defend Uganda and to render national service when necessary.
- 0 To cooperate with lawful agencies in the maintenance of law and order.
- 0 To pay taxes.
- 0 To register for electoral and other lawful purposes.
- 0 To combat corruption and misuse or wastage of public property.
- 0 To create and protect a clean and healthy environment.

1.3 PRACTICAL APPLICATIONS

After the lesson the participants should do the following:

1. Compile a list of civic leaders in his/ her area and to prepare a brief summary of their activities.
2. Reflect on his/her involvement in their society and explain how their activity relates to the topic of the lesson.



CHAPTER TWO THE FAMILY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items to the lesson:

- Flip chart
- Black or blue markers
- Relevant posters

2.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word family.
- 0 Explain the role of parents in the social upbringing of their children.
- 0 Define the word folk tales
- 0 Explain the role of folk tales in teaching at the family level.
- 0 Explain why honesty, hard work and tolerance are important virtues to society

2.2 THE FAMILY AND CIVIC EDUCATION

The family is the most important institution in Uganda and the basis for civic values. Parents, especially mothers, are the first educators in the family. They convey moral, cultural and social values to their children

A family is like a school. If the teachers are good, the students tend to do well and to be well prepared to meet the challenges of the future. So if the parents are good, the children will do well.

Civic education begins at home. Through a combination of simple instructions parents teach their children. Often we hear: You must have respect for elders; You must not cheat; do not fight, do not be selfish, share with others, etc... These principles exist in practically all the unwritten clan laws of Uganda's diverse ethnic communities. This is how we first teach our children.

But, parents can do more than that. By encouraging their children to express themselves, to listen to their brothers and sisters and to be tolerant of the opinions of others, parents can create and rule a family-size civil society.

Even more so, by showing respect for each other's opinion parents can set an indelible example for their children, right in the home, they sow the seeds of democracy. Children learn far more from the examples of their parents' behaviour than from their words. There lies parents' civic responsibility.

Traditionally, folk tales are a simple, useful instrument for teaching moral values. Their use should be encouraged.

The Hare Stories

In traditional folk tales, the hare is usually portrayed as lazy, cunning and crafty, with no respect for honesty and hard work. He always looks for short-cuts and constantly harvests from other people's gardens as he has no time for cultivating his own garden. Harvesting where he has not sown, he is often caught red-handed.

The moral in these folk tales is that children should grow up with a sense of honesty and hard work or they will resort to devious acts as a means of survival. They will so bring disgrace upon themselves and their families.

The Story of the Chameleon and the Elephant

Drought and famine hit the land. The king calls his people and tells them that he who can dig a well will be rewarded with the hand of the king's daughter in marriage.

The entire animal kingdom competes. By virtue of his weight and muscle, the mighty elephant is convinced that he will be the first to strike water. But to win the king's daughter's hand, the chameleon is ready to do anything. The brainy, tiny chameleon hides under the enormous elephant. As soon as water comes out sprouting from under the elephant's massive hoof, which he himself cannot see, the tiny chameleon calls out that he, the chameleon, has struck water. This is how the chameleon won the right to marry the king's daughter.

Was it right for the chameleon to do no work and reap where he had not sown? Certainly not. It is dishonest to rob another person of his well deserved achievement. Hunters, artisans, mechanics, farmers, traders, industrialists, all work to earn their keep and that of their families. Work is essential to the survival of the family, the human community and the nation at large. It is, indeed, the most fundamental of all human activities.

2.3 PRACTICAL APPLICATIONS

After the seminar participants will be asked to do the following:

- 0 When husband and wife do not have the same opinion, what should they do?
- 0 Find out whether parents share folk tales with their children.
- 0 Compile folk tales from the participants.
- 0 Establish the relevance of such folk tales in relation to civic education and the challenges of today.

CHAPTER THREE

THE COMMUNITY AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers

3.1 LESSON OBJECTIVES

At the end of this lesson the participant will be in a position to do the following:

- 0 Define the word community.
- 0 Name some of the community functions that are common in his/her area.
- 0 Explain why it is important to participate in community work or functions.
- 0 Outline different ways and means of promoting the development of the community.

3.2 THE COMMUNITY AND CIVIC EDUCATION

There are people with whom we come into daily contact. These are members of the family, our neighbours and those with whom we work or study. A community refers to a group of people who live in a particular geographical area. The village is a community. People in a village share a lot of things. They fetch water from a common source. Their children go to the same school. They go to the same market. They share many other facilities. The more developed our village, the easier life becomes. But the village cannot develop unless the people in the village can come together to plan, discuss and work for the betterment of the village, for the common good.

A village consists of a collection of family households; it is the second level of organized civic life, after the family. Life in a village setting is structured on the basis of civic norms, customs and traditions. These are manifested in the form of rights, duties and obligations that are applicable to all members of the community or a particular section of the community. For example, it is the right and obligation of every member of a clan living in a particular village to participate in clan meetings and rituals. Similarly, it is a right as well as an obligation of every member of a village to attend community functions such as village council meetings, Parents and Teachers Association (PTA) meetings and other social gatherings to which people in the village are invited or are expected to attend as a matter of custom.

When people meet together in a village, formally or informally, they are bound to learn from one another because they are all different and create an environment of enrichment for the development of the village. There are many areas in which the people of a village can cooperate to bring about development in the village. For instance:

- 0 maintenance of the peace
- 0 promotion of games and sports
- 0 construction and protection of wells
- 0 repair and maintenance of school buildings
- 0 construction and maintenance of dispensaries and health centers
- 0 construction and maintenance of feeder roads

Development of the village means better standard of living for all. But the village cannot develop unless the people are willing to cooperate and pool their resources together. Yet all this can only be achieved through committed leadership. So there is need to encourage everyone who has leadership talent to stand up and help in spear-heading the development of the village. The local council system offers the opportunity for people in a village to organize themselves effectively for the development of the area. In addition, development occurs by forming civic organizations, clubs, various associations that are committed to the development of the common good. If people are united with a clear vision they can do a lot for the development of their area. As the saying goes, the sky is the limit.

3.3 PRACTICAL APPLICATIONS

A) Immediately after the lesson, participants will be divided into two groups to discuss the following topics:-

Topic one: How do we mobilize people's participation in community projects?

Topic two: How do we finance community development projects?

At the end of the discussion the rapporteur of each group will present a brief report to the Plenary. Then, the trainer will invite participants to comment on the report of every group.

B) After the seminar, participants should do the following:

- 0 Carry out a survey and compile a list of organized groups in his/her area.
- 0 Establish the nature of activities they are involved in and how those activities are financed.
- 0 Carry out a survey on how people in his/her area organise and fund weddings, funeral rites and other related activities.
- 0 Work towards setting up a civic education club in his/her village.



CHAPTER FOUR CULTURE AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Relevant posters and pictures

4.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word culture and explain how it relates to civic education.
- 0 Name various cultural practices prevalent in Uganda.
- 0 State cultural values in your respective communities and discuss how they help promote human dignity.

4.2 CULTURE AND CIVIC EDUCATION

This lesson attempts to create awareness and stimulate a discussion of various cultural practices in Uganda in accordance with the spirit of the new Constitution of Uganda.

Culture is each people's way of life. It is developed by education, discipline and training. It touches all facets of life: language, music, dance, literature, painting, sculpture etc... Cultural values which are consistent with fundamental rights and freedoms, human dignity and democracy ought to be supported and encouraged.

Different groups of people have different cultures. In Uganda we are fortunate to have many groups of people whose different cultures and languages are all important parts of our national life. Certain cultural practices, such as the payment of bride-price, are common to all the indigenous communities of Uganda. But there are some cultural practices that belong only to particular communities, such as circumcision, commonly practiced by the Bagisu and the Sebiny communities of Eastern Uganda. It is worthwhile to discuss whether such practices contribute to the common good and to the good of all individuals involved.

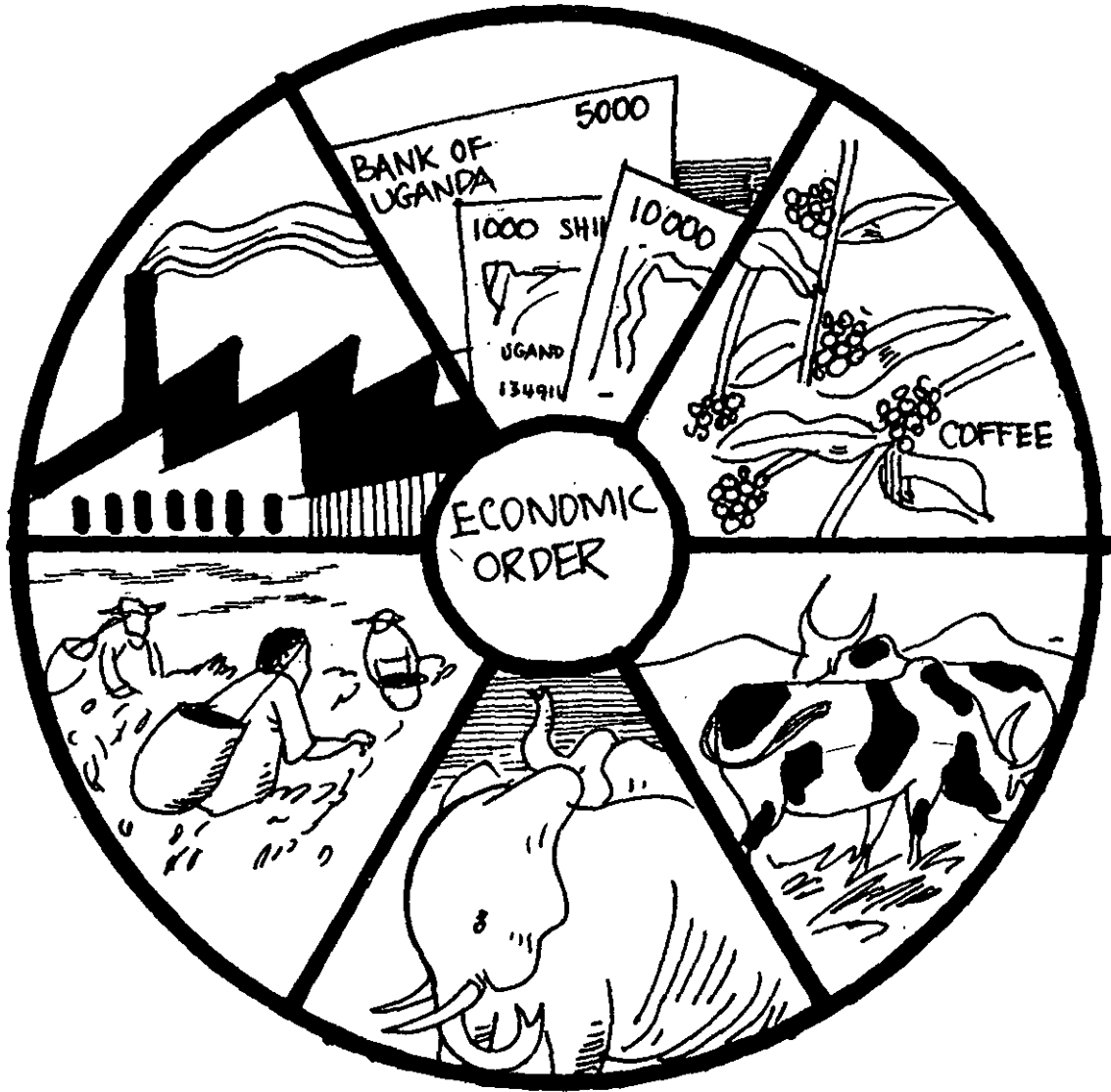
Language plays an important part in promoting culture and development. English is the official language of Uganda, but there are many other languages, too many to name them.

Cultural identity translates itself into a spirit of a group solidarity and serves as a strong rallying point. Cultural values and practices are good provided they are not used to promote a divisive or exclusive ideology.

4.3 PRACTICAL APPLICATIONS

After the seminar, every participant will be expected to do the following:

- 0 Encourage discussion and dialogue in respect of cultural practices that should be promoted or discouraged.



CHAPTER FIVE THE ECONOMIC ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Pie chart
- Graph on GDP
- Poster on taxes

5.1 OBJECTIVES

At the end of the presentation and discussion of this topic participants should be able to do the following:

- 0 Identify the basic factors that enable economic development.
- 0 Explain the basic structure and nature of Uganda's economy and identify the key economic activities.
- 0 Explain why there is pervasive famine and poverty especially among the rural population despite the country's resources.
- 0 Explain why Uganda's forests and game reserves should be preserved.
- 0 Illustrate the role of hard work in nation-building.

5.2 THE ECONOMIC ORDER

This chapter attempts to illustrate the role of labour; land and capital (goods and money) in the economic development of the country. It also tries to show how the absence, or weakness, of any of these factors can constrain the whole process of development in a country.

Four factors combine to determine the level of economic development of a country:

- 0 Work ethics
- 0 Natural resources
- 0 Nature of the economic activity development
- 0 Level of scientific and technological development

The above factors determine the extent to which the resource potential of a country can be transformed into usable goods and services.

A country with rich natural resources and a working population that use modern techniques of production, is likely to develop faster economically and, socially.

In Uganda, questions are still being asked about the proper role of the state in the economy and about the most appropriate economic system. Presently Uganda's economy is moving towards a free market system. In a free market system, business remains in private hands, while the government provides a set of regulations to prevent some citizens or group of citizens from exploiting others. It is a kind of division of labour, or even perhaps a separation of powers in the economy.

'PER CAPITA GDP AT FACTOR COST AT CONSTANT(1991) PRICES

'FOR THE PERIOD 1990/91 TO 1994/95

IN JONAM COUNTY (POPULATION OF 150,000)

PERIOD	1990/1	1991/92	1992/93	1993/94	1994/95
Agriculture	7.112	6.893	7.694	7.816	8.287
Mining & Quarrying	0.041	0.045	0.050	0.052	0.052
Manufacturing	0.753	0.871	0.932	1.073	1.263
Fishing	0.117	0.129	0.137	0.148	0.161
Construction	0.804	0.814	0.897	1.012	1.190
Commerce	1.662	1.778	1.899	2.082	2.531
Transport & Communication	0.562	0.588	0.633	0.716	0.815
Community Services	2.023	2.212	2.387	2.538	2.715
Owner Occupied dwellings	0.417	0.429	0.445	0.459	0.473
Total per capita GDP	13.491	13.760	15.074	15.896	17.487

Uganda is endowed with abundant natural resources: fertile soils, favourable climate, forests and game reserves, water bodies, a wide range of mineral resources. Despite all these resources, poverty still prevails. Why? Because the country has limited capacity to exploit these resources.

Uganda's economy relies essentially on agriculture. Individual households tilling, on average, 2 acres of land are the main producers of wealth. The products of their work constitute the backbone of the economy. And, it should be said that women's contribution in that respect has been considerable.

Uganda's economy, as all economies around the world, is measured by the GDP (Gross Domestic Product). The GDP is the total sum of goods and services produced in one year in the country. The most common measure of an economy is the GDP per capita. So Uganda's GDP divided by Uganda's population will give us Uganda's GDP per capita. For 1994, the World Bank calculated Uganda's GDP per capita to US\$ 200. The world over these figures are tabulated in dollars.

For the sake of comparison, below are some GDP per capita of other nations:

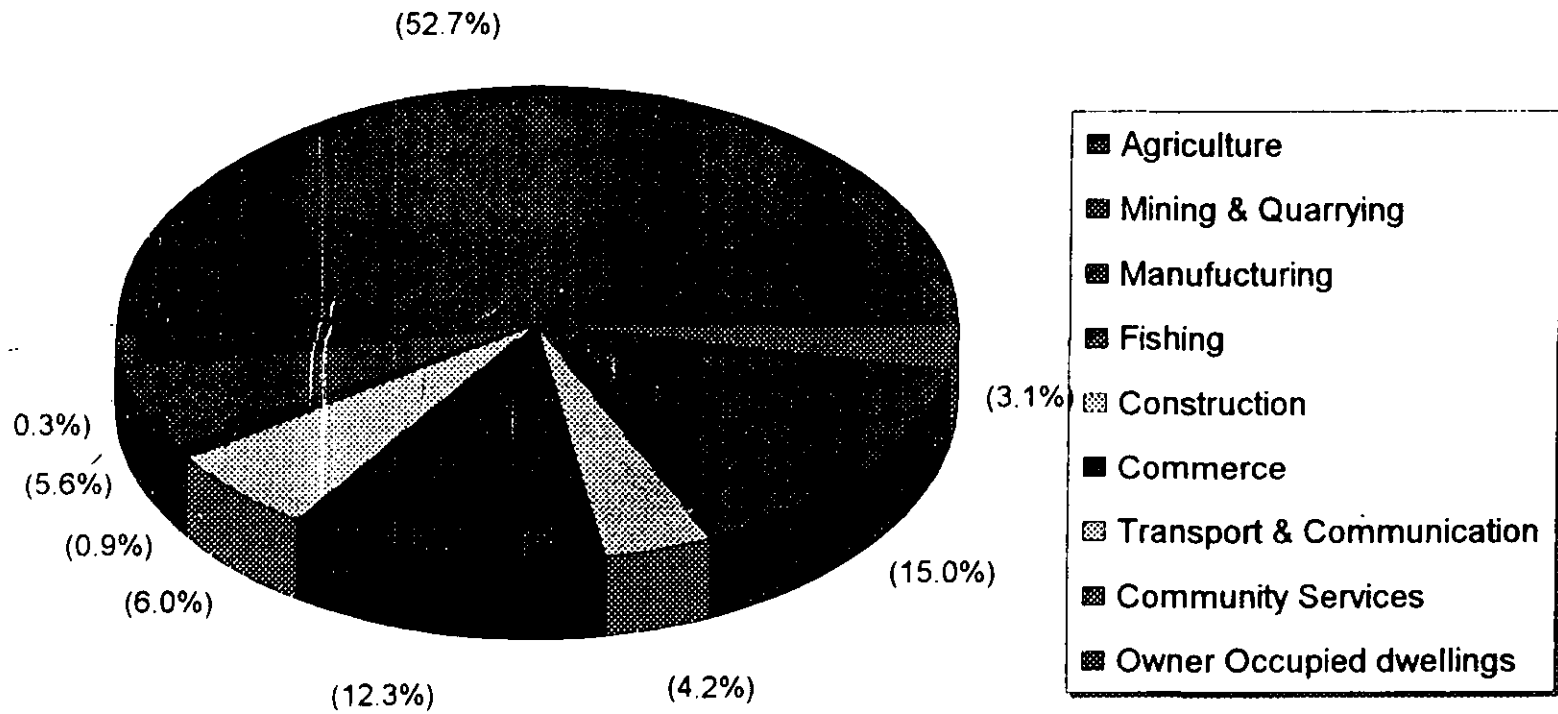
<u>Country</u>	<u>GDP per Capita for 1994</u>
The U.K	US\$ 18,410
The USA	US\$ 25,860
Germany	US\$ 25,580
Japan	US\$ 34,630
Ethiopia	US\$ 130
Kenya	US\$ 260
Nigeria	US\$ 280
South Africa	US\$ 3,010
Tanzania	US\$ 90 (in 1993)

From these figures one can tell that, although Uganda has a long way to go to catch up with industrialised countries, it is, however, better off than some African countries. It is important to keep in mind that these figures are calculated annually and vary accordingly, sometimes drastically.

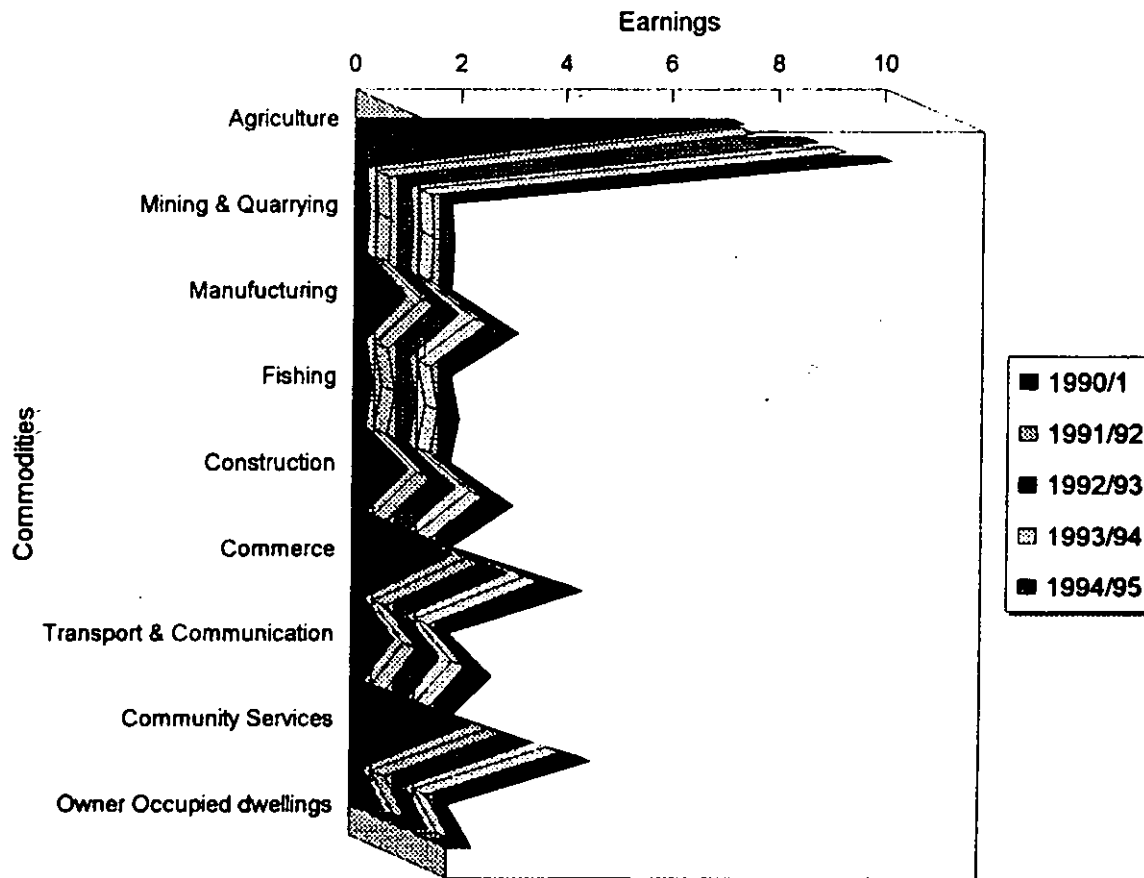
Traditionally, Uganda's economy, above the household level, has been dominated by four cash crops: coffee, tea, cotton and tobacco. By far, the main foreign exchange earner, is coffee with 69% of the total share of export earnings averaged over the past four years. Tourism, also, a re-emerging foreign exchange earner is gaining in importance. Manufacturing, on the other hand, is still at a very low level, although the potential is there. As a matter of fact, in the last three years, the income generated by the manufacture of goods in Uganda has been growing by leaps and bounds: 28% growth last year with similar growth rate anticipated for 1996. As a share of total GDP, however, the industrial sector remains at a low 12%. As more capital for investment becomes available, industrialization and manufacturing are likely to expand. One should note that the richest countries in the world have a very large industrial sector and a very small agricultural sector (5-10%).

All workers, whether individuals or incorporated in a firm, need to pay taxes which become revenues for the government. The government, as the primary provider of the infrastructure (roads, electricity, dams, schools, hospitals, etc...) of the country must collect those revenues in order to pay for these services. Nothing is free, not even for the government.

PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



PER CAPITA GDP REFLECTIONS FOR JONAM COUNTY



5.3 PRACTICAL APPLICATIONS

A) Immediately after the seminar, the civic educator will ask the participants to divide into several groups and discuss the following:

- Group 1 Basic factors which facilitate economic development.
- Group 2 The nature of Uganda's economy.
- Group 3 The place of forest and wildlife conservation in the economic development of Uganda.
- Group 4 The role of hard work on nation building.

Each group will discuss with the help of a moderator and rapporteur appointed by their group. The rapporteur will summarize the key issues raised in the group discussions.

The summary of group discussion will then be presented to the plenary.

B) As an assignment, participants will be asked to do the following:

- 0 Find out the predominant economic activities in their communities.
- 0 Examine levels of income between farmers and industrial workers.
- 0 Study work habits of the two categories and discuss the relationship between their income levels and the hours expended during work.
- 0 Find out the level of income differences between farmers who use modern farming technology and those who do not.
- 0 Ascertain the relationship between hard work and family income among typical households.

CHAPTER SIX UGANDA: THE POLITICAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

6.1 LESSON OBJECTIVES

At the end of the presentation and discussion of this topic the participant should be able to do the following:

- 0 Describe the functions of the three branches of government.
- 0 Explain the rationale behind the adoption of the principle of separation of powers.
- 0 Explain how the ordinary citizens can influence the political process.
- 0 Identify the factors that promote or inhibit the capacity of the citizenry to influence and direct the political process.
- 0 List the main functions of the Executive, Legislative and the Judiciary.
- 0 What is the Cabinet and what is its function?
- 0 How is parliament constituted?
- 0 What is meant by independence of the Judiciary?
- 0 What should be done to ensure smooth working relationship between the three branches of government?

6.2 THE POLITICAL PROCESS

In a democracy power belongs to the people. Such power is acquired and exercised through regular, free and fair elections when people, through a majority vote, elect their representatives to the Executive and the Legislature. Uganda's government is comprised of three branches: the Executive, the Legislature and the Judiciary. Each branch performs distinct functions. These functions or powers are determined on the basis of the principle of separation of power which limits these functions and places some watchdog tasks for each branch with respect to the performance of the others. In so doing, it ensures against the abuse of power.

SEPARATION OF POWERS

The concept of separation of power is a division of labour among the three branches of government. Each branch is assigned a clearly defined role, such that each branch can check against the others and all can hold each other accountable. This arrangement is justified on the ground that concentrating too much power in the hands of one group of people is dangerous. As a philosopher once said, "Power corrupts and absolute power corrupts absolutely".

An easy way to remember the broad function of the three branches of government is: the Legislature legislates or, makes the laws; the Executive executes or, implements the laws; the Judiciary adjudicates or, ensures the laws are being enforced. The Judiciary also interprets how the laws apply in particular cases and disputes.

FUNCTIONS

The Executive

The Executive is responsible for the day-to-day running of the affairs of the country. It ensures that Ministries, Departments and Agencies carry out their functions in accordance with the laws of the land. The Executive is usually comprised of an Executive President and/or Prime Minister, a cabinet of Ministers and the Public Service. In Uganda, the President is the Head of the Executive.

The Cabinet is a selected group of ministers who meet regularly to advise the President on matters of policy.

The Public Services are the administrative machinery at the service of the Executive.

Listed below are some of the main responsibilities of the Executive:

- 0 Maintenance of law and order through the police
- 0 Defence of borders through the army
- 0 Foreign affairs and international cooperation.
- 0 Regulation of trade and commerce.
- 0 Collection of revenue.
- 0 Regulation of banking and financial services, including the printing of money

The Legislature

Parliament is the legislating body of government. It is composed of representatives (Members of Parliament--MPs) elected by the people in the following manner:

- 214 MPs are elected directly, through universal adult suffrage by secret ballot;
- 39 Women (1 per District) are elected by electoral college;
- 5 Youths to be elected by the National Youth Council;
- 5 Representatives to be elected by the National Union of Disabled People;
- 3 Representatives to be elected by the National Organization of Trade Union (NOTU)

The main functions of Parliament include, among others:

- 0 Enactment of laws.
- 0 Levying taxes.
- 0 Approval of Executive appointments to high public offices, including Ministers, Ambassadors, members of Commissions, etc...
- 0 Ensuring that public funds are spent in accordance with the laws.

The Judiciary

The Judiciary is responsible for the administration of justice and the settlement of disputes. These functions are carried out by judicial officers - judges and magistrates. Judicial officers administer the law through the court system. The court system is comprised of the Supreme Court, the Court of Appeal, the High Court and the Magistrates' Courts. All have jurisdiction in both civil and criminal matters. Appeals are

heard in higher courts, only. In this way, a higher court can overrule a lower court or, alternatively, order a new trial.

The independence of the Judiciary is crucial and an essential feature of a democracy. In equally applying the law and interpreting it to the best of its ability and integrity, the Judiciary ensures that **NO ONE** is above the law.

Functions of the Judiciary may be summarised as follows:

- 0 They preside over civil disputes and award damages or grant other relief.
- 0 They hear criminal cases and acquit or convict accused persons (defendants) on the basis of evidence.
- 0 To reverse or uphold the decision of the lower court appeal.

6.3 PRACTICAL APPLICATIONS

A) Immediately after the presentation of the lesson, participants will be asked to break into two groups and discuss the following:

- Group 1: The justification behind the principle of separation of powers .
- Group 2: Conditions necessary for successful operation of the principle of separation of powers.
- Group 3: Citizens' ability to influence the political process.

Each group's rapporteur will present the group's summary for further discussion in the plenary.

B) As a follow-up, participants will be required to do the following:

- 0 Explain the extent to which people in his/her locality are involved in political activities.
- 0 Explain how far the electorates in his/her area interacts with their local and national representatives.
- 0 Inform people in his/her area on the importance of elections in promoting good governance.

CHAPTER SEVEN THE CONSTITUTIONAL ORDER

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- the 1995 Constitution

7.1 LESSON OBJECTIVES

At the end of this lesson the participant is expected to:

- 0 Define the word Constitution
- 0 Explain the difference between a Constitution and other laws
- 0 Explain the main functions of a Constitution
- 0 Explain the role of a system of checks and balances in government
- 0 Outline some of the features of the 1995 Constitution
- 0 Explain the need for the rule of law in a democratic society.

7.2 THE CONSTITUTIONAL ORDER

The Constitution is the supreme law of the land. A constitution is a single document containing the rules and principles which govern the process of election of government, the functions of the branches of government while, at the same time, safeguarding the rights and freedoms of individuals. Furthermore, the constitution provides a system for orderly transfer of power. All other laws must be consistent with it.

Constitutional Changes

Since independence on October 9, 1962, Uganda has had four Constitutions: 1962, 1966, 1967 and 1995. This last constitution-making process began in 1989 with the establishment of the Uganda Constitutional Commission, commonly known as the Odoki Commission. The Odoki Commission undertook a broad consultation of the people of Uganda which resulted in the Odoki Report. The report served as the basis for the Draft Constitution which was deliberated on for 18 months in the Constituent Assembly. This process ended in the promulgation of the new Constitution on October 8, 1995.

The 1995 Constitution: Salient Features

According to its preamble the new constitution is based on the principles of “unity, peace, equality, democracy, freedom, social justice and progress.” There are four parts to the Constitution: the Preamble, the Directive Principles of State Policy, 19 Chapters and 7 Schedules.

Some of the salient features are paraphrased below:

1. All power belongs to the people (Article 1.(1));
2. The constitution is the supreme law of the land (Art. 2.(1));
3. There are three categories of citizenship: by birth, registration and

- naturalisation (Art. 10-13);
4. Fundamental rights and freedoms are inherent and not granted by the state (Art. 20.(1));
 5. All persons are equal before and under the law (Art. 21.(1));
 6. All citizens have the right to participate in peaceful activities to influence the policies of government through civic organisations (Art. 38.(2));
 7. Every citizen, aged 18 or above, has the right to vote (Art. 59.(1));
 8. The people of Uganda shall have the right to choose and adopt a political system of their choice through free and fair elections or referenda. There are three alternatives:
 - (a) the movement political system;
 - (b) the multi-parti political system; and
 - (c) any other democratic and representative political system;
 9. The system of local government shall be based on the district under which there shall be such lower local government and administrative units as Parliament may be law prescribe (Art. 176);
 10. The Uganda Peoples' Defence Force (the UPDF) shall be non-partisan, national in character, patriotic, professional, disciplined, productive and subordinate to the civilian authority (Art. 208.(2));
 11. The functions of the Inspectorate of Government shall promote and foster the elimination of corruption, abuse of authority and of public office;
 12. The code of conduct shall promote honesty, impartiality and integrity in the conduct of public affairs (Art. 233);
 13. Land belongs to the citizens of Uganda... in accordance with the following land tenure systems;
 - (a) customary;
 - (b) freehold;
 - (c) mailo; and
 - (d) leasehold (Art. 237.(1),(3));
 14. Parliament shall provide for the protection of the environment within the constraints of sustainable development (Art. 245);
 15. The constitution provides for the institution of traditional and cultural leaders (Art. 246);
 16. It establishes procedures for amendment of the Constitution (Art.258).

Constitutionalism

Respect for the Constitution is an essential factor in promoting peace, stability, and development. It is the duty of every Ugandan to uphold and defend the Constitution and the law.

7.3 PRACTICAL APPLICATIONS

At the end of the lesson workshop, every trainer will be required to do the following:

- A) List and discuss some of the rules and regulations of your community, e.g. clan, customary laws, etc...
- B) Discuss how these laws enable peace, stability and development in your community.



① WIFE BEATING

CHAPTER EIGHT FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Posters and pictures depicting human rights abuses

8.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in position to:

- 0 Explain the concept of fundamental human rights and freedoms.
- 0 List some of the human rights and freedoms enshrined in the United Nations Declaration of Human Rights, 1948.
- 0 Explain the role of individuals, groups and the state in the promotion and protection of human rights and freedoms.
- 0 Explain the close link between respect for the rights and freedoms of other people with the enjoyment of one's own.
- 0 Explain the role of human rights in the national and international context.
- 0 Outline the functions of the Human Rights Commission
- 0 Name the avenues for redress open to any one whose human rights have been violated.

8.2 FUNDAMENTAL HUMAN RIGHTS AND FREEDOMS

The concept of Human Rights refers to those basic rights and freedoms to which all are entitled simply because they are human beings. These rights apply irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. All human beings are entitled to live in freedom and dignity.

Human rights abuses or violations are very common, perhaps more so in developing countries, like Uganda, precisely because the level of civic consciousness is low. Most people do not know their rights nor the rights of others. A basic appreciation of the inherent dignity and worth of the individual, regardless of his/her circumstances of birth, represents the first step towards creating a truly democratic society.

Universal Declaration of Human Rights, 1948

The Republic of Uganda, along with many nations, is a signatory to the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations in December 1948. This Declaration establishes standards of governance and of protection of human rights for all people and all nations. Strict adherence to these standards creates a democratic society where all people can achieve their full potential, regardless of their circumstances of birth. Signatory nations are under the obligation to comply with these standards and so to promote respect for these rights and free-



② CHILD ABUSE

doms and to secure their observance. Thus, many constitutions, including that of Uganda, have provisions on human rights and freedoms.

The African Charter on Human and Peoples' Rights of 1981 and the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) are similar documents to which Uganda is a signatory.

However, there are other international instruments such as The International Convention on the Protection of the Rights of Migrant Workers and Members of their Families, 1990, which Uganda has not yet ratified.

Fundamental Human Rights and Freedoms

Fundamental human rights and freedoms enshrined in the 1948 Universal Declaration of Human Rights and the African Charter include:

- 0 Right to life, liberty and security;
- 0 Right to protection against slavery or servitude or subjection to torture or cruel, inhuman and degrading treatment;
- 0 Right to equal protection before the law;
- 0 Right to a fair trial without undue delay
- 0 Right to own property;
- 0 Right to take part in the governance of one's country through elected representatives;
- 0 Freedom of movement, of conscience, of association, of expression and, of assembly.

Frontiers of Fundamental Human Rights and Freedoms

But human rights and freedoms must be exercised with due regard to the rights and freedoms of other people. The Universal Declaration of Human Rights recognises the right of the state to enact laws restricting the exercise of some rights in certain circumstances in the interest of upholding "public morality, public order, public health and the general welfare of a democratic society." In the event of violation of one's human rights and freedoms, the 1995 Constitution gives the victim the right to seek redress in a court of law.

The Human Rights Commission

The Constitution provides for the establishment of a Human Rights Commission. The chairperson and three other members are appointed by the President with the approval of Parliament. The functions of the Human Rights Commission Include:

- 0 to investigate the violation of human rights;
- 0 to visit jails, prisons, and places of detention or related facilities and, to make recommendations;
- 0 to establish a continuing program of research, education and information to enhance respect of human rights;
- 0 to recommend to Parliament effective measures to promote human rights,

- 0 including compensation to victims or the families of violation of human rights;
- 0 to formulate, implement and oversee programmes to create awareness among citizens of their civic responsibilities and an appreciation of their rights and obligations as free people;
- 0 to monitor the government's compliance with international treaties and convention obligations on human rights.

8.3 PRACTICAL APPLICATIONS

At the end of the lesson participants will be asked to do the following:

- 0 Where applicable to narrate their experiences regarding human rights violation.
- 0 To consider starting a Human Rights Association in his/her locality.
- 0 Explain where to seek redress in the event of violation.

CHAPTER NINE DEMOCRACY AND DEVELOPMENT

TEACHING AIDS: the civic educator must remember to bring the following items:

- Flip chart
- Markers

9.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word democracy.
- 0 Explain the role of people in the governance of a democracy.
- 0 Explain how democracy fosters development.
- 0 Explain the relative importance of agriculture and technology in the development of the country.
- 0 Explain why civic education is important in relation to development.

9.2 DEMOCRACY AND DEVELOPMENT

Democracy is a system under which all citizens have the opportunity to participate in their governance. Free and fair elections are the medium through which people become part and parcel of the political process. Indeed it is through the electoral process that governments are put in place, but also, it should be noted, removed. When representatives fail to address the concerns of their constituencies, there is no reason for them to hold on to their offices. It is a known fact, that Uganda, like other developing countries, is plagued by three devastating woes - IGNORANCE, POVERTY, and DISEASE. Government policies should therefore be designed to address and redress that situation. Barring that, Ugandans have the right and obligation to withhold power from those who do not serve their interests well. That is the essence of democracy. In that way, democratic governance lays the foundation for sustainable development.

The task of nation-building is certainly enormous: all Ugandans must join hands in building independent and sustainable foundations for the development of the country. For the government this task requires seriousness and a determination to adopt policies which pursue development, persistently matching words with deeds. For the people, it implies hard, honest work and a willingness to support their government including the payment of taxes. When a government is democratically elected, this support comes automatically and a productive relationship between the government and the people may begin. The new Constitution seeks to develop a socio-economic system based on the principles of democracy.

All citizens are free to compete for public office, provided they qualify. Once elected a new government should receive the people's support. Those who were not elected retain a role: to criticize government policy and to offer constructive alternative policies and programmes. These alternatives will again be submitted to the public's scrutiny when the next elections come around. Still, the opposition is expected to continue to work with government and participate in decision-making. Only continued participation can ensure smooth governance and stability.

The responsibilities of the government are enormous: Maintenance of law and order; Development programs; Management of the economy; Maintenance and expansion of social infrastructures (schools, roads, hospitals); External relations, etc... , etc... The success of government is also measured by less tangible factors such as: the degree of peace and stability and the standard of living. The quality and quantity of these facilities are a measure of the level of development.

Democracy and Development

Private initiative in the economy goes hand in hand with democracy. The role of government is primarily constrained to the facilitation of economic activity. The state is expected to provide the right socio-political environment, to guarantee peace and security so that people can go about their business, unhindered. This means laws regulating economic activity combined with effective and impartial enforcement of these laws.

Uganda is blessed with abundant natural resources. There are plenty of opportunities for investment in Uganda's economy, in the agricultural, industrial, mining and tourism sectors. There is ample land available for tea and coffee plantations, tea and coffee processing factories, sugar processing factories, textiles industries and, other manufacturing industries. To realize its economic potential, Uganda needs capital, both from internal and external sources. Local credit institutions such as the Cooperative Bank and private banking institutions along with regional and international financial institutions such as the East African Development Bank, the African Development Bank, the World Bank and the International Monetary Fund play an important role in the development of the country.

9.3 PRACTICAL APPLICATIONS:

- A) Immediately after the presentation of the lesson, participants will break into 2 groups to discuss the following issues:
- Group 2. What are the goals and attributes of democratic form of governance?
 - Group 3. Democracy and development. Discuss why democratic governance is crucial to development.

Rapporteurs of each group will present a summary of their deliberations to the plenary session for further discussion.

- B) As an assignment, participants will be asked to do the following:
- 0 Establish the level of awareness of the local population on democratic governance by conducting interviews or using a questionnaire.
 - 0 Inform the local population on the attributes of democratic governance and how they can be realized.

CHAPTER TEN ELECTIONS AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- Presidential and Parliamentary Statutes, 1996
- Posters explaining: - the voting process
- the ballot

10.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to:

- 0 Define the word election
- 0 Explain the merit of elections
- 0 Outline the conditions necessary for free and fair elections
- 0 Explain how civic education can foster democratic governance and development.
- 0 Explain the merit of having independent monitoring of elections.

10.2 ELECTIONS AND CIVIC EDUCATION

There is need to have free and fair elections on a regular basis. Elections are the instrument by which political leaders are chosen to carry out the executive and legislative responsibilities in the country, according to the will of the people who elected them. This goal can be achieved through sustained civic education.

Perhaps the most important aspect of civic education is the very act of electing political leaders. How do we do it effectively and lawfully? By knowing the law. The laws pertaining to the elections are laid down in the electoral statutes. The 1996 Electoral Statutes confer the function of carrying out the first presidential and parliamentary elections after promulgation of the Constitution to the Interim Electoral Commission (IEC).

The Electoral Commission

The first presidential, parliamentary and local government elections must be held, under the movement system, no later than nine months after promulgation of the constitution.

Article 61 of the constitution spells out the responsibilities of the Electoral Commission:

- 0 To ensure that elections are held regularly, freely and fairly;
- 0 To organise and conduct presidential, parliamentary and local government elections and be responsible for all matters relating to the conduct of such elections;
- 0 To ensure that elections are held at times fixed and notified in advance to the public;



- 0 To demarcate constituencies;
- 0 To ascertain, declare and publish the results of elections;
- 0 To maintain the voters' register;
- 0 To hear and determine elections complaints;
- 0 To formulate and implement civic education programmes...

(B) After the lesson, every participant is required to do the following:
Electoral Statutes.

- 0 Examine the laws on the qualifications for registering as a voter.
- 0 The electoral statutes clearly specify additional powers of the Commission:
 - 0 to appoint a polling day;
 - 0 to design, print and control the use of ballot paper;
 - 0 to provide and distribute ballot boxes;
 - 0 to create polling divisions, establish and operate polling stations;
 - 0 to promote through appropriate means, civic education... on voting procedures of any elections including where practicable the use of sign language;
 - 0 to accredit any non-partisan individual or group of individuals or an institution or association, to carry out voter education subject to the guidelines determined by the Commission and published in the Gazette; etc...

The electoral statutes further specify the qualifications for Members of Parliament as well as presidential candidates:

Members of Parliament: a candidate must be a citizen of Uganda, a registered voter with a minimum education of advanced level or equivalent;

A Presidential Candidate must, at least, qualify as an MP. In addition, he/she must be a citizen of Uganda by birth, between thirty-five and seventy-five years of age;

Furthermore, all candidates for presidential and parliamentary elections must be validly nominated in accordance with the law.

Presidential candidates shall have the opportunity to campaign and have equal access to state-owned media.

Parliamentary candidates shall also have the opportunity to campaign through candidates meetings, posters, pamphlets, etc...

One ballot box will be used for presidential candidates as well as parliamentary candidates contesting in one constituency.

Vote counting will take place immediately after the end of polling.

The election of either a parliamentary or presidential candidate may be contested in a court of law by an aggrieved party.

The IEC has put out a voter education manual entitled "Basic Information for the Civic Educator" which should be consulted for further details. The various requirements of the voting day are described step by step and provide a sound guide through the polling station. It is advised to read it carefully.

PRACTICAL APPLICATIONS:

- A) At the time of completion, the civic educator may ask participants to fill out a one page multiple-choice questionnaire. If so, answer sheets will be collected for quick assessment.

- B) After the lesson, every participant is required to do the following:
 - 0 Examine the laws on the qualifications for registering as a voter, on the display of the voters register, on the qualifications for nomination as a candidate in presidential and parliamentary election, on the voting process, the announcement of results and rules pertaining petitions by an aggrieved party.

 - 0 Work towards setting up a civic education club in his/her village at which people will meet regularly to learn and discuss rules governing elections and the voting process.

CHAPTER ELEVEN THE MASS MEDIA AND CIVIC EDUCATION

TEACHING AIDS: The civic educator must remember to bring the following items:

- Flip chart
- Markers
- The Mass Media and Journalists Statute, 1995

11.1 LESSON OBJECTIVES

At the end of this lesson the participant should be in a position to do the following:

- 0 Define the term mass media.
- 0 Name the Radio and Television stations operating in Uganda.
- 0 Explain the role of the mass media in facilitating the free flow of information.
- 0 Outline the major features of the Media and Journalists Statutes, 1995.
- 0 Outline the basic aspects of the Code of ethics for journalists.

11.1 THE MASS MEDIA AND CIVIC EDUCATION

Communication is the art of conveying information, opinions, and feelings to other people. All means of conveying and receiving information for public consumption are collectively referred to as the mass media. The world over, the mass media have become an essential part of human life. Information is being passed on, received, sought, found or collected on a daily basis. The advancement in modern technology makes it possible for people at opposite ends of the world to communicate or exchange information instantly by telephone, fax, or computer. People need one another and are therefore easily inclined to share news, views, discussion forums and entertainment. Combined with communication the media persistently create our global village. Because of their pervasiveness, the mass media have come to play a vital role in the shaping of public opinion. In some quarters, the media is referred to as the fourth power, after the three branches of government. This expression reflects the considerable influence that the mass media exert over the population.

A distinction is often made between the print media—newspapers, magazines—and the electronic media—radio, television, video, computers. The nature of the information given differs with the media. The print media tends to dwell on detail and analysis, while the electronic media will favour live coverage and entertainment. One is quick, sound and colour-bound, while the other is silent, black on white. still, both types of media require our full attention and, as educated citizens, we must learn to remain critical and selective.

The Constitution guarantees the freedom of the press. It is vital in a democracy which relies on the plurality of opinions. Nonetheless, freedom of expression should not be abused and, therefore, it must be exercised with a high degree of integrity. Journalists and newspaper publishers are under professional obligation to refrain from using the media to attack or injure the character of other people without just cause. The code of ethics also requires a journalist to ascertain the correctness and truth of the facts before they are presented to the public. They must adhere to a professional code of ethics stipulated as the Mass Media and Journalist Statute of 1995. Breach of the code of

ethics may lead to disciplinary action against the offender.

11.3 PRACTICAL APPLICATIONS

A) Immediately after the lesson, participants will be divided into two groups to discuss the following:

Group one: The role of a journalist in fostering peace and development.

At the end of this lesson the participant should be in a position to do the following:

Group two: How can we ensure objective and balanced coverage of the Presidential and Parliamentary elections?

Each group will submit a report based on its discussion to the principal. Explain the major features of the Media and Journalists Statute, 1995.

B) As an assignment, participants will be asked to do the following:

Find out the number of newspapers published in your locality.

Find out how people receive information in their locality.

Find out if stories reported by the media are discussed in their locality. All mass media are great sources of information and entertainment.

Explore the possibility of setting up a news club in your locality. Information is being passed on received, sought, found or collected on a daily basis. The advancement in modern technology makes it possible for people at opposite ends of the world to communicate or exchange information instantly by telephone, fax, or computer. People need one another and are therefore easily inclined to share news, views, discussion forums and entertainment.

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KEY REFERENCE MATERIALS

1. The Constitution of Uganda 1995.
2. Sacred Books and Literature.
3. Local government Statutes
4. Scriptures and other sacred books
5. Background to Uganda Government Budgets
6. Uganda Government Development Plans
7. World Bank Reports on Uganda's Economy
8. Electoral Statutes:
 - a) Presidential election statute 1996
 - b) Parliamentary Election statute (1996)
9. The Universal Declaration of Human Rights, 1948
10. The African Charter on Human and Peoples Rights, 1981
11. A pamphlet summary of the report of the Uganda Commission of Inquiry into the violation of Human Rights (October, 1994) compiled and edited by Dr. Wairama G. Baker
12. Amnesty International Report on Human Rights Violations in Uganda
13. The Budget Speeches
14. The Mass media and Journalists Statute 1995



