

SCHOOL OF LAW
OBLIGATORY ESSAY
1994/95

HUMAN RIGHTS EDUCATION IN ZAMBIA: THE ROLE OF NGOs

by Mandy Manda

SPK
LLB
MAN
1995
C.1

An obligatory essay submitted to the University of Zambia,
being a paper in partial fulfillment of the examination for
the Degree of Bachelor of Laws of the University of
Zambia, November 1995.

(i)

UNIVERSITY OF ZAMBIA, SCHOOL OF LAW

I recommend ~~that~~ the Obligatory Essay prepared under my supervision by Mandy Manda entitled:

"HUMAN RIGHTS EDUCATION IN ZAMBIA: THE ROLE OF NGOs"

be accepted for examination. I have checked it carefully and I am satisfied that it fulfills the requirements relating to format as laid down in the regulations governing Obligatory Essays.

DATE: 16-10-95.....

SIGNED.....

A. W CHANDA (DR)
SUPERVISOR.

A DEDICATION TO:

My parents, Mr R. Manda, Mrs. M. Kaunda and Mrs. M. Manda. I know that there was a time when we thought that probably I would not make it, but I have done it and I owe my thanks to you for your love, care and support throughout my life. I hope that one day, I will be able to do for you what you have done for me. I will always be grateful for having such wonderful parents.

My daughter, Luyando Munsaka, for being the greatest treasure and love of my life. My little princess, you are more important to me than you know and though I did not have the pleasure of hearing your first words and watching you take your first steps, you were always in my heart. And I know that the time we have spent apart has not just been wasted. I have been preparing for your future, and God willing you will have a bright one. I love you so much.

Simon Munaswaba Munsaka, I know people often say that words are not enough to express one's thought, but I also know that sometimes even a few words can express heartfelt gratitude. I want to thank you for always being there for me. When I am confused, you are there to help me find the right direction; when I have to make hard decisions, you are there to help me find strength; when I feel depressed, you are there to cheer and applause. My success and happiness in life have in so many ways been influenced by you, and I will always treasure having you in my life.

ACKNOWLEDGEMENTS

Writing this Essay was not an easy task for me. I have to admit that I would not have done it without the help of the following people:

Dr. A.W. Chanda, for your great supervision, support and encouragement and for all the effort you put in my work. I want to thank you for helping me write, what in my opinion is a good paper.

Theresa Chama, for your patience and dedication shown in typing my work. I thank God for knowing you and hope that we will still remain friends.

Mr. and Mrs. Nyati, for taking my role in life as a mother to my daughter and for giving her all the love that she needs and much more than I could ever give her. I want to thank you for your interest and encouragement in my school life. I will always remain indebted to you.

My friends; Catrina Sakala, Emma Mwamba, Marjorie Musonda, Mutale Mulenga, Muntanga Muzyamba, Mwangala Sinyinda, Geoffrey Mulenga and Chama Manda, for always being there for me throughout the pleasures and pains of life.

My classmates, I have had the greatest fun with all of you and will live to treasure our memories of campus life together.

TABLE OF CONTENTS

	PAGE
SUBMISSIONS:.....	(i)
DEDICATION:.....	(ii)
ACKNOWLEDGEMENTS:.....	(iii)
INTRODUCTION:.....	1
CHAPTER ONE: The Status of Human Rights Education.....	6
INTRODUCTION:.....	6
(i) International Standards.....	6
(ii) Human Rights Education in Africa.....	11
Conclusion.....	13
CHAPTER TWO: The functions of Human Rights NGOs in a democracy..	17
Introduction.....	17
(i) Functions of NGOs.....	18
Conclusion.....	21
CHAPTER THREE: The Work of Women;s Rights NGOs.....	23
Introduction.....	23
(i) The National Women's Lobby Group.....	23
(ii) The Young Women's Christian Association.....	25
(iii) Women For Change.....	29
Conclusion.....	30
CHAPTER FOUR: The Work of NGOs involved in general human rights.	36
Introduction.....	36
(i) Inter African Network for Human Rights.....	36
(ii) Foundation for Democratic Process.....	38
(iii) The Human Rights Committee.....	41
(iv) Legal Resources Foundation.....	42
(v) World University Services.....	45

Conclusion.....47

CHAPTER FIVE: NGOs in the Area of Research on Human Rights.....51

Introduction.....51

(i) Zambia Association for Research and Development.....51

(ii) Catholic Commission for Justice and Peace.....53

Conclusion.....54

CONCLUSION.....56

(i) Summary.....57

(ii) RECOMMENDATIONS.....59

BIBLIOGRAPHY.....64

INTRODUCTION

The demands of human rights being made today are heir to all the great historical movements for human rights, freedom, equality and solidarity. Human rights also derive from the more enduring elements in the traditions both of natural law and natural rights and most of the world's great religions and philosophies.

States have been urged by the United Nations to give recognizance to people's rights whatever their legal, social and political status. International and national non-governmental organizations have especially been heavily involved in the promotion of human rights through various activities.

In Zambia, most of the work in the area of human rights has been due to the activities of non-governmental organizations. NGOs are involved in promoting human rights and providing education for the same.

It should be realized that education is closely linked to the realization of human rights. Education is the means by which human rights can be preserved and enriched, this in turn, therefore, explains the vital need for more education in the subject.

TERMINOLOGY

Before proceeding to discuss some of the NGOs in Zambia which are actively involved in providing human rights education, it is imperative to start by defining the major concepts which are the subject matter of this essay.

HUMAN RIGHTS

Human rights as a concept basically those rights moral rights that inher in a man or woman by virtue of his or her humanness. ¹

Thus, people have certain rights that are inherent and inalienable simply because of their being, and these rights aim at ensuring the dignity of every human being.

TEACHING AND/EDUCATION

Teaching means to cause to acquire knowledge or to communicate knowledge or skill, ² while to educate means to train the mind and character. The Latter encompasses bringing out one's abilities and developing of one's character and mental powers that result from training, ³ which training may be intellectual, moral, physical etc.

In this essay, however, "teaching" and "to educate" will be used interchangeably because in the area of human rights, the two concepts somehow touch on each other, as they both touch on the cognitive and effectiveness of the subject.

The focus of this paper will be on the role of NGOs in promoting human rights awareness in the non-formal sector, as this has been the area of concentration by NGOs.

FORMAL AND NON-FORMAL EDUCATION

Education may be formal or non-formal. ⁴ It is formal if it is provided within the curricula of schools. It is non-formal if it is carried on outside the framework of the formal system (out

of school) to provide selected types of learning to particular selected groups in the population, adults as well as children. ⁵

Non-formal education may take various forms and is, therefore, able to reach different people. It is usually provided by non-governmental organizations or Church groups which carry on strong non-formal education activities specially keyed to the standards of human rights.

NON-GOVERNMENTAL ORGANIZATION (NGO)

An NGO has been defined as a private association which locates significant resources to the promotion and protection of human rights. ⁶ An NGO is independent both of governmental and political groups that seek political power; it does not seek power itself.

In the first chapter, the discussion will turn to the status of human rights education, both at the International as well as the national level.

The Second Chapter will focus on the functions of NGOs in a democracy, particularly in the area of human rights.

The activities of NGOs are very important especially in a democratic country. There is therefore, need to outline what these functions are.

Chapter Three will discuss the NGOs that are prom for women's rights. This area deserves some att of the increase throughout the country of violence

which is a form of human rights abuse.

Chapter Four will discuss the NGOs that are providing awareness for general human rights as opposed to human rights.

Chapter Five will focus on the Ngos that are involved in the provision of research for human rights. Research on human rights as will be seen, is vital for the promotion of human rights as it is only through research, that information is revealed on the status of human rights in a country and determines whether there is more effort required for the full implementation of the same.

Lastly, the conclusion and recommendations will be given.

END NOTES

1. Leah Levin, Human Rights, Questions and Answers, UNESCO Press, France, 1991, p11.
2. A.H. Hornby, A.P. Cavie, ed. Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, Oxford, 1989, p1318.
3. Ibid. p385.
4. Richard Pierre Claude, "International Promotion of Human Rights" Human Rights Quarterly, Vol. 13 No. 14 1990, p490.
5. Ibid.
6. Ibid. p530.

CHAPTER ONE

THE STATUS OF HUMAN RIGHTS EDUCATIONINTRODUCTION

Human Rights Education is considered to be essential to the realization and promotion of human rights. People have actually gone further to even state that it is the right of everyone to learn about his or her rights and it is also the duty of those who know better to disseminate whatever information they have about these rights. ¹

This chapter will, therefore, look at the status of human rights education, both at the international and national levels.

(i) INTERNATIONAL STANDARDS

The codes of Human Rights standards formulated by the United Nations and regional organizations of national states in Europe, America and Africa have been widely recognized and accepted in almost all the parts of the world and almost all modern nations have incorporated human rights into domestic law, if not through their constitutions, at least through major legislation.

It has also been observed in the post world war II period, especially in Europe that democracy and human rights are gradually replacing religions and ideological doctrines as the major ethical standards guiding human relations and behavior. ¹ The respect for and protection of human rights, civil and political as well as economic, social and

cultural rights, is being demonstrated in most countries, especially with the demands being made for freedom, equality and solidarity. There is an increasing demand to promote human rights by most governments. The United Nations, being the most active human rights organization, encourages all its member states to promote human rights in their countries.

Article 1 of the UN Charter ² emphasizes the need to promote human rights by both international organizations and UN member states. And to this effect, the General Assembly proclaimed human rights in its Preamble of the Universal Declaration of Human Rights, ³

"...as a common standard of achievement for all peoples and all nations to the end that every individual and every organ of society keeping this declaration constantly in mind shall strive by teaching and education to promote respect for these rights."

Most organizations are, therefore, providing education for human rights as a means of promoting awareness of the same.

The organizations have drawn support from International instruments such as the Universal Declaration because it not only proclaims a right to education, but also states one of the goals of education to be the respect for human rights.

One may wonder what kind of education is referred to in the Declaration. Since most Bills of Rights containing the

fundamental rights and freedoms of individuals only provide for a general right to education, how, then, can one argue that he or she has a right to the education for his or her rights ? Is there any such thing as a right to education for human rights ?

It is true, that besides the general right to education, the right to education, specifically for human rights, is very difficult to find in most Bills of Rights. As a result, it has been implied from instruments such as the International Covenant on Economic, Social and Cultural Rights and Article 19 (2) of the International Covenant on Civil and Political Rights

The latter states that:

"...everyone should have the right to receive and impart information and ideas of all kinds, regardless of frontiers, either orally, or in writing or in print, in the form of art or through any other media of his or her choice."

These two documents have, therefore, formed the basis of most Conventions on the teaching for human rights.

UNESCO is one of the important organizations which carries out programs on human rights on behalf of the United Nations.

The Constitutive Act of UNESCO invests it with this mission. Specifically, Article 1 of its constitution requires UNESCO to contribute to peace and security among the nations through education, science and culture in order to further respect for human rights.

The first International Congress of the Teaching of Human Rights ⁴ was convened by UNESCO on the eve of the 30th anniversary of the Universal Declaration of Human Rights.

The congress provided an opportunity for specialists in human rights teaching and research together with those responsible for education policies of UNESCO to adopt conclusions and recommendations designed to develop human rights teaching at all levels in the context of both school and out of school education. Among the principles adopted were the following:

That human rights teaching and education should be developed at all levels in the context of both school and out of school education in order that it may become accessible to all men and women in all countries, whatever their legal, social and political status. Human Rights Education must aim to create awareness of the ways and means by which human rights can be translated into social and political reality, at both the international and national level. ⁵

It was also emphasized that education for human rights must be based on principles underlying the UN Charter, the Universal Declaration, the International covenants on Human Rights and other International instruments. ⁶

The Second World Conference on Human Rights was held in Vienna in 1993. It took into account the World Plan of Action for Human Rights and Democracy adopted in March 1993 by the International Congress on Education for Human Rights

and Democracy, UNESCO and other human rights institutions. The world conference considered human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among committees and for fostering mutual understanding, tolerance and peace, essential for mankind. ⁷

Therefore, if such teaching is undertaken, it will make an essential contribution to the maintenance and promotion of peace, as well as to the economic development and social progress throughout the world.

It was further emphasized that states should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. States and institutions were urged to also include human rights, humanitarian law, democracy and rule of law as subjects in the curricular of all learning institutions, informal and non-formal settings. ⁸

Thus, methods, contents and curricula for human rights education must be developed.

As Levin has pointed out,

"An alert and educated public opinion and the the private citizen are basic elements in the promotion of human rights. Literacy is an essential basis and the promotion of literacy, through national and international institutions, a high priority." ⁹

Governments, with the assistance of inter-governmental organizations, national institutions and non-governmental organizations should, therefore, be encouraged to increase awareness of human rights and mutual tolerance. They should initiate and support education on human rights and undertake effective dissemination of public information in this field.

(ii) HUMAN RIGHTS EDUCATION IN AFRICA

Of the major continents of the world, Africa endured the most recent and widespread colonialism. A number of political constraints on the exercise of human rights in Africa can be attributed directly to the imposition of the external rule. However, African states, like their European counterparts, have also pledged themselves to respect international instruments on human rights and fundamental freedoms. And in June 1981, the Organization for African Unity (OAU) took a major step towards developing a regional perspective and capacity to deal with human rights in Africa by adopting the Banju Charter on Human and People's Rights (also known as the African Charter on Human and people's Rights). This created a set of human rights principles and institutions which attempt to be responsible to African needs, traditions and circumstances. ¹⁰

The Charter provides that human rights education must reach the larger number of people who, in Africa, do not have the opportunity to find themselves in a proper educational system and those who are still under

external rule. ¹¹ The education must strive to eradicate all forms of colonialism from Africa and states have been urged to coordinate and intensify their efforts to achieve a better life for the peoples of Africa.

This OAU action is an important development not only in Africa, but also for the International recognition and protection of human rights generally. The adoption of this charter is only a beginning step. There remain many obstacles to the full realization of the charter's intention; difficulties which are reflected in the document itself, and in the political, economic and institutional environment affecting its eventual implementation.

Since the mid 1960's, the UN has also encouraged the creation of regional human rights commissions in those areas where they did not exist. These have resulted in the organization of human rights conferences in Africa and have kept the subject alive in the minds of the leaders, intellectuals, legal practitioners and other peoples of Africa.

The African Institute of Human Rights has also produced a document with further expansions upon the conclusions of the Second World Conference on Human Rights concerning human rights teaching. Having the rights recognized not only in the African Charter, but also in the other international instruments, African states are becoming more conscious of human rights and are devising more ways of creating awareness for them.

CONCLUSION

Beyond the institutions and juridical instruments necessary to ensure respect for human rights, teaching which is aimed at human rights dissemination and integration within the system of the United Nations, deserves a greater degree of attention, more than what has been given in the past.

International, national and voluntary organizations should play an important role in implementing human rights education because the civil and political education of citizens is an essential prerequisite of the promotion of human rights, not only at the local, but at the national level as well.

It must also be realised that in order to prevent human rights abuses, people have first to become aware of the existence of these rights. It is difficult to defend human rights if they are unknown and they cannot be known unless they are taught. ¹² As Seck has pointed out :

"It is through this education that man as both a subject and an agent of the law, can play a vital role in the necessary changes that would make for a more just society with greater solidarity." ¹³

Education for human rights is, therefore, a necessary tool for the conscious awakening of the masses to the injustices they are suffering and for the implementation of recognized and proclaimed rights. Human Rights is also a problem which depends mainly upon what citizens know about their rights and how well informed they are about the guarantees and the

implementation of their rights.

Measures should, therefore, be taken to disseminate knowledge about them as well as the facilities available for claiming and enforcing human rights.

END NOTES

1. Weeramantry "Non-Formal Education and their methods and their target group" Education for Human Rights - An International Perspective. International bureau of education, UNESCO, 1994, p15.
2. Committee of Experts for the Promotion of Education and Information in the field of human rights Strasbourg, 26 - 28 November, 1990, P142.
3. The UN Charter signed 26 June 1945, entered into force Oct. 24 1945, 59 Stat. 1030 TS.N on 993.
4. Universal Declaration of Human Rights, signed 10 Dec. 1948, General Assembly Resolution 217 (iii).
5. International Congress on the Teaching of Human Rights, 30th Anniversary of the Universal Declaration of Human Rights, September, 1978, Vienna, UNESCO Document.
6. Ibid. p19.
7. Ibid.
8. " The Vienna Declaration and Program of Action", Human Rights Law Journal, Vol. 14, No 9-10, 1993, p361.
9. Ibid. p362.
10. Leah Levin Seminar on the National and Local Institutions for the Promotion and Protection of Human Rights, Geneva, 18 - 29 September, 1978, p26.
11. Claude E. Welch Jr., Ronald M. ed, Human Rights and Development in Africa, State University of New York Press, Albany, 1984, p126.

12. Moustapha Seck " A plea for Human Rights Education in Africa" Human Rights Law Journal Vol. 11, No.3-4, 1990, p297. *
13. Ibid.
14. Ibid. p298.

CHAPTER TWO

THE FUNCTIONS OF HUMAN RIGHTS NGOs IN A DEMOCRACYINTRODUCTION

Since Independence, the Constitution of Zambia¹ has provided for a Bill of Rights which contains the fundamental rights and freedoms of the individual. As earlier stated, most Bill of Rights do not provide for a right to education for human rights and the Zambian one is no exception. However, Zambia, like most African countries, has adopted some of the international instruments and conventions on the right to education for human rights.

There has, as a result, been some attempt at implementing human rights education, but not at all levels. For instance, the University of Zambia has incorporated human rights as a part of the curriculum in constitutional law and also offers a Diploma in Human Rights Law. Besides this, there has been little, if any, efforts towards providing human rights education in the formal sector.

Most of the education is provided in the non-formal sector which is now characterized by an increase in the number of regional and national non-governmental organizations and institutions which are dedicated to promoting and protecting human rights and democracy in Zambia.

(i) FUNCTIONS OF NGOs

NGOs in a democratic society have the general function of ensuring that democracy lives. ² By upholding the fundamental rights and freedoms of the individual, NGOs ensure that the spirit of democracy continues because a democracy entails that people enjoy their rights and freedoms.

Human Rights NGOs also have the function of articulating the needs and demands of citizens. Because NGOs operate at grass-root-level, they are well informed of the people's needs, and, therefore, bring citizen concerns to the government.

Because of this reason, NGOs also serve as a warning to the government since they are frequently close to the action and as such, they are often the first to be aware of the crises. ³

NGOs also help to monitor and implement agreements especially between the state and its citizens. For instance, the MMD stated in its manifesto that it will uphold the Bill of Rights. ⁴ NGOs, therefore, work to ensure that the government does not violate people's rights as it would not be keeping its original promise to respect and promote human rights.

Following from this, NGOs also help in pushing a policy agenda to the government. ⁵ And when the government fails in its functions, they are able to pick up the pieces so that the government can start all over again.

NGOs are able to promote and protect human rights through the following activities. They carry out information gathering, evaluation and dissemination, advocacy, humanitarian

relief and or legal aid to victims and families, building solidarity among the oppressed, and internationalizing and legitimating local concerns, lobbying national and intergovernmental authorities, to mention, but a few.

Through such activities, NGOs are able to raise the conscience of people and in certain cases protect the individual from oppression by the state. They, therefore, play a vital role in the promotion and protection of fundamental rights and freedoms.

In Zambia, in particular, there has been an increase in the number of organizations dealing in human rights. Most have come about as a result of the new political change towards multipartisim and democracy. It has been realized that the introduction of democracy and individual freedoms is the first step towards bringing about change and the ultimate aim of democratic politics is to provide the necessary conditions for the fullest and widest realization of human personality.⁶ A state cannot be said to be democratic if it has no respect and does not guarantee rights and freedoms of its citizens.

The MMD has announced in its manifesto that it is committed to the protection of fundamental rights and freedoms for the benefit of all Zambians, the promotion of justice and equality among all the people without distinction, the maintenance of the rule of law and the independence of the judiciary. It is also stated that the MMD will uphold the Bill of Rights with all its power and extend it to embrace different categories of rights such as rights of the press, children, and rights against all forms of discrimination against women.⁷

It is a known fact, however, that the Zambian economy like that of most African countries, is still quite poor. The government does not have⁷ the ability to bring about that change that will ensure that democracy lives.

The task is even more challenging for a country like Zambia which is still undergoing a transition than is the case in developed countries. It must be realized that a genuine democracy based on universal adult suffrage embraces human values. It requires total commitment and dedication that a government may have. It requires NGOs to work hand in hand with the government to promote human rights awareness among the people of Zambia.

It is also very common for leaders to promise to uphold human rights once they are elected into office, but they soon discover that their claims to commitment to democracy and human rights cannot be compromised with the realities of political life. They, therefore, abandon their commitment and engage in human rights abuses. An example is what happened in Zambia. Barely 2 years after the MMD came into power in 1991, a state of emergency was declared which lasted for a period of 3 months and throughout this time, some of the human rights and freedoms of individuals were suspended, in other words, they were trampled upon. This confirms the already known fact that the government is not always dedicated to promoting human rights. It is, therefore, the work of NGOs involved in human rights to ensure that the government keeps to its original promise through such means as court orders and Appeals. ⁸

CONCLUSION

It has been revealed in this chapter that NGOs have a very important role to play in a country that professes to be democratic.

Their activities are diverse, but have a common theme running through them, namely, the promotion of human rights.

One way in which they do this is by contributing to public consciousness and awareness of human rights and fundamental freedoms, as elaborated in National and International instruments. NGOs are able to achieve this through various activities especially through teaching on human rights and through the provision of services such as Advocacy, Legal Aid, Research, Information dissemination, to mention, but a few.

NGOs also play an important role in a country's democratization process by ensuring that people are taught their rights and responsibilities as citizens.

In the following Chapters, the discussion will focus on the activities and strategies put forward by human rights NGOs in Zambia in their quest to provide human rights education.

END NOTES

1. *Part III of Chapter 1 of the Laws of Zambia.*
2. Dr. Michelo Hansungule "Building Civil Society in a Democracy" Paper presented to the Human Rights Forum organized by the Legal Resources Foundation on 26th July, 1995, at Pamodzi Hotel, p7.
3. "The UN system and NGOs : New relationships for a new era?" 25th United Nations Issues Conference 1994, sponsored by the Stanley Foundation Feb. 18-20th, Arden house, NewYork, 1994, pg 18.
4. The MMD Campaign Manifesto 2 (9) 1990.
5. Op.cit. p16.
6. J.A Corry, J. Abraham Elements of a Democratic Government, Oxford University Press, New York, 1964, p14.
7. The MMD Campaign Manifesto 2 (9) 1990. Supra, note. 5.
8. Dr Michelo Hansungule, supra, note 3.

CHAPTER THREE

THE WORK OF WOMEN'S RIGHTS NGOsINTRODUCTION

The Chapter focuses on the NGOs in Zambia which are involved in promoting awareness on women's rights.

As a study of the Zambian society would show, there is a lot of inequality in access to education, employment, inequality in women's access to, and participation in the economic structures, policies, insufficient mechanisms to promote the advancement of women, lack of awareness of and little commitment to internationally and nationally recognized women's rights, and generally, violence against women. NGOs have been motivated by these factors to put across mechanisms which will promote awareness of and respect for women's rights.

(i) THE NATIONAL WOMEN'S LOBBY GROUP (NWLG)

The Women's lobby is a non-partisan pressure group that was born out of a desire by concerned individuals and NGOs to have equal representation and participation of women in decision-making at all levels in the country. It was realized that little will change if women are not there to put their own case across. ¹ The organization has realised that to allow women to participate in the running of the government is of great importance in a participatory democracy. It, therefore, seeks to build a strong and dynamic movement to politicize women at all levels and to challenge discriminatory institutions and systems

which work against women's full participation in politics. ² The Women's Lobby holds Seminars, Workshops, Conferences and Luncheon discussions to which particular groups are invited especially women, the police, politicians and Government Officials. The organization also discusses issues pertaining to women's rights on television, radio and through newspapers. Occasionally, a drama group presents some plays to depict the real life situations when a woman's rights are violated as well as to put the message clearer to the audience. The organization also produces information on women's rights which is often translated into the 7 local languages and distributed to the people after discussions. Besides this, the Women's Lobby acts as a referral centre to the Women's Legal Clinic in the sense that it refers some of its clients there if they need legal aid or advice.

The organization has been very active in encouraging women to participate in politics and in the administration of the Government. It was able to promote the participation of women in the Constitutional Review exercise by encouraging them to make submissions to the Mwanakatwe Commission, and the organization was glad to note that some of the recommendations put forward were actually adopted. ³

The organization is currently trying to encourage more women to participate in the up-coming General elections and is trying to push for a Constitutional provision which will stipulate a specific number of women to take part in government. ⁴

But the organization's activities are somehow limited due to lack

of finances and resource persons.

Presently, it is being funded by WILDAF (an international organization dealing with the rights of women and the law in Africa). This organization is also funding the programme intended for the training of Para-Legals who will help the Lobby Group disseminate information on human rights. MS Danish Volunteer Service also assists it with transport to enable the organization reach those areas that are far away from towns. ⁵

The organization hopes to continue fighting for the elimination of all forms of inequality, especially in the elected process. It will try to encourage more Women to be Members of Parliament, and those who will elect to do so will continue to be supported by the Women's Lobby Group. ⁶ However, there is still need to change the attitude of most women as well as the government towards the participation of women in the administrative machinery. If the MMD government is to remove all forms of discrimination, it should start with offering more women positions in the government.

(ii) THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)

The YWCA is a christian NGO which first emerged in Zambia in 1957. It is the largest and oldest women's organization in the country with branches in 20 locations and a membership of approximately 3000 persons. ⁷

The YWCA, therefore, empowers women to challenge all forms of gender based discrimination.

The YWCA initially addressed issues pertaining to racism and Christian fellowship. It has now changed to assisting the poor

in society and provides skills, training and generates projects for young women. Most recently, women's rights have become predominant in the organization's agenda.

It was actually the first organization in Zambia to address violence against women ⁸ and it continues to play a lead role in this area.

Specifically, discussions within the YWCA about various aspects of oppression and abuse of women's rights began in the late 1970s. In 1987 the YWCA was mandated at a meeting of Women's NGOs to spearhead a programme of action specifically on violence against women. ⁹

In particular, it has been working to address the issue of violence against women (VAW) for approximately 3 years because it has realised that violence against women is a widespread and pervasive problem in Zambia and represents a violation of human rights. The organization has, therefore, organised and carried out many activities to support the survivors of abuse and to educate the general public about the extent and implications of the multiple types of violence that women encounter. It tries to assist the public with the understanding that violence prevents women from realizing their potential as full human beings and from contributing fully to the advancement of themselves, their families, their communities, as well as their country. ¹⁰

By 1990 the YWCA had formed an Advisory Committee to address issues around 'Women in need' an action which actually formalized the beginning of anti-violence work. ¹¹

Underlying all the programmes of the organization is its objective to create a social movement within Zambia in which people will collectively demand an environment that is non-tolerant to violence against women.¹² In its educational programmes, the YWCA focuses on the rights under the Zambian Constitution, those contained in International Conventions such as the UN Convention on the elimination of all forms of Discrimination (violence) against Women; Consumer Rights, Economic Rights and effects of SAP on Women. These programmes target especially women, children, street youths and certain government institutions, such as the Police and Judiciary.

In order to realise its objectives, the YWCA has launched a country wide anti-violence programme which is intended to make people aware of violence against women and its effects, as well as to sensitise those people in institutions where abused women require support. The organization also engages in awareness building through workshops, consultations and public education campaigns, to lobby people like the police, policy makers and health care officials to provide for institutionalized protection of women from violence, and for the provision of services for those women who have been abused. The organization also has a library containing relevant information pertaining to women's rights and a drop-in-centre where women go to discuss their problems and are given legal advice on what they can do. There have also been many radio and television appearances by YWCA staff and volunteers, and many articles and letters to "The Editor" which have appeared in newspapers. The most high profile

activity which is likely to have touched people is the film "Neria" which appeared on television. The organization also publishes articles on women's rights including a quarterly newsletter called "voices of women". It regularly makes memorial charts on which are recorded the number of women who die every year from violence by men. All this information is intended to make people aware of the seriousness of the problem and to inspire them to find ways of curbing it. ¹³

The activities of the YWCA have increased its profile not only within, but outside Zambia as well. Donors such as CIDA, WILDDAF and NORAD are just some of them that assist in its activities. The organization also receives assistance from local women's NGOs such as the Women's Legal Clinic which provides it with a lawyer to assist in the Drop-in-Centre, at least once per week.

Generally, the organization has achieved most of its objectives. It has responded to the major gap in the support services for women in the country by establishing a centre and a shelter for those women in need. However, this has only been done in Lusaka and the organization would, therefore, like to increase such centres throughout its branches. ¹⁴

The YWCA has also established an Advisory Committee of women who have expertise in relevant areas to guide the women in need. The organization would like in future to increase women's awareness expand its programmes to include primary health care because women are the main users of the health care and because they are the ones who most suffer violence in the home and on the street. ¹⁵

The organization has continued to try to eliminate all forms of discrimination and violence against women through raising awareness or public education. But the task is so challenging and should not be left to the YWCA alone, but to all those that are concerned.

(iii) WOMEN FOR CHANGE (WFC)

Women for change is a Zambian NGO. Although it deals in general human rights, its emphasis is on women's rights.

Its main aim is to improve the lives of people, particularly women, to enable them to settle their problems and change their lives for the better.¹⁶ The organization specifically targets women in rural areas because the majority of them are illiterate and have no knowledge of their fundamental rights and freedoms. It, therefore, engages itself in the activities of the community and also tries to uphold and protect the human rights of the people in those communities. The organization has realized that it is only through gender sensitization and popular methodology that these objectives will be achieved.¹⁷

WFC holds Seminars, Workshops and Conferences that are intended to educate women about their rights. It also produces songs and role plays as well as information in local languages especially for people in rural communities.

In its activities, the organization is supported by local NGOs such as Non-Governmental Organization Co-ordinating Committee (NGO-CC), the Women's Lobby and YWCA. WFC also gets assistance from the University of Zambia in terms of human

resources. The organization itself is funded by NOVIB (a Dutch Organization), the Church of Canada, SKIP (a Swiss Organization)* and US-Aid. ¹⁸

In an interview with the Chairperson, Miss Mundilila, it was revealed that the organization is still in need of financial assistance to run its activities. Other problems that are faced are lack of transport as well as political interference, especially from the government. ¹⁹

Despite these problems, WFC has, nevertheless, tried to articulate the needs and demands of people. Its idea has been to try and transform the needs into political demands to constitute a part of the political process. It has particularly done this through participating in local communities. As the name suggests, Women for Change is an organization which tries to bring about change in the lives of people especially women, and it also tries to change the attitudes of people towards women's rights by disseminating information on the same especially in rural areas.

CONCLUSION

The problem of abuse of women's rights is still a large one. The reports on television as well as newspapers are evidence enough that a lot still remains to be done in terms of raising awareness of the general public on women's rights. Despite the fact that many organisations are involved in women's rights, not all of them are effective. Among the ones discussed, the YWCA is considered to be most active in this area. However, this is not

to suggest that the other organizations are not doing anything. They just have to work a bit harder to realise their objectives. The YWCA is regarded as the most effective organization dealing with women's rights for the following reasons:

Through its programme on violence against women, it has been able to provoke the conscience of people to the fact that violence against women is a form of human rights abuse. Other people including organizations have drawn support from its activities in this area and have spoken out on violence against women.

Furthermore, through the provision of skills and training, the YWCA is able to help those women in need as well as the victims of violence. It gives them a chance to live a better life than they have led. It helps them to live as full human beings. It should be realized that it is not enough to just talk about women's rights. There is need to develop more facilities to assist women, especially those who have suffered violently at the hands of ruthless men; facilities have to be put in place that will enable them to live a different life from the one previously led. The YWCA has realised that it is not enough to just talk about abuse of women's rights to the public. It has therefore, gone further to include in its programmes, policy makers, the police and the judiciary, to name but a few. The rationale is to try and sensitize the police force about these issues so that they will be able to effect arrests of offenders of women's rights. The response of the police in the past towards reports of violence against women has been very bad. They have often dismissed the cases with such words as "you incited them because of your dressing", "There is nothing we can

do, *ivi niva munyumba*" (domestic problem).²⁰ By targeting the Judiciary, it is hoped that due to the seriousness of the problem, the Courts will enforce stiffer penalties on the offenders.

Besides this personal judgement, the YWCA has received recognition as the most active NGO in the field of women's rights both from within and outside Zambia. For instance, donors are using it as a reference centre for new staff and consultants who come into the country to work on gender related issues. In respect to the activities on violence against women, a CIDA funded project focussing on Aids education in Southern Africa (SATE) wants to document the YWCA work as a model for anti-violence work in the region.²¹

WILDAF, an African women's NGO has also chosen the Femicide Register as a project to be undertaken in neighbouring countries and was presented at the Dakar Conference, and will be presented again at the Beijing Conference in China. NORAD has also commissioned an evaluation on the organizational effectiveness of women's NGOs and the YWCA emerged as an example of a well managed NGO which others were measured against.²²

However, this higher profile that has been given to the YWCA has caused a degree of conflict with other NGOs. But this should not be the case as they are all working towards the same goal.

The problem of abuse of women's rights and violence against women, is a reality for many women in Zambia, even though some women prefer not to openly discuss it. The extent of abuse of

women's rights, the strength of culture and religion which help perpetuate women's oppression, the economic barriers and the inability of government institutions to do much about this problem are factors which are leading to a sense of despair and is also highly mobilizing. A lot of other NGOs should, therefore, join in the fight to prevent abuse of women's rights. The burden is still a heavy one. The complexity and magnitude of the issue is so enormous that it needs to be shared by everyone. NGOs must work towards creating an environment across the country that does not tolerate violence and any other form of abuse of women's rights. It is a mammoth task but, there are obviously many people who want to help see this happen.

END NOTES

1. National Women's Lobby Group, "Report on Women and the Constitution 2nd Annual General Meeting
Mulungushi International Conference Centre, Saturday 10th September, 1994, p1.
2. Interview with NWLG's Chairperson Mrs. G.M.N. Mutukwa on 19th may, 1995.
3. Ibid.
4. Ibid.
5. Ibid.
6. Ibid p10.
7. "Violence Against Women" Zambia Perspectives, An Evaluation
Report of the Initiatives of the YWCA of Zambia, 1994, p7.
8. Ibid.
9. Ibid.
10. Ibid.
11. Ibid. p4.
12. According to an interview with Miss. D. Rude, Social
Advocacy Coordinator YWCA, on 11th May, 1995.
13. Ibid.
14. Ibid.
15. Voices of Women No. 8, August, 1994 p4.
16. According to an interview with Miss P. Mundilila, WFC,
19th June, 1995. Miss.
17. Ibid.
18. Ibid.
19. Ibid.
20. Violence Against Women, Supra note 7. p43.

21. Ibid. p42.

22. Ibid. p43.

CHAPTER FOUR

THE WORK OF NGOS INVOLVED IN GENERAL HUMAN RIGHTSINTRODUCTION

The NGOs to be discussed in this Chapter are those that do not deal in specific human rights. Their concern is for human rights in general.

(i) INTER AFRICAN NETWORK FOR HUMAN RIGHTS(AFRONET)

AFRONET is an NGO which was established after the 1983 Vienna Conference, when a need was expressed to form a regional human rights organization to disseminate information on human rights in Africa. ¹ AFRONET was also designed to promote coordination and networking among African human rights NGOs. But it has only begun to meet with various organizations within Zambia and to publish its operations outside the country. ²

The programs undertaken by AFRONET focus on the promotion of good governance and sustainable development, human rights and the interaction of law and society. ³

AFRONET, presently, has no program on human rights education on its own. It is however, working in conjunction with the Christian Council of Zambia (CCZ) on a human rights program that is intended for Church Institutions in Zambia. ⁴

CCZ is also an NGO that specifically deals with questions of refugees and relief, some gender questions of women, ethics, development and unemployment. Its activities are conducted

under the Social Justice Committee of the CCZ. ⁵

In its program with CCZ, AFRONET focuses on human rights generally. Some of the rights embodied include civil and political rights, women's rights, social rights, economic and cultural rights.

AFRONET targets the general public, but in the current program with CCZ, its main emphasis is on the Church and how the church can promote peace and justice in a democracy. The program has been divided into three parts, the first concerns the church groups or institutions, the second, program officers in charge of the program and third, the members of the congregation or community. ⁶

AFRONET also conducts Conferences, Workshops and Seminars, and after the declaration in the Newspapers that Churches should take an active role in promoting human rights, the organization has been trying to encourage Churches to promote human rights in Zambia through such activities.

The organization has observed that even though states are accountable for human rights, they do not always promote awareness for them. ⁷ It is, therefore, left to human rights institutions and organizations to provide an enabling environment for the promotion and protection of the same.

AFRONET has, therefore, been working with other International observers of human rights such as Amnesty International, on the direction of human rights in Africa and is trying to come up with a proper methodology of how to promote awareness of human rights

in Africa. ⁸

(ii) FOUNDATION FOR DEMOCRATIC PROCESS (FODEP)

FODEP is a Zambian Civic, non-partisan, non-profit NGO which was formed in 1992. Initially it begun as an election monitoring group prior to the 1991 general elections. FODEP is an umbrella organization comprised of several Church groups, Women's organizations, the Law Association and the press Association. ⁹

Since its inception, FODEP's objective and thrust has been to work towards building and strengthening democratic institutions and operations so as to promote the democratic process in Zambia. Thus, its main activities have been centered on election-monitoring, both at local and national levels, mediating and moderating; playing the role of Referee and 'watch dog', and more recently has embarked on a large scale Civic Education Campaign under the Democratic Governance Project which started in 1994 and is being funded by USAID. ¹⁰

FODEP's main vision is to ensure that the majority of Zambians will be actively engaged in exercising their fundamental rights and responsibilities at all levels of self governance by 1999. Its activities are, therefore, meant to strengthen the institutions and operations of democracy in Zambia, to promote a better understanding that human rights are at the core of democracy, in order to ensure that rights such as political, civil, economic and social rights are protected and enjoyed in Zambia, especially as they affect the poor, and lastly, to sustain popular commitment to democracy, especially among

government officials, through programs on public education. ¹¹

To achieve these objectives, FODEP has adopted six basic strategies which are (1) to provide citizens with education on their rights and responsibilities so as to enhance a new culture of Civic responsibilities; (2) to provide leadership education. This is intended to promote awareness for human rights local and national representatives in order to encourage a spirit of democratic participation, accountability and a wider acceptance among these leaders of viable political opposition on local and national issues; (3) to offer more extensive training to volunteer monitors; (4) to institutionalize the moderato mediatory role; (5) to expand its membership across the country because FODEP plans to be a major source of information on civic education in Zambia; (6) to generally educate and entertain through already existing drama works, dance and musical entertainment as a modular to reach out to the communities as well as to send out messages on democratic governance in a language that is simple and clear. ¹²

FODEP also holds Seminars, Workshops and Conferences throughout the country. So far it has had 2 workshops intended to provide training for 'trainers' at the national level. And at the provincial level, FODEP has had 9 workshops to train trainers who provide education for civic education which includes human rights. These in turn will teach others at district level and the latter will teach people in the communities. Besides these training workshops, FODEP also has a civic education program specifically for elected leaders such as MPs, Councillors, party

leaders of NGOs. The number targeted at each of the leadership workshops is between 30 - 35 participants. And in preparation for the general and parliamentary elections to be held in 1996, FODEP is providing training for election monitors at provincial level.

It is hoped that those trained will in turn train others at district level and the latter will teach others in the communities. ¹³ The organization also publishes information on human rights, usually in the form of leaflets which are also distributed to people after discussions on the same. Information of this sort is often published in local languages to enable a simple and clear understanding of the message, especially by those people who are illiterate in English. Information is published through electronic and print media.

The organization's operations are entirely dependent on its nation wide network of volunteers, but more so on the support of Donors among which are NORAD, SWEDEN, FINLAND, GERMANY and USAID. Because of the problems associated with Donor funds, the organization has undertaken to transform its resource base so that it can start generating funds internally, rather than rely on external help. ¹⁴

The organization has planned in future to continue being a guardian for the democratic process as well as to create linkages with both local and institutional bodies which are involved in human rights. FODEP also plans to be the leading force in Civic Education and as a step towards this goal has had 32 District Workshops in the Western, Southern, Eastern, Copperbelt and

Central Provinces of Zambia, with 31 Workshops yet to be done in the remaining provinces. ¹⁵

(iii) HUMAN RIGHTS COMMITTEE OF THE LAW ASSOCIATION OF ZAMBIA
(LAZ)

LAZ is an NGO which was established in 1973, pursuant to Chapter 47 of the Laws of Zambia. ¹⁶ LAZ established a Human Rights Committee to function under its auspices.

Among the objectives of the Human Rights Committee are to seek the advancement of the rule of law, and the rights and liberties of the individual, to protect and assist the public in all matters touching ancillary or incidental to the legal profession and to do all other things incidental thereto. ¹⁷

The Committee deals with general human rights as stipulated under section 4 of the LAZ Act. It has, in particular, been heavily involved in Civic Education, especially during elections and has produced a number of programs for the broadcast media on elections and civic rights. It also deals with rights of women, children, suspects and prisoners' rights under emergency laws and generally, the rule of law.

The Committee transcribes notes from Seminars and Conferences that it holds, and circulates them as a future mechanism of sensitization. Because NGOs act as a source of relevant information for the government and the people of a nation regarding matters connected with human rights, the Committee gives reports to the government on people's sentiments towards certain issues as well as representations of people's needs and

demands identified from the Seminars and Workshops. ¹⁸

The Committee's target is the general public. It handles issues affecting them, especially those cases falling in the public interest. The Committee also has in conjunction with the Catholic Secretariat, designed a program for the conduct of simultaneous Seminars on human rights in all the Provincial centres of the country, and provides inter-personal counselling to individuals. ¹⁹ The Committee sometimes broadcasts programs on human rights on both television and radio and listeners participate by writing questions which are answered in the next program.

The Committee intends to continue with litigation especially to take up those cases that fall in the public interest as well as cases which an ordinary person may fail to take up, for instance, cases of torture and inhuman treatment; and as a major human rights act actor, the Committee has received several reports on police violence and prison conditions, and is working towards having these issues addressed expeditiously. ²⁰

(iv) LEGAL RESOURCES FOUNDATION (LRF)

The LRF is an NGO, but is also a registered Company Limited by guarantee. The rationale is to remove the possibility of the authorities exercising their powers to ban a society under the provisions of the *Societies Act*. ²¹

The Foundation was established in 1993. The political events which started in the last quarter of 1989 culminating in the elections of 1991 revealed that if good governance was to be

established in the Post One Party era, it was going to be achieved only with the support of institutions, other than government institutions, which are directly involved in the promotion of human rights. ²²

The Foundation has the following objectives: to define, promote and create a human rights culture in Zambia; to promote and advocate for the observance and respect for human rights as provided for in the Zambian Constitution and in international human rights instruments to which Zambia is a signatory; to campaign for ratification of such instruments; to carry out educational programs and other activities aimed at promoting people's awareness of their fundamental human rights necessary to civic society, to promote the development of human rights as well as the law in Zambia through publication of cases, law reports and a monthly newsletter. ²³

In order to realize its objectives, the foundation holds Conferences, Workshops and Seminars on human rights. It also conducts Workshops to train Paralegals and has decided to be holding at least, once a month, a human rights forum where prominent people are invited to give a talk on human rights in the Third Republic. Aside from this, the organization has since the Draft Constitution was published, been holding Constitutional debates on the same every Friday at Pamodzi Hotel. This is intended to make people more aware of their rights, especially under the proposed new Constitution. The LRF also provides free legal representation to the poor. Presently the foundation is holding civic education in 21 townships in Lusaka. The rights

embodied in the Program include fundamental rights under the Zambian Constitution, non-discriminatory rights, rights to work, social security, property rights and rights pertaining to joint activities. The Foundation also has a Para-Legal training program to train resource persons in effective dissemination of human rights and all other areas incidental thereto. ²⁴ Some members of the Foundation have appeared on television and radio to discuss issues which are in the public interest such as the Meridian Bank saga. The foundation also distributes handouts to those members of the public that have attended its Conferences, Workshops or Seminars.

The operations of the Foundation are funded mostly by the Friedrich Neumann foundation, with whom LRF is in partnership. The former also pays rentals, salaries and generally all other costs of running the foundation. Since it relies on Donor funds, the Foundation is not able to meet most of its objectives as its activities are limited by the funds available. The other problem faced is that of lack of human resources. The organization requires 5 full-time lawyers, but despite the fact that its membership comprises mostly of lawyers, there is only one who works on full-time basis. ²⁵

The Foundation works hand in hand with a few local NGOs, such as the Catholic Commission for Justice and Peace and the Zambia Civic Education Association.

The organization plans to continue to work towards creating awareness on human rights, especially on political and economic rights. It is presently trying to reduce voter-apathy through

holding workshops so that every qualified voter should vote in the next 1996 general elections. Democracy, will only be upheld if the majority of people exercise their rights to vote such that whatever party will win, it would have done so as a general will of the people. The organization will also campaign to have free and fair elections and in line with this, the foundation plans to advocate for an Independent Electoral Commission that will not be affiliated to any political party. Other plans are to create a regional human rights NGO for countries in the Southern African region, to campaign for the change of old laws in order that they may reflect democratic conditions and to advocate for the repeal of the *Public Order Act* which by the majority of the people consider to be undemocratic because it inhabits people's right to assemble anywhere at any time and anywhere they want. ²⁶

(v) WORLD UNIVERSITY SERVICES (WUS)

WUS is a registered international non-governmental organization. Initially, its focus was on the rights of refugees under the principle of social justice, but it has since changed to human rights in the education system. ²⁷

This program was launched in 1993 and is still in the process of being developed. The organization also came up with what is known as the Lima Declaration at a conference held at Lima, Peru in 1988. The main objective of this declaration is to prevent violations of human rights in Universities. WUS is trying to promote the declaration to make it an international instrument. It has already been recognized and referred to by UNESCO and other international organizations. ²⁸

Generally, WUS looks at the rights in the Zambian Constitution, Rights in International instruments, the effects of SAP on education and women's rights. WUS has so far carried out evaluations on effects of SAP on education in Sudan and Malawi but not yet in Zambia. WUS also looks at the role of NGOs in promoting human rights and tries to compare the African system of human rights with that of other European countries. It also disseminates information on the activities of UNESCO and UNICEF. It teaches rights contained in the Convention on the Elimination of all forms of Discrimination Against Women. WUS would like this Convention to stand out in Zambia so that people would become more aware of Women's rights. ²⁹

Its target is the education sector, and includes teachers and students in Primary and Secondary Schools, as well as Universities. WUS holds Seminars, Conferences and gives lectures on human rights. For instance, in 1994, it held a Seminar on the Freedom of Academics. WUS also publishes information on human rights especially those in the Zambian Constitution and in International instruments. ³⁰

WUS is funded by Donors, namely, SIDA, AUSTRI CARE and WUS-Africa.

It plans in future to increase its activities in order to promote people's awareness of human rights. It has also intends to open an information centre on human rights for the public and also to increase its practical work to cover even the rural areas that it has not been able to reach due to insufficient funds. WUS also plans to improve its counselling services in order to

promote awareness of human rights. ³¹

CONCLUSION

Having discussed the NGOs that deal in general human rights, the following points have to be made.

First, looking at their objectives and what strategies have been put forward to attain them, one may conclude that these organizations are working hard and will live to see the 'fruits' of their labour.

The underlying motive in almost all these NGOs is to promote the democratic process through the teaching of human rights to both the citizens and the government officials responsible for government decision and policy. In particular, the civic education provided by the organizations enables people to become more aware of their rights and responsibilities as citizens. It was unfortunate that no research could be undertaken to determine the effect of such activities on the target groups due to insufficient funds and lack of time. However, since the activities undertaken are so broad and have been distributed countrywide, it is unlikely that at the completion of the work, people's awareness of their rights will remain the same. And because a democracy entails that people enjoy certain fundamental rights and freedoms, these NGOs are actually working to ensure this by lobbying the government to be more conscious of people's rights.

At the beginning of this Chapter, it was stated that these organizations do not focus on specific human rights (such as

women's rights), but on all areas of human rights. Their Constitutions, too, state the same. However, a critical analysis of their activities will show that they are leaning heavily on civic education. In as much as civic education is necessary, too much concentration on it will mean that people will again be deprived of knowledge of their other human rights. It would, therefore, be ideal not only for these NGOs, but also for their targets, to show equal dedication to all aspects of human rights through their activities.

END NOTES

1. According to an interview with Miss. C. Kasutu, Program Officer, AFRONET on 29th March, 1995.
2. The Status of Human Rights Organization in Sub-Saharan Africa published by the International Internship Program and Swedish NGO Foundation for Human Rights 1994, p90.
3. Ibid.
4. Interview with Miss. C. Kasutu, op.cit.
5. The Status of Human Rights Organizations, op.cit. p89.
6. Interview with Miss. C. Kasutu, Supra note 1.
7. Ibid.
8. Ibid.
9. The Status Human Rights Organizations, Supra note 2,
10. According to an interview with Mrs G. Ngambi, Vice-President/Acting Executive Director, FODEP, 11th May, 1995.
11. Ibid.
12. Ibid.
13. According to interview with Dr. A.W. Chanda, Chairman for Legal Affairs, FODEP, 19th September, 1995.
14. According to interview with Mrs. G. Ngambi, op.cit.
15. According to interview with Dr. A.W. Chanda, op.cit.
16. The Law Association of Zambia Act/CAP 47.
17. Ibid Section 4.
18. According to an interview with Mr. W. Mubanga, Convenor/Chairman of the Human Rights Committee (Lusaka branch) 24th June, 1995.
19. According to an interview with Mr. B. Mutale, Convenor/Chairman of the Human Rights Committee

(Copperbelt Branch) 27th July, 1995.

20. Ibid.

21. The Status Human Rights Organizations, Supra note 2, p90.

22. According to an interview with Mr R. Simeza, Chairman, Legal Resources Foundation, 15th July, 1995.

23. According to an interview with Mr. R. Eno, Lawyer of Legal Resources Foundation on 14th July, 1995.

24. According to an interview with Mr R. Simeza, op.cit.

25. Ibid.

26. According to an interview with Mr. R. Eno, op.cit.

27. According to an interview with Miss. Muuba, Program Coordinator, World University Services, 23rd March, 1995.

28. Ibid.

29. Ibid.

30. Ibid.

31. Ibid.

CHAPTER FIVE

THE WORK OF NGOs IN THE AREA OF RESEARCH ON HUMAN RIGHTSINTRODUCTION

Under this chapter, to be discussed are those NGOs that carry out research on human rights as a way of promoting human rights awareness in Zambia.

i) ZAMBIA ASSOCIATION FOR RESEARCH AND DEVELOPMENT (ZARD)

ZARD is an NGO that was established in 1984. Its main aim is to improve the development of women relative to that of men. ¹

ZARD is involved in research on human rights. It collects information from people through opinion polls on topics that have been selected by individual members of the organization or on topics that require research, especially those cases touching on women's rights.

ZARD also carries out case studies, for instance, it did a case study of the Gabon widows and used the information to solicit assistance from people. ²

Besides doing research for its internal use, the organization is also commissioned by other NGOs, national and international, as well as development agencies to carry out research on their behalf. After the 1991 general elections, ZARD was asked by NORAD to carry out a research on the elections from a gender perspective. The information gathered was then disseminated to members of the public. This information revealed to the women

especially, that they have to encourage each other to participate in government. And more recently, ZARD was asked by NGO-CC to come up with a report in preparation for the Beijing Conference on the current status of women's rights in Zambia. ³

The organization has also been active in making demands to the Administrative machinery to give guidance to the government on how to handle women and other related issues. In 1994, ZARD sent a delegation of women to petition the President to amend Article 23 (4) of the Zambian Constitution, which completely condones discrimination on gender grounds. ⁴

In addition to carrying out research, ZARD also holds regular public debates, seminars and workshops, particularly in rural areas where reports have shown that the level of education of the majority of the people is very low and most do not actually know the law nor are they aware of their rights.

The organization also publishes information on human rights in newspapers and have regular magazine called "ZARD NEWSLETTER". Sometimes reports on case studies undertaken are also published on both electronic and print media, such as the 'Gabon Aftermath' which was covered by the SUN Newspaper. ⁵

ZARD intends to be the major research body in the field of human rights. It is hoped that as more research is being done, people too will become more aware of their rights as more information will be revealed on the subject.

CATHOLIC COMMISSION FOR JUSTICE AND PEACE (CCJP)

(i) CCJP is a Christian NGO which is involved in Research and Advocacy on human rights. ⁶

CCJP has committees which deal with research, lobbying and advocacy (especially for policy changes), women and children's rights and information and publicity of human rights .

The mandate of the organization is generally to promote social justice in all areas of human rights. The organization has identified corruption to be most rampant and prevents justice being done in most cases. ⁷

The purpose of the educational programs are to train members of the community with basic skills in order that they may develop themselves fully and also to promote awareness for human rights. The organization has planned to train at least 30 people in 40 different parishes in Zambia on human rights. It also hopes to improve its working relations with other local human rights NGOs' especially church organizations. ⁸

CONCLUSION

As the length of the chapter shows, there are very few NGOs that carry out research on human rights.

With the two organizations discussed, it is evident that not much work is being done in this area.

The organizations need to develop proper research facilities in order to be more effective and this includes more research persons, a well organized library as well as a proper network with other human rights institutions and organizations both local and international to provide them with information that they may require in their research activities.

END NOTES

1. According to an Interview with Miss. S. Longwe, founder member of the Project Committee, ZARD, 3rd August 1995.
2. Ibid.
3. Ibid.
4. Ibid.
5. Ibid.
6. According to an Interview with Mr. M. Nanchaengwa, Chairman of CCJP, on 6th April, 1995.
7. Ibid.
8. Ibid.

CONCLUSION

CONCLUSION

(a) Summary

In the First Chapter, an outline was given on International and national instruments which provide for human rights teaching.

It was observed that Human Rights Education has its real source in International Instruments such as The Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights.

African state have also pledged to promote human rights awareness through principles outlined in International instruments.

In the Second Chapter, the discussion was on the role of NGOs play in a country's democratization process particularly in the area of human rights. As a democracy entails that people enjoy their human rights, NGOs try to ensure that this is so.

The Third Chapter focused on the work of NGOs involved in promoting awareness for women's rights.

Although the problem of abuse of women's rights is still a large one, NGOs are working hard to eliminate all forms of violence against women. And most of the work in this area was credited to the efforts of the YWCA.

Chapter Four looked at the activities of NGOs involved in promoting awareness for human rights in general.

The activities of these organizations were found to lean heavily towards civic education despite the fact that the organizations

have the mandate of promoting all aspects of human rights. A plea was therefore, made to try and draw attention to the other areas of human rights as well.

In Chapter Five was discussed the NGOs that carry out research on human rights. It was discussed that research bodies in the area of human rights are too few. More organizations should be involved in research as this provides more information on the subject. More and better research facilities should be made available for these organizations in order for them to be more effective.

The theme of this essay has been to outline the role played by NGOs in promoting human rights awareness, particularly through education on the same.

NGOs have been very active in teaching citizen's rights and responsibilities, particularly through programs on Civic Education. Under such programs, people are being taught their rights to vote, freedom of assembly and association, freedom of speech, to mention but a few.

By educating people on their basic freedoms, NGOs have also been working to ensure that the spirit of democracy lives. Democracy entails that people enjoy their rights and freedoms.

NGOs have been playing an important role in monitoring and implementing agreements, not only between the state, and other international institutions, but also between the state and other citizens of Zambia. They are striving to ensure that the government keeps its promise to respect and to uphold human

rights especially those contained in the Zambian constitution and international instruments to which Zambia is a party. And in the MMD Manifestò, it has been stated that the MMD will uphold the Bill of Rights and extend it to embrace all categories of rights. NGOs are working to ensure that the government keeps to its promise and are making people more aware of their human rights such that if the government fails in its promise, the citizens will exercise their right to vote in the next elections and probably vote for a different party of their choice.

Despite the fact that no research was undertaken on the impact of the activities of these organizations on their target groups, if the reports on television, radio and newspapers on human rights are anything to go by, one may state that the level of consciousness for human rights has gone higher such that people can now openly come out and discuss if they feel that human rights have been violated. Thus, NGOs are generally working hard to ensure that their objectives are realized.

(b) RECOMMENDATIONS

There are a few areas that need to be addressed seriously if these organizations are to become more effective in promoting awareness for human rights.

1. FUNDING

As NGOs are non-profit making bodies, their resources are usually limited. Consequently, most of them rely on donor funds. And because resources are so minimal, there are a few NGOs that are truly universalistic in their geographic scope. Rather, there

is a specialization and concentration by each agency on one issue (for instance, Civic Education), one population segment or one geographical area (only townships around the city of Lusaka). The end result is that the other areas of human rights suffer.

NGOs should, therefore, be urged to find other avenues of raising funds to prevent such kinds of problems. Because of the important role played by human rights NGOs, the Government especially, should come to give financial assistance where it is needed.

It is general knowledge that governments of the world, spend more money on armaments and 'defence' in a few minutes than the combined annual budgets of all existing human rights NGOs. Governments should be seen to help attain noble things, rather than help to destroy them.

2. INFORMATION GATHERING, EVALUATION AND DISSEMINATION

(INFORMATION PROCESSING)

Information processing is the prime function of human rights NGOs. Without information on the status of human rights observance, and the particular nature and context of human rights violations, there is little hope for the promotion of human rights.

It must, therefore, be emphasized that NGOs must take this information processing function seriously. If it is undertaken, it will serve them two things. First, they will be able to know that the project undertaken has not yet been done by any other agency or no agency is adequately doing it, and second, whatever

the NGO will attempt to do, will be done properly as the organization would have taken all the necessary precautions. Without this*accurate information, there can be no rational and effective work undertaken by NGOs.

3. RESEARCH PROBLEMS AND LIBRARY RESOURCES ON HUMAN RIGHTS

This area poses significant problems not only to the NGOs, but also to scholars. One only has to undertake a research on human rights to understand what is being said here. Those interested in research must labour in areas in which library classification, and the materials are difficult to locate, if there are any. All these are problems of irretrievability.

NGOs should develop proper libraries to cater for all sorts of information on human rights that each organization is involved in. During the research, it was noted that very few organizations have well stocked libraries. Most of them only have the information during the period when they are launching a program because they need the data to distribute to their targets. On an ordinary day, a person interested in their work is not likely to find any information.

4. ADVOCACY

Essentially a legal term, it generally means pleading the cause of another. ¹ Advocacy also depends upon information processing, yet it goes beyond that. It entails actively utilizing the information in order to take up the case of one whose rights have been violated. If rights are being systematically violated, as is the case with women's rights, it means that the victims are

unable to defend themselves, either because they are unaware of their rights or the injustices done to them, which is rare, or because the political set up denies them the resources to assert themselves and heavily sanctions them for trying. NGOs must, therefore, strive to discover the root causes for such violations and should take up cases for those who are, for one reason or another, unable to take up their own cases. The more that Advocacy will be provided, the more conscious people will become of their rights.

5. HUMANITARIAN RELIEF AND LEGAL ASSISTANCE

Although this is not directly linked to promoting awareness for human rights, to advocate for human rights, without addressing the people's needs is not enough. This really undermines the sincerity and credibility of most human rights organizations in Zambia. There are very few organizations that provide humanitarian relief to people, among which are YMCA, and CCJP. NGOs must, therefore, try and give some kind of relief to their targets as this is part of humanitarian law.

6. CO-ORDINATION AND COLLABORATION

Since human rights NGOs have the same cause, it is expected that they will work together on all activities and commend each other's efforts. It is unfortunate that such is not the case among Zambian NGOs. They are always trying to criticize each other's work and vying for competition rather than co-operation, including donor funds.

This lack of co-operation and collaboration is also the reason

why there is a lot of duplication of each other's works. There is very little networking among Zambian NGOs as most of them would rather* dominate rather than collaborate.

NGOs should discourage themselves from doing this as it only brings them in the lime light and members of the public would rather disassociate themselves from their activities.

If they are to bring people together, NGOs must try and emulate this humanity themselves by working together and by supporting each other.

BIBLIOGRAPHY

- Claude Richard Pierre "International Promotion of Human Rights"
Human Rights Quarterly Vol. 13 No. 4 1990.
- Corry J.A. Abraham J. Elements of Democratic Government, Oxford University Press, New York, 1964.
- Experts Meeting on the Teaching of Human Rights, Strasbourg, France, 26-30 July, 1982.
- Hansungule Michelo (Dr) Building Civic Society in a Democracy paper presented to the Human Rights Forum organized by the Legal Resources Foundation on 26th July at Pamodzi Hotel, 1995.
- Hornby A.H., Cavie A.P. ed Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, 1989.
- Levlin Leah Human Rights Questions and Answers, UNESCO Press, France, 1991.
- Levlin Leah Seminar on the National and Local Institutions for the Promotion and Protection of Human Rights, Geneva, 18-29th September, 1978.
- International Congress on the Teaching of Human Rights 30th Anniversary of the Universal Declaration of Human Rights September, Vienna, 1978.
- National Women's Lobby Group Report on Women and the Constitution, 2nd Annual General Meeting at Mulungushi International Conference Centre, Saturday, 10th September, 1994.
- Seck Moustapha "A plea for Human Rights Education in Africa"
Human Rights Law Journal Vol. 11, No 3-4 1990.
- The MMD Campaign Manifesto, 1990.
- The Status of Human Rights Organizations in Sub-Saharan Africa, published by the International Internship Program and the Swedish

NGO Foundation for Human Rights, 1994.

The UN System and NGOs: New relationships for a new era? 13th United Nations Issues Conference, sponsored by the Stanley Foundation, February 18-20th, Arden Hse, NY 1995.

"The Vienna Declaration and Programme of Action" Human Rights Law Journal Vol. 14 No 9-10, 1993.

Violence Against Women: Zambian perspectives, An Evaluation Report of the Initiatives of the YWCA of Zambia, 1994.

Vasal K. International Seminar on the Teaching of Human Rights, Geneva, 1988.

Voices of Women No. 8. August, 1994.

ZAMBIAN LEGISLATION

The Constitution of Zambia (CAP 1)

The Law Association of Zambia (CAP 47)

INTERNATIONAL LEGISLATION

The International Covenant on Civil and Political Rights.

The International Covenant on Economic, Social and Cultural Rights.

The UN Charter

The Universal Declaration of Human Rights