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HISTORY & POLITICAL EDUCATION

LEARNER'S BOOK 3



| BASED ON THE
REVIEWED CURRICULUM

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Preface

Senior three History and Political Education Learner's book has been written in conformity with the competence-based learning curriculum by the National Curriculum Development Centre (NCDC) of 2020

History and Political Education is key to the development of good citizens. It enables them to explore the past of their locality and the wider world. You will therefore, find out key events and people who have shaped our history and the world today in this book.

It also teaches individuals to analyse and explain reasons for and results of the historical events, situations and changes over the periods studied.

This book caters for critical thinking skills so as to help the students look beyond headlines and trains their mind how to think and process information. It provides a basis for research, and inquiry into the past so as to learn from. It highlights the importance of Politics in development.

The content and activities in this book will enable you to acquire knowledge and skills that are required in the 21st Century. It therefore lays a foundation for a career in History and Political Education and any related fields.

The book has adequate, appropriate and accurate content and activities that will enable you attain the required competences.

You should use this book for learning and research as you are supposed to be at the centre of learning with the guidance of the teacher.

Enjoy learning

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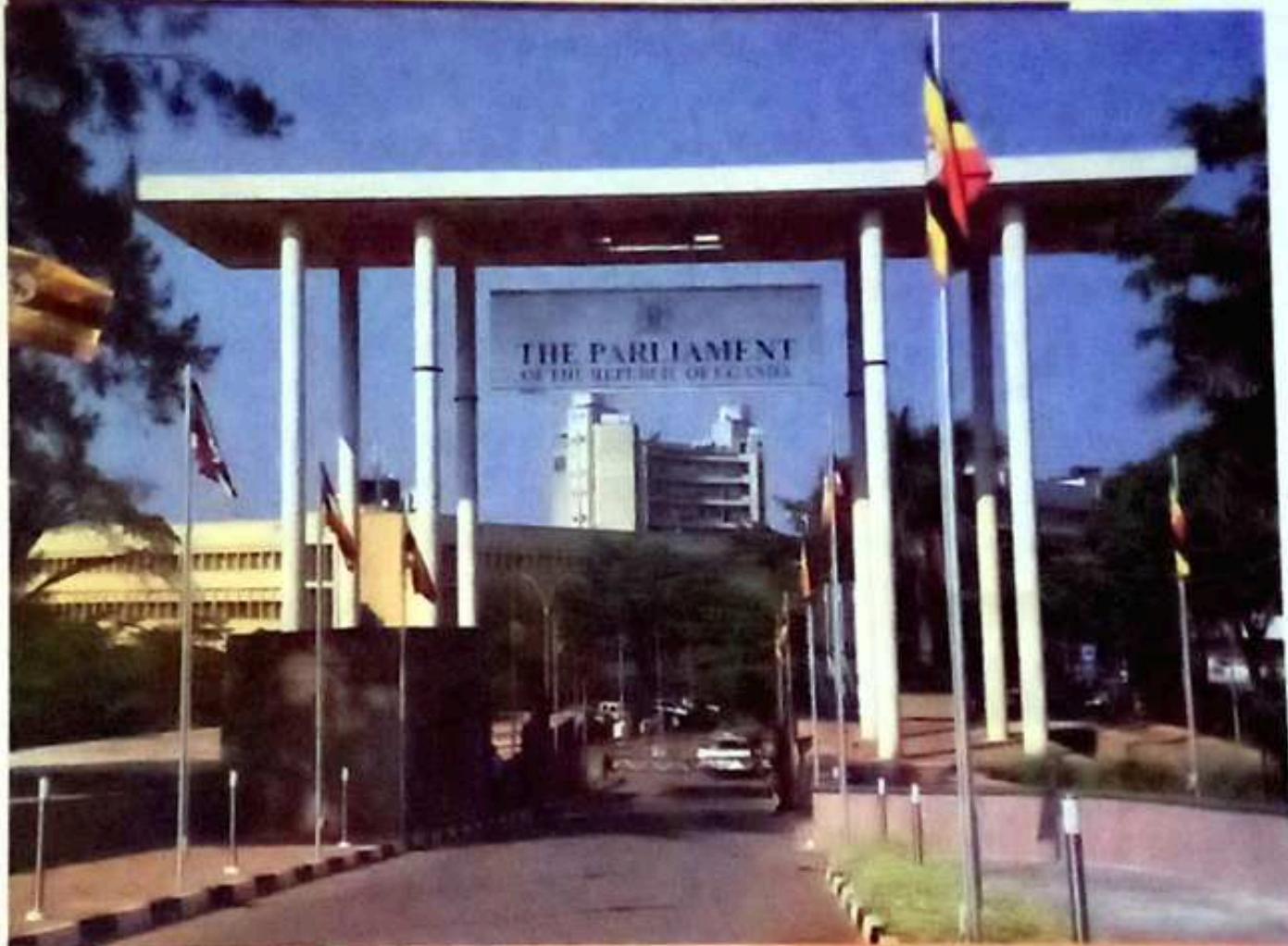
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**Key words**

- country
- executive
- government
- judiciary
- nation
- state

Learning outcomes

By the end of this chapter, you will be able to:

- a) know the main differences between a country, nation, state and government.
- b) understand and show the structure of Uganda's Government, with its three arms.
- c) appreciate the best structure for a good government.
- d) understand the other systems of government in East Africa.
- e) compare the Ugandan system of government with other partner states in the East African community.

Introduction

After studying this chapter, you will be able to understand the structure of the governments of East Africa and how they operate. You will as well know the differences between a country, nation, state and government which will enable you understand the government of your country.

1.1 Understanding a Country, Nation, State and Government

During your primary studies, you learnt words like family, nation, state, parliament and president among others. Share with your neighbours in class about the meaning of these words, to come up with their definitions.

A country is a political state, nation or a controlled territory. It is often referred to as a land of an individual's birth, residence or citizenship. From the above there are words like state and nation, but what do they mean?

In Figure 1.1 below are the flags of the East African states.



Uganda



Kenya



Tanzania

Figure 1.1: Flags of East African states

A nation is a group of people living in a common geographical area bound together by a common culture, language, religion and historical background. These groups of people are often united under a common leadership.

In a nation, people emphasise unity other than basing themselves on a family, clan, tribe, or ethnic groups. Most African countries may not qualify to be called nations because they are made of different Ethnic groups which were brought together by Europeans during colonial time.

See Figure 1.2 below which shows a nation.

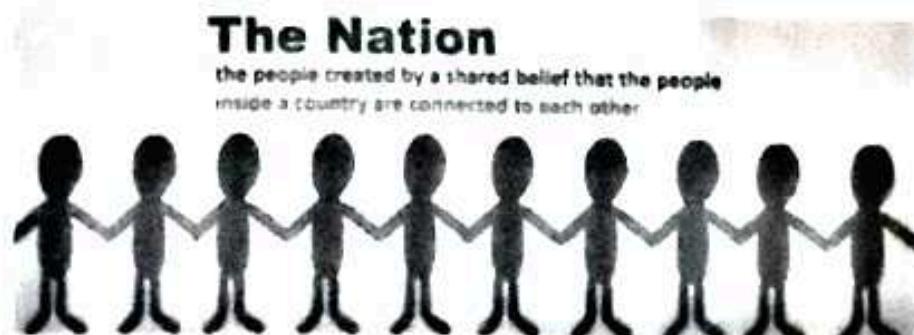


Figure 1.2: Illustration of a Nation

There are basically two types of nations namely, monolithic and heterogeneous. A monolithic nation is a nation with homogeneous people. These people have the same historical background, speak the same language and have the same culture and origin. In the modern world today it is difficult to find a nation which is purely monolithic. There will always be different cultures and local dialects among the people. Examples of monolithic nations are Somalia, Swaziland and Lesotho.

Monolithic nations have a common language understood by all. This makes communication very easy and have a high degree of national unity. It is easy for them to reach a consensus over important national matters. In this case, tribalism, sectarianism and tribal conflicts are not common.

A heterogeneous nation on the other hand, is one which is composed of various people with different historical backgrounds, culture, language and identity. Most of the modern nations in the world are heterogeneous nations including Uganda, Kenya and Tanzania. They are made up of different tribes, races, ethnic groups which occupy one territory under one government. It is a multi-ethnic society with different heritage.

Most of these heterogeneous nations in Africa partly came as a result of migration and settlement of people from different areas, slave trade and slavery as well as disasters like famine, wars and drought.

European colonialists also created boundaries of nations. As a result people of different nations were brought under one territory without their consent. However, some tribes live and belong to different nations. For example, the Teso, Sabiny and Bagisu in Uganda and Kenya, the Alur and Bakonzo of Democratic Republic of Congo (DRC) and Uganda.

A State

It refers to a community of people within a defined territorial boundary who agree to follow certain rules so as to live harmoniously with one another. For any political community to be regarded as a state it must have the following characteristics.

It must have people who form the citizens of the state. The citizens benefit from the state and also serve the state. There must be a clearly marked territorial boundary which gives people a sense of belonging.

The state has a government that governs the people within the state. A government takes decisions on behalf of the people and their well being. It must be independent and free in making and implementing decisions without any foreign influence. In activity 1.1 below, you will explore more about a state and its characteristics.

Activity 1.1 Characteristics of a state

In groups:

Using ICT or Library sources,

i) Discuss what you consider as the components of a state.

ii) With examples from Uganda, analyse the functions of a state.

Write them down in your note books and share with other groups in class.

Many categories of states do exist, among them include; Slave States, Monarchical States and Republican States. In East Africa Republican States are more common.

Republican states

A republican state, is controlled by elected people. It has the president with all the executive powers. Under this state, people choose their leaders and give them powers to serve and represent their interests. Figure 1.3 below shows some of the presidents of East African states by the year 2022.



The president of Tanzania



The president of Kenya



The President of Uganda

Figure 1.3: The Presidents of East African states by 2022

East African republics are generally democratic. People exercise control over their leaders and the leaders respect the interests of those who voted them into power. The state has three arms of government which exist with varying importance. These are the legislative, Executive and Judiciary.

The Government

In your school, there is a group of people such as the Headteacher, Deputy Headteacher, Director of studies, Class teachers, and Prefects. These are charged with governing the school. In the same way, countries in East Africa have

governments. But what is meant by a government?

The word Government comes from the word govern which means to rule a country. It is therefore, a group of people with power to control and make public decisions about the laws of that country on behalf of people.

It is also defined as a ruling body that has authority to govern society. It includes all those powers, Institutions and agencies which are important in expressing and carrying out policies of the state.

Activity 1.2 below, will enable you understand the different types of states and governments with their functions.

Activity 1.2 Functions of a government

In groups;

Using ICT or library research;

- i) Write short notes about the following types of state.
 - a) Slave State
 - b) Capitalist State
 - c) Republican State
 - d) Monarchical State
- ii) With examples from Uganda, what do you consider as functions of a government.
- iii) Compare the features of a unitary government and a military government.

Share your researched work with other class members

1.2 The Structure of the Uganda Government

In states which embrace democracy, the government is usually changed through elections. In such states, there is a president, cabinet, members of parliament and the judiciary. These make up the organs of the Government.

A democratic government is usually composed of three basic organs which perform different functions on the basis of separation of power. This limits the misuse of power and resources by one organ of a state. There is division of responsibilities or roles among the three organs. Each branch is assigned a clearly defined role such that each branch can check the others and all can hold each other accountable. The three arms of a government include:

a) The Executive

In East African states, this branch is headed by the Executive president with all state powers and authority. It also comprises of the cabinet ministers and the public servants.

The president is the symbolic head of state and has the duty to represent the state on major occasions of the country such as independence celebrations. In this capacity, the president also represents the country at the regional and international functions and organisations.

The president has the power to appoint ministers, ambassadors, the Chief Justice, the Governor of the Central Bank, Permanent secretaries, army commanders and other important government officials. President is the commander in chief of the armed forces therefore, possesses power to declare war with another country.

Before a Bill becomes an act of parliament, it has to be given a final endorsement of the president. The president can pardon anybody who may have been convicted by the courts of law. The president's office is usually in the State house. Figure 1.4 below is a picture showing the state house of Uganda at Entebbe.



Figure 1.4. Uganda's State house at Entebbe

The executive work is to devise policies and put them before the legislature for discussion and approval. The Executive is made up of politicians called **ministers**. Members of the Executive can also be members of the legislature, although in some cases the president has the powers to appoint any person, he feels is suitable for the job.

The civil service which also belongs to the executive arm of government is a large group of people who implement policies made by the cabinet. The Civil servants are appointed basing on merit and competence by an appointing authority.

Figure 1.5 on the next page shows the illustration of an organisational structure of the three arms of the Uganda government.

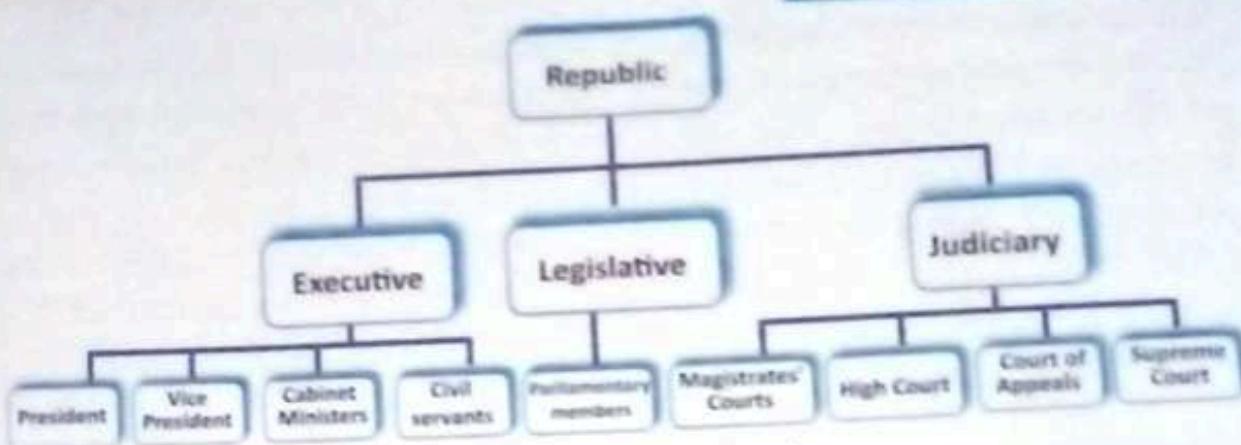


Figure 1.5: Structure of the 3 arms of government in Uganda

In activity 1.3 below, analyse the legislature and Judiciary arms of government to understand their duties and responsibilities in a government.

Activity 1.3 Functions of the Legislature and Judiciary arms of government

In groups;

Using ICT or library to research:

- Analyse the functions of the Legislature and Judiciary.
- Find out the structure of other East African governments.
- As a historian, suggest improvements in the above structure that would benefit the citizens.

1.3 Government Systems in Africa since Independence

There are many government systems in Africa. These include; democratic government, totalitarian government, monarchical government, federal and unitary government among others. It is important to note that the systems of government do not necessarily operate separately, they can be mixed up.

For example a government can be unitary, multi-party and democratic. For instance, Uganda is a republic, unitary and democratic government.

Lets discuss about each of the government systems.

a) Democratic Government

This is a system of government in which the supreme power is vested in the people and exercised by them either directly or indirectly through elected representatives. In democracy, there should be a free and fair election of the government of a country. This is important because, it is meant to form a government of people, by the people and for the people. This is the system of government that is currently practiced in Uganda and other East African countries.

b) Totalitarian Government

This is a form of government and a political system that prohibits all opposition parties, attempts to assert total control over the lives of its citizens. It is characterised by strong central rule that controls and directs all aspects of individual life through coercion and repression. Most African countries have gone through military governments but the common ones are Nigeria, Ghana, Democratic Republic of Congo and Uganda under Idi Amin from 1971 to 1979 and under Tito Okello from July 1985 to January 1986.

In Libya, Colonel Muamar Gadhafi took over King Idris in 1969 in a military coup. In Congo Mobutu took over government from 1965 to 1997 when he was finally deposed by a group of rebels supported by other neighbouring countries.

Figure 1.6 below shows some of the military rulers of Africa.



Figure 1.6: Some of the military rulers of Africa

c) Unitary Government

This can also be called a centralised government. It is a type of government that arises out of constitutional arrangements, whereby power is centralised and the different groups of people living within a state are governed by the officials appointed by the central government. However, the government may also create local governments and grant them some authority to manage on behalf of the central authority, such as to pass some minor laws. In East Africa, Uganda, Tanzania and Rwanda have a unitary system of government.

d) Federal Government

This is a government in which political powers in a state is shared between the central government and its territorial units such as provinces or regions. The central government is responsible for important functions like national defence, finance, foreign affairs and international trade. The regions (local units) enjoy autonomy in conducting local issues like taxation, education, road construction, health, water

supply and agriculture. This type of government was adopted in Nigeria.

In Activity 1.4, you will compare the different government systems to choose the most suitable system of government.

Activity 1.4 Comparison of Government systems in Africa after independence.

In groups,

- i) Brainstorm and identify the merits and demerits of a military government.
- ii) In a table compare the features of a unitary government and Federal government.
- iii) According to you, what would you consider as the most suitable system of government? Give reasons to support your answer.

Share your work in class in the presence of your teacher.

1.4 Tanzania's System of Government

The system of government and Politics in Tanzania is Unitary Presidential democratic republic. The President is directly elected by majority popular vote. The presidential term of office is five (5) years and only eligibility to the same office for two terms. Tanzanian President is both the head of state and head of government. The president has veto power of appointing cabinet ministers from among members of the elected Tanzania National Assembly, and also uses executive powers to appoint the judiciary. The president has a right to appoint 10 unelected additional members of parliament.

The government in Tanzania exercises Executive power, Legislature power vested in both the government and Parliament. And the Judiciary power which is independent of both the Executive and Legislature. The Legislature enacts laws, the Judiciary interprets the laws enacted by the Parliament while enforcement of these laws is in the hands of Administration. Tanzania exercises a multi party system of politics in which one Party dominates others in the country's politics and government.

1.5 A Case Study on Ghana's System of Government

The government structure of Ghana was created as a parliamentary Democracy. This was followed by alternating military and civilian governments.

Ghana practices multi-party democracy based on separation of powers among the executive, legislature and the Judiciary.



Figure 1.7: Coat of arms of the Republic of Ghana

The Executive authority is established in the office of the presidency, together with a council of state.

The president is the head of state/government and Commander in chief of the armed forces and veto power.

The president is elected by majority votes by a two round system and the presidential term of office is four (4) years. The president appoints a vice president. According to the 1992 Ghana's constitution, more than half of the ministers appointed by the president must be from among the members of parliament.

The Judiciary consists of the supreme court. See figure 1.8 below, which is the highest court of appeal and is responsible for Judicial review. It is authorised by the constitution to administer justice to any legislation or executive action at the request of any aggrieved citizen. Members of the Judiciary are appointed by the president upon advice of the judicial council. Judges can retire at the age of 60 but mandatory retirement is at the age of 70 years.



Figure 1.8: The supreme court of Ghana

Legislative functions are vested in parliament which consists of a 275 member body including the speaker. The members are elected for a four-year term in single

seat constituencies by simple majority votes.

The legislators make bills which upon approval of the President become laws.

The president may veto some bills, except those to which a vote of urgency is attached.

In activity 1.5 below, you are to compare Uganda's system of government with the one of United states of America to identify the good features from each system.

Activity 1.5 Comparison of Uganda's system of government with United states of America (USA)

in groups:

Using ICT or Library research,

- i) Compare Uganda's system of government with the government of USA.
- ii) Prepare an oral presentation about the similarities and differences of the two systems of government and present them to class.
- iii) Point out the lessons you learn from the USA's system of government.
- iv) Suggest what the USA government can adopt from Uganda's system of government.

Share your findings with the rest of the class.

1.6 China's System of Government



Figure 1.9: China's National Emblem



Figure 1.10: National flag of China

China is located in East Asia; it is officially referred to as "The People's Republic of China." The system of government in China is a single party government, under the Communist party of China. The central government of the People's Republic of China is the highest state of authority. The communist party of China is the sole

ruling party where all people in China are supposed to belong to this one party. The communist party is the power centre that controls every government department and military. The party Secretariat is the administrative body headed by the General Secretary, who is the highest-ranking official within the party.

The politburo (parliament) consists of 22 full members including the politburo standing committee which is the most powerful decision making body. The central military commission, and the central Discipline inspection commission have a role of fighting against corruption among the party members.

Figure 1.11, shows a chart of the structure of the communist party of China



Figure 1.11: Structure of China's Government

The central government consists of the Legislature, Executive and Judicial organs. The major organs of state power are the National People's congress, the Judiciary and the state council.

The state council is China's Executive organ, headed by the Premier, with a number of vice premiers, five state councillors, the secretary general, ministers and other cabinet level department heads. The state council presents most initiatives to the National people's congress, after being passed by the politburo standing committee.

The National People's Congress is the national legislature of China. Its role is to legislate, oversee the operations of the government and elect major officials of the state. It is elected for a term of five years.

China has a judicial organ which is used for prosecution and hearing of court

cases. The courts are supervised by the supreme people's court which is headed by the Chief justice. The supreme people's court is responsible for prosecution and supervision of justice at the provincial and county level.

The central military commission is headed by the Chairman who is the commander in Chief of the armed forces including the people's liberation army. He exercises the command and control of the army.

In activity 1.6 below, you will compare Uganda's system of government with the one of China to pick up good features from each system of government.

Activity 1.6 Comparison between Uganda's government with the government of China.

In groups,

Using ICT or Library research;

- Prepare an oral presentation about the similarities, and differences in the Uganda's system of government and the government of China.
- Write down the lessons you learn from the China's system of government.
- Suggest what China can adopt from Uganda's system of government.

Present your group findings to the class and write down your agreed ideas.



Project work

Your Teacher will invite a government representative from the district or Sub county (Gombolola) to talk to your class about the structure of their government.

- In your books, write down key points about the structure of government at that level..



Sample Activity of Integration

A conflict among Ugandan members of parliament

In 2017 the Members of parliament in Uganda were involved in a conflict over the proposed constitution amendment by the ruling National Resistance Movement members to remove the presidential age limit from 75 years. This resulted into suspension of some opposition members from parliament.



Figure 1.12: A conflict among Ugandan members of Parliament

Task:

1. As a student of History and political Education write a letter to the speaker of parliament advising him/her how such a conflict would have been addressed.
2. Suggest ways how the Legislature and Judiciary can fulfill their responsibilities without conflicting.



End of chapter Summary

By the end of this chapter, you have learnt:

The differences between a country, nation, state and government with their structures of government entailing the three arms. You have also compared the Ugandan system of government with other partner states in East African community and beyond like the ones of USA, China and Ghana.



Key words

- counties
- district
- municipalities
- sub-counties
- town clerk
- local council
- council

Learning outcomes

By the end of this chapter, you will be able to:

- a) understand the role and structure of Uganda's local government systems.
- b) understand the contribution and challenges of the local government system.
- c) know the levels of local courts in Uganda.

Introduction

After studying this chapter, you will be able to understand the relationship between the central government and the decentralised systems of government in Uganda. You will be able to know how local government systems operate in the urban and rural areas in Uganda, as well as appreciating their contribution towards community development and the country as a whole.

In your local communities, you have heard about local leaders such as local council chairpersons, councillors, municipal mayors and district leaders. All these are leaders of the local government systems.

Discussion

*In pairs, write down the local government positions starting from the village or zone level to the district level you know.
Exchange your work with another pair in class to compare your findings.*

2.1 The local Government System in Uganda

The 1995 constitution chapter 11, Article 176 (1), provides for a decentralised system of local government which is under the Ministry of Local Government. It is empowered through the local government act 1997 to supervise and legislate over given areas.

Local government is defined as the body that has responsibility of administering a smaller geographical area. Such areas may include a district, a city, a town, a municipal council, among others. This means that the local government has full control over its particular area or region therefore, it cannot make laws for a wider region.

The purpose of creating local governments is to bring services closer to the people, to have close monitoring of service delivery in their areas and they are established to develop strategies for development in their areas, which are in the community's best interests.

A local government can elect its own leaders who are responsible for carrying out different activities in their areas of operation.

The structure of local governments in Uganda

In an urban setting, there is a city, municipal, division, ward and cell councils.

In rural areas, there are district councils, counties (which are administrative units without a council), sub counties, parish councils and village councils as shown in Figure 2.1 below.



Figure 2.1: A chart showing the structure of local governments

Group discussion

In groups brainstorm and write notes on the following councils.

- i) City Council.
- ii) Municipal Council.

i) The village

According to the above administrative structure, a village is the lowest political administrative unit. It usually consists of between 50 and 70 households with homes of between 250 and 1,000 people. Each village has an elected Local Council (LC I) headed by a chairperson and nine (9) other executive members.



Figure 2.2: The village council (LC 1) meetings

Activity 2.1

Understanding the village council

Using research in your community or around your school,

- Identify the positions of members of the village council one (LC 1).
- Explain the roles of each member mentioned in part (i) above.
- Explain the circumstances that may lead to the calling of a village council meeting.

Share your findings with the rest of the class.

ii) The Parish

The parish is made up of a number of villages. Each parish has a Local Council II (LC II) committee made up of all the chairpersons from the village Local Council I (LC I) in the parish. Each local council II (LC II) elects an executive committee from its members. The parish is largely run by a parish chief who is a government employee who provides technical leadership to the Local Council II (LC II). Today, the Local Council II's are involved in settling land disputes, and mobilising the community for various activities.

iii) The Sub county

A sub-county is made up of a number of parishes. The sub-county is run by the sub-county chief on the technical side and an elected Local Council III (LC III) chairperson with an executive committee. The sub-county also has a Local Council III (LC III) council (a kind of parliament at that level) with a speaker and deputy speaker.

The council consists of elected councillors representing the parishes. Other technical staff include those involved in health, education and Non-Governmental Organisations. In towns, a sub-county is called a **Division**. The local Council III executive committee is responsible for the supervision of the implementation of policies and decisions made by its council.

In activity 2.2, you will understand more the roles of sub-county councils.

Activity 2.2 *Understanding the Sub County council*

In case you intend to contest as Local Council III (LC III) chairperson in your sub county or division:

- Identify the qualities that you should possess to attain the above position.
- Explain your roles and responsibilities as a Local Council III chairperson.
- Write down other members of the Local Council III (LC III) committee you intend to work with.

Present your views to your teacher for evaluation.

iv) The County

The county is made up of several sub-counties. Each sub-county is represented in the national parliament of Uganda by an elected member. In major towns, the equivalent of a county is a municipality (which is a set of divisions).

Local Council III (LC III) executive committee members of all the sub-counties constitute the Local Council IV (LC IV). They then elect a Local Council IV (LC IV) executive committee from among themselves. These committees have limited powers except in the municipalities they run.

On the technical part, the county is led by the Town Clerk who is a government employee.

V) The District

A district is made up of several counties and many municipalities in that area.

A district is led by an elected Local Council V (LC V) chairperson and the executive.

There is also an elected Local Council V (LC V) with representatives from the sub-counties and technical staff in the district.

On the technical side, the district is led by a Chief Administrative Officer (C.A.O) appointed by the Central government.

The district has committees, commissions and councils which are charged with different duties depending on the reason for their establishment. Such commissions include: the Public Service Commission, Health Service Commission and Education Service Commission. These have the responsibility to appoint civil servants in the various areas of specialisation. Figure 2.3 below shows one of the District council meetings in Uganda.



Figure 2.3: A District council meeting

In Activity 2.3 below, you will carry out research to understand more the district councils in Uganda.

Activity 2.3**Understanding the District council**

In a

- i) Brainstorm and explain the responsibilities of a district chairperson in the development of districts in Uganda.
- ii) Using ICT or library, research and outline the structure of a district council in Uganda.
- iii) Discuss the challenges facing district councils in Uganda today.

Write down the agreed views in your note book and present to class.

In Uganda, there are some cities such as Kampala, Mbarara, Masaka, Fortportal, Jinja, Gulu, Mbale and Arua whose administration is equivalent to that of a district. However, the city council is charged with the functions and power of the city.

In this case, the **Lord mayor** is the administrative head of the city.

In Kampala, which is the capital city of Uganda, the technical leader is the Executive Director of Kampala Capital City Authority (K.C.C.A) who is appointed by the president. Figure 2.4 below, shows the Lord Mayor presiding over a city council meeting.



Figure 2.4 Kampala Capital City Authority council meeting

You will understand more the structure of Kampala City Authority, its roles and the challenges it faces in the next activity.

Activity 24

Understanding the Kampala Capital City Authority

Book 2018 To 2022

Using ICT or Library research.

- i) Describe the structure of Kampala Capital City Authority (KCCA) leadership.
- ii) Explain the roles of Kampala Capital City Authority (KCCA)
- iii) Discuss the challenges faced by Kampala Capital City Authority (KCCA).
- iv) Suggest ways how the above challenges can be solved.

Present your findings to the rest of the class members.

2.2 Functions of local governments in Uganda

Local governments serve a number of purposes and these include the following: Local governments are the ones in charge of protecting public property such as bus parks, taxi parks, markets, boreholes among others. They protect such properties with the help of the defence and chairpersons of the local councils.

They collect taxes from their geographical areas such as cities, municipalities, districts which they later use in administering their budgets. Such taxes may be from property taxes, road dues, market dues among others.

They implement the policies of the central government for example, it is the duty of the local government to implement and monitor the Universal Primary Education, road maintenance and others.

They have to ensure that people observe the rule and regulations in the areas of their control for example in towns, districts and cities. In Uganda, local governments ensure that construction of buildings in their areas follow the plan of the city or town.

Local governments provide social services in areas they control and these may include; establishment of schools, provision of health services and security among others for the people in their geographical area.

They have a duty of maintaining boundaries of areas under their control, they are required to mark boundaries with the aim of easing administrative exercises.

They administer the public on behalf of the central government for example, it is the duty of the Chief Administrative Officer (C.A.O) to plan for the region he heads on behalf of the central government.

They have the responsibility of computing the number of death and burials in the district annually as well as taking care of public cemeteries at district level or in their geographical area.

They have the duty of mobilising people in their communities to volunteer in periods of emergency such as outbreak of epidemics, earthquakes and floods, among others.

They provide the central government with information regarding the political, social and economic stands of their areas of control. This makes the central government aware of the situation its citizens live in.

Local governments provide opportunities for the citizens to be effectively and directly involved in the process of governing their own regions or areas. This enables the leaders to have a better understanding of the citizens for better provision of services to the people.

In activity 2.5 below, you will identify the challenges facing local governments in Uganda and suggest ways how such problems can be addressed.

Activity 2.5 Identifying the problems facing Local governments in Uganda

In groups;

Using ICT or Library research,

- Discuss the challenges facing the local governments in Uganda.
- Suggest the solutions to the above problems facing local governments in Uganda.
- How is the local government related to the central government in Uganda? Present your findings to the class.

2.3 Local Council Courts in Uganda

In your school, you have a disciplinary committee whose role is to counsel, guide or punish wrong doers in school before the matter is referred to higher authorities. Such committees give us a good illustration of local courts.

Local council courts have their genesis from the "bush war" in the 1980's. By then they were referred to as the National Resistance Councils. These had replaced the traditional court system then, to bring justice closer to people.

Local council courts are courts created to settle minor state offences. Local council courts are established under the local council court act 2006 which regulates their jurisdiction. They operate at village, parish, town, division and sub-county levels.

The composition of the local council courts of the village or parish include all members of the executive committee of the village or parish. The local council court for the town, division or sub-county (LCIII) is composed of five (5) members appointed by the town council or sub-county council and two (2) members who must be women.

The sub-county local council court can only conduct business with a quorum of three (3) members that must include one (1) woman. At times, a secretary to the sub-county chief sits in the court proceedings, but does not take part in decision making. Figure 2.5 below, shows an example of a local court in session.



Figure 2.5: A local council court in session

In the next activity, you will analyse the problems faced by local council courts and suggest ways how such difficulties can be addressed.

Activity 2.6 Analysing the problems facing local council courts

In groups,

Brainstorm:

- i) The cases handled by the local courts.
- ii) Explain the difficulties faced by these courts in executing their duties.
- iii) Suggest ways how the above difficulties can be addressed.

Share your opinions in class.



Project work

Your teacher will invite a local government official/guest to facilitate you on how local governments operate within a decentralised system of government.

- i) Inquire about the challenges the local government faces.
 - ii) Summarise the guest speaker's talk in your reflective journal .
- Present your summary of the speaker's talk to the class.



Sample Activity of Integration

Local council III leadership in Mugoma county

In Mugoma County, residents have demonstrated against their local council III leaders for their failure to address their challenges. They accuse the newly elected local leaders of incompetence. Being newly elected, some of these leaders do not seem to know their respective roles while others blame the central government for failure to support them.



Figure 2.6: Residents of Mugoma County and their local leaders in a meeting in 2020

Tasks

You have been invited to sensitise the newly elected Local council III leaders, write a speech highlighting:

- i) The relationship between the central government and Local government.
- ii) Roles of Local Council III to the community.



End of chapter Summary

By the end of this chapter you have learnt:

The local government system from the village to district or city level with their clearly defined roles and responsibilities as provided for by the local government act, the levels of local courts in Uganda and the contribution and challenges of local government systems.



Learning outcomes

By the end of this chapter, you will be able to:

- understand the importance of the national constitution, national symbols, and values as given in the constitution.
- know series of constitutional reviews Uganda has had since 1962.
- understand the role of a citizen in the constitutional making process.
- understand the structure of the Ugandan parliament and the roles of the people and bodies within it.
- appreciate the role of the police, prisons and the army in Uganda.
- know the role of the judiciary in Uganda.

Key words

- army
- constitution
- coat of Arms
- national emblem
- Prison
- veto

Introduction

By the end of this chapter, you will be able to understand the rule of law in the constitution of Uganda, the roles, principles and issues related to parliament, the judiciary, citizenship, political parties, elections and how they relate to a democratic government. This will enable you appreciate the role of democracy in the political development of Uganda.

In any community, there is need for law and order. This can only be achieved when there is a constitution, or a set of rules that everyone is supposed to obey and follow. This helps to mould people's behaviour and bring about a good and upright society or community.

3.1 The Meaning of a Constitution

In your own words, what do you understand by the term constitution? A constitution is the supreme law that governs the political, social and economic life of the citizens in the country. It involves the rules that regulate the government. It highlights the duties and rights or freedom of the citizens. This helps to guide people, and regulate their behaviours.

A constitution may be written or unwritten. A written constitution has rules and regulations, laws, principles and guidelines to govern the country or organisation. These rules are clearly spelt out or codified in a formal document in order to easily be read and understood. For example, the Ugandan constitution.

The unwritten constitution is an informal one whose rules, regulations, principles and guidelines are not written down.

The countries with such a constitution are Lesotho and the United Kingdom.

In Uganda, the current constitution was adopted on 8th October 1995.

The first constitution of Uganda was adopted in 1962 when she attained her independence as shown in Figure 3.1.



UGANDA CONSTITUTIONAL INSTRUMENTS

The Uganda (Independence) Order in Council, 1962

and

The Constitution of Uganda (excluding Schedules 1 to 4)

Figure 3.1: The 1962 constitution of Uganda

In the activity below, you will research more about the constitution of Uganda in order to understand its features and importance to Ugandans.

Activity 3.1

Understanding the Constitution of Uganda

In groups:

Using the Library research or ICT,

- Explain the different features of the constitution of Uganda.
- Discuss the purpose for making a constitution in Uganda.
- Find out the importance of the constitution to Ugandans.

Share your findings with other classmates.

3.2 The Key National Symbols of Uganda

The National Symbols are also known as **Sacred Symbols** because they are very much respected and honoured by a nation. Each independent country in the world has its own national symbols. Uganda's national symbols are the Coat of Arms, the National Flag and the National Anthem as some are shown in figures 3.2 and 3.3 below.



Figure 3.2: The Uganda Coat of Arms



Figure 3.3: The Uganda National Flag

In the next activity, you will research more about the national symbols of Uganda to understand and appreciate their importance to the country.

Activity 3.2

Analysing the key National Symbols of Uganda

In groups:

Using Library research or ICT;

- Describe the meaning of each colour on the Uganda National Flag.
- Give the meaning of each feature shown on the coat of arms.
- Explain the importance of the National Symbols to Ugandans.

Write down your findings to present to the class in the next lesson.

The Uganda National Anthem

In your primary school, you learnt how to sing the national anthem, let us sing it together as a class.

A National anthem is an official song of a nation which is played or sung on official occasions. It is a symbol of nationalism. Every independent state has this musical emblem which at times can be instrumental. At the time when the National anthem is being played or sung, everybody around is supposed to stand up in its honour as shown in figure 3.4 below. Those who remain seated rise up their right hands straight depending on health status and disability. Police bands usually lead in the national anthem on official occasions.



Figure 3.4: Singing the National Anthem on an official function.

Any country's police, army or prison's band must always be in position to play or sing another country's national anthem. The rule about singing the National anthem of Uganda is: the 1st stanza is sung at any gathering or assembly. The two stanzas are sung when the president is attending a gathering and the Three stanzas are usually sung on 9th October which is Uganda's Independence Day.

The late George W. Kakoma shown in Figure 3.5 composed the Uganda's national anthem in 1962.



Figure 3.5: George William Kakoma

Activity 3.3 Understanding the Uganda National Anthem.

III. E. 3.3

- i) Write down the three stanzas of the Uganda National Anthem.
- ii) Explain the meaning of each stanza of the Uganda National Anthem.
- iii) Write down your school's anthem on a manila paper and analyse its meaning. Present your work to the rest of the class.

3.3 Constitutional Reviews in Uganda

Since independence, Uganda has had four constitutions since it attained its nationhood. These include the independence constitution of 1962, the Pigeon hole constitution of 1966, the Republican constitution of 1967 and the 1995 constitution.

The 1962 - 1966 Constitution

The 1962 constitution was the product of the Uganda constitutional conference that started operating soon after independence on 9th October 1962. It provided for a system of parliamentary democracy, where most members of parliament were to be elected directly except Buganda whose members were selected from her own Lukiko.

The Kingdoms of Buganda, Bunyoro, Ankole and the territory of Busoga gained a status of federal states. They retained their own legislatures, while the remaining districts and the territory of Mbale were controlled directly by the Central government.

This constitution was amended three times, the first one was in 1963, to replace Queen Elizabeth II. The Queen was represented by the Governor of Uganda Sir Walter Courts, as the head of state with a largely ceremonial position of the president and Vice president.

It was also amended in 1964 to make minor changes on which the Legislative Assembly of Toro was dissolved. In January 1965, it was amended for the 3rd time to give effect to the lost counties' referendum. From 1963-1966, Uganda was referred to as the sovereign state of Uganda because of the strong monarchical element in Ugandan constitution make up.

The 1966-1967 Constitution

In February 1966, the country witnessed the first major constitutional crisis. This was largely due to the bad relationship between the King of Buganda Sir Edward Mutesa II, who was the president of Uganda in 1964 in Figure 3.6 and Apollo Milton Obote in Figure 3.7, the executive prime minister at that time. Obote suspended the 1st constitution, making himself both head of state and head of government. He suspended the ceremonial president and vice president and retained their executive powers.



Figure 3.6 Sir Edward Mutesa II



Figure 3.7: Dr Apollo Milton Obote

On 15th April, 1966 a new constitution was adopted. This was referred to as the **Pigeon Hole Constitution**. This constitution was adopted without any debate, the copies of this constitution were just posted in the pigeon-holes of the members of parliament as a temporary measure until the Constituent Assembly was established.

This Pigeon hole Constitution repeated many aspects of the 1962 constitution. However, it downgraded the status of Buganda by removing the previous privilege of indirectly electing members of the Ugandan parliament and abolished the high court of Buganda.

All the rent that Buganda government used to get from its land was to be paid to the Central government as opposed to the 1962 Independence constitution. Buganda refused to accept the new constitution, resulting into the exile of Kabaka Mutesa II who until the crisis had been serving as Uganda's first President.

This constitution also brought Buganda to the same level with other kingdoms in Uganda, but reduced Busoga to the status of a district. The President was the one to appoint all the public officers on the advice of the Public Service Commission.

The new Constitution also extended the life of the parliament and it also declared the president then in office for 5 years. It abolished all traditional monarchies or kingdoms under article 118 (i), stated thus, "*The institution of king or Ruler of a kingdom or constitutional head of a district by whatever name called existing immediately before the commencement of this constitution under the then in force is hereby abolished.*"

The prime minister Milton Obote, the head of the Uganda People's Congress (UPC) intimidated the members of parliament with heavy deployment of troops that surrounded parliament to rubber stamp the constitution.



Figure 3.8: Obote used troops to abolish the 1962 constitution

The 1967 -1995 Constitution

The 1966 Constitution was replaced by the 1967 Constitution. It renamed Uganda as the Republic of Uganda. Parliament enacted this constitution on 8th September 1967. This was after three months of debate by the Constituent Assembly members of the National Assembly. It was in, real terms an amended version of the 1966 Constitution.

The 1967 -1995 Constitution abolished traditional rulers and all local legislatures. It expanded the powers of the Executive at that time headed by Obote at the expense of the Legislature. It gave rise to parliamentary democracy, but in practice the National Assembly had little influence.

In 1969, Uganda people's Congress was formally declared to be Uganda's only official political Party creating a one-party state. This constitution was partially suspended under President Idi Amin by the Legal Notice of 1971. The legal notice suspended the supremacy of the constitution, which made Idi Amin to rule by decree.

The 1967 Constitution was formally revived by Obote on his return to power in the



Figure 3.9: President Idi Amin Dada

late 1980. But following his overthrow by Tito Okello, it was suspended once more when the National Resistance Army gained power in 1986 under the leadership of Yoweri Museveni, shown in Figure 3.10 below.

He confirmed that the 1967 Constitution was supreme but suspended some provisions, related to the existence of a National parliament and election of the president which were suspended for four years, but later extended to eight years.



Figure 3.10: President Museveni swearing in 1986

In 1988, the National Resistance Council established the Uganda Constitution Commission and tasked it to review the 1967 Constitution and develop a new one. The commission was to consult the people and make proposals for a democratic permanent constitution that would be accepted by all.

The 1995 Constitution attempted to achieve a balanced power between the Executive, Legislature and Judiciary. The President no longer had the power to dissolve the parliament. The parliament can over ride the president's veto with a two-thirds majority. The 1995 Constitution also emphasised an independent judiciary with the Supreme court as the final court of appeal.

The 1995 Constitution restored all the traditional monarchies except for the Kingdom of Ankole, but limited the Ugandan King's powers to cultural matters only. Kingdoms were restored in Buganda, Bunyoro, Toro and Busoga as in Figure 3.11. traditional leaders are shown.



Kabaka of Buganda



Omukama of Bunyoro



Omukama of Toro



Kyabazinga of Busoga

Figure 3.11: Some of the cultural leaders by 2022

However some amendments were done on the 1995 Constitution in 2005. The amendment removed presidential limits, and legalised a multi-party-political system. More, amendments were made to remove the presidential age limits in 2018.

In activity 3.4 below, you will explore more about the 1995 Constitution of Uganda to appreciate its benefits to the Citizens of Uganda.

Activity 3.4 Identifying the constitutional Rights, Duties and Responsibilities of a citizen

Using ICT and 1995 Constitution in the library:

- Describe the different categories of citizens as provided by the 1995 Constitution.
- As a citizen of Uganda, analyse your duties as spelled out in the 1995 Constitution.
- As a Ugandan, write down your Constitutional rights according to the 1995 Constitution of Uganda.
- Discuss the current or past events, where your constitutional rights and duties were challenged or violated.

You will present your work in class in the next lesson.

Citizens in a constitutional democracy are given the right of participating in voting for their leaders in the legislature to represent them in the making process and debate the content of the constitution. The legislature also gets involved in passing laws setting up the process of making the constitution and appoint members of the constitutional commission.

3.4 Local and National Elections in Uganda

Have you ever witnessed an election in your school or community? In your own words describe what you understand by elections.

Election can be defined as the choice or decision made by a group of people on who is to lead them. Elections are the instrument by which political leaders are chosen to carry out the general duties of society. The person who votes in this case is called the **Elector or voter**.

In the 1995 constitution of the republic of Uganda, elections are catered for under chapter 5, Article 61, clause (1) which gives the Electoral Commission mandate to organise, conduct, supervise and to demarcate constituencies.

The main types of voting used in Uganda are three as described below:

First, there is **open voting** where people choose their leaders openly. This is done by lining behind the candidate or by show of hands. This is commonly used during the elections of local councils.

There is the use of **secret ballot system** where ballots are secretly casted in ballot boxes. This is practiced during the election of District chairpersons, councillors, Mayors, members of parliament and the President.

There is also the **voting by proxy** where another person casts a vote on one's behalf in his absence. See the pictures of different types of voting in Figures 3.12 and 3.13 below.



Figure 3.12 Election by ballot paper



Figure 3.13 Election by lining up

In the next activity, you will research about the process of elections in Uganda to identify its strengths and weaknesses for improvement of the process.

Activity 3.5 Understanding the procedure for conducting elections in Uganda

In groups;

Using ICT or Library research;

- Draw a flow chart to describe the procedure for conducting Local and National government elections in Uganda. Pin it in class for discussion.
- In your opinion, why do you think the election process in Uganda is the most appropriate? Give your reasons.
- Discuss some of the weaknesses of the election process in Uganda. Write down your findings in your notebooks and share in class.

In your previous activity, you discussed the process of conducting Local and National government elections. Its the same process used in the election of members of parliament seated in a session in Figure 3.14 below.

3.5 The Structure of Parliament in Uganda

The Parliament is the legislating body of government also known as the **National Assembly**.

It is headed by the Speaker and assisted by the Deputy Speaker.

The Speaker chairs all parliamentary sessions assisted by committees of parliament. The term of office for each parliament is a 5 years term.



Figure 3.14: Parliament of Uganda in session

Members of parliament are elected directly through universal adult suffrage.

All the people who have attained the age of eighteen and above are allowed to cast their votes on the candidate(s) of their choice in an election.

The parliament is composed of committees that discuss various issues of National importance and present them to the plenary. These committees are standing committees and sessional committees. There is a parliamentary commission headed by the Speaker, it is composed of parliamentary commissioners and parliamentary staff. These discuss and approve political appointments. They are also in charge of administration of parliamentary business.

Activity 3.6

Understanding the structure and roles of people and bodies in the Parliament of Uganda

Listen to the government official talk to your class about the structure and different roles of the people and bodies in the Ugandan Parliament
In groups

- Discuss about the structures in the Ugandan parliament.
- Explain the roles of the following people and bodies in parliament:

a) The Speaker of the Parliament	c) Sergeant at Arms
b) The Clerk to Parliament	d) Commissioners in parliament

Present your group work to the rest of the class.

3.6 Role of the Army, Police and Prisons in Uganda

The Army

The Army is an organ of the Government that comprises of a large group of well-trained soldiers to defend the nation from any form of external aggression. It is under the Ministry of Defence and the President is the Commander in Chief of the Armed forces.



Figure 3.15: The Uganda People's Defence Force's Logo

In activity below, you will carry out a research on Uganda's army force to understand its roles and challenges during their service to suggest ways of solving them.

Activity 3.7

Understanding the Uganda People's Defence Force (UPDF)

If applicable

Use ICT or Library research to;

- Discuss the roles of the Uganda People's Defence Force in Uganda.
- Identify the challenges faced by the Ugandan Army (UPDF).
- If you were the Chief of Defence forces in Uganda, how would you overcome the challenges facing the Army?

Present your group findings to the rest of the class members.

Police in Uganda

The Police is a branch of government made up of men and women who are well trained to maintain law and order within a country. It is under the Ministry of Internal Affairs. It is headed by the Inspector General of Police and the Deputy Inspector General as the vice. These are appointed by the President and

and approved by the Parliament of Uganda.

The Police serves to maintain law and order in local areas by protecting members of the public and their property, preventing crime, reducing the fear of crime and improving the quality of life for all citizens.

See Figure 3.17 of one of the police station in Uganda.



Figure 3.17 One of the Police stations in Uganda



Figure 3.16: The Uganda Police Logo

The Uganda Prisons Service

Have you ever visited or heard of any prison in your country?

Share with your neighbour what you know about prisons in Uganda.

The Uganda Prisons service is a branch of government made up of men and women who are well trained to keep offenders both convicted and those on remand. It is under the ministry of Internal affairs, headed by the Commissioner General of Prisons and the Deputy Commissioner General as the vice. These are appointed by the President and approved by the Parliament of Uganda. The logo of Uganda Prisons Service is shown in the Figure 3.18.



Figure 3.18: Uganda Prisons Service Logo.

Uganda Prisons Service is responsible for the safe custody of prisoners in Uganda, as well as their welfare, reformation and rehabilitation. They also have the duty to protect, promote and safe guard the rights of those incarcerated to facilitate the reintegration of prisoners into their communities.

The Prisons service has a vision and mission statements which guide their core objectives. There are also prisons where Juveniles (persons below 18 years) are detained, for example Kampiringisa rehabilitation centre and Gulu Remand home

in Gulu among others. Figure 3.19, shows inmates in one of the prisons in Uganda.



Figure 3.19: Inmates in one Prison of Uganda

Activity 3.8 Identifying the roles of the Police and Prisons Service in Uganda

Your teacher will invite a police or prisons official to speak to you about the Uganda police and prisons departments.

Listen to the talk and write in your notebook about;

- The roles played by Uganda Police and Uganda Prisons in the country.
- The difficulties faced by Uganda Police and Uganda Prisons, in executing their duties.
- The solutions to the difficulties faced by Uganda Police and Uganda Prisons.

Share your notes in pairs.

3.7 The Judiciary in Uganda

The Judiciary is an organ of government whose role is to administer justice and settle disputes in the country. It is made up of the Supreme Court, the Court of Appeal, the High Court, the Magistrates Court, and other Courts who have an obligation of settling disputes. The Judiciary is under the Ministry of Justice and Constitutional Affairs.



Figure 3.20: Civil Court in session

In activity 3.9, you will research about the different levels of courts in Uganda to understand the roles and challenges faced by the judiciary in the country.

Activity 3.9 Understanding the roles of the judiciary in Uganda

Using ICT or library research:

- Write short notes on the following:
 - The Supreme Court
 - Court of Appeal
 - High Court
 - Magistrates Court
- Discuss the roles of the Judiciary in Uganda.
- Analyse the challenges faced by the Judiciary arm in Uganda.

Present your work in class in the next lesson.

The primary functions of the Judicial branch are to interpret federal laws, resolve legal disputes, punish those who violate the laws, make decisions in civil cases, and assess the innocence or guilt of a person based on criminal laws. See figure 3.21 showing some of Uganda's Chief Justices.



Figure 3.21: Some of the Supreme court Judges of Uganda

Activity 3.10 Exploring the activities of Courts of Law in Uganda

In groups

Visit any local council court in your community or near your school and follow its court proceedings.

- In an interview with any local court official find out;
 - The Structure of local council courts.
 - Activities done in that local court.
 - Challenges of the local court system in Uganda
- How can the challenges identified in part (c) be solved in order to strengthen the local court you visited?

Share your group findings with the rest of the class



Sample Activity of integration

Suspected criminals in Courts of law

According to the 1995 constitution of Uganda, article 23 (6) the right to bail is a fundamental right. It further states that an accused person is considered innocent until he is proved or pleads guilty. Recently, the president of Uganda and his cabinet proposed for removal and denial of bail to individuals accused of capital offences such as treason and murder. However, the Judiciary and some members of Parliament were largely opposed to this proposal.



Figure 3.22: Suspected criminals in courts of law

Tasks:

Imagine you are the Chief Justice of the Republic of Uganda, write an article discussing ways how capital offenders can be tried without violating their rights and being just to the victims.



End of chapter Summary

By the end of this chapter, you have learnt:

The importance of the National Constitution, National Symbols and values as given in the Uganda Constitution with the series of constitutional reviews Uganda has had since 1962.

The roles of the Citizens in the constitutional making process, the structure of the Ugandan Parliament, the roles of different people and bodies within the parliament, the army, police, prisons and the Judiciary in Uganda.

**Learning outcomes**

By the end of this chapter, you will be able to:

- know the meaning of the term democracy;
- know the features of democracy;
- understand what a political party is, why it was formed, its role and challenges;
- appreciate the benefits of the most democratic countries in East Africa;
- understand the different types of leadership in our communities.

Key words

- Democracy
- election
- multi-party
- political party

Introduction

By the end of this chapter, you will be able to understand the meaning of democracy, its features, different political parties formed in East Africa and how democracy is applied with its benefits. Many countries are politically, economically and socially developed because of the good leadership which is attained through democracy. You will also come to know the role played by different types of leaders at all levels of society in helping communities and resolving conflicts.

4.1 The Meaning of Democracy

You have been hearing the word democracy so many times and you could have used it yourself.

In class, use your own words to explain what you understand by democracy.

This is a system of government where the citizens of a state exercise their powers either directly through voting or indirectly through their elected representatives under a clear electoral system. It is a situation where the laws, policies and regulations affecting the society are made by the majority of the people. Democracy clearly spells out the involvement of the people in order to solve society problems.

4.2 Forms of Democracy

There are five (5) types of democracy and these include;

a) Direct democracy

This is a form of democracy in which public decisions are made by the people directly.

It gives a platform to every individual to attend the legislature and even extend concerns when discussing different issues during a parliamentary session.

See a group of youths attending a parliamentary session on youth advocacy day in Figure 4.1.



Figure 4.1: The national parliamentary youth advocacy day at parliament are shown in

b) Representative democracy

This is a form of democracy in which representatives are elected to make policies and enforce laws while representing the citizens of the country. This is also known as republic democracy. Figure 4.2 below, shows representatives of citizens of Uganda in a parliamentary session discussing issues concerning their constituents they represent.



Figure 4.2: Parliamentarians representing their Constituents in a parliamentary session.

c) Constitutional Democracy

This is a form of democracy in which the majority citizens in a country exercise their rights according to the constitution of the country as shown in the Ugandan constitution in Figure 4.3.

The rights such as the right to vote and the right to speak, among others.



Figure 4.3: The constitution of Uganda

d) A Federal Democracy

This is a form of democracy in which power is constitutionally divided between the Central governing authority and Constituent units (states). Here each unit enforces its own law directly on its citizens and neither the National government nor constituent political units can alter the arrangement without the consent of the other.

e) A Unitary Democracy

This is a democratic government in which a constitutional authority lies in the hands of a single Central government. Administrative divisions (sub-national units) created by the Central government are responsible for the every day administration. They only exercise power the central government chooses to delegate. Figure 4.4 shows the structure of a unitary system of government.

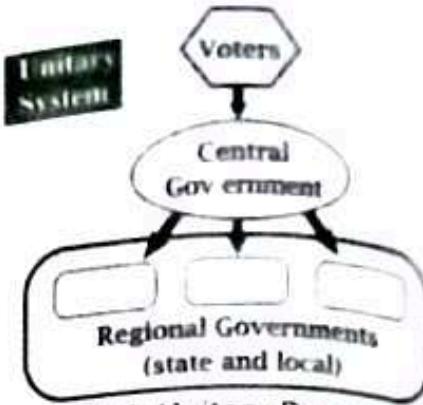


Figure 4.4: Unitary Democracy

f) Presidential Democracy

This is a democratic form of government in which the executive arm of government is elected separately from the legislative arm. The powers vested in the executive arm are usually balanced against those vested in the legislature.

In the next activity, you will explore more about a democratic country, its practices and advantages.

Activity 4.1 Understanding the features and benefits of a democratic country.

In groups,

- i) Role play and dramatise the characteristics of a democratic country.
Present your role play to other groups in class.
- ii) Individually write a short story about the advantages of a democratic state with examples from one of the East African countries.

Hand in your write up to the teacher for assessment.

4.3 Political Parties in East Africa

You have been hearing about different political parties in your country.

Mention the different political parties you know in Uganda.

A political party refers to a group of people who hold a common idea on how state power should be organised and used. It is also a group of people whose aim is to take over state power and exercise it. Examples of political parties in Uganda among others, include: National Resistance Movement (NRM), Forum for Democratic Change (FDC), National Unity Platform (NUP), Democratic Party (DP) and Uganda People's Congress (UPC).

Figure 4.5 below, shows some of the political party symbols in Uganda



NRM party



UPC party



FDC party



DP party



NUP party

Figure 4.5: Political party Symbols in Uganda

Just as in Uganda, there are political parties in Kenya and Tanzania.

In Kenya, there is Jubilee party, Orange Democratic Movement (ODM), Wiper Democratic Movement (WDM), Kenya African National Union (KANU) and Forum for the Restoration of Democracy.

Below in Figure 4.6, are some symbols used by these political parties in Kenya.



KANU party



WIPER party



Jubilee party



ODM party

Figure 4.6: political party Symbols in Kenya

In Tanzania, some political parties include:

Chama Cha Mapinduzi (CCM), Chama Cha Demokrasia na Maendeleo (CHADEMA), Civic United Front (CUF), Tanzania Labour Party (TLP).

See Figure 4.7, which shows the symbols used by each political party in Tanzania.



CCM party



CHADEMA party



CUF party



TLP party

Figure 4.7: Political party Symbols in Tanzania

In activity 4.2, you will research more on political parties in East Africa to analyse their roles and challenges in their countries

Activity 4.2**Analysing political parties in East Africa**

Choose one political party from any of the East African countries.

- i) Find out why the above chosen party was formed
- ii) Analyse the role of that political party in its country
- iii) Analyse the challenges facing that political party chosen above.

Write down your findings and present it to class.

Types of Political Parties

In your communities, you have ever heard of people campaigning in an election while putting more emphasis on their political party affiliations, colours and slogans. This shows that democracy puts emphasis on political parties because people are inclined to different ideologies. Therefore, people vote leaders with whom they share the same political ideologies.

Political parties are usually classified according to their structure and geographical area. There are regional, territorial and inter territorial parties.

Such parties include the following;

i) Elite Parties

These are political parties that are formed and dominated by the educated people. In most cases these are based in urban centres. The rest of the members in rural areas are mainly peasants.

ii) Mass Parties

These are parties that have a large number of followers. This is because, such parties do not discriminate their membership, they allow whoever is willing to join them.

iii) Regional Parties

They are also known as **Ethnic based parties**. These promote the interest of an ethnic group of people or region. For example, in the 1960's, the Kabaka Yekka (KY) political party was established in Uganda to promote the interests of Baganda.

iv) Territorial Parties

These are parties which are restricted to one territory or state. For example, Democratic party (DP), National Resistance Movement (NRM) in Uganda, Kenya

African National Union in Kenya (KANU) and Chama Cha Mapinduzi (CCM) in Tanzania

v) Inter territorial parties.

These are parties whose activities go beyond the borders of a particular country. Such parties existed during the period of African struggle for independence.

Activity 4.3

Functions of Political Party system in East Africa

Method:

Use ICT/library to research on,

- The functions of political parties in East Africa.
- Write short notes on the following political party systems:
 - One party political system
 - Multi party political system
- In your opinion, which of the above political system is most suitable for your country? Give reasons for your answer.

Share your findings with the rest of the class.

4.4 Benefits of Political Parties

From the activity previously done, you have been able to identify the functions of political parties in East Africa. You are to analyse the benefits of a political party system to the country.

Political parties encourage public participation in the country's matters. Parties gather information about what is happening within society from their members so that they can take a stand on those issues. Therefore, they distribute information throughout the society. They are primary sources of information for current and future legislation.

Political parties create checks and balances to prevent one person or one group from grabbing too much power in a representative government.

Political parties also limit the influence that money has on an election. They allow people with similar values or interests to come together against the monetary influence in politics.

They help decisions to be made quicker. When people come together within the boundaries of the party, they can debate ideas and create policies that benefit everyone faster, than if they were forced to do it themselves.

Political parties create connections among party members by making new friends, travelling in new places and being able to work towards making the world a better place. Political parties encourage people to become politically active. Everyone has the capability of casting a vote whether that right is permitted or not under their current government.

4.5 Leadership in our Communities

In your family, community where you live and your school, there are leaders.

1. Brainstorm on what you understand by the term leadership.
2. Identify the different types of leaders in the communities where you live.

Leadership is the act and ability of directing the performance of individuals in a society. It involves issuing orders which must be clear and purposeful with consistent communication so that those who are led can understand what goes on.

Leaders need to nurture the grass-root participation of the people in the management of the social, political and economic affairs of their country. This helps in building trust among the leaders at all levels from their subjects.

There are different types of leadership found in different communities of Uganda and these include the following:

a) Democratic Leadership

This is the leadership where a leader accomplishes his duties by allowing and encouraging the participation of his or her followers. A democratic leader encourages consultation with his followers in decision making, planning and organising their societies. The followers also cooperate and discuss freely with their leader. See Figure 4.8 of presidential aspirants who were ready to take on the leadership of Uganda in 2016 elections.



Figure 4.8: Presidential aspirant debate (2016) in Uganda

b) Authoritarian Leadership

This is the leadership where a leader has total control over all decision making on his people. The leadership style characterised by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their ideas and judgments and rarely accept advice from followers. For example, President Idi Amin of Uganda in Figure 4.9 was an authoritarian leader.



Figure 4.9: Idi Amin Dada

c) Laissez Faire Leadership

This is where a leader accomplishes his duties by complete dependence on his followers in the decision making. The leader assumes the role of just another member of the group. Things are left to go on their own.



Figure 4.10: Laissez faire leadership

d) Persuasive Leadership

This is where leaders show by their actions, attitude and speech that the subordinates are people but not objects to be exploited or ignored. The subordinates are treated as the most valuable resources.

e) Benevolent or Autocratic Leadership

This is the leadership where a leader accomplishes his duties by excluding all the participation of others in decision making. Followers are expected to rely on the leader for satisfaction and achievement of goals. The leader does and directs his people in everything.



Figure 4.11: Autocratic leadership

f) Charismatic Leadership

Charismatic comes from the word *charism*, which means a "gift of grace". Therefore, a charismatic leader is one who is followed because of a belief in his extra ordinary qualities. These extra ordinary qualities set a leader to appear very different from other people in society.

From the discussion about different types of leadership in communities, you are going to analyse the merits and demerits of these types, and give preference of the type you would think suitable for the leadership of your community with supporting reasons in the next activity.

Activity 4.4

Analysing the different types of leadership

In groups,

- i) Analyse the types of leadership discussed before, to identify the type of leadership you think would work best in your community.
Give reasons for your answer.
- ii) Using internet or library research, explain the qualities of a good leader.
Present your findings with the rest of the class.

Family Leadership



Figure 4.12: A family in Uganda

In activity 4.5, you will explore more about the families in Uganda to identify the different roles and responsibilities of leaders and other members in a family.

Activity 4.5

Explaining the different roles in a family

In a family, there are defining roles of father, mother and children

In groups:

- Discuss the different responsibilities of a father and mother as leaders in a home
- Identify the roles performed by children in a home
- What type of leadership is common in your family? Give reasons for your answer
- Conduct an interview with an adult person in any family either in school or at home, on the best way of leading a family

Write a report on your findings and present it to class in the next lesson.

4.6 Formal and informal leaders in our communities

In your community or school, there are formal and informal leaders.

Mention the formal leaders you know in your community or school.

a) Formal leaders are those leaders that have an official position in the community. They may be appointed or elected by the members of the community. They usually have a title or a special name. Such leaders include religious leaders, kings and chiefs, local council leaders, mayors, ministers, parliamentarians to mention but a few.

See Figures 4.13 and 4.14 of some of the formal leaders in Uganda by the year 2022.



Figure 4.13: KCCA-Lord Mayor Elias Lukwago by 2022



Figure 4.14 Omukama solomon Iguru I of Bunyoro by 2022

b) Informal leaders are those people who are respected or listened to because of the kind of people they are. Such leaders may have no official position in the community, they may be respected because of being good in behaviour, talented

and with special skills. They do not usually have a title. Examples of such leaders include musicians, sportsmen, the elderly, landlords and artists, among others.

See Figures 4.15 and 4.16 of some of the informal leaders in Uganda below.



Figure 4.15: Mubiru Hassan - Ugandan football legend



Figure 4.16: Joanita Kawalya (Musician)

In activity 4.6 below, you will hold a class debate to understand the importance of formal and informal leaders in your country.

Activity 4.6 Formal and informal leaders in communities

- As a class, debate on a motion that "formal leaders are more important than informal leaders".

Write down the points raised in a debate in your notebook.

Rights and responsibilities of leaders

Different leaders have different responsibilities depending on the nature of the position they hold in a community.

Religious leaders

These include; Arch-bishops, bishops, cardinals, imams, mufti's and many others as some are shown in the Figure 4.17 on the next page.



Cardinal Emmanuel Wamala



Mufti Shaban Mubajje

Figure 4.17: Religious leaders in Uganda by 2022

these religious leaders have a role of conducting religious activities such as leading prayers, guidance and counselling of their followers. They are also used in conflict resolutions in communities where they live and in building and strengthening of families. The community has a duty to respect, attend religious and counselling sessions as well as contributing to the building of places of worship.

Leaders in schools, such as principals, headteachers, teachers, school prefects, and others also have stipulated responsibilities in relation to their positions. The learners have a responsibility to be disciplined and obedient to these leaders.

Community leaders

These are categorised in many ways. They include Local council leaders at different levels, parish and sub county chiefs and councillors at different levels.

They have a number of responsibilities, among them include: ensuring law and order, bridging the gap between the Central government and the local people, ensuring security and provision of services such as health care, education, clean water, proper sanitation and many others.

The community members in return should abide by the rules of the community, respect their leaders, pay taxes and other dues and cooperate with their leaders.



Project work

An elected official in your community from the central government or local government will visit your class to speak about the relationship between the centralised and decentralised systems of governments and the challenges they face.

Write notes as the guest speaker talks to share your report in the class.



Sample Activity of Integration

In Senene village, there arose a conflict among residents over which political leaders to elect in offices due to differences in political ideologies of different political parties. While some voters insisted on competent leaders, others were determined to elect leaders of their political parties despite their incompetence. After electing these leaders, they were found unable to deliver services to the people.



Figure 4.18 People lining up to vote their leaders

Tasks

1. As one of the civic educators who has been invited to sensitise the people of Senene, prepare a speech highlighting the qualities they should consider in electing leaders.
2. Analyse the roles leaders should play in developing their communities.



End of chapter Summary

By the end of this chapter, you have learnt

The meaning of the term democracy, its features and the benefits of practicing it in East African countries. You have come to understand what a political party is, the reasons for its formation, its roles, challenges and the different types of leadership in communities.

CHAPTER 5**THE ROLE OF THE UNITED NATIONS IN DEVELOPMENT AND ITS IMPACT ON UGANDA****Key words**

- civil war
- human rights
- organisation
- peace
- subsidiary bodies
- terrorism
- united Nations
- secretariat

Learning outcomes

By the end of this chapter, you will be able to:

- a) know the essential facts about the history, aims and structure of the UN
- b) know the role of UN in maintaining world peace and development drawing examples from Uganda
- c) understand the roles and functions of the UN and its subsidiary bodies in detail with a focus on Uganda.
- d) understand the contribution of the UN in maintaining peace and development in Uganda.
- e) appreciate the role of the UN in promotion of human rights in Uganda.

Introduction

In this chapter, you are going to study about the United Nations (UN), an international organisation founded in 1945 after world War II. When 51 countries committed to take up the role of pursuing peace and development of its member states.

Therefore, after studying this chapter, you will be able to understand the essential facts about the history of United Nations (UN), its aims, structural roles and functions of subsidiary bodies. You will appreciate the contribution of United Nations (UN) in maintaining peace and promotion of human rights in Uganda.

5.1 The United Nations



Figure 5.1: Flags of member states of the United Nations

You must have heard about agencies such as United Nations High Commission for refugees (UNHCR), United Nations Development Program (UNDP) and United Nations Children Education Fund (UNICEF), among others. All these organisations are under United Nations.

Have you ever wondered what these organisations do?

5.2 The History and Aims of United Nations

The United Nations which was formerly known as United Nations Organisations officially came into existence in October 1945 after World War II replacing the discredited League of Nations.

It is an international organisation whose headquarters are in New York U.S.A.

It was formed majority to promote world peace and cooperation among the member states, maintain international peace and security, develop friendly relations among nations, to cooperate in solving international economic, social,cultural and humanitarian problems and promote respect for human rights and fundamental freedoms.

5.3 The Structure of United Nations

It has six organs that carry out its work and these include: The General Assembly, the United Nations Security council, the UN Secretariat, International Court of Justice, United Nations Economic and Social Council and the Trusteeship Council.

Lets discuss each structure briefly to understand their roles in the organisation.

The General Assembly

This works as the parliament of the United Nations. It consists of heads of states of member countries. This meets once a year but special sessions can be called under certain circumstances. When the General Assembly meets any question of special importance can be discussed and solutions are suggested for immediate action. Each member country has one vote.

The Security Council

This council is responsible for ending armed conflicts among member countries. It is composed of fifteen member states, consisting of five permanent members namely USA, China, France, Russia and Britain. It meets more often than the General Assembly. The ten non-permanent members are elected for a two year term by the General Assembly.

The Secretariat

Another organ of United Nations is the Secretariat which is an administrative organ. It is headed by the Secretary General who is appointed by the General Assembly after being recommended by the Security Council. The Secretaryship changes every after five years. The Secretariat helps all other organs to do their work as efficiently as possible.

The International Court of Justice

This is responsible for diplomatic settling of disputes among member states.

Its current headquarters are at Hague in Holland. The Court has fifteen judges each appointed for a 9 year term. The General Assembly and Security Council appoint them.

United Nations Economic and Social Council

This council is responsible for identification of the social and economic problems in member countries and providing solutions to them. The Economic and Social Council works to encourage higher standards of living, better health, cultural and educational cooperation, among member nations and the observation of human rights.

The council has many specialised agencies such as World Health Organisation (WHO), International Monetary Fund (IMF), United Nations International Children's Emergency Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations High Commissioner for Refugees (UNHCR) and Food and Agriculture Organisation (FAO).

Trusteeship Council

This was originally established to handle colonial matters especially at the time when most countries were under colonial rule. It was intended to prepare territories for self-governance and independence.

Activity 5.1

Analysing the United Nations activities

Activity

1. In the presence of your teacher, watch a documentary or listen to the story on UN activities in:
 - i) The field.
 - ii) The General assembly and security council meetings in New York.
2. Note down key issues from the documentary.
3. Ask your teacher issues arising from the documentary that may seem unclear.



Figure 5.2: The UN General assembly

5.4 Roles of United Nations (UN)

The united nations (UN) through its subsidiary bodies or agencies such as World Health Organisation (WHO), United Nations International Children's Emergency Fund (UNICEF), United Nations Development Programme (UNDP), Food and Agricultural Organisation (FAO), United Nations High Commission for refugees (UNHCR) and many others has played an important role in addressing world crises.

in different countries.

Among them are hunger, poverty specifically in developing countries, climate change, which has brought about global warming, civil wars such as the Syrian war, Yemen and Somalia civil war, refugee problems, terrorism, the outbreak of epidemics like Ebola, Covid 19 and genocide.

The following are some of the strategies and plans advanced by the (UN) to solve the above crises;

The United Nations through the United Nations Global Counter Terrorism Strategy (UNGCTS) helps member countries to counter terrorism. It does this through practically strengthening member countries' capacities to react to terrorist threats.



Figure 5.4: Counter terrorism training

The United Nations has played a major role in ending civil wars in the world by deploying the United Nations peace keeping force to maintain security, peace making and consolidating peace through signing of peace agreements among the warring parties. For example, the Peace Treaty on the Korean Peninsula of 2018 as a follow up of the 1953 Korean Armistice Agreement that was implemented by United Nations.

See Figure 5.5 showing the soldiers of the United Nations.



United Nations

Figure 5.3: United Nations logo



Fig 5.5: UN soldiers on assembly

The 1948 convention which was approved by 148 member states committed to prevent and punish actions of genocide in war. For example, the United Nations tribunal for Rwanda see figure 5.6



Figure 5.6: Rwanda Genocide court session

Through the Food and Agriculture Organisation (FAO), the United Nations leads global efforts to defeat hunger in its member states.

The goal of universal security is to help people everywhere to have regular access to enough high-quality food to lead active healthy lives.

See Figure 5.7 below, FAO taking lead in seed distribution.

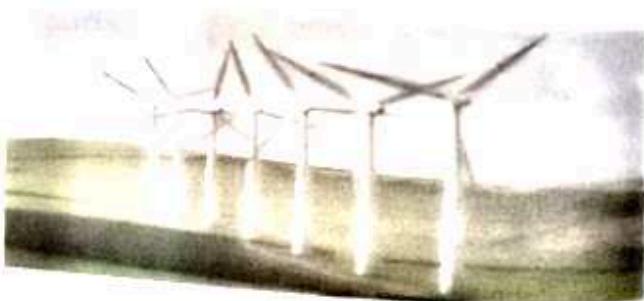


Figure 5.7: F.A.O distributing seeds

Climate change is a global problem that requires a global solution and the United Nations helps member states to respond to the challenges of climate change through funding projects aimed at bringing new technology, energy efficiency and sustainable development as shown in Figure 5.8 below.



Figure 5.8: UN on fight against climate change



The United Nations through the International Fund for Agricultural Development (IFAD) provides low interest loans and grants to very poor rural people. Since 1978, the UN through IFAD has helped more than 430 million women and men to grow and sell more food to increase their incomes and provide for their families.



Figure 5.9: IFAD helps rural women in agriculture

The United Nations through the United Nations High Commission for Refugees provides aid to around 79.5 million refugees fleeing violence, persecution and war from different parts of the world. Figure 5.10 shows the Palestinian and Somali refugees receiving some aid.



Figure 5.10: UNHCR staff distributing aid to refugees in somalia.

The United Nations is playing a greater role in combating disasters and helping disaster victims when natural disasters arise. The United Nations coordinates and mobilises assistance to the victims by working together with individual governments and the red cross movement. See Figure 5.11 red cross working in camps.



Figure 5.11: Red cross at work in camps

The United Nations has worked hard to control the spread of epidemics through the World Health Organization (WHO). The World Health Organization (WHO) in 2020 helped to reduce on the infections and deaths resulting from Corona Virus (Covid 19) when it issued a global alert and an emergency travel advisory to member states. It has done the same on Ebola, Cholera and Avian influenza in Uganda.



Figure 5.12: Immunisation sponsored by WHO

In the next activity, you will focus on the various activities performed by the United Nations in different parts of the world to appreciate its effort.

Activity 5.2 Role playing the activities of the United Nations General Assembly

Assuming your class is the UN General Assembly;

- Hold a mock debate on any international issue, using the knowledge of how the General Assembly works.
- Let the different students play the roles, representatives of various member countries of the UN perform.

In your note book write down the procedures and the discussions you have held

5.5 Contribution of the UN towards Peace and development in Uganda



Figure 5.13: UN and Uganda

Uganda became a member of United Nations (UN) on 25th October 1962 after attaining its independence. The United Nations through its various agencies and programmes has supported the government of Uganda in attaining a solution

towards lasting peace and achieving its development goals under the leadership of the United Nations Resident Coordinator. Over the past decades, the United Nations has provided technical support, capacity building and assistance to address a wide range of development and humanitarian challenges in health, education, peace, human rights and gender, among others.

For almost 20 years, Uganda's peace was threatened by rebels, these were Lord's Resistance Army (LRA) in the northern Uganda led by Joseph Kony shown in Figure 5.14 and the Allied Democratic Forces (ADF) rebels in the Kasese region.

The rebel activities led to insecurity, loss of lives, displacement of a number of people. This led to increase the refugees, gross abuse of human rights such as torture, rape and violence.

The United Nations through its agencies such as the United Nations High Commission in Uganda, the United High Commission for Refugees (UNHCR), UNICEF and the International Court of Justice have through a number of ways assisted in restoring Peace as well as ensuring stability in Uganda.

The UN through UNICEF, provided education by aiding the construction of schools in northern Uganda, counselling the children who had been internally displaced or abducted in Northern Uganda. Over 60,000 children had been displaced from their homes and were living in Internally Displaced Camps (IDPS).

The United Nations humanitarian agencies such as World Food Programme (WFP) provided food worth over US\$ 180 millions to internally displaced people due to the war and other vulnerable people.

The World Health Organisation (WHO) and United Nations International Children's Emergency Fund (UNICEF), delivered humanitarian assistance. This assistance was in form of food, household items, water and sanitation. These UN agencies work with the local government to ensure delivery of these services. This has been done to reconstruct the war-torn region and restore peace.



Figure 5.14: L.R.A Leader Joseph Kony



Figure 5.15 Installation of a power driven water pump by UNICEF



Figure 5.16 Water points constructed by UNICEF

Some relief agencies have provided an opportunity to build and maintain infrastructure, supported self-reliance and addressed other needs like reproductive health, and counselling.

The UN through the United Nations Development Programme (UNDP), designed an area based integrated programme for northern Uganda, to restore and strengthen communities and political authorities, to recover from the effects of the war, and encourage reconciliation, peace building for development.

The major beneficiaries from the UNDP's interventions were the most vulnerable, such as the elderly victims, widows, child headed families, and people previously abducted by LRA.

The UN has strengthened government capacity to set up its socio-economic policies. This has resulted into improvements in the health sector that have positively led to a reduction in the communicable diseases such as malaria and diarrhoea through United Nations sponsored immunisation programmes.

The United Nations has supported Uganda in humanitarian crises and peace building leading to successful recovery and development as well as a foundation for improving livelihoods of half of the population of Karamoja from dependency to some level of self-reliance. This was achieved through the Karamoja Integrated Disarmament and Development programs.

The United Nations has also strengthened decentralisation in Uganda thereby improving accountability and promoting local ownership of development programmes and projects.

The United Nations through UN women is fostering women's participation in the economy through women-based development programmes particularly agriculture. The aim is to make women key players in wealth creation through agriculture.



Figure 5.17: UN women logo

All the above UN agencies were working closely with the government of Uganda and the local authorities of the districts in northern Uganda that were affected by the war. The activities of these agencies have played a big role in restoring peace in Northern Uganda and development.

In 2005, the UN through the International Criminal Court, issued a warrant of arrest against five top LRA commanders with Crimes against humanity and war crimes committed against the people of Northern Uganda and Uganda as a whole. These five leaders included Joseph Kony, Vincent Otti, (killed by fellow rebels) Okot Odhiambo and Raska Lukwiya (the two were killed in the battle) and Dominic Ongwen (in ICC court at Hague battling with crimes against humanity).

In the next activity, you will focus on the role of UN in the promotion of human rights in Uganda.

Activity 5.3 The Role of UN in the Promotion of Human Rights in Uganda

In groups;

Using Library research or ICT;

- Discuss the ways how the UN has helped in promotion of human rights in Uganda.
- In a brainstorm session, explain the challenges facing the UN today.
- Suggest ways how the UN can overcome the above challenges.

Share your findings with the rest of the class.

From the activity and text content presented earlier, you realise that the United Nations through its organs and different agencies has played a number of roles in promotion of human rights and peace in the world as a whole.

Despite many challenges faced during its service delivery, it has largely tried to achieve its major objectives.



Sample Activity of Integration

Terrorism in Uganda

Uganda has on several occasions been a target by terrorists whose activities have led to loss of lives and destruction of property. Their activities have led to insecurity and created fear in the country. Different terrorist groups such as Al-Shabab and Islamic State in Central Africa have claimed responsibility of these attacks, despite the government insisting that such attacks are perpetuated by the Allied Democratic Forces (ADF) and responded by killing those suspected of masterminding terrorism.



Figure 5.18: Terrorist attacks in Kampala in 2021

Tasks:

Imagine you are the United Nations representative in Uganda, write a letter to the President of Uganda;

- Highlighting ways to address the threat of terrorism.
- How UN will help Uganda government to eliminate the terrorists.



End of chapter Summary

By the end of this chapter, you have learnt:

The essential facts about the history, aims and structure of the United Nations, with their roles, functions and its subsidiary bodies in detail.

The UN's focus on Uganda's peace through promotion of human rights and development.

**Key words**

- civil Society
- equality
- human rights.
- responsibilities.
- rule of law.

Learning outcomes

By the end of this chapter, you will be able to:

- a) appreciate the difference between rights and responsibilities.
- b) understand the concept of human rights, the rule of law and civil society.
- c) know various ways of violating human rights and how they can be avoided.
- d) appreciate the need to respect human rights and the rule of law in order to maintain a peaceful society.
- e) appreciate the benefits to the people of Uganda in the government following the Universal Declaration of Human Rights.

Introduction

Human Rights are important in our lives, communities and the Country at large. In this chapter, you will understand the rule of law and the basic human rights, their importance to a peaceful society and your own life in order to evaluate the benefits of the United Nations Declaration of Human rights to Uganda.

6.1 Meaning of Human Rights

In your home, school or community where you live, you have enjoyed certain things which have enabled you live a complete and happy life.

Give some of the things that make your life enjoyable.

Some of the things that have come in your mind include: food, home, medical care, being treated fairly and many others. All these are **human rights** because with such things mentioned, we are able to satisfy our needs, develop our human qualities and talents. Therefore, human rights are defined as those things which are inherent in our nature without which we cannot live without as human beings.

Human Rights are fundamental freedoms that allow us to develop fully and use our human intelligence, our talents and our conscience to satisfy our spiritual needs. In your earlier classes, you studied about human rights and responsibilities. Use the knowledge and experience you have, to do activity 6.1 below.

Activity 6.1 Brainstorming the Rights and Responsibilities of a Citizen

In pairs,

- Brainstorm the rights and responsibilities of the citizen of Uganda.
- Write them in your notebook.

Share your compiled lists with another pair in class.

Figures 6.1 to 6.4, show some of the human rights, that human beings are entitled to.



Figure 6.1: Right to medical care



Figure 6.2: Right to food



Figure 6.3: Right to education



Figure 6.4: Right to shelter

Evolution of Human Rights

Human Rights as a concept is not new, it is as old as mankind. This is because they are found in holy books like the Bible, Quran, in old scrolls and documents such as code of Hammurabi and others.

The struggle for Rights is seen in different writings of philosophers such as Rousseau in France, in the great revolutions such as the 1789 French Revolution which led to liberty, equality and fraternity in France, civil wars and independent struggles in different parts of the world.

After World War II, in 1945, United Nations Organisation was formed. The UN passed the Universal Declaration of Human Rights (UDHR) on 10th December 1948. The UDHR, contained 30 articles which include: Civil and political rights, social and economic rights and collective rights.

See Figure 6.5, which shows the UN signing the Universal Declaration of Human Rights.



Figure 6.5: The UN signing the Universal Declaration of Human Rights

Today, human rights are written in national constitutions of every democratic country, treaties and ordinances. Uganda is one of the countries that adopted and promoted human rights in her constitution of 1995 under chapter 4.

In activity 6.2 below, you will read the Universal Declaration of Human Rights (UDHR) to find out different forms of human rights promoted.

Activity 6.2

Analysing the forms of Human Rights in the UDHR

In groups;

Using Internet or library research;

- Read the Universal Declaration of Human Rights (UDHR) and write down the human rights mentioned in it.
- In a table categorise the rights mentioned in the UDHR, according to
 - Civil and political rights.
 - Social and cultural rights.
 - Economic rights.
 - Collective rights.
- With examples from each category of rights mentioned above, discuss how they can affect your own life.

Present your findings in class and write down the agreed ideas.

6.2 Principles of Human Rights

Human Rights have general characteristics that differentiate them from other rules, these include the following:

Human Rights are inter-related or interdependent. They are like the human body where organs depend on each other. Hence, they are connected and depend on each other.

Human Rights are universal. They treat all human beings in the same way without discrimination and with equality therefore, they should apply to all people equally.

Human Rights are inalienable. They are like nature because they cannot be taken away from us. They are also indivisible because are all joined together and therefore cannot be separated or shared.

6.3 Human Rights and Rule of Law

When leaders of the society agree to abide by the laws of the land (constitution) they have practiced the rule of law. Therefore, the rule of law follows the law rather than the influence of power. In Uganda there is rule of law as leaders are governed by the 1995 Constitution of Uganda, shown in Figure 6.6 below.



Figure 6.6: The 1995 Uganda Constitution

The law guides the citizens and their leaders to make decisions in line with what is agreed in the law for maintaining order in society. Therefore, the leaders have to govern people in accordance to the law.

These laws should apply equally to the leaders and citizens. All human beings be it in government, are all equal before the law. Therefore, the rule promotes equality before the law or equal subjection of all classes of people before the law.

The fundamental rights and liberties of man are shaped from the law of the country. For example, in Uganda the rights and liberties are clearly shaped in the constitution. Our laws help to give human rights a legal force.

In next activity, you will compare the human rights granted in both the UDHR and the 1995 Constitution of Uganda.

Activity 6.3

Comparison between the UDHR and the Constitution of Uganda.

In groups,

Using Library research or ICT;

- Identify the human rights in UDHR and compare them with the human rights granted by the 1995 constitution of Uganda.
- Organise a class debate with a motion, "The adoption of full Declaration of human rights in Uganda has done more harm than good".
- Write down the correct points as read by the secretary at the end of the debate, and approved by the teacher.

6.4 The Role of United Nations (UN) in Promoting Human Rights in Uganda

The UN is an international peace keeping body that was formed in 1945 after world War II. It has played an important role in promoting human rights in Uganda and in the world as a whole.



Figure 6.7: The UN General Assembly



Figure 6.8: The UN Office of Human Rights in 1948

After adopting the Universal Declaration of Human Rights, which was later adopted by different countries, the UN has promoted Human rights in Uganda as outlined in the UDHR as follows;

It established the office of the High Commissioner for Human Rights whose major obligation is to ensure that people's rights are protected.

The UN has promoted human rights and freedom through monitoring Uganda's Human Rights records. It offers technical and logistical support to all its committees to ensure the promotion of human rights in Uganda.

UN has organised a number of conferences and summits, to discuss and plan on how to promote human rights for example, environmental rights. Organise seminars and conferences, through which they teach people about the fundamental

Human Rights.

The UN sends several experts to Uganda to address issues of human rights and freedom who make reports to the Office of Human Rights Commissioner. Such issues include elections, rights of prisoners and journalists among others.

The UN has promoted human rights through establishing treaty bodies such as the right of persons with disabilities, committee on economic, social and cultural rights, committee on migrant workers, committee on elimination of racial discrimination, committee of torture act, Amnesty International and many others. All this is aimed at promoting human rights.

It has carried out sensitisation of all stakeholders such as traditional leaders, the police, prisons and religious leaders among others on matters of human rights awareness.

UN has worked with the parliament of Uganda to enact bills that enforce human rights in the country.

6.5 Human Rights and Civil Society Organisations in Uganda

Civil Society Organisations are those organisations that are not part of government but show interest in the well-being of people. These include: Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), Faith Based Organisations (FBOs) and many others.

In Uganda, these Organisations operate at different levels such as.

At local level

These operate at community level and are referred to as Community Based Organisations (CBOs). Their activities are restricted to specific communities which include Faith based organisations. Examples are Women Advocacy Network in Mbarara, Village Care Development Foundation, Jaguza Children Initiative and many others.

At National level

These are CBOs that operate at country level such as Non-governmental Organisations, trade unions, professional associations and many others.

International level

These are Non-Governmental Organisations that operate beyond the borders of

the country. Such include African Medical and Research Foundation (AMREF), Action for Community Organisation Rehabilitation and Development (ACCORD), Oxfam International, Plan International, Action Aid International, World Vision and many others.

Figure 6.9 below, shows some of the logos of the international Non-Governmental Organisations



Figure 6.9: Some International NGOs in Uganda

These Civil Society Organisations play a number of roles in Promoting human rights in Uganda. These are categorised under Advocacy, Arbitration and Negotiation, Watchdogs as well as welfare and service delivery.

6.6 Role of Civil Society Organisations in Promoting Human Rights in Uganda

CBOs play an important role in the political life, by promoting the rights of citizens. They mobilise people who are marginalised to make their voices be heard and respected. They act as watchdogs to governments in order to promote good governance by keeping an eye on their performance.



Figure 6.10: Community Based Organisations creating awareness on Human Rights

CBOs also help in resolving conflicts between or among individuals, communities and states. They support government's effort in service delivery and promote the enjoyment of human rights from the local level, such as food, basic services like education, health and roads. See logos of some of the CBOs in Figures 6.11 and 6.12.



Figure 6.11: HURINET Logo



Figure 6.12: FIDA Uganda Logo

In your next activity, you will research on the roles of some Civil Society Organisations (CSOs) in promotion of human rights in Uganda.

Activity 6.4 Roles of Civil Society Organisation in promoting Human Rights in Uganda

Using internet or Library research;

1. Write short notes on the following Civil Society Organisations, showing how they have promoted human rights in Uganda.
 - i) HURINET
 - ii) NGO-FORUM
 - iii) FIDA Uganda
 - iv) Foundation for Human Rights Initiative (FHRI)
 - v) KIOS Foundation

Share your findings with the rest of the class.

6.7 Human Rights Violation (Abuse)

Violation of human rights occurs when people are denied access to enjoyment of their rights. These have been abused by individuals, the state or institutions that are meant to protect them.

On the other hand, human rights abuse occurs when non-state actors, people or communities deny others liberty to enjoy their rights and freedom. These abuse or violation may be in form of mental or physical harm, humiliation, denial, indecent confinement of people.

The following photographs displayed in Figure 6.13 below, show different forms of human rights violation.

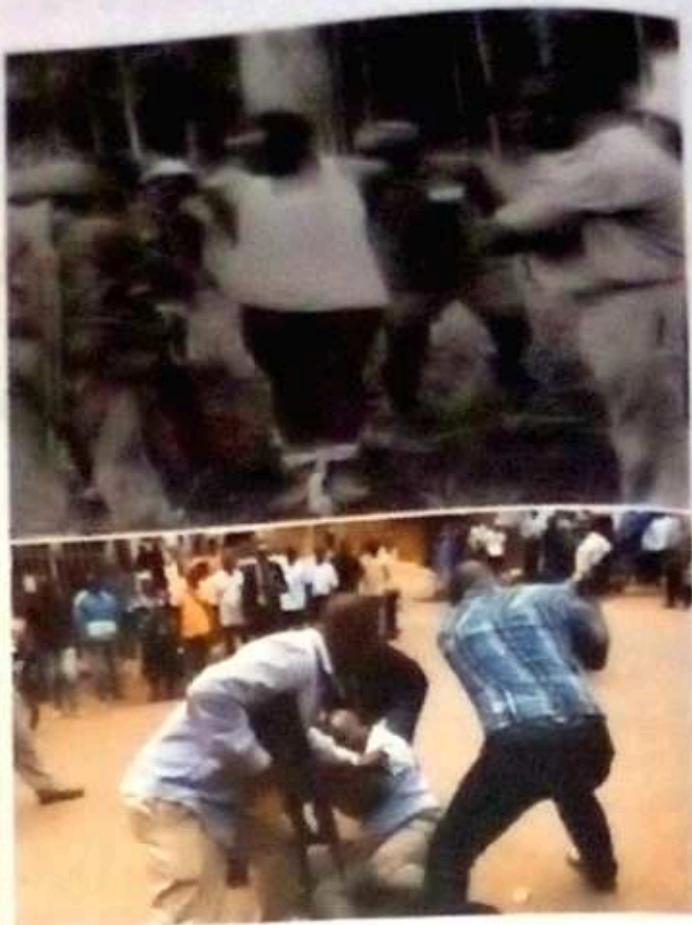


Figure 6.13: Different forms of violation of Human Rights

Activity 6.5

Analysing the violation or Abuse of Human Rights

In groups;

- Read any historical account of a time when Human Rights were violated or abused.
- Write down the causes and effects of the violation of Human Rights from the account you have read in your notebooks.
- Suggest ways the above injustices could be avoided.

Submit your essay to your teacher for assessment.

6.8 How Human Rights have been protected in Uganda

The fact that human rights are a legal entitlement for every human being, there is need to protect them. The government and institutions such as the Legal institutions, Law enforcements, the military and detention systems, the parliament have protected human rights in accordance with the Constitution of Uganda.

Figures 6.14 and 6.15, show some of the government institutions that protect human rights in Uganda.



Figure 6.14: Uganda Human Rights Commission Logo



Figure 6.15: Uganda Police staff

The rights of different people such as the prisoners, children, workers, politicians have been protected in the following ways in Uganda:

Arbitrary arrests have been outlawed. The arrest and detention of crime suspects by the police and security operatives is done through lawful means such as obtaining a warrant of arrest and the local leaders be informed of the arrest.

The rights of prisoners and inmates have been observed by improving their living conditions in prisons and other detention centres such as police stations. This has been followed up by the Human Rights Commission that regularly visits these detention centres to assess the conditions of prisoners.

Torture and mistreatment or brutal punishments have been outlawed. Police and security operatives are instructed not to use brutality while arresting or detaining any person.

Corporal punishments in schools have been stopped to avoid harassing and mistreatment of students. Laws have been passed in Uganda against any form of corporal punishments.

In Uganda, there are fair public trials in established courts. There are trial procedures that have to be followed from the time of arrest of criminals to the hearing in courts of law. See photographs in Figure 6.16 on the next page.



Figure 6.16: Prisoners have a right to fair hearing in courts of law

The freedoms of people such as freedom of speech, opinion expression and press as civil liberties of people have been respected. This has led to establishment of a number of private media houses such as radios, televisions and newspapers.

The right to education has been promoted through introducing the Universal Primary Education (UPE) where all school going children are entitled to primary education. Universal Secondary Education (USE) has also been introduced in Uganda and many schools have been built with supplies of educational materials.

Equality before the law has been implemented by the government of Uganda, where everyone is equal before the law irrespective of socio-economic background, religion, tribe or race.

Political rights have been respected by organising elections and allowing all categories of people to participate in elections. People are allowed to subscribe to any political party in Uganda such as Democratic Party (DP), National Unity platform (NUP), Forum for Democratic Party (FDC) and the National Resistance Movement (NRM), among others.



Figure 6.17: Political rallies in Uganda

freedom of worship has also been promoted by allowing different religions to operate, such as Muslims, Christians and traditional religions.

Workers' rights have been observed and protected through the workers' unions. These unions have enabled workers to bargain collectively to solve problems affecting them. For instance, Uganda National Teachers' Union (UNATU), Uganda medical workers Association as some of the worker's unions operating in Uganda.

In activity 6.6, you will analyse the importance of human rights promotion in the society.

Activity 6.6 Human Rights in our community

In groups,

- Discuss what your own community would be like without respect for Human Rights or rule of law.
- With examples, explain the basic features of a peaceful society.
- In a word search game below, there are words related to human rights violation and abuse, try to find them by circling them.

A	B	O	R	T	I	O	N	Q	I	V	X	U	Y
H	E	Z	O	P	D	E	T	E	N	T	I	O	N
S	L	F	Y	M	E	H	P	S	T	U	H	P	T
Z	G	K	Q	U	R	S	B	J	I	V	B	R	Z
C	I	E	I	R	X	I	E	F	M	W	K	K	D
C	H	I	L	D	S	A	C	R	I	F	I	C	E
X	O	N	L	E	Z	N	I	E	D	Z	L	Q	M
I	T	J	E	R	X	E	T	E	A	O	L	T	I
A	O	U	G	P	U	P	S	D	T	P	I	L	E
W	R	S	A	O	Y	O	U	O	I	J	N	E	X
Q	T	T	L	Y	S	T	J	M	O	N	G	X	O
P	U	I	N	L	J	I	N	H	N	Q	F	V	U
G	R	C	S	E	B	S	I	L	Q	O	P	J	B
D	E	E	C	R	I	M	I	N	A	T	I	O	N

- From the words found, create meaningful sentences related to abuse of human rights.

Present your findings to the class.



Sample Activity of Integration

Human rights violation during Covid 19 in Uganda

In a bid to fight against Covid-19 pandemic, the government of Uganda issued directives in March 2020, which led to the total lock down of the Country. The security operatives such as the Uganda People's Defence Forces (U.P.D.F), the Uganda Police and the Local Defence Unit (L.D.U) were charged with the duty of conducting patrols to help enforce these directives. However, these security forces used excessive force onto Ugandans.



Figure 6:18: Security operatives using excessive force to arrest offenders

Tasks:

In an essay

1. Analyse and report on the human rights of Ugandans that were violated by the security operatives during the March 2020 lock down.
2. Discuss the effects of violating human rights in Uganda during that time.
3. Explain the ways security operatives can protect human rights in Uganda.

End of chapter Summary

By the end of this chapter you have learnt:

The difference between rights and responsibilities, the concept of human rights and the rule of law in a civil society. You have known the various ways in which human rights have been violated in your society and how they can be avoided to benefit the people of Uganda following the Universal Declaration of Human Rights.

**Key words**

- alliance
- army mutiny
- civil war
- coup
- crisis
- general elections
- political situation
- referendum

Learning outcomes

By the end of this chapter, you will be able to:

- a) understand the political situation that led to the 1966 Uganda crisis.
- b) know the key events that characterised the 1966 crisis and their results.
- c) know the events that proceeded the 1966 crisis and their impact on the politics of Uganda. For example, the 1971 coup, 1980 general elections, 1980 – 85 civil war in Luwero Triangle, among others.

Introduction

After studying this chapter, you will be able to understand and evaluate the causes and the results of the Liberation struggles in Post colonial period. You will also understand the political situation in Uganda that led to various political and economic crises. This will help you analyse how it impacted on the growth and development of Uganda as a country.

On 9th October of every year, Uganda celebrates her Independence. This is because its when Uganda attained her independence peacefully despite the many tribes Uganda had. This was largely due to the role played by political parties and nationalists of the time. However, after independence, the situation started to change due to ethnic rivalry, political party conflicts and the need for power. Hence, led to liberation struggles that have had an impact on the social, political and economic development of Uganda.

In groups, write down all the Presidents Uganda has witnessed since independence with their corresponding years in which they governed Uganda.

7.1 Critical issues in Uganda between 1962 and 1966

Uganda ceased to be a British protectorate on 9th October 1962 which was the day of her independence. This day was characterised by the formal handing over the power by the British to Ugandans. Figure 7.1 below, shows Dr. Apollo M. Obote swearing in as the first executive prime minister of Uganda in 1962.



Figure 7.1 Dr. Obote swearing in as the executive prime minister of Uganda in 1962

At the time of independence, Uganda was a peaceful and prosperous nation of mixed fortunes referred to as the "Pearl of Africa". For nearly two years after independence, there was relative peace in Uganda as the leaders respected the constitution.

The following events are noted to have occurred in Uganda between 1962 and 1964:

a) The 1962 Constitution and special Position of Buganda

One of the major events immediately after independence was the endorsing of the 1962 independence constitution which made Buganda to be above other kingdoms.

The same constitution provided the post of the Prime minister with executive powers.



Figure 7.2: The 1962 constitution

Some of the problems created by the independence constitution were solved by creation of the post of President and Vice president in 1963.

Secondly, other kingdoms were allowed to send their titular heads in parliament for equal representation in parliament since Buganda was granted a special status of directly electing members of parliament through the Lukiiko.

b) The lost counties issue

The lost counties are found in the district of Kakumiro and Kibaale in Bunyoro. They were known as "lost" because the colonial government had rewarded them to Buganda in 1900 without Bunyoro's approval as a reward for their support towards colonial rule extension.

These counties were very important to Bunyoro because they were fertile and were used as cultural sites. This therefore, left Bunyoro complaining bitterly from 1900 to 1963. The issue was solved with a referendum which was held in the lost counties where people were to choose whether to belong to Bunyoro or Buganda.

The referendum was carried out on 4th November 1964 and the lost counties were returned to Bunyoro as the Banyoro in those counties voted to go back to their kingdom. The president, Kabaka Mutesa II refused to sign the bill into law authorising the transfer of these counties to Bunyoro which created great enmity between himself and Obote.

The map below shows the lost counties:



Map 1: The lost counties of Buyaga and Bugangaizi

C) The collapse of Kabaka Yekka (KY) – Uganda People's Congress (UPC) alliance

The alliance was a temporary plan to defeat the Catholic dominated Democratic Party (DP). The decision by the parliament under the influence of Obote to hand over the lost counties to Bunyoro yet Buganda had owned them for over 60 years annoyed the Baganda especially the Kabaka. Figure 7.3, shows the two friends after the UPC- KY alliance.



Figure 7.3: Kabaka Mutesesa II and Dr. Obote

Some prominent members of Kabaka Yekka (KY) like Dr. E.S. Lumu and Amos Sempa crossed and joined Uganda People's Congress (UPC) which left Kabaka Yekka (KY) very weak. Throughout 1963 to 1964, many prominent Democratic Party (DP) members crossed and joined Uganda People's Congress in pursuit of national unity. This gave UPC a two thirds majority in parliament and therefore, it did not need the alliance of KY to stay in office. Therefore, the UPC-KY alliance was officially dissolved in 1964 and the KY cabinet ministers lost their posts and were replaced by the new DP and KY members who had joined UPC.

The figure below shows some of the new members of UPC after crossing to UPC.



Figure 7.4. UPC Delegate's conference in 1964

d) The 1964 Army Mutiny

This was a rebellion by the army against the government. The causes for the mutiny were the demand for salary increment, improvement in living conditions and the need for Africanisation of the army. During this mutiny, the army arrested and detained the Minister of defence, "Onama Felix" at Jinja. The same indiscipline spread to the police forces, though was gradually moulded into a fictionalised tool used by political leaders.

e) The Nakulabye Incident

On November 1964, a mob at Nakulabye became unruly and the police fired live bullets killing six people and injuring many others.

This tragic incident illustrated the willingness of Central government to resort to brutal force to impose its authority over unarmed civilians. After the Nakulabye incident, there were several incidents throughout Buganda where civilians barricaded roads and attacked several Central government police units.

f) The gold allegation scandal

Daudi Ochieng (KY member for Mubende) moved a motion in parliament which came to be known as the "**gold scandal allegation**". The motion had two allegations, firstly that senior government officials had benefited from looted goods. He demanded a clarification from Obote, Felix Onama, Adoko Nekyon

and Idi Amin about the alleged looting of gold, coffee, ivory and other precious commodities from Congo.

Secondly, that some officials in the government were planning to overthrow the government. Idi Amin in particular was accused of training a special group to topple the government. Daudi Ochieng who was Muteesa's ally together with Grace Ibingira used that opportunity to move a motion to suspend Idi Amin. Surprisingly, Amin was instead promoted to the rank of Major and made to replace Shaban Opolot as army commander. The result was that a commission of inquiry was set up which threatened Ochieng and he fled the country.

g) The arrest of Ministers

In February 1966, Obote resolved to arrest Kabaka-Ibingira's group which was composed of Shaban Opolot, Grace Ibingira, Lumu, Magezi George, Balaki Kirya and Mathias Ngobi. This was dramatically effected on 22nd February 1966 as the cabinet sat discussing terms of reference for judges who would serve on the proposed commission of inquiry into the alleged misconduct of Amin. They were imprisoned until 1971 when Idi Amin came to power.

h) The making of the Pigeon Hole Constitution

In February 1966, Obote suspended the first constitution, making himself the "Head of State and Government". Shortly after, on the 15th of April 1966 a new constitution was promulgated known as the "**Pigeon Hole Constitution**". Through this constitution, Obote downgraded the status of Buganda to bring it into line with the status of other historic kingdoms such as retracting her privilege of directly electing members of parliament which Buganda refused to accept.

i) The Kabaka crisis of 1966

The 1962-1966 period, saw several upheavals in the political and constitutional development of Uganda leading to conflicts and divisions among the top leaders. The conflict between the Prime Minister Milton Obote and President Edward Mutesa II came from the struggle for power and the need to appear more important than the other.

On 24th May 1966, there was an attack on the Kabaka's palace at Mengo by the Central government forces. Heavy artillery was used to destroy the king's palace. Kabaka Mutesa fled into exile to London where he lived a miserable and unhappy life and later died like a common man in 1969. However, his body was returned after

two years by President Amin Dada and was accorded a state burial.

Figure 7.5 below, shows president Amin paying his last respect to Mutesa's body.



Figure 7.5: Former president Amin paying last tribute to Mutesa I's body in 1971

Activity 7.1 Analysing the 1966 Crisis in Uganda

In groups;

Using ICT or Library research,

- Describe the events that led to the 1966 crisis in Buganda.
- In a role play, dramatise the effects of the 1966 Buganda crisis on Uganda.
- Analyse the steps that were taken by government to solve the 1966 Uganda crisis.

Share your findings in class and write down the agreed facts in your notebooks

7.2 Comparison between the 1966 Crisis and the 1980 – 1986 Civil War in Uganda

The 1966 crisis in Uganda was brought about by Obote's abrogation of the 1962 constitution and replacing it with the "pigeon hole constitution of 1966". While the civil war of 1980 to 1986 was due to the disagreement on election results.

The 1966 crisis brought a new constitution that abolished the special position of Buganda in Uganda, whereas the 1980 to 1986 civil war led to a new constitution of 1995 that reinstated kingdoms in Uganda.

In the 1966 crisis the army was used to force the new constitution, this is when the army surrounded the parliament to intimidate members into accepting the constitution. While in 1980 to 1986 civil war the army was to end the extra judicial killings of Ugandans.

The 1966 crisis in Uganda unleashed the dictatorial nature of Milton Obote while the 1980-1986 civil war led to adaptation of a new constitution of 1995 which embraced the democratic government in Uganda.

The 1971 military coup in Uganda

In the next activity, you will research about the 1971 military coup in Uganda to understand its background, causes and its effects in Uganda.

Activity 7.2

Examining the causes and effects of the 1971 military coup in Uganda

Using I.T or Library research:

i) Describe the background of the 1971 military coup in Uganda.

ii) Explain the causes of the 1971 military coup in Uganda.

iii) What were the results of the 1971 military coup in Uganda?

Write down your findings in your notebook and give them to the teacher for assessment.

7.3 The 1980 General Elections in Uganda

The 1980-1986 civil war in Uganda was led by the current President of Uganda Yoweri Kaguta Museveni. He stated that he went to the bush because of the dictatorial nature of Obote II's government and the rigging of the 1980 elections by Uganda People's Congress (UPC) that was led by Milton Obote II.

This indicates that Milton Obote was at the centre of these two (2) events the 1966 crisis and 1986 civil war even though they happened in different periods.

On 11th May 1980, Brig. Oyite Ojok commanded his armed men and took over power from then president Binaisa and he was put under house arrest at Entebbe

The military commission headed by Paul Muwanga deputised by Y.K. Museveni took over power from May to December 1980 after the general elections.



Figure 7.6: The Military commission in 1980

Figure 7.6 shows members of the military commission in 1980.

By June 1980, four (4) political parties had declared their intention to contest in

that year's general elections. These were the Conservative party (CP) headed by Mayanja Nkanji, Democratic Party (DP) led by Paul Kawanga Semwogerere, Uganda Patriotic Movement (UPM) led by Y.K. Museveni, Uganda People's Congress (UPC) led by Apollo Milton Obote.

The elections were organised by the Military Commission under the leadership of Paul Muwanga and the military commission was dominated by UPC supporters and that is why they had earlier announced and prepared the coming back of Milton Obote to Bushenyi on 27th May 1980 a day that was declared a National holiday by the government of Paul Muwanga.



Figure 7.7: Obote swearing in 1980

In activity 7.3, you will analyse the results of the 1980 general elections to pick up lessons of importance for future reference in our country.

Activity 7.3 Analysing the results of the 1980 general elections

In groups, using ICT or library:

- Outline the role played by the Military Commission in the 1980 general elections.
 - Discuss the results of the 1980 general elections in Uganda.
 - As a historian, what lessons do you learn from the results of the 1980 elections?
- Share your findings with the rest of the class.

The 1981- 1986 Luwero Triangle war

In activity 7.4, you will research about Luwero triangle war of 1981-1986 to understand its background, causes and its effect on Uganda's politics.

Activity 7.4 Understanding the 1981 - 1986 Luwero triangle war in Uganda

In groups,

Using ICT or Library research;

- Give a brief background of the 1980 - 1986 bush war.
 - Analyse and write down the reasons for the occurrence of the war.
 - Explain the role played by Yoweri Kaguta Museveni in the 1981 - 1986.
- Write down your findings in your notebook and give it to the teacher for assessment.

7.4 The course of the Luwero triangle war

On 6th February 1980, the Popular Resistance Army (PRA) attacked Kabamba military barracks in Mubende with an aim of getting guns. With the group of thirty-four (34) fighters, they managed to get a few guns and six (6) vehicles. This small group of fighters came under constant attacks from Uganda National Liberation Army (UNLA) and Tanzania People's Defence Forces (TPDF).

However, they managed to register a lot of success though they still lacked a permanent base of operation. The PRA was sub divided into smaller units such as the Lutta unit operating in Kapeeka, the Kabalega unit operating near Kiwoko and the Nkrumah unit operating in areas of Ssingo.

See some of the leaders of these units in Figure 7.8 below.



Figure 7.8: Yoweri Museveni and Salim Saleh during the war

The PRA continued on with its hit and run operations and on 5th April 1981, they attacked the UNLA barracks at Kakiri and managed to run away with some weapons. However, a TPDF unit reacted to the attack and almost caught a group that was led by the late Elly Tumwine. They were able to recover some of the guns that had been stolen by the PRA.

The PRA managed to successfully recruit more fighters and by May 1981, they had grown to around two hundred (200) fighters. In June 1981, Museveni travelled to Nairobi to meet Lule Yusuf. They agreed to unite the PRA and Uganda Freedom Fighters (UFF) into one rebel group.

The new group was called the **National Resistance Movement (NRM)** and its armed wing was named the **National Resistance Army (NRA)**.

Lule shown in figure 7.9 below was appointed the overall chairman while Museveni shown in Figure 7.10 below, became the vice chairman of the National Resistance Council (NRC) and chairman of the high command of the NRA.



Figure 7.9: Prof. Yusuf Lule



Figure 7.10: Y.K. Museveni

The merging of UFF and PRA benefited the two (2) fighting groups in that, UFF which was militarily weak gained an armed following. At the same time, Lule commanded much respect within the Central region and therefore, this merger created support for Museveni's group since most of his fighters were Baganda. This helped Museveni to secure the strategic location of Luwero Triangle that was largely inhabited by the Baganda.

By December 1983, Obote's government had become relatively stable and in control of most of Uganda. This was credited to David Oyite Ojok, the army chief of staff shown in Figure 7.11 below. He was able to contain the activities of NRA though he was unable to defeat it.

In December 1983, David Oyite Ojok died in a plane crash under unclear circumstances. The situation begun to change because Oyite Ojok's loyal troops especially the people's militia and National Youth Army responded by carrying out revenge killings against suspected NRA rebel supporters.



Figure 7.11: Oyite Ojok

After one week however, information spread among the military that it was Obote who arranged for the death of his chief of staff due to disagreements between them and this lowered Obote's command in the army.

The unrest in the UNLA eventually came out open when Acholi troops mutinied in Jinja and other locations in June 1985. Again, disagreements erupted in the government and some political parties like Democratic Party used this advantage to gain control of the military.



Lieutenant General Bazilio Olara Okello, shown in Figure 7.12, an Acholi, based in Gulu feared that the new government in Kampala might suffocate the Acholi, he revolted by gathering a force dominated by the Acholi mutineers, conquered Lira and marched to Kampala.

In July 1985, Obote was forced to flee to Tanzania later to

*Figure 7.12: Lt. General Kenya and finally Zambia.
Bazilio Olara Okello*

Tito Okello's new government opened up negotiations with several rebel groups since Obote their common enemy had gone away. However, the NRA refused to compromise with Okello's regime due to ideological reasons. It only agreed to peace talks in Nairobi after international pressure.

In August 1985, the NRA launched a series of coordinated attacks that resulted in the capture of the southern, central and western region. They captured the major barracks in towns of Masaka and Mbarara thus weakening the UNLA.

Tito Okello's regime effectively ended when Kampala was over run and captured by the NRA on 26th January 1986.

Yoweri Kaguta Museveni was later sworn in as president on 29th January 1986 and the NRA became the regular army of Uganda. Tito Okello fled to Sudan. The figures 7.13 and 7.14 below, show the escaping defeated UNLA fighters and the incoming NRA soldiers.



Figure 7.13: The UNLA fighters escaping



Figure 7.14: The incoming NRA fighters

Despite the massive defeat, the UNLA attempted to attack NRA once more and intended to defend its remaining holdings in northern Uganda. They were led by Bazilio Olara Okello who ordered for a mass mobilisation in Gulu and Kitgum where everyone who could hold a gun be it women or girls were provided with guns. On the other hand, the NRA continued its offensive capturing Jinja by late January

Chapter 7: The Post-Independence Liberation Struggles in Uganda

followed by Tororo in early February where the UNLA put their last advance but were defeated by NRA.

At the same time, the NRA proceeded to secure the northern and west Nile regions. However, it encountered heavy resistance from UNLA and West Nile militias at Karuma and Kamdini. After fierce fighting, the NRA overcame the UNLA's defences, inflicting heavy losses on the Acholi troops.

With effective resistance no longer possible, the UNLA disintegrated and its remnants fled into exile along with many former government officials. The NRA captured Gulu in March 1986, and the defeated Acholi soldiers returned to their villages which marked the end of the war.

Having discussed the course of the Luwero triangle war of 1981-1986 above, you can now analyse its impact in the next activity below.

Activity 7.5 Analysing the impact of the Luwero Triangle war

In groups;

Using ICT and Library research,

- i) Find out the results of 1981-1986 Luwero triangle war.
- ii) How has the current government addressed the negative impacts of the war?
- iii) Outline the factors that led to the success of the 1981-1986 liberation war.
- iv) As a nationalist, suggest measures that can be taken to avoid future outbreak of similar wars in Uganda.

Share your findings in class and write the agreed ideas in your notebook.



Sample Activity of integration

Lord's Resistance war in Northern Uganda

A United Nation (UN) Diplomat came to Nsongezi Secondary School and wanted to be educated about the Lord's Resistance Army (LRA) insurgency in northern Uganda. He was told that this was a guerrilla campaign which started in 1987 in Northern Uganda led by Joseph Kony who proclaimed himself as the 'spokesperson of God' and a spirit medium.



Figure 7.15. The LRA Leader Joseph Kony and some of his commanders

Tasks:

In an essay to the UN Diplomat,

1. Discuss the causes of the Lord's Resistance Army war in Northern Uganda.
2. With specific examples, explain the impact of this war on the People of Northern Uganda.
3. Describe the steps taken to end the Lord's Resistance Army rebel activities in Uganda.

End of chapter Summary

In this chapter, you have learnt,

The political situation that led to the 1966 crisis in Uganda, the events that characterised that crisis and their impact on Uganda. You have also discussed the liberation struggles that happened after the 1966 crisis, their course, leaders and the impact of post independence liberation struggles on Uganda.

CHAPTER 8 PATRIOTISM IN UGANDA

Key words

- africanisation
- independence
- lions Club.
- patriotic
- patriotism
- rotary club

Learning outcomes

By the end of this chapter, you will be able to:

- a) know the meaning of the term Patriotism.
- b) understand the purpose of Patriotism.
- c) know the personalities who did Patriotic work for Uganda.
- d) know the Patriotic events in Uganda since Independence.
- e) appreciate the impact of Patriotism in Uganda since 1960.

In your school you have formed or heard about patriotism clubs. Have you come to know about their agenda and activities they do? In this chapter, you will understand the meaning of patriotism and how it is practiced. You will study about key personalities in Uganda that have throughout their work and services exhibited patriotism which will enable you to appreciate the impact of patriotism in Uganda, so as to be a patriotic too.

8.1 Meaning of Patriotism

Have you ever wondered why we always stand up whenever our national anthem is sang? In other instances, obeying the constitution, paying taxes and participating in national elections. All these are some of the ways of showing patriotism. But what does patriotism mean?

The word **Patriotism** comes from a Greek word, **Patris** meaning **fatherland**.

Therefore, patriotism is a love of and loyalty to one's country. It is a feeling of pride, devotion and attachment to a homeland and alliance with other citizens who share the same sentiment. This attachment can be a combination of many different feelings related to race, ethnicity, culture, religious beliefs or history.

According to Nelson Mandela, "Patriotism is the big love for one's country and willingness to defend and sacrifice for it."

A patriot is someone who loves, supports and is prepared to serve his or her country. Someone who fights for freedom of the country and stands by the country with loyalty. Many leaders or presidents of countries have guided their countries patriotically.

Nationalism and patriotism are two words which are often used interchangeably. In most cases, acts of nationalism are disguised as patriotism yet there is a difference between these two words as shown in the table below;

Difference between Patriotism and Nationalism

Patriotism	Nationalism
Patriotism relates to the love for a nation with more emphasis on values and beliefs the country embraces.	Nationalism is a feeling that one's country is superior to all others.
Patriots do not favour aggression and imperialism	Nationalists favour aggression and imperialism
Patriotism involves personal opinion and social conditioning	Nationalism involves national identity.

A patriotic person tends to tolerate criticism about his/her country and tries to learn something new from it.	A nationalist cannot tolerate any criticism about his/her country and considers it as an insult.
Patriots tend to believe in friendly relations with other countries.	Most nationalists do not believe in friendly relations with other countries.

In Figures 8.1 and 8.2, we see some patriotic sportsmen that have promoted the image of Uganda worldwide in sports.



Figure 8.1: Athlete - Joshua Cheptegei



Figure 8.2: Uganda Cranes ex goal
Keeper - Dennis Onyango

In activity 8.1 below, you will explore more how patriotism is practiced in Uganda to understand its benefits to the people of Uganda.

Activity 8.1 Understanding Patriotism in Uganda

In groups;

Using ICT or Library research,

- i) Identify the purpose of Patriotism in Uganda.
- ii) With specific examples, explain the benefits of being Patriotic to your country.
- iii) Discuss the challenges faced by Patriotic people in their countries.
- iv) Suggest how the above challenges can be overcome.

Share your findings in class and write the agreed ideas in your notebooks.

8.2 Personalities who did patriotic work for Uganda

Since independence, a number of personalities have done patriotic work for Uganda in different fields of politics, health, education, sports and economic sectors. Most of these people have been recognised by the government and others by communities in which they selflessly served.

Some of these patriots struggled for the independence of Uganda and they are referred to as "**nation builders**". Such patriots include Ignatius Musaazi, Dr. Apollo Milton Obote, Benedicto Kiwanuka and Kabaka Mutesa II, among others.

Ignatius Kangave Musaazi 1902-1990

He was born in 1902 to a Gombolola chief in Bulemezi County in Buganda. He had his early education in mission schools in Buganda and attended King's College Budo, before going to Canterbury in England. Having completed higher education in England, he returned to Uganda and taught at King's College Budo. He became an inspector of schools between 1935-1936.

In 1945, Musaazi formed the African Farmers Union which protested about the way coffee and cotton were marketed to the disadvantage of local farmers. He demanded for a right to bypass the price controls on the export of cotton by the British colonial government, removal of the local Asian monopoly over cotton ginning and the right to have their own representative in local government. Thus, replacement of the chiefs appointed by the British colonial government. However, this union was viewed as being behind riots and was banned.

After being blamed for the riots, he formed the Federation of Partnership of Ugandan African Farmers Union (FPUAF). He gave up his job as a teacher at the department of education at then Makerere University College in order to help farmers oppose the unfairness in trade of cotton.

He went to London and lobbied the British parliament for support of FPUAF and its aspirations. He received support from some of the British members of parliament and other intellectuals. They provided technical help for FPUAF to fight the agricultural policies in Uganda which greatly disadvantaged Africans in favour of Asians and Europeans.

With the success of having most of the farmers' demands accepted by Sir Andrew Cohen, Ignatius Musaazi and Abubaker Mayanja formed the Uganda National Congress Party (UNC) in 1952. Musaazi became its president and Mayanja secretary general. This party followed a non-racial and non-ethnic policy in mobilising people of Uganda in the struggle for their independence.

This party became a force for political change in colonial Uganda. Much as it later split into factions, it laid ground for independence. Musaazi died in 1990 and is a national hero. He was buried at Kololo heroes' ground.

Dr. Apollo Milton Obote- 1922-2005

He was born in 1922 in Akokoro in Lango district to a local chief Stanely Opeto. He attended Lira Protestant School, Gulu high school and Busoga College Mwiri, before joining Makerere University College. In 1948, he went to Nairobi from where he was influenced by the political development in Kenya. On his return from Kenya, he joined the UNC party led by Ignatius Musaazi. He was appointed party representative of Mbale. He was also elected to the Legislative council (Legco) in 1958, where he became very influential.

However, the party had some weaknesses and in 1957 there were divisions within. In 1959, Obote split from UNC and joined the Uganda People's Union (UPU) formed by non-Bagandas.

In 1960, UPU party became UPC with Obote as its leader. He advocated for Uganda's Independence during the London Conference. After losing elections in the Legco to DP in 1961, he became the opposition leader in the Legco (parliament). He demanded for an immediate advance to independence for Uganda.

He negotiated for an alliance with Kabaka Yekka and as a result, UPC/KY alliance won majority seats in parliament. Obote formed the coalition government with KY. In October, he became the Prime minister with executive powers while Sir Edward Mutesa II became the first president of Uganda.

In activity 8.2, you will research about other patriotic leaders in Uganda to appreciate more the activities of patriots in a country.

Activity 8.2 Examining Patriotic Personalities between 1950-1962

In groups,

Using ICT or library,

1. Research about the two personalities in pictures below who prepared Uganda for independence between 1950-1962.



Sir Edward Mutesa II



Benedicto Kiwanuka

Make your group presentation in class and write the notes in your notebooks.

8.3 Patriotic Events in Uganda since Independence time

Since Independence a number of events have occurred. Some of these are the declaration of Uganda as a republic state by Dr. Milton Obote in 1967, the 1995 constitution by Y.K. Museveni government which returned democracy after many years of unrest, however one of the most remarkable events was the Africanisation of Uganda's economy in 1971 by Idi Amin, when he handed over businesses from Asians to Ugandans to manage.

The Africanisation of Uganda's Economy in 1971

The Africanisation of Uganda's economy came in early August 1972, when the president of Uganda, Idi Amin Dada seen in Figure 8.3, ordered for the expulsion of the Asians from Uganda.

There had been over 80,000 individuals of Indian descent in Uganda of whom 23,000 had their citizenship accepted. When addressing a rally in Tororo, Idi Amin revealed that God had instructed him through a dream to expel all the Asians from Uganda within 3 months.

The Asian expulsion from Uganda is also termed as "The economic war".



Figure 8.3. President Idi Amin

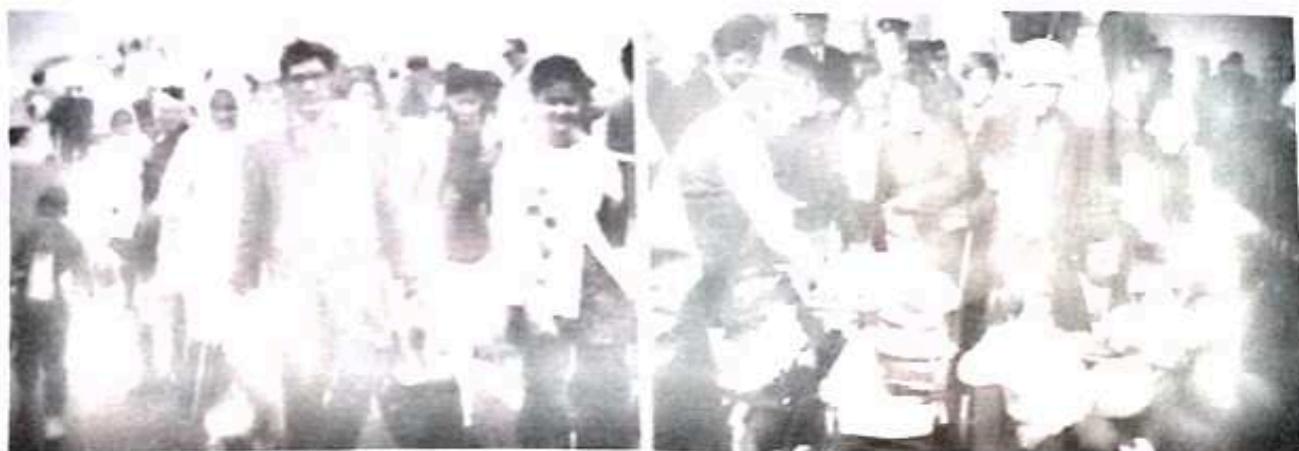


Figure 8.4: Some of the Asians leaving Uganda after their expulsion by Idi Amin

Reasons for the expulsion of Asians from Uganda

The Asians were accused of having inherent taboos which restricted them from sexual interaction with the indigenous people, for example never wanted to marry Ugandans.

President Amin Dada challenged Asians to tell the government how they would end malpractices that affected their relationship with Ugandans. He sighted the malpractices such as refusal to intermarry with indigenous Ugandans, abuse of Uganda's exchange control regulations, under valuing imports, smuggling commodities and holding of goods to create scarcity.

He also accused them of sabotaging government policy of renting shops to African traders but retaining back rooms, toilets and cooking facilities.

Asians were despising Ugandans in their own country. They looked at Ugandans as not being intelligent, could not be trusted and being politically raw. They were also rude to their Ugandan employees and customers.

The Asians were commercial middlemen who only exploited the economy. To Amin, the Asians were "milking the cow without feeding it". They were foreigners exploiting Ugandans through paying very low prices for coffee and cotton which Ugandans were selling yet their goods were expensive.

Idi Amin Dada defended the expulsion, argued that he was giving back to indigenous Ugandans back their rights of the economy. As Asians were frustrating the African attempts to participate in commercial activities of their country.

Amin Dada was fighting neo-colonialism. The imperialists were using Asians to control political, economic and social activities indirectly. They were using multi-national companies such as Baroda Bank, Shell and Madhivans to exploit Ugandans.

Asians were sabotaging government policies and failing to integrate in the African community. They discriminated Ugandans according to race and refused to share housing estates with the Africans.

The Asians had been sponsored by the government to study medicine, law and engineering but few of them returned to serve Uganda. In addition, the Indians in civil service refused to work upcountry which annoyed Amin Dada and led to their expulsion.

In your next activity, you will examine the impacts that the expulsion of Indians caused upon themselves and to Ugandans.

Activity 8.3 Examining the effects of the expulsion of Asians in 1972

- i) In your view, do you find the expulsion of Asians from Uganda right? Give reasons.
- ii) Explain the effects of the expulsion of the Asians by President Idi Amin to:
 - a) The Asians
 - b) Ugandan economy.
- iii) How did the expulsion of Asians led to Africanisation of Uganda's economy? Present your findings in class and write in your notebook the agreed views.

8.4 Impact of Patriotism in Uganda since 1960

Patriotism has had profound impact on Uganda in the political, social and economic sectors through Patriotic personalities who struggled for the independence of Uganda from the British colonialists. Uganda is a sovereign state because of patriotic struggles. Patriotic events since 1960 have inspired many Ugandans who have contributed to the development of the country.

Personalities like Dr. Milton Obote, I.K Musaazi and Benedicto Kiwanuka, enabled Uganda to attain independence. Whereas Grace Ibingira determined the look of the Uganda's Flag, and George Kakoma composed the Uganda National Anthem.

After 1962, political leaders such as Idi Amin through his policy of Africanisation of Uganda's economy expelled Asians. This enabled citizens to fully participate in trade and business which was previously dominated by Asians.

Patriotism also led to development of the social sector. Educationalists such as Prof. Ssentetza Kajubi through education reviews facilitated the review of curriculum in primary and secondary schools. This has led to improvement of the education sector.

In the health sector a number of hospitals and health centres have been established either by government, private sector or Non-Governmental Organisations in order to improve the health among the nationals.

Patriotism has enabled Uganda to be internationally recognised as a state capable of bringing peace to other nations. The UN has used Uganda's army for example in Somalia to restore peace.

Patriotism has led to the rise of patriots in the sports sector, music, dance and

drama, poetry as well as art and craft. This has led to the promotion of culture which has created awareness, peaceful co-existence and social development.

As a result of patriotism, the President of Uganda H.E Yoweri Museveni introduced patriotic clubs in secondary schools and higher institution of learning in order to produce committed citizens with a positive attitude towards their country. This was launched in 2009 and as a result, a number of schools have adopted this policy.

In an attempt to improve the standards of living of Ugandans, some patriotic people and organisations were established and these have participated in voluntary services as analysed below.

Voluntary Service organisations in Uganda

These are non-profit driven organisations, whose aim is to serve the communities and people without pay in return. In most cases, they are charitable organisations whose primary purpose is to create social impact rather than profit. For example, Rotary international and Lions club.

Rotary Club international Uganda

- Have you ever heard about Rotary clubs in Uganda?
- Mention some of the activities of Rotary clubs in Uganda.

A Rotary club is an international service organisation. Its purpose is to bring together businesses and professional leaders together to provide humanitarian services and to advance good will and peace around the world.

It is a non-political and non-religious organisation open to all people regardless of race, colour, religion, gender and political reference. Uganda is under Rotary District 9211, and there are over 400 rotary clubs in different districts.

Figure 8.5 shows the logo of Rotary clubs.

Rotary Clubs sponsor Rotaract Clubs. These are clubs for young adults in educational institutions, and working between the age of 18-30 years. It is an international organisation that believes in self-development through fellowship and service.

Under Rotary there are also interact Clubs.

Rotary

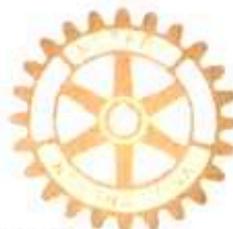


Figure 8.5: Rotary Club Logo

Rotaract



Rotary Club Partner

Figure 8.6: Rotaract club Logo

Do you have an interact club in your school? If yes, are you a member in that club? The interact club is made up of members aged between 12-18 or secondary school going age. Interact club gives young people an opportunity to participate in fun and meaningful service projects. Along the way, Interactors develop their leadership skills and initiatives while meeting new friends both locally and internationally. Interact club promotes discipline among its member so as to nurture them into good citizens of the country. Figure 8.7 below, shows the interact club logo.



Figure 8.7: Interact club Logo

Activity 8.4 Understanding the activities of Rotary Clubs in Uganda

Listen to a member of a rotary club who will talk to your class about the objectives and activities of Rotary clubs.

Write down notes about Rotary clubs in your notebooks.

Activities of Rotary clubs in Uganda

The Rotary club members are dedicated people who share a passion of both community services and friendship. It brings together a network of volunteers who dedicate their time and talent to tackle the most pressing humanitarian challenges. Rotary focuses on environment, education, health and youth programmes.

In health, Rotary clubs have encouraged their members to financially contribute towards the construction of hospitals and health centres. For example, a cancer ward was built in Nsambya hospital. In addition, they mobilise resources through organising annual cancer runs as shown in Figure 8.8 below, to support the treatment of cancer.



Figure 8.8: Rotary club Cancer Run

some Rotary Clubs reached out to health workers during the Covid pandemic by providing them with protective equipments like gloves, masks and temperature guns, among others. See Figure 8.9 below.



Figure 8.9: Rotarians donate covid protection requirements to health workers

Rotarians also contributed financial resources in the fight against malaria in different parts of the country. Some Rotary clubs such as the Rotary club of Kampala reached out the sick by giving artificial hands to the amputees.

Rotary clubs have encouraged people especially their members to donate blood for those in need through their informal blood drives to Uganda blood bank. This blood has been used to save people's life.

Rotarians contribute towards the fight against polio in Uganda. Every Rotary club in Uganda is expected to contribute between \$1000 - \$2000 every year towards polio immunisation programme which according to World Health Organisation is at 0.1%.

Rotarians contribute to healing of wounds and bringing cultures together of the refugees in Uganda refugee settlements.

Through their activities, they have led to environmental conservation through carrying out regular cleaning of different communities as well as planting of trees. For example, trees were planted in Buddo, Nakifuma and Ssese islands by different Rotary Clubs as shown in Figures 8.10 and 8.11 on the next page;



Figure 8.10: Rotarians planting trees



Figure 8.11: Rotarians cleaning in Kampala

They have also been active in supporting education by providing scholastic materials to pupils in both primary and secondary schools. Such materials include, books, pens, pencils among others. See picture in Figure 8.12,



Figure 8.12: Rotaract Club giving scholastic materials to Pupils

Rotarians have also provided safe water to different communities through construction of boreholes, and piped water as shown in Figure 8.13



Figure 8.13: A borehole constructed by a Rotary Club in Northern Uganda

You have discussed about the rotary clubs as one of the patriotic organisations in your communities that are involved in voluntary services to help other people

In your next activity, you will examine another voluntary organisation called Lions club found in your communities.

Activity 8.5 Activities of Lions Club in Uganda

In groups,

Using ICT or Library research:

- Find out the patriotic services which the Lions Clubs of Uganda do.
- Outline the challenges faced by Lions Clubs in Uganda.
- If you were a member of one of the patriotic clubs, suggest ways how the challenges faced by these clubs would be solved.

Share your findings in class and write down the agreed ideas in your notebooks.



Project work

As a class, visit the most politically elderly people in your community or near your school and request them to share patriotic stories of their time.

Write your findings in your notebooks and hand your work to your teacher for assessment.



Sample Activity of Integration

Corruption in Uganda

Uganda is largely faced with a challenge of corruption among most government officials. It is an everyday occurrence that most of the population think that public officers who engage in corruption are brilliant and hard working yet in real sense, they are thieves.

Despite charging and imprisoning a number of them, corruption has persisted hence, affecting the provision of services to the Citizens. Such culprits are perceived as selfish people without love for their country hence, hindering economic development and poverty reduction.



Figure 8:14: A form of corruption

Tasks:

In an essay,

1. As a student of History and political education, discuss how best government can fight corruption in Uganda.
2. Apart from corruption, in what other ways have Ugandans exhibited unpatriotic behaviours in their communities?
3. Suggest ways which can transform Ugandans into patriotic citizens.



End of chapter Summary

In this chapter you have learnt,

The meaning of the term Patriotism, its purpose in the communities, the different personalities who did patriotic work for Uganda and the patriotic events in Uganda since its Independence.

Therefore, you must have appreciated the impact of patriotism in Uganda since 1960.

**Key words**

- aids
- coup
- economic sector
- nationalists
- patriots
- social sector

Learning outcomes

By the end of this chapter, you should be able to:

- a) know the background for the independence of Uganda.
- b) appreciate the personalities who have excelled in politics of Uganda.
- c) know the names of key professionals in promotion of social sector of Uganda.
- d) appreciate the efforts of key Ugandans in the economic field since independence.

Introduction

In this chapter, you will be able to understand and evaluate the influence of the key personalities in the history of Uganda since independence and appreciate the role played by various nationalists in the social and economic development of Uganda.

When Uganda finally became independent, most of its sectors were to be built some of which from scratch. Over the years, courageous men and women of an impeccable character and unforgettable calibre took on the mantle to shape Uganda's future in the sectors of politics, health, education, religion, agriculture, business and many others. Their contributions are enormous that today Uganda is aiming at attaining a Middle-income status.

9.1 Background to Independence of Uganda

In 1894, Uganda became a British protectorate of the British empire and on 9th October 1962, Britain granted independence to Uganda.

There were various events that led to the attainment of Uganda's independence. These included the Kabaka crisis of 1953 – 1955, the Namirembe conference of June to September 1954 and the March 1961 elections. These events led to the rise of prominent Ugandans who later championed the demand for independence.

9.2 Contributions of Various Nationalists to the Politics of Uganda

Uganda the pearl of Africa attained her independence after a long struggle in 1962. Therefore, from the onset, there was a strong support for political pluralism in Uganda. She had one of the most vibrant and promising political atmospheres that guaranteed every Ugandan full participation in the politics of Uganda.

Since then, Uganda has had different politics mixed with military coups, constitutional abrogation and democratic elections. These included the Kabaka crisis of 1953 – 1955, the Namirembe conference of June to September 1954 and the March 1961 elections. These events led to the rise of prominent Ugandans who later championed the demand for independence.

Figure 9.1 on the next page represent some of the nationalists who have endeavoured much to change the politics of Uganda since independence.



Dr. Milton Obote



Benedicto Kiwanuka



Ignatius K. Musaazi

Figure 9.1: Some of the nationalists to the politics of Uganda

Activity 9.1 Analysing the contributions of nationalists to the politics of Uganda

In groups,

Carry out a fieldwork to interview the elders around your school about,

- The role Dr. Milton Obote played in the development of politics of Uganda.
- How President Yoweri Museveni helped to change the politics of Uganda.
- As a Historian, suggest ways that would make the politics of Uganda better.

Present your findings in class.

9.3 Contributions of some Personalities towards the Social Sector of Uganda

The social sector is part of the activities done for the purpose of benefiting the society. The government often encourages the social sector activities by granting incentives. Well known examples of the social sector activities include the health care sector, religious organisations, education institutions and the entertainment industry. Lets look at each category of social sector, with the personalities that have contributed greatly towards its development.

a) The Health Sector in Uganda

Uganda has an organised health system and a health delivery in place. The health sector of Uganda is composed of both private and public sectors. The public sector includes government health facilities, health service departments of different ministries and several independent institutions like National Drug Authority (NDA) and Uganda National Medical Stores (NMS).

The private sector is composed of Private Health Practitioners (PHP), Profit Not for Profit (PNFP) and Traditional Contemporary Medicine Practitioners (TCMP's). This private sector contributes to about fifty percent (50%) of the health care service delivery in Uganda. There are various individuals in Uganda who have contributed to the health sector in various ways. Some of the notable ones include

i) Dr. Mathew Lukwiya (1957 – 2000)

He was a Ugandan physician and the supervisor of St. Mary's hospital, Lacor in Gulu. He was a leader in the fight against the deadly Ebola virus that struck Uganda in late 2000. Unlike thousands of Ugandan medical doctors who leave their country for better pay and better lives abroad, He never even considered such a move. He stayed in his country to diligently serve the Ugandans.



Figure 9.2: A portrait of Dr. Mathew Lukwiya

When he received some news of a mysterious illness that had killed two (2) of the hospital's student nurses. Lukwiya took time to study the charts of all the unusual deaths in the past two (2) weeks and was able to identify that people were dying with similar symptoms. As a professional physician, he was able to identify the killer disease to be Ebola caused by Ebola virus. As the head of the institution, he quickly set up an isolation ward for suspected Ebola cases in line with World Health Organisation (WHO) guidelines.

Dr. Mathew's main aim in life was to treat sick people and run one of the few institutions that functioned efficiently in Uganda by then. In 2000, Uganda suffered an Ebola outbreak that resulted into more than four hundred (400) reported cases and over two hundred twenty (220) deaths mainly affecting Gulu district. Unfortunately, in the course of trying to help a colleague whom he trained in handling Ebola patients, he also got infected with the virus and on Tuesday 5th December 2000, he was announced dead.

Besides Dr. Lukwiya, who died serving Ugandans, you are going to look at another health worker who contributed to the health sector of Uganda in the next activity below.

Activity 9.2 Analysing Dr. Prof. Josephine Nambooze's contribution

In groups,

Using ICT and Library research:

- Write down the biography of Dr. Prof. Josephine Nambooze.
 - Briefly explain her contribution to the health sector of Uganda.
 - Give the lessons you learn from the life and works of Dr. Prof. Nambooze.
- Present your findings to the rest of the class.

(b) The Education Sector in Uganda

There has been a tremendous growth of investment in the education sector of Uganda as a result of government's deliberate move to liberalise the education sector because education in Uganda is considered to be a basic human right. Here the government retained the regulatory and supervisory function as well as the development of the curriculum. Therefore, there are various professionals who have contributed a lot to the development of education in Uganda and some of these include:

i) Professor William Senteza Kajubi (1926 – 2012)

Professor William Senteza Kajubi was a senior lecturer at Makerere university and twice a vice chancellor of Makerere university, first between 1977 – 1979 and again 1990 – 1993. He was also once a principle of Kyambogo institute of teacher education (ITEK) between 1986 – 1989. He was an academician. Throughout his academic life, he led to the development of the education sector in various ways as explained below.



Figure 1.1 Prof. Senteza Kajubi

In 1962, professor William Senteza Kajubi was a member of the committee that selected what turned out to be Uganda's National symbols which include: the national anthem, the emblem and the national flag when Uganda gained independence. In 1963, he was a member of the Uganda education policy review commission that was chaired by professor Edgar B. Castle tasked to review the education policy of Uganda following independence that resulted into the 1970 Education Act.

Between 1987 – 1989, he chaired the Education Policy Review Commission (EPRC) that resulted into a **white paper** titled "**the Kajubi report**". It recommended for implementation of universal primary education (UPE) and the widening access to higher education. The report was accepted by the cabinet in 1992. While serving as the vice chancellor of Makerere university in 1993, he introduced the private sponsorship scheme at the university. It is this programme that opened doors to privately sponsored students to study at Makerere university which increased the number of graduates from that institution.

Again between 1994-1995, he was a delegate in the constituent assembly representing Kyadondo North and participated in the drafting of the new constitution of Uganda in 1995.

In 1994, Professor W.S. Kajubi became the founding vice chancellor of Nkumba university, a private university, until his retirement in 2008.

ii) Ms. Namirembe Bitamazire

Activity 9.3 The role of Ms. Namirembe Bitamazire to the education sector of Uganda

In groups,

Using ICT and Library research;

- Give a brief background on the life of Ms. Namirembe Bitamazire.
 - Outline her contribution towards the education sector in Uganda.
 - As nationalists, suggest other ways how to make education better in Uganda.
- Write down your findings in your notebook and give it to your teacher for evaluation.

c) Religious Sector in Uganda

Uganda is a religiously diverse nation with Christianity and Islam being the most widely practised religions. According to the 2014 population census, over 84% (percent) of the population was Christian while 14% (percent) of the population was Islam. Below are some of the personalities who have contributed a lot to the religious sector.

i) Archbishop Janan Luwum



Figure 9.4: Archbishop Janan Luwum

Janan Jakaliya Luwum was born in 1922, in the village of Mucwini in Kitgum district to Acholi Parents. He attended Gulu High school and Boroboro Teacher Training College, after which he taught at a primary school. He converted to Christianity in 1948, and in 1949, he went to Buwalasi Theological College.

In 1950, he was attached to St. Phillips Church in Gulu. He was ordained a deacon in 1953 and the following year he was ordained a Priest. He served in the Upper Nile Diocese of Uganda and later in the Diocese of Mbale. In 1969, he was consecrated Bishop of the Diocese of Northern Uganda at Gulu.

In 1974, he was appointed Archbishop of the metropolitan Province of Uganda, Rwanda, Burundi and Boga (in Zaire). He became the second African to hold this position. He was a leading voice in criticising the brutality of Idi Amin's regime that had assumed power in 1971.

In 1977, Archbishop Luwum delivered a note of protest to dictator Idi Amin against the policies of arbitrary arrests, killings and unexplained disappearances of Ugandans.

Shortly, afterwards, Janan Luwum and other church men were accused of treason. On 16th

February 1977, Luwum was arrested together with two cabinet ministers, namely, Erinayo Wilson Oryema and Charles Okoth Ofumbi.

These were presented to Idi Amin at a rally in Kampala. The Archbishop was accused of being an agent of the exiled former President Milton Obote, and for planning to stage a coup against the government.

The next day, Radio Uganda announced that the three (Luwum and the two ministers) had been killed when the car transporting them to interrogation centre had collided with another vehicle. That the victims had tried to overpower the driver in an attempt to escape.

When Luwum's body was released to the relatives, it was found with bullet wounds. Some witnesses said that the victims had been bullied, tortured and finally shot and He was buried at his home in Kitgum.



Figure 9.5: Archbishop Janan Luwum with President Idi Amin



Figure 9.6: A Statue of Archbishop Janan Luwum in London

He is recognised as a martyr by the Church of England and the Anglican Community. His statue is among the 20th century martyrs on the front of West minister Abby in London. As shown in Figure: 9.6. In the next activity, you are to examine the role of religious leaders in the nation building of Uganda.

Activity 9.4 Examining the role of religious leaders in nation building of Uganda

In pairs,

Read the text about Arch bishop Janan Luwum presented above,

- Discuss, why Janan Luwum is considered a patriot who has contributed to nation building of Uganda.

Using ICT or Library research,

- Write short notes on the following religious leaders in Uganda showing their role in the nation building of Uganda;
 - Cardinal Emmanuel Kiwanuka Nsubuga
 - Prince Badru Kakungulu.

Hand in your research work to the teacher for assessment.

i) Philly Bongole Lutaaya

He was born on 19th October 1951 to Tito and Justin Lutaaya at Mengo. He went to Kasaka Primary school in Gomba, and Budo Junior school before joining Kololo S.S.S.

Lutaaya discovered his music talent in primary two while on a visit to Kings College Budo. He dropped out of school in 1968 to pursue his music, at a time when music was regarded as an occupation for failures.

He first polished his music skills at Kololo night club in the Army band. He also sang with Cape Villa band in Ggaba from where he joined Vox Nationale Band.

In 1969, he left Vox and formed Eko Jazz band which played in Moroto army barracks. In 1973, Lutaaya and Vox Nationale band did their first recording using the late Congolese music legend Franco's equipment. It was at this point that Philly's career in music took root.

In 1981, he joined Hope Mukasa's Mixed Talent band. This later disintegrated, it was then that Mukasa decided to go to Sweden in search for better musical opportunities to escape the political turmoil at that time.

He realised there was a vacuum in African music yet it was popular in Scandinavia. With friends they called their former colleagues who were still in Uganda to form a new Band. Among them was Lutaaya. In Sweden he lived with Hope Mukasa and did odd jobs.

While in Sweden, he recorded his hit Album, "I was born in Africa" which is still popular in Uganda. He also produced the Christmas Album in 1986 which is his most popular Album to date. This had songs like Merry Christmas, Zukuka, Tumusinze, Ssekukkulu and many others.



Figure 9.7: The late Philly Lutaaya



Figure 9.8: Philly Lutaaya on one of his music concerts

Lutaaya fell ill in 1988, and became the first prominent Ugandan to give a human face to HIV/AIDS. He publicly declared that he was afflicted with the incurable disease on 13th April 1989 at Sheraton Hotel. He declared that he had overcome the distress of his ailment. He resolved to use the remaining days on earth to create awareness about AIDS in a bid to save those who were still safe from the disease. He moved countrywide preaching against promiscuous sexual behaviours, talking

about the disease in churches and schools. He had the support of clergymen like the late Bishop Misaeri Kawuma. As a result of his testimony, a number of Ugandans chose to take path of abstinence, condom use and faithfulness. He set a challenge to the rest of the victims. His return purposely to volunteer in AIDS nationwide control campaigns was a sign of deep love and concern for the people of Uganda and the world at large.

He went back to Sweden and released his last Album which had the famous song, Alone and Frightened which was launched in Kampala in September 1989. While in Sweden his health deteriorated and returned to Uganda on 2nd December 1989. He later died on 15th December in 1989.

His positive living campaign and public disclosure of his HIV status inspired many Ugandans to come out publicly about their HIV status. Such as Major Rubaramira Ruranga, Canon Gideon Byamugisha, Livingstone Kasozi (the late), among others. He left a landmark using music to deal with HIV stigma. A legacy of emotional honesty in music. His song, "Alone and frightened" became the unofficial anthem of The Aids Support Organisation (TASO). After his death at the age of 38 years, the Philly Lutaaya initiative was created by a group of infected and affected peers to help educate people about the dangers of HIV AIDS. In Uganda, 17th October is the Philly Bongole Lutaaya Day observed by the Uganda Aids Commission.

9.4 Efforts of key Ugandans in the economic field since independence

Activity 9.5 Analysing the key personalities in the economic field of Uganda

Using ICT or other library sources,

- i) Write short notes on the personalities in the pictures below showing their contribution in agriculture and economy of Uganda.



James Mulwana Dr. John Batuma

Share your findings with other members of the class.

- ii) As a class participate in the debate with the motion,

"Politicians have contributed a lot in the growth and development of Uganda since independence than the businessmen"

Write down the agreed points in your note books.

**Project work**

In a role play, dramatize how one of Uganda's presidents campaigned against the spread of HIV/ AIDS.

**Sample Activity of Integration**

In the mid 1980's, a deadly disease known as HIV/ AIDS spread in the whole world without sparing Uganda. As a result, a number of people were infected with this killer disease, many lost their lives, a number of families broke up and there was a lot of stigmatisation.

However, by 2018, Uganda had made a significant progress in the fight against HIV and AIDS, with a decline in new HIV infections and AIDS related deaths. This was largely due to the effort by the health sector and the role played by President Yoweri Kaguta Museveni.



Figure 9.9: President Museveni publicly testing for HIV/AIDS

Tasks

In an article in one of the leading Newspapers;

1. Discuss the contribution of President Yoweri Museveni in the fight against HIV/AIDS.
2. Explain the challenges faced by President Museveni's government in the fight against HIV/AIDS.
3. Analyse the solutions to the challenges faced by the government through Ministry of health in the fight against HIV/AIDS.

**End of chapter Summary****In this chapter you have learnt,**

The background for the independence of Uganda, the personalities who have excelled in politics of Uganda and the key professionals in promotion of the social and economic sectors of Uganda since independence.

Glossary

Arbitration:	The process of judging officially how an argument should be settled.
Advocacy:	This is public support for or recommendation of a particular cause or policy.
Affiliation:	Association, union, connection, Federation or coalition.
Amendment:	Is a change made in a law, a constitution, or legislative bill.
Appeal:	To make a formal request to a court asking for decision to be changed.
Bill:	A written proposal for a new law which will be discussed in parliament.
Bureaucracy:	A system of officials who carry out functions of a government.
Cabinet:	Committee formed by most important members of government to head different ministries. Either the president or the minister appoints them.
Censorship:	The control or suppression of publications, expression of opinion and other acts.
Civil service:	Include most civilian government employees who are appointed rather than elected.
Civil war:	An armed conflict between political organised groups within a state.
Constitution:	Set of basic laws and principles according to which a state is governed.
Coup d'état:	Sudden overthrow of the government usually by the military.
Decree:	A law or order made by the president without passing through parliament.
Dictatorship:	A ruler who has complete power.
Equality:	State of being equal especially in status, rights or opportunities.
Executive:	A branch of government that exercises the carrying out of laws made by the legislature or parliament.
Ex-official:	An appointed member of parliament, who does not have the right to vote in the house.
Federal:	A system of government in which power is shared between the central government and its component units known as states.
Human rights:	Rights which every individual is entitled to and belong to him as a human being.
Judiciary:	A branch government made up of courts and judges.
Justice:	The right and fair behaviour or treatment or; the quality of being fair and reasonable.
Legislature:	Is a law-making branch of government. It is also known as the National Assembly or parliament.
Nation:	A group of people who share common cultural, inheritance and regard themselves as a natural political community.
Negotiation:	Is a strategic discussion that resolves an issue in a way that both parties

	find acceptable.
Parliamentary system:	A system in which the legislature(parliament) and cabinet control government. A prime minister who heads the cabinet is chosen among the MPS and leads others basing on the support from Parliament
Politburo:	Central ruling committee of Chinese one-party system
Political party:	Is an organised group of people who control or seek to control government.
Prosecution:	To bring a court charge against some body in a court of law.
Quorum:	Is a minimum number of people of an assembly or society who have to be present at any meeting to make the meeting valid.
Republic:	A state which is not a monarchy but is governed by elected representatives headed by the president.
Responsibility:	The state or fact of having a duty to deal with something or having control over someone.
Rule of law:	Principle of government that states that all persons, organisations and government itself are before and answerable to the law and that no person shall be punished without trial.
Sergeant at Arms:	Official of Parliament who keeps order in the house, makes sure no one enters the chamber unless invited to do so; he or she carries the Mace in procession and places it on the table at the beginning of each sitting.
Sovereignty:	Is a supreme power of a country over its own affairs.
State:	Public power machinery that controls and protects the people and their property within the boundaries of the nation.
Terrorism:	The unlawful use of force or violence against persons or property to intimidate a government or the civilian people.
Veto:	The right to refuse to allow something to be accepted.
Incarcerated:	To imprison or put one in prison or jail or confined.
Inmates:	Are people who live or are confined in a specific place such as prison or mental hospital by force of the law.
Inalienable:	Not subject to being taken away from or given away by the possessor.
Barricade:	To block anyone from reaching a given place or area.
Promulgate:	To make an idea or belief or anything known to many people by open declaration or communication.

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