

The Role of Civil Society Organizations in Human Rights Education in Ethiopia

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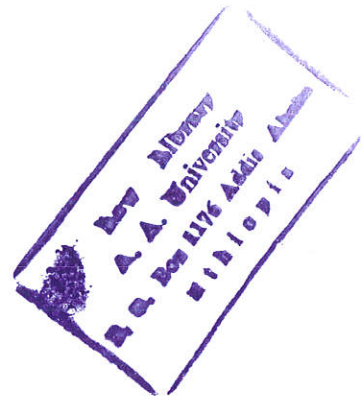
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Addis Ababa

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By: Dessalegn Demeke Mengstie

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Signed approval sheet by the board of examiners

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Rights Education in Ethiopia**

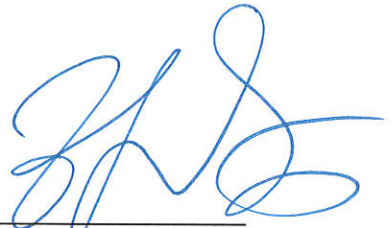
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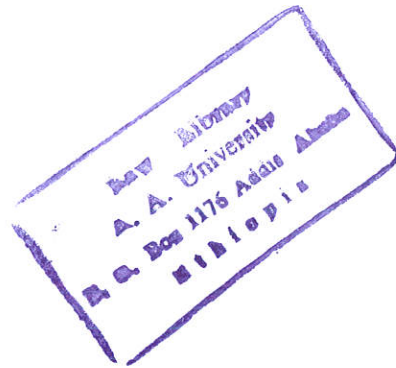


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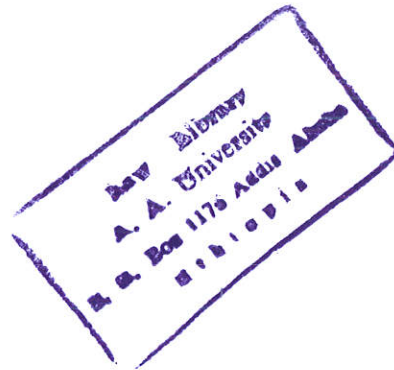
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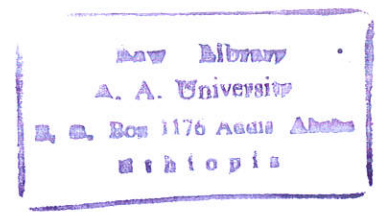
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LIST OF ABBREVIATIONS

APAP	Action Professionals' Association for the People
CBOs	Community Based Organizations
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
EHRCEPA	Ethiopian Human Rights and Civic Education Promotion Association
EHRCO	Ethiopian Human Rights Council
EPRDF	Ethiopian Peoples Revolutionary Democratic Front
EWLA	Ethiopian women Lawyers Association
FDRE	Federal Democratic Republic of Ethiopia
GA	General Assembly
HRE	Human Rights Education
ICCPR	International Covenant on Economic, Social and Cultural Rights
NGOs	Non-governmental Organizations
SNNPRS	Southern Nations Nationalities and Peoples Regional State
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization



ABSTRACT

In today's world, the role of civil society is becoming prominent in influencing political, economic and social policies to the advantage of the poor and marginalized sector of the society. Emerging between the government and private sector as the third segment of societal relations, civil society plays a decisive role by complementing what has not been addressed by government and influencing the relationship between government and private sector. Therefore, this fact has now become clear and certain that civil society occupies an influential position on the global as well as national activities.

Civil society organizations are the result of society's recognition that government and private sector alone cannot solve major societal Problems. This contributes to the need to act together for a common causes or interests rather than waiting of the action of government or private sector.

The issue of human rights is one of the areas in which civil society organizations are actively involved through out the world. From the multifaceted right-based issues, creating public awareness is taken as a basic preventive mechanism for human rights violations in which almost all right-based NGOs are engaged. Moreover, human rights will be respected only if every one knows what they are and such knowledge is neither natural nor spontaneous. It has to be undertaken by all actors including civil society organizations. Civil society and government entrusted with the task of raising public awareness on human rights.

In the Ethiopian context, there are different human rights NGOs involved in human rights education. However, it is witnessed that the general public is beyond the reach of those institutions. This problem has its own background. Among these, less development of right-based CSOs, the legal and policy impediment on the activities and internal factors of CSOs themselves can be mentioned.

Even though the development and operation of CSOs in Ethiopia is limited due to external and internal factors, it is believed that there are improvements in the CSOs

activities. However, the internal problems of CSOs like: lack of qualified and committed personals in their HRE activities, being urban centered, left out some group of the society in their HRE programs and weak manual preparation can be mentioned as gaps of CSOs particularly working on HRE .Moreover, poor networking culture among CSOs, poor collaboration with government offices, problems of accountability and responsiveness to their HRE activity are also their internal problem, which undermine their legitimacy.

There are also external factors which in one way or the other affect HRE activities of CSOs. Lack of updated NGO legislation, problem of fund, biased perception of government officials and long bureaucratic obstacles in their operations are some of the external factors.

It is identified that the cumulative effects of these factors contribute to the development of weak Co-operation between the government and the CSOs sector. It also makes the CSOs human rights promotion activities ineffective. So, the public is not still beneficiary from CSOs HRE activities as it is expected. These necessities to conduct depth research to generate ideas about the solution to strengthen government – CSOs relationship.



CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The atrocities of World War II emphasized the need for international promotion and protection of human rights all over the world. Creation of more favorable conditions for the realization of human rights and enlightening of the public about human rights and duties through persistent human rights education and open discussion are some practical tasks of human rights laws. Today, human rights law has four main tasks. These are: 1. Articulation of those rights, which are fundamental human rights, 2. Identify and condemn violations and assert possible remedies, 3. Create conditions in which human rights can be more realized and 4. Enlighten people about their rights.¹

The last statement ‘enlighten the people about their rights’ refers to the issue of human rights education. It is believed that human rights education empowers individuals as well as communities to solicit transformation of society towards the full realization of human rights. This is the reason why many international human rights instruments emphasized on the need to the dissemination and information of human rights through different mechanisms.

Human rights education (HRE) has been proclaimed in various global, regional and national human rights instruments ever since 1945 when the United Nations Charter provides an international commitment and guidelines to “save the succeeding generation from the scourge of war which in our life time has brought untold sorrow to mankind.”²

Moreover, the Universal Declaration of Human Rights (UDHR) calls upon every individual and organ of society to promote and respect human rights. Based on those international normative frameworks, the United Nations again came up with detail human

¹ *Human Rights and Advocacy in Namibia in 1990s*, (1993), A collection of Papers, New Namibia books, p. 44

² *The United Nations Charter (1945), Para. 1*

rights teaching program by declaring the United Nations Decade for Human Rights Education (1995-2004). During the decade, governments, civil society organizations and individuals are asked to actively participate in the promotion of universal culture of human rights through human rights education, training and public information. The program of action for the decade specifies that “governments have responsibility to disseminate human rights with the assistance and co-operation of non-governmental organizations.”³

Today, there are a number of civil society organizations, which are exclusively working on human rights promotion. Of course, efforts made by them vary due to several factors. They differ significantly in membership, scope, purpose of activities as well as in financial capacity. Civil society organizations, in particular human rights NGOs participate in standard setting, promotion, protection and assistance to victims of human rights violation and conduct other right-based activities. Therefore, “promotion of the idea of human rights, which includes human rights education as well as efforts to bring national legislation in to concordance with internationally adopted human rights norms”⁴ are basic tasks of human rights NGOs.

In Ethiopia, the number of civil society organizations is growing rapidly. However, still civil society organizations in general and those working on rights issues in particular are very much limited as compared to other African countries. In recent years, the role of civil society organizations in disseminating human rights witnessed some progress. However, much of the population is beyond the reach of them, unaware of the existence of basic rights and not able to use different mechanisms to defend those rights.

Civil society organizations could play an important role by complementing the efforts of government through publicizing documents, disseminating human rights and monitoring violations. However, this depends on the political and legal environment of countries as well as the commitment and the will of both sides.

³ *The United Nations Decade For Human Rights Education: Lesson for life* (1994), G.A Res. No. 49/184, P. 6

⁴ Bertil Duner, *The Global Human Rights Regime* (2002), Sweden, Lund, P. 93.

To maintain control, governments use different means to hamper, disturb or stop NGOs activities. They may challenge the credibility or legitimacy of NGOs or its action by using legal and some times illegal means. Governments that neglect or violate human rights are more inclined to try to control NGOs by repressing them or denying their right to exist.⁵

Civil society organizations in Ethiopia are also still claiming to have an enabling legal, policy and political environment. Lack of NGO legislation, antagonistic relationship of CSOs and the government, particularly after the 2005 elections, bureaucratic obstacles in the process of registration and renewal of operational license are some of the basic claims of the civil society organizations. On the other side, the government also claims that NGOs are not independent rather many of them are politically motivated. Moreover, the government is worried about some briefcase NGOs. Both these external and internal problems do have direct impact on the CSOs performance in general and on their human rights education activities in particular.



Human rights education needs to go to the public freely. It needs co-operation among different actors. All actors do have an international, regional and even national duty to promote human rights. This duty empowers the right holders- the public, to know their human rights. However, unfriendly relation between government and civil society organizations could have direct implication on the successful implementation of HRE. This is not the only factor that affects the program of human rights education. But external factors like problems of skilled manpower, structural set-up, financial limitation and imposition of donors could affect their viable operation.

Having those points as a back ground of the problem to the study, an attempt is made to know the role of some civil society organizations in sensitization of human rights and obstacles facing them at the grass root levels. Therefore, practical contribution of three

⁵ Angela D. Bayer and Berely V. Byfied (eds), *International Human rights Law in the Common Wealth Caribbean*, Vol. 14, (1991) Martinus Nijhoff Publishers, P. 946

human rights focused civil society organizations will be examined by using qualitative and quantitative data.

1.2. Statement of the Problem

There are different models emerging in human rights education. Human rights education does not mean telling of provisions to the public. It needs a suitable model to specific societal arrangement that we are approaching. It is obvious that a manual we use to students should be adapted to the realities when we address persons who are unable to read.

It is witnessed also that people who are aware of their rights stand best chance to realizing them and to defend against the danger of human rights violations. In addition, learning about one's own rights builds respect for the rights of others. HRE is also one mechanism to build tolerant and peaceful society. It needs active involvement of different stakeholders i.e., governments, civil society organizations, individuals and the public at large. HRE is more important tool in countries where human rights culture is less developed.

Given the limited resources, in developing countries like Ethiopia, it is necessary to utilize resources efficiently. To this end, there should be clear legal and policy framework that Ethiopia is still lacking. CSOs are saying that this creates a problem in defining the government-CSOs relation, which in turn has a negative impact in promoting human rights.

In addition, even if there are some activities made by civil society organizations on human rights education, it is evident that many of them do not have a strategic vision on the ultimate goals of their public awareness programs. The other problem of civil society organizations in Ethiopia is related to the selection of operational areas. The promotional activity of many civil society organizations is tending to focus on urban areas. The rural areas where the masses of people live have been rarely addressed by some NGOs. This is also a claim mainly raised from the side of the government.

The illiteracy rate in rural areas is generally higher than those of urban areas. As the result, persons in rural areas are hardly aware of their rights and the mechanisms by which they may be enforced. Therefore, the role of civil society organizations in addressing and empowering the rural areas is almost insignificant. This problem is a result of different cumulative factors which have been discussed throughout the research.

More over, in Ethiopia, enough room is not given for enabling the citizens, in whose name changes are claimed to have been made, to acquire the necessary knowledge to know their rights and duties. Hence, it is necessary to investigate the realities behind those claims by using specific questions.

The Government of Ethiopia reported on-going activities undertaken by different ministries. The Ministry of Justice, through its Legal Education and Training Department and Women's Affairs Department, promotes legal education, which includes a human rights component. This is accomplished through the use of the media (newspapers, radio and television), and the organization of training programs for judges, public prosecutors and women's groups⁶.

The Ministry of Education undertook a revision of school curricula in order that principles of human rights are included. The Government also noted that there is complementary role played by civil society in raising human rights awareness. The Government of Ethiopia underlined the need for United Nations technical assistance to better integrate human rights education in its programs and activities.⁷ However, these activities are not fully complemented with the active role of CSOs.

1.3. Research Questions

In Ethiopia, there is a vividly held opinion that the current unfriendly legal and political environments to civil society organizations contribute to have a weak co-operation between the government and civil society organizations. Moreover, there are several

⁶ Summary of national initiatives undertaken within the Decade for Human Rights Education (1995-2004), available at hredatabase@ohchr.org

⁷Ibid.

internal challenges facing civil societies. These issues should be addressed carefully so as to know their impact on the promotion of human rights.

Therefore, an attempt is made to address the following basic questions.

- What is Human Rights Education?
- Is HRE a human right?
- Who are principal actors in Human Rights Education?
- How do we conceptualize civil society organizations? What are their Roles in the field of Human Rights Education?
- Which laws and policies govern the civil society-government relation in Ethiopia? What are the gaps in laws and policies?
- What are the basic internal and external problems facing civil society organizations in advancing HRE in Ethiopia?
- What are practical contributions of CSOs in human rights education in Ethiopia?

1.4. Objectives of the Study

The research has the general objective of showing the gaps in the legal and policy frameworks and problems facing civil society organizations in enhancing human rights education in Ethiopia. It has also the following specific objectives:-

- Investigate gaps in the federal government laws and policies in relation to human rights education
- To argue that HRE has special importance to Ethiopia
- Investigate the contribution of civil society organizations to the development of human rights education
- Point out the problems of CSOs in human rights promotion and came up with suggestions that may contribute to facilitate HRE in Ethiopia

10²²

1.5. Scope of the Study

1.5.1. Civil Society Selection and Justifications

In Ethiopia, there are different civil society organizations with different objectives and ways of operation. So, an exhaustive study of local civil society organizations is beyond the scope of this research. The focus of this study is on three civil society organizations working human rights education.

In addition, it is difficult to cover all civil society organizations working on human rights education. This account seeks to study the contributions of three civil society organizations namely: Action Professionals' Association for the People (APAP), Ethiopian Women Lawyers Association (EWLA) and the Ethiopian Human Rights and Civic Education Promotion Association (EHRCEPA). Hence, the focus of this work is on local civil societies in general and more restrictively on the above three CSOs, which HRE is one of their field of operation. Therefore, for the purpose of this study the term CSOs should be understood in this context.

Moreover, this writer is not so ambitious as to cover all dimensions of human rights education. Human rights education may be given through formal, informal and non-formal methods. Therefore, HRE mentioned in this research is limited only to the non-formal and informal education systems conducted by civil society organizations. The formal method of HRE is beyond this research.

Furthermore, readers have to note that the terms civil society and the NGO sector are not interchangeable. Civil society refers to the large universe of non-governmental entities like labor unions, professional associations, grassroots community organizations, cultural affiliations, and other voluntary associations. Hence, as the title may suggest, the focus of this paper is on human rights education run by those sampled civil society organizations. Moreover, country experience in HRE is referred to only by way of example or to show the gaps in the activities of CSOs in Ethiopia.

1.5.2. Area Delimitation

Identifying the research areas was also conducted carefully. First of all, the reason to select the sample areas is related to the actual operational program of those selected civil society organizations. So, an attempt is made to select places where all of those civil society organizations or at least one of them are operational. This enables the researcher to know the perception of the public and government offices towards CSOs.

1.6. Significance of the Study

The findings of the study are hoped to be useful in the following ways. First, the lesson to be drawn from the investigation may enhance the understanding of problems in dissemination of human rights in Ethiopia. So, both the government and civil society organizations may use this research as an input to formulate strategies on human rights teaching.

Second, it has also a significance to point out gaps and challenges in laws and polices of Ethiopia which may be used to initiate further study. Third, human rights education needs to be conceptualized to the realities. Attention should be paid to design human rights education techniques. Therefore, those who have an interest to work on this area can be beneficiaries of this research, particularly in designing manuals and teaching materials.

In general, it will be relevant to build up peaceful relationship between stakeholders of human rights education i.e. government and civil society organizations which ultimately have vital impact on promoting human rights in Ethiopia. A study in this particular area is not adequately conducted. Therefore, it perhaps provides a line of information and certain clues about the Ethiopia situation in promoting human rights for those who need to make further study.

1.7. Research Design

1.7.1. Methodology

Different methodologies have been employed for the preparation of the study. For the conceptual framework, previous available works in the area have been examined. The analysis of chapter four was made mainly based on primary data. So, the approach adopted to undertake this research is a descriptive type of survey method based on primary and secondary source. It is used to investigate the current prevailing situations of human rights education in Ethiopia.

1.7.2. Source of Data

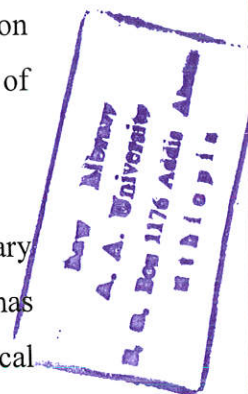
As it is mentioned previously, the sources of data were both primary and secondary sources. HRE needs to be concretized and related to practical problems. This has necessitated the use of primary as well as secondary sources of data to draw logical inference from realities at the grass root levels. More over, different issues to be analyzed in the study require the review of secondary data and information. The review of secondary sources of data basically focuses on the following documents:

- International and regional human rights instruments relevant on the issue of HRE.
- Laws and policy documents of the country relevant to HRE.
- Reports and other official documents prepared by sampled civil society organizations.

1.7.3. Samples and Sampling Procedures

Three groups of informants were identified for the questionnaires and related interview. These are: Law enforcement organs includes (Justice or Public prosecutor offices, Police and Administration), the Public and CSOs. Five hundred survey questionnaires were administered to gather information from the target groups. These target groups were selected purposely by the fact that all are relevant to identify problems in HRE activities.

The first target groups i.e. law enforcement organs are relevant to know the perception of the executive organ towards civil society organizations. It is also evident that these offices at all levels are concerned and some how deal with the issue of human rights in general and human rights promotion in particular. They do have regular legal awareness program, which are more or less related to human rights education.



CSOs have also been taken as target groups. They are very much relevant to know the problems in their day-to-day activities. The public is another target group. This is helpful to know the contribution of CSOs in addressing the public at large. The method used here is random sampling by making a precaution to balance the Urban and rural dimensions as well as gender issues. In general, in the primary data collection, primary consideration was given to the participation of public officials, CSOs and in some extent to the local population by using the above sampling techniques.

Summary of Informant Groups Targeted and Reached

Table 1:- CSOs Respondents*

No.	Name of CSO	Offices Consulted		Sample Size	
		Region	Zone/Woreda	Targeted	Reached
1	EWLA	Dire Dawa	Dire Dawa	5	4
		SNNPRS	Hawasa	5	5
		Oromia	Adama	5	4
		Addis Ababa	Addis Ababa	5	3
2	EHRCEP A	Amhara	D/Brhan	2	2
			Merhabete	6	6
			Ensaro	4	4
			Mida Woromo	7	7
		Dire Dawa	Dire Dawa	2	2
		Somali	Shinlie	1	1
		Addis Ababa	Addis Ababa	5	3
3	APAP	Dire Dawa	Dire Dawa	3	2
		Amhara	D/brhan	6	5
		SNNPR	Hawasa	4	4
		Oromia	Adama	6	6
		Addis Ababa	Addis Ababa	4	2
Total				70	60

**CBOs that are directly organized and financed by APAP are taken as target group under CSOs respondents*

As it is shown in the table above, Dire Daw, SNNPRS, Oromia, Addis Ababa, Amhara and Somali regional states were target areas. An attempt is also made to see the biggest towns as well as rural areas where the offices of these CSOs are found. Finally, 85.7% of the targeted respondents were approached through questionnaire interview and focused group discussion in some areas.

Table 2:- Informants from law enforcement organs

No.	Institution	Areas Reached		Sample Size	
		Region/Zone	Woredas	Targeted	Reached
1	Public prosecutor *	Amhara/North	Ensaro	3	2
		Shoa Zone	Merhabet	4	3
			Mida Woromo	4	3
			Zone office	5	5
			Dire Dawa	Dire Dawa	5
Somali/Shinnle	Shinnli Zone	3	3		
2	Administration	Amhara/North	Merhabete	12	11
		Shoa Zone	Mida Woromo	12	11
			Ensaro	12	10
3	Police	Dire Dawa	Dire Dawa	25	22
		Somali	Shinli	15	13
		Amhara/N.Shoa	D/Brhan	20	15
			Merhabet	20	24
			Mida Woromo	20	16
			Ensaro	20	17
Total				180	160

*In some regions it can be said justice bureau.

Table 3:- Summary of public informants

No.	Areas Reached		Sample Size	
	Region/Zone	Woredas	Targeted	Reached
1	Somali	Shinli	40	30
2	Amhara/North Shoa Zone	Mida Woromo	30	28
		Merhabete	60	66
		Ensaro	50	50
		D/Brhan	70	66
Total			250	240

In the public informants group only Somali and Amhara regional states were taken purposely. The Amhara regional state can be a sample to know the situation of relatively developed regions of the country while Somali regional state will be helpful to know the involvement of CSOs in less developed regional states.

1.7.4. Instruments of Data Collection

Instruments used to collect data are questionnaire, interview, focused group discussion and personal observations. Three kinds of closed and open-ended questionnaires were designed for each target group (see the Appendix 1-3). The other instrument was an interview. After a guideline is prepared, concerned bodies from those selected Civil Society Organizations; officials from police, Justice Offices, House of People Representatives and other-relevant organs have been addressed.

Moreover, the writer has got the opportunity to participate and follow up the public human rights seminars organized by EHRCEPA in Amhara Regional state (Merhabet, Midaworom and Debrbran wordas), in Dire Dawa and Somali Regional state. These observations were helpful to understand the realities at grass root levels.

1.7.5. Techniques of Data Analysis

The data collected from primary sources have been carefully tabulated and summarized in tables. Moreover, information obtained through interview, observation, focused group discussion and from other secondary sources has been included in the analysis when it is necessary. So, each table is analyzed and a descriptive report is formulated as per the results found from respondents and other secondary sources.

1.8. Limitations of the Study

Even if a lot have been said about human rights promotion, the concept of HRE is not a well-developed discipline. Therefore, the researcher could not obtain much literature on human rights education which specifically focuses on Ethiopia. As it is noted above, this concept is not yet adequately elaborated in literatures and it is not exception to Ethiopia. Due to this fact, the writer faced a problem to find a prior legal studies and reliable secondary sources regarding the role of civil society organizations in human rights education.

The data collection from primary sources was also time taking. Because visiting different regions and bureaucratic obstacles in some offices were serious. Generally, the researcher has encountered these major challenges, which in one way or another have limitation in terms of revealing the problem on the ground.

1.9. Structure of the Study

The paper has five chapters. The first chapter focuses on providing introductory remarks. It particularly deals with information pertinent to clarify the whole areas of the study. The second Chapter basically focuses on the review of literatures. It aimed at providing an over all information about the legal and conceptual frameworks on human rights education. The third chapter deals with the policy and legal realities to HRE and CSOs in Ethiopian. In the fourth chapter, the data have been analyzed and interpreted carefully. Chapter five concludes the paper and provides list of recommendations for effective HRE in Ethiopia.

CHAPTER TWO

CONCEPTUAL AND LEGAL FRAMEWORKS ON HRE

2.1. Concepts of Human Rights and Human Rights Education

2.1.1 What are Human Rights?

There is no universally accepted and authoritative definition of human rights. Many define it as a legally enforceable claim or entitlement that is held by an individual being Vis-à-vis the state/ government for the protection of the inherent dignity of human beings¹. It is both easy, and difficult to speak on human rights. It is easy because many people have some idea of what the term means. Yet, it is difficult because no one definition adequately explain the term². Therefore, although the term human rights might be sound simple, there is still debate about its meaning and content.

Human Rights are usually referred to by various names and phrases. These include fundamental rights, basic rights, natural rights or some times common rights. Although these phrases do not mean the same thing, they are usually used interchangeably and some times, rather confusingly.³ According to the Vienna Declaration and Plan of Action, “Human rights and fundamental freedoms are the birthrights of all human beings”.⁴ In spite of those confusions and debates on defining the term ‘*human rights*’, the international community came up with detail catalogue of those rights along with enforcement mechanisms.

In the modern world today, it could however be said that Fundamental or basic rights are those rights, which must not be taken away by any legislation or act of the state and are often set out in the fundamental law of the country. Natural rights or common rights, on

¹ H. Victor Conde, *A Hand book of International Human Rights Terminology* (1999), Vol. 1, University of Nebraska Press, P. 58

² W. Theoder D. Barry and Tuweiming, *Confucianism and Human Rights* (1998), Columbia University Press, P.67

³ *African Human Rights law Journal*, Vol. 4, No. 1, (2004), Jutan and Company LTD, P. 94

⁴ *Vienna Declaration and program of Action on Human Rights* (1993), United Nations General Assembly Doc., Para. 78

the other hand, are seen as belonging to all men and women by virtue of their human nature.⁵

Human rights are rights, which are enjoyed by all human beings on the basis that they are human. They derived not from state but from individual itself. As such they cannot be granted by the state. However, the state is bound to guarantee them. As the result, the state must always in the performance of its duties, pay respect to human rights and to liberty.⁶

Clearly, then, human rights are those rights one possesses by virtue of being human. One need not possess any other qualification to enjoy human rights other than the fact that he or she is a human being.⁷ These are rights allow human beings to protect their inherent human dignity from the abuse of power by the state and from non-governmental actors from whom the individual has a right to state protection.⁸

2.1.2. Human Right Education as a Human Right

Now, the issue is whether a human rights education by itself is a human right or not. There can be no doubt that the real aim of national and international human rights protection must be to prevent human rights violations as far as possible. Marry Robinson; the former UN commissioner for human rights, quite rightly defined the 21st century as “the century of prevention.”⁹

The human rights to education can be characterized as an empowerment. Such a right provides individuals with more control over the course of their lives and in particular, control over the effect of the state’s action on individual. In other words, exercising an empowerment right enables a person to experience the benefits of other rights.¹⁰

⁵ *African Human Rights law Journal*, Supra Note 3

⁶ Helmut Volger, *A Concise Encyclopedia of the United Nations* (2002), Kluwer Law International, P. 194

⁷ *African Human Rights law Journal*, Supra Note 3

⁸ H. victor Conde, Supra Note 1

⁹ Manfred Nowak, *Introduction to International Human Rights Regime* (2003), Martinus Nijhoff Publishers, P. 27

¹⁰ Wolfgang Bendek (ed.), *Understanding Human Rights: A Manual on Human Rights Education* (2006), European Training and Research Center for Human Rights and Democracy, P. 213.

Education can also promote (although does not guarantee) understanding, tolerance, respect and friendship among nations, ethnic or religious groups and can help to create a universal culture of human rights. The right to know one's human rights through human rights education and learning can make a vital contribution to human security.¹¹

Knowledge cannot be and should not be the monopoly of the few. Those who lack of knowledge are deemed to be always victims of irrationality. Because undoubtedly, every person who is ill informed cannot think correctly. Knowledge is not only necessary to enable man to satisfy his personal needs but also to enable him to participate in public affairs.¹²

Knowledge means information and information requires the right to be informed. This fundamental individual right, which is a pre-request for the effective defense of all human rights began gradually to receive international legal recognition after world war II.¹³ Therefore, HRE is a basic right which has been recognized under different international, regional and national human rights instruments. Hence, every one has to know that human rights education is not only about good intention. But many of the major international human rights instruments actually established a right to human rights education.

Education is intrinsically valuable as human kind's most effective tool for personal empowerment. Education takes the status of human rights because it enhances human dignity through its fruits of knowledge, wisdom and understanding.¹⁴ Education is a pre-condition for exercise of human rights. It is an important means of promoting human rights. Although the goals and objectives of education may vary according to the respective historical, political, cultural, religious or national context, there is a growing

¹¹ Ibid.

¹² Loukis G. Goucaides, *Essays on the Development of the Law of Human Rights* (1995), International Studies in Human Rights, Kluwer Academic publishers, P. 3

¹³ Ibid., P. 4

¹⁴ Richard Pierr Claude, "The Right to Education and Human Rights Education," *Sur international Journal of Human rights*, vol. 2, (2005), Human Rights University Network, P. 37

consensus under present international law that tolerance and respect of human rights shall be major areas of education.¹⁵

Moreover, for instrumental reasons education has the status of multi-faceted social, economic and cultural human rights. It is social right because in the context of community, it promotes the full development of the human personality. It is an economic right because it facilitates economic self-sufficiency through...employment. It is cultural right because the international community has directed education towards the building of a universal culture of human rights.¹⁶

The enjoyment of many civil and political rights, such as freedom of information, expression, assembly, association, the right to vote and to be elected or the right of equal access to public services depend on at least a minimum level of education, including literacy.¹⁷ Education comprehends not merely the instructions received at schools or college, but the whole course of training, moral, religious, vocational, intellectual and physical.¹⁸

On positing a human right to education, the framers of the Universal Declaration of Human Rights (UDHR), axiomatically relied on the notion that education is not value-neutral.¹⁹ In this spirit, Article 26 of UDHR lays out a set of goals of education to be the full development of the human personality and the strengthen of respect for human right and fundamental freedoms, the promotion of understanding, tolerance and friendship among all nations, racial or religious groups; and the furthering of the activities of the United Nations for the maintenance of peace.²⁰ In short, education is the very pre-request for the individuals to function fully as a human being. However, “many people do not have knowledge of human rights.”²¹

¹⁵ Manfred Nowak, Supra Note 9

¹⁶ Richard Pierr Claude, Supra Note 14

¹⁷ Manfred Nowak, Supra Note 9

¹⁸ Henry Campbell Black, *Black's Law Dictionary* (6th ed, 1990.) St. Paul MINN, West Group, P. 514

¹⁹ Manfred Nowak, Supra Note 9

²⁰ *The Universal declaration of Human Rights (1948)*, G.A Res. 217 A(III), Art. 26(2)

²¹ N. Flowers, *Human Rights Education in the USA* (2002) Vol. 7 No. 1, P. 24

Human rights are becoming the language of the entire world in the realm of politics international relations and law. So, the issue of human rights education become in the eyes of the global community that the UN has declared the years 1995-2004 as the Decade of Human Rights Educaion.²²

2.1.3. What is Human Rights Education?

The notion of human rights education (HRE) can be traced back to the 1948 Universal Declaration of Human Rights. The declaration in its preamble makes reference to the role of education in securing human rights and fundamental freedoms for the world.²³ Since 1948, the role of human rights education in promoting understanding, co-operation and peace around the globe has been enunciated in may other international human rights instruments.²⁴

Currently, human rights education is a concept taken by different actors and recognized as a unique strategy for the building of universal culture of human rights. Of course, there is no consensus on the definition of HRE even among the human rights educators themselves. The problem mainly arises from the perspectives taken by different actors concerning it.

The United Nation Decade for Human Rights Education (1995-2004), has defined human rights education as "...training, dissemination and information efforts aimed at building a universal culture of human rights through the imparting of knowledge and skill."²⁵ Knowledge is an act or state of knowing or understanding.²⁶

Moreover, the General assembly resolution, announcing the United Nations Decade for Human Rights reads "human rights education shall involve more than the provision of information and should constitute a comprehensive life-long process by which people at

²² H. Victor Conde, Supra Note 1, P. XI

²³ Janas Grimhenden and Rolf Ring (eds.), *Human Rights Laws: From Dissemination to Application* (2006), Martnus Nijhoff publishers, P. 85

²⁴ Ibid

²⁵ *The United Nations Decade for Human Rights: Lessons for life* (1998), GA-Res. No. 49/184, P. 3

²⁶ Henerery Campbell Black, Supra Note 18, P. 872

all levels in development and in all strata of society learn respect for the dignity of others and means and methods of ensuring that respect”.²⁷

Hence, this resolution provides two interrelated conceptual frameworks to human rights education. First, it is a basic right that could be realized through a life-long process. Second, integral to learning about one’s human rights is also learning about responsibilities that accompany to all rights. Just as human rights belong to both individuals and society as a whole, the responsibility to respect, defend and promote the same is also both individual and collective duty.

Because every society struggles to a better embody of human rights principles, education about human rights implies education leading towards advocacy.²⁸ HRE is along term strategy with a sight on the needs of coming generations. Such education for our future will not likely draw support from the impatient and parochial, but it is essential to construct innovative education program to advance human development, peace, democracy and respect for rule of law. Reflecting these aspirations, the United Nations General Assembly proclaimed the United Nations Decade for Human Rights Educaion.²⁹

Respect for human rights is a philosophy and an attitude of life. It is not simply a question of knowing the provisions of laws and treaties. This is why it must be learned at a tender age. After that, it can be consolidated by sustained education.³⁰ The study of human rights education should not be undertaken for mere intellectual stimulation or pleasure. It should be undertaken by all persons at appropriate levels and both academic context so that a culture of human rights inculcated in the learners. The learner... is the bearer or holder of internationally recognized³¹ human rights.

²⁷ Wolfgang Bendek, *Supra* Note 10, P. 25

²⁸ Filias Tibbits, *Understanding What We do: Modes of Human Rights Education* (2002), vol. 48, No. 3, Kluwer Academic Publishers, P. 61.

²⁹ Richard Pierrer Claude, *Supra* note 14, P. 38

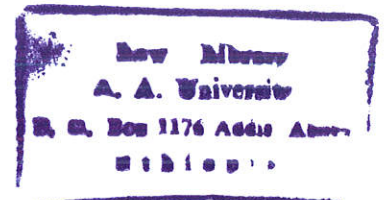
³⁰ *The Marangopoulos Foundation for Human rights: Twenty Years of Activity* (2001), Ant. N. Sakkoulas Publishers, P. 25

³¹ H.Victor Conde, *Supra* Note 1.

Conceptually, human rights education is not merely about valuing and respecting, as we know but also about advocacy to guarantee these conditions. Every society has human rights problems, and at the national levels we can observe quite different approaches to the use of human rights education in addressing these challenges.³² Moreover, the concept of human rights should not be formulated in traditional or classical terms but should include the historical experiences and contributions of all peoples particularly in relation to the major contemporary problems.³³ In short, human rights education is all learning that develops the knowledge, skills, and values of human rights. It is also directed to:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and the sense of its dignity;
- The promotion of understanding, respect and gender equality;
- The enabling of all persons to participate effectively in free society; and
- The furtherance of the activities of the United Nations for the maintenance of Peace.³⁴

All education as defined by recognized international human rights standards should teach about and for human rights³⁴. In short, HRE is a program, which aims to provide knowledge and understanding about human rights and seeks to introduce human values in the teaching and train practices.



2.2. International Normative Frameworks on HRE

2.2.1. The United Nations Charter

The trauma of World War II shocked the world from its very foundations. Never before in human history had any armed conflict resulted in so many millions death, such a massive devastation, or so much global upheaval.³⁵ The United Nations was founded in 1945 as a successor of the organization of League of Nations up on the initiative of

³² Filisa Tibbits, *Supra* Note 28, P. 3

³³ *UNESCO International Conference on Teaching Human Rights* (1979), vol.1, No. 3, Hopkins University press, P. 90

³⁴ *SINIKO Towards a Human Rights Culture in Africa* (2003), A Manual for Teaching Human Rights, Amnesty International, P. 5

³⁵ Manfred Nowak, *Supra* note 9, P. 135

victorious powers of the Second World War.³⁶ It was difficult to imagine that a war of this magnitude, lasting for so long, spreading across the globe causing death of more than fifty million human beings could create, at the same time a new opportunity for the advancement of human rights. But it did.³⁷

The specific inclusion among the purposes of the United Nations of promotion and encouragement of respect for human rights and fundamental freedoms for all was the primary response to the events that occurred immediately before and during the Second World War.³⁸ Therefore, the human rights provisions of the Charter reflect the concern and reaction of the international community to the war that damaged human life and property.

The Charter of the United Nations announces in Article 1 that one of the purposes of the UN and its member states is to achieve “Co-operation in solving international problems... promoting human rights and encouraging respect for human rights and fundamental freedoms for all without distinction as to race, sex, language or religion and to be a center for harmonizing the actions of states in the attainment of common goals”.³⁹ Moreover, Art. 55 and 56 of the UN Charter impose duty on states to ensure the realization of human rights. They have the duty to promote fundamental rights and freedoms.

Hence, human rights promotion has been directly referred to as a means to ensure peace and development. As noted above, “it was written with the knowledge of the Holocaust and its words express the world's concern about human rights by making the promotion of freedoms a matter of international concern.”⁴⁰

³⁶ Ibid., P. 85

³⁷ Ibid.

³⁸ *United Nations Action in the field of Human Rights*, (1983), New York, No. E. 83/XIV. 2, P. 5

³⁹ *The United Nations Charter (1945)*, Art. 1

⁴⁰ Jimmy Carter, “The State of Human Rights in the World”, *Human Rights Law Journal*, Vol. 9, (1998), Engle Publishers, P. 107

Human rights always have to be affirmed and defended against power; not only the power of states, but also any political economic, social, media scientific, technological or spiritual power.⁴¹ However, knowledge of human rights is crucial to defend those rights properly. That is why the Charter places promotion of human rights as its prior objective.

Promotion is a broad concept that basically refers to “contribute to growth, enlargement or prosperity of; to forward; to further; to encourage or to advance.”⁴² More over, promotion includes standard setting, advisory service and human rights education.⁴³ Promotion over protection was chosen carefully as the time because international measures for the protection of human rights would have been considered as inadmissible interference with national sovereignty.⁴⁴

The nature of human rights and fundamental freedoms which states undertake to promote when joining the United Nations receive no elaboration in the Charter. But the UN has been very active in the formulation and adoption of international norm of behavior regarding human rights and this particular omission was remedied when the UN General Assembly (GA) adopted the UDHR.⁴⁵ Therefore, the Charter and the bill of rights laid down basic foundations for HRE.

2.2.2. The Universal Declaration of Human Rights

The third General Assembly of the UN adopted UDHR three years after the end of the second world war. Clearly, the United Nations Charter lacked any definition of human rights nor did it include an enumeration of rights that member states were obliged to promote, protect, respect and observe; nor most importantly includes measures of implementation.⁴⁶

⁴¹ Ibid, P. 163

⁴² Hennery Campbell Black, Supra Note 18, P. 1214

⁴³ Manfred Nowak, supra Note 9, P. 28

⁴⁴ Ibid

⁴⁵ Kamal Hossain and et.al., (eds) *Human Rights Commission and Ombudsman offices: Nation Experience Throughout the World: (2000)*, Kluwer Law International, P. 68.

⁴⁶ Farroh Jhabrala, “Drafting of Human Rights Provisions of the United Nations Charter,” *Netherlands International Law Review*, vol. XLIV, Issue 1, (1998), Martinus Nijhoff publishers, P. 160

Consistent with the United Nations Charter, the UDHR laid out the initial United Nations formulation of specific human rights standards. Moreover, Under the UDHR, the issue of human rights Education has been mentioned that "...every individual and every organ of society... shall strive by teaching and education to promote human rights and freedoms".⁴⁷ More specifically, Article 26 of the Declaration provides that "education shall be directed to the full development of human personality and strengthen of respect for human right and fundamental freedoms. It shall promote understanding tolerance and friendship among all nations, racial or religious groups, and shall further the activities of United Nations for the maintenance of peace."⁴⁸

Therefore, this provision not only proclaims the right to education but also stipulates one of the goals of education should be strengthening of respect for human rights and fundamental freedoms. With the United Nations Charter emphasis on the promotion of human rights and the Universal Declaration's insistence of human rights education, scholars have identified an implied right to know one's right.⁴⁹ However, "advocates of human rights firmly believed that the visions proclaimed in the UDHR could never be realized in practice without wide spread knowledge and popular Support".⁵⁰

In short, "the Universal Declaration of Human Rights calls up on every individual and every institution of society for promote respect for human rights."⁵¹ It was also more elaborated by different international instruments issued with a view to concretize the visions stipulated under the Charter and the UDHR.

⁴⁷ The Universal Declaration of Human Rights, Supra Note 20, Para. 7.

⁴⁸ Ibid., Art. 26

⁴⁹ Richard Pierrer Claude, Human rights Education: the Case of Philippines, "*Human Rights Quarterly*", vol. 1, No. 4 (1999), P. 453

⁵⁰ Paul Gorden Lauren, *The Evolution of International Human Rights: Visions Seen* (2nd ed., 2003) University of Pennsylvian press, P. 279

⁵¹ The United Nations Decade for Human Rights Education, Supra Note 25

2.2.3. International Covenant on Economic, Social and Cultural Rights

Today, the rights referred to in the Universal Declaration of Human Rights are for the most part incorporated in the two major international covenants on human rights: International Covenant on Civil and Political Rights and International Covenant on Economic Social and Cultural Rights. These two instruments are legally binding on the states party to them.⁵² The right to education is grouped in the socio-economic and cultural rights so that ICESCR came up with more detailed provisions on the issue of education. “In accordance with the UDHR, the idea of free human being, freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural as well as civil and political rights”.⁵³

Education aids the mastery of environment, and it is essential to sustainable development, as work is a means to secure one’s livelihood..⁵⁴ Under Art. 13 of ICESCR, there are provisions similar to UDHR with more specific goals and methods of education. According to this provision, state parties agreed that “education shall enable all persons to participate effectively in free society, promote understanding, tolerance and friendship.”⁵⁵ Generally, this covenant gives more elaboration to facilitate the realization of the right to education.



2.2.4. The Vienna Declaration and Program of Action on Human Rights

During the world conference on human rights in 1993, representatives of states, liberation movements, United Nations bodies and specialized Agencies, treaty bodies, National Institutions for the promotion and protection of human rights and representatives NGOs were able to address on the conference.

The conference dealt with various issues and one of the issues was human rights education. Finally, the Vienna Declaration and Program Action for the promotion and

⁵² Kamal Hossain, Supra Note 45, P. 69

⁵³ International Covenant on Economic, Social and Cultural Rights (1966), General Assembly Res. No. 2200 a (XXI).

⁵⁴ Fons Coomans (ed.), *Justiciability of Economic and Social Rights: Experiences From Domestic Systems*, (2005), Antwerpen-Oxford, p. 120.

⁵⁵ ICESCR, Supra Note 53, Art. 13(1)

protection of human rights were adopted by the conference. In this declaration, human rights education receives special attention. The final document reads “the world conference on human rights considers that human rights education; training and public information is essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace”.⁵⁶

Moreover, the content of human rights education was decided by the conference to include Peace, democracy, development, social justice set forth in the international and regional human rights instruments in order to achieve common understating and awareness with a view to strengthen universal commitment on human rights.⁵⁷

The Vienna Declaration on Human Rights provides the implementation mechanisms. One of the mechanisms recommended by the conference requires urgent activity of different stakeholders to “speedy completion and adoption of declaration on the right and responsibilities of individuals, groups and organs of society to promote and protect universally recognized human rights and fundamental freedoms.”⁵⁸

Finally, the conference has adopted a declaration and program of action with a view to enhance the realization of human rights. It also urged states and institutions to include human rights, humanitarian law, democracy and rule of law as a subject in the curricula of all learning situation in the formal or informal settings.⁵⁹ In general, throughout the preparatory process and during the Vienna conference, the issue of human rights education was a major point of discussion.

The importance attached to this issue was also reflected in the adoption of the world plan of action on education for Human rights and Democracy prior to the conference and the

⁵⁶ United Nations World Conference on Human rights, *Human rights Law Journal* vol. 14, No. 9, (1993), P. 346.

⁵⁷ *The Vienna Declaration and Program of Action on Human Rights* (1993), Adopted by the world Conference on Human Rights, Vienna, Para. 80.

⁵⁸ *Ibid*, Para., 94

⁵⁹ *Ibid*, Para. 79

proclamation a year later by GA of the United Nations, Decade for Human Rights Education beginning on 1 January 1995.⁶⁰

These developments reinforce that the effective promotion and protection of human rights demands more than a well-developed set of standardized norms and effective legal mechanisms to ensure compliance. Those who stand to be affected by all these—the ordinary citizens must be furnished with the type of knowledge that will enable them to translate human rights ideas and terminology into lucid of guidelines for daily conduct.⁶¹

2.2.5. The United Nations Decade for Human Rights Education (1995-2004)

HRE is ultimately about action for building human rights culture in community and program must be evaluated on its ability to contribute to this general goal.⁶² The United Nations Decade for human Rights Education is designed based up on those international human rights instruments with particular reference to those specific provisions addressing human rights education including: Art. 26 of UDHR, Art.13 of ICESCR, Art .29 of the Convention on the Rights of the Child (CRC), Art.10 of the Convention on the Elimination of all forms Discrimination Against Women (CEDAW), Art. 7 of the Convention on the Elimination of all Forms of Racial Discrimination, paragraph 33, 34 of the Vienna Declaration and paragraph 78 to 82 of its program of action. All these provisions and paragraphs in one way or the other deal with human rights education.

The Decade for Human Rights Education provides an important common framework. It focuses on the development and strengthens of comprehensive, effective and sustainable education programs at local, national, regional and international levels.⁶³ The objectives of the Decade include:

- The assessment of needs and formulation of effective strategies for the furtherance of human rights education at all formal as well as informal learning;

⁶⁰ Ha Strydom, *The Rights and Responsibilities of Civil Society to Promote and Protect Human Rights*, (1995), University of South Africa, P. 70

⁶¹ Ibid.

⁶² *International Human Rights Training Manual (2004)*, Canadian Human Rights Foundation, P. 2

⁶³ Helmut Volger, *Supra Note 6*, P. III

- The building and strengthen of programs and capacities for human rights education at the international, regional and local levels;
- To coordinate development of human rights education materials;
- The strengthens of the role and capacity of the mass media in the furtherance of human rights educations; and
- The global dissemination of UDHR in the other forms appropriate for various levels of literacy and for disabled.⁶⁴

To achieve these goals, there is a program of implementation consists of different component. These components are “assessing needs, formulate strategies at international, regional and national levels for the dissemination Universal Declaration of Human Rights.”⁶⁵ All these are indications for how much the international community gives emphasis to human rights education.

2.3. HRE under Regional Human Rights Instruments

Endorsements for human rights education have been proclaimed in various regional legal instruments. Regional organizations have strongly endorsed the goals HRE. Many regional initiatives are evident among different actors concerned with human rights and human rights education. We have said that human right, including the right to education and the right of the people to know their rights. Thus, everyone's right to education and the goal of education in furthering respect for all human rights are found in numerous regional instruments.

It is mentioned in the American (1948), European (1953) and the African regional instruments. Human rights education is now taking place everywhere in the world because people increasingly know they have human rights and they demand to know and exercise their human rights.

The African Charter on Human and Peoples' Rights presents not only the most straightforward statement in international norm-making regarding governmental

⁶⁴ *The United Nations Decade for Human Rights Education*, Supra Note, 25, P. 6

⁶⁵ *Ibid.*, P. 13

responsibility for education, but as well, a significant and unique call for effective human rights education. That is, the Banjul Charter says, “signatory African states shall have the duty to promote human rights through teaching, education and publication”.⁶⁶

2.4. Goals and Importance of Human Rights Education

Empowerment of individuals and groups is the very essence of human rights. Through human rights, individuals and groups can be empowered to participate in decision-making process, which has direct relevance to their lives and to hold power holders accountable for the violation of human rights. Education in general must take a person from the right to know to the power to act. It is a vehicle for conveying values and empowerment.

Human rights education, through its knowledge transfer, skill building and attitude shaping dimensions raises awareness of our common basis for the protection of human dignity and security. Human rights empower individuals as well as communities to seek the transformation of society towards the full realization of human rights.⁶⁷ However, the mere existence of human rights instruments does not guarantee the empowerment of individuals and communities. Therefore, “knowledge of human rights is a pre-request for individuals and groups so that they can reasonably expect and demand for their human rights and freedoms”.⁶⁸

The understanding of human rights principles and procedures enable people to participate in the decisions that determine their lives, to work towards conflict resolution and peacekeeping guided by human rights and is visible strategy for people-centered human, social and economic development.⁶⁹ These underscore the very importance of human rights education in empowering right holders.

⁶⁶ *The Preamble of the African Charter on Human and Peoples' Rights* (1981), Para.9

⁶⁷ Wolfgang Bendek, *Supra* note 10, P. 25

⁶⁸ Asbjorn Eide and et al,(eds.), *Economic, Social and Cultural Rights*, (2nd ed., 2001), Kluwer Law International, P. 273

⁶⁹ Wolfgang Bandek, *supra* Note 10, P. 23

Governments of the world, through the United Nations, continue to commit themselves in specific binding way to promote and protect the human rights of their citizens.⁷⁰ If people are not aware of their rights, they cannot ensure that they are protected.⁷¹ Educating human rights is vital to ensuring that the rights we have will be maintained and developed for all times.⁷² Hence, there is a growing consensus that education for human rights is essential and can contribute to both reductions of human rights violations and also increasingly recognized as an effective strategy to prevent human rights abuses.

Knowing about human rights should include why people have them and what to do if they are denied. HRE must also involve teaching for human rights. Its targets not only learn of human rights but also learn in them.⁷³ In all cases, one must first be aware of his/her rights to take advantages of preventive mechanisms. This underscores the role of public education, training and information in the effective protection of human rights.

More over, on the occasion of the thirteenth anniversary of Universal Declaration of Human Rights, UNESCO sponsored an international conference on teachings human rights. At the end of the conference, the participants formulated ten principles to guide the teaching of human rights. Among those principles, the issue of respect for the rights of others was discussed and incorporated as "while education should make the individual aware of his or her own rights it should at the same time install for the respect of the rights of others."⁷⁴ So, one objective of HRE is to create individuals who are conscious of human rights, active in asserting them and ready to see that the rights of other are respected.

⁷⁰ *Human Rights Education for Citizenships* (1997), Caribbean Educational Publishers, Guyana, P. 9

⁷¹ Evenly A. Ankumar, *The African Commission on Human and Peoples' Rights: Practice and procedure*, Vol. 16, (1996), Kluwer Law International, P. 21

⁷² Jonas Grimheden and Rolf Ring, *supra* Note 23, P. 25

⁷³ United Nations 'ABC teaching Human Rights' a valuable at <<http://www.unchr.ch/html/menu6/2/abc.htm>>.

⁷⁴ *Teaching of Human Rights: proceeding of International Conference on Teaching Human Rights* (1978), Prepared by UNESCO, Vienna, Para, 10

The rights and freedoms of each individual shall be exercised with due regard to the rights of others, collective security, morality and common interests.⁷⁵ It could be achieved by educating the public not only about rights but also duties. Moreover, every one has to know that the goals of human rights education are to help individuals to understand values of human rights and to take responsibility for respecting, defending and promoting human rights.

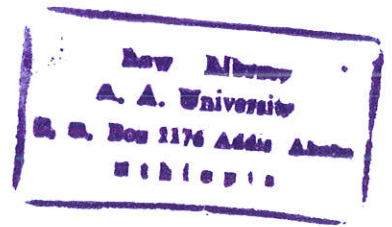
Furthermore, the United Nations Decade for HRE also envisages that “Human Rights Education should constitute a comprehensive life-long process by which people at all levels learn respect for the dignity of others.”⁷⁶ This implies that it is not only aiming at empowering individuals and groups in isolation, but also focuses on teaching of tolerance, gender equality and the like, which turn resulted in mutual benefits for all individuals.

2.5. Principal Actors in Human Rights Education

2.5.1. Governments

Human rights education and learning needs to be undertaken by all actors: governments and civil society organizations.⁷⁷ Human rights conventions have a long way to go before reaching their final destination; the human being. The convention must gain support from national legal machinery.⁷⁸ Moreover, national legal inclusion is not an end. It needs actual implementation at the grass root levels.

Under the United Nations Decade for Human rights Education, It was discussed that “Governments should play an active role in the implementation of the program of the decade through the development of national plan of action for human rights education, the introduction or strengthen of national human rights curricula in their...education



⁷⁵ *The Universal Declaration of Human Rights*, Supra Note 20, Art. 29(1)

⁷⁶ *The United Nations Decade for Human Rights Education*, Supra Note 25, P. 9

⁷⁷ *Human Rights Education and Advocacy in Namibia in 1990s* (1993), New Namibia Books, p. 44

⁷⁸ Jonas Grimheden and Rolf Ring, Supra Note 25, P. 375

systems... and open public access of human rights resources, information and training centers”.⁷⁹

Moreover, “governments should assist civil society organizations in their human rights activities both through technical and financial support.”⁸⁰ In addition, the right to make an association and to act in various public lives peacefully are human rights. Hence, it can be noted that “One of the ironies for civil society organizations is that their very existence implies a certain level of human rights, since they themselves are dependent on the availability of the rights to freedom of assembly, association and expression. At the most fundamental level, there is a need for the right of such groups to exist and to function.”⁸¹

As a matter of fact, governments are duty bound to protect, promote and fulfill human rights. Hence, the decade program for human rights education has placed governments as principal duty bearers to disseminate human rights in co-operation with different stakeholders.

2.5.2. Civil Society Organizations and their role in the field of human rights

2.5.2.1. Defining Civil Society Organizations

Civil society is a contested concept. There are probably as many definitions of it as there are those who have written about it.⁸² While the notion of civil society may be traced back to classical political theory, the contemporary distinction between the state and civil society was elaborated theoretically between the mid-eighteen and late nineteenth centuries.⁸³ Therefore, the origin of civil society as a concept dates back to early 19th century.

Liberals viewed civil society as purest form for ordering social, economic and political life. Conversely, Marxist viewed civil society as the arena of economic relations that

⁷⁹ *The United Nations Decade for Human Rights Education*, Supra Note 25, P. 7

⁸⁰ Ibid.

⁸¹ Arie Bloed, and et. al.,(eds.),*Monitoring Human rights in Europe: Comparing International procedures and mechanisms*, Vol.30,(1993), Nijhoff Publishers,p.123

⁸² *Civil Society at the Millennium (1994)*, Kumaria press Inc. P. 7

⁸³ Peter M. Lewis, “Political Transition and the Dilema of Civil Society in Africa,” *Journal of International Affairs*, Vol. 64, No. 1, (1992), Colombia University P. 34

determine the political order represented in the state. In other words, for Marx, civil society was synonymous with bourgeois society.⁸⁴ However, it spreads to all corners of the globe through intellectual exchange, official policies of states and other discourses of public life.

The task of defining the concept, identifying its essential features and designing a strategy to assess its state is a complex and potentially controversial process in itself.⁸⁵ Civil society institutions occupy the space intermediary between the state on the one hand and the lowest unit of the societal life; the family on the other.⁸⁶ Therefore, "civil society is the arena outside of family, the state and the market where people associate to advance common interests."⁸⁷

Civil society institutions may be divided into four broad categories. These are: 1. non-governmental organizations consist of local or international organizations engaged in relief, development or both 2. Advocacy organizations, 3. Interest group institution includes professional societies, trade union, co-operatives and 4. Community-based organizations (CBOs).⁸⁸

In general, there is no single and undisputed way of understanding to civil society. However, there is general international consensus that civil society is a term used to describe the variety of associations that formed to achieve common interest. These associations operate beyond the private sphere of families; they are not part of the government system, nor are they established to make profits to be distributed to owners.⁸⁹

Civil society was delimited as the arena of private and particular concerns. Within a given polity, institutionally separate and autonomous from the formally constituted public

⁸⁴ Civil Society at the Millennium, Supra Note 82

⁸⁵ Finn Heinerich (ed.), *Global Survey of the State of Civil Society* Vol. 1, (2007), Kumaria Presses Inc., P. XXI

⁸⁶ Bahru Zewude and Siegfried Pausewang (eds.), *Ethiopia The Challenge of Democracy from Below* (2006)

Uppsala and Forum for Social Studies, Nordisk Africa Institute, Addis Ababa, P. 104

⁸⁷ Finn Heinrich, Supra note 85.

⁸⁸ Bahru Zewude and Siegfried, Supra Note 86, p. 105

⁸⁹ *Civil Society Capacity Building Program*, (2004), Prepared by FDRE, Ministry of Capacity Building P. 3

authority of the state.⁹⁰ The theoretical construction of civil society, then encompass a wide array of state-society relations.⁹¹ In short, the term civil society is highly contested one. It has become one of the commonly used and misused term in different activities.

2.5.2.2. Civil Society Organizations in the Field of Human Rights Education

The responsibility of national promotion and protection of human rights is not only that of the state but also the civil society as a whole. Individuals, groups, trade unions and professional organizations have a special duty to ensure human rights promotion and protection.⁹² Organizations with in the United Nations system have adopted a wide variety of methods and procedures for promoting respect for human rights and fundamental freedoms.⁹³ This enables civil society organizations to participate actively.

One of the key roles of the CSOs is to amplify the voice of the voiceless and to promote the rights of citizens and marginalized groups. This requires CSOs to adopt a rights based approach program including human rights education.

Civil society has become a truly global phenomenon, both as a social practice and a theoretical concept. Despite the popularity of civil society in public discourses, its actual shape, dynamics and contribution to social progress remain some how nebulous.⁹⁴ Therefore, Civil society is linked both conceptually and practically to the promotion of democracy, good governance or to a hybrid of the two (democratic governance).⁹⁵ Hence, right-based civil society organizations mainly use human rights education as a basic component in their programs.

NGOs have built up a system of international pressure on the development of human rights. They are the initiators of projects, press state delegations, provide material and

⁹⁰ Peter M. Lewis, Supra Note 83, P. 35

⁹¹ Ibid., P. 34

⁹² *Human Rights Education and Advocacy in Namibia in 1990s*, Supra Note 77, P. 26

⁹³ *United Nations Action in the Field of Human Rights*, Supra Note 38, P. 9

⁹⁴ Finn Heinrich, Supra Note 85, P. XXI

⁹⁵ *Civil Society at the Millennium*, Supra Note 82, P. 8

information about human rights problems and situations.⁹⁶ The main purpose of promotional activity is the sensitization of the public to human rights issues in an effort to enhance respect and recognition of the rights⁹⁷ set forth in different human rights instruments. The term civil society organization otherwise known as the third sector is a generic term in a sense that it includes a host of nomenclatures developed through out various countries.⁹⁸

Despite the increasing importance of NGOs, international law does not offer an authoritative definition⁹⁹. They are mostly easily defined by explain what they are not. 1. They are private in structure in the sense that they are not established or controlled by states.¹⁰⁰ 2. NGOs do not seek to overthrow governments by force. This distinguishes them from liberation movements and armed opposition groups. 3. While NGOs may seek to change government policies, they do not aim at to acquire state power. This is mainly done through dialogue and advocacy programmes.¹⁰¹ This distinguishes them from political parties. 4. While NGOs may be engaged in fund raising, they do not seek financial profit for their own sake. This distinguishes them from companies. 5. While some NGOs may occasionally engage in civil disobedience, they are generally law-abiding. These distinguish NGOs from criminal organizations.¹⁰²

NGOs pervade and are vital part of the overall human rights regime. Above all, human rights NGOs bring out facts. They also contribute to standard setting as well as to the promotion and enforcement of human rights norms. They spread the message of human rights and mobilize people to realize that message.¹⁰³ Human Rights NGOs are only a part of a much broader range of non-governmental actors whose activities are part of what are now commonly referred to by such terms as civil society, transitional advocacy

⁹⁶ William Korey, *NGOs and Universal Declaration of Human Rights*, (2001), St. Martin's Press, P. 18

⁹⁷ Fatsah Ougergouz, *The African Charter on Human and Peoples Rights: A Comparative Agenda for Human Dignity and Sustainable Development in Africa* (2003), Martinus Nijhoff Publishers, P. 519

⁹⁸ Woldetsay Woldemelak, "The third Sector-principles and Comparative legal Analysis" (2003), Addis Ababa, P. 10

⁹⁹ Philip Alton (ed.), *None-state Actors and Human Rights* (2005), Oxford University Press, P. 105.

¹⁰⁰ *Ibid.*, P. 96

¹⁰¹ *Ibid.*

¹⁰² *Ibid.*

¹⁰³ Hennerly J. Steiner and Philip Alton, *International Human Rights in Context: Law, Politics and Moral* (2nd ed., 2000), Oxford University press, Inc, P. 938

networks, and social movements.¹⁰⁴ NGOs played an important role in ensuring that the promotion of human rights to be included in the aims of the United Nations and in the drafting of the Universal Declaration of Human Rights. NGOs.¹⁰⁵ Generally, human rights NGOs are part of CSOs which basically involve in right based issues.

2.6. Target Groups and Emerging Models in Human Rights Education

2.6.1. Target Groups in Human Rights Education

Every body women, men, youth and children need to know and understand their human rights as relevant to their concerns and aspirations. This can be achieved through human rights education and learning, which can be formal, informal or non-formal.¹⁰⁶ In addition, attention, must be given to enhance the human rights of women, children, the aged, minorities, refugees...and other vulnerable groups. It is also important to train of the police, prison officials, lawyers, teachers, NGOs...and other groups that are in a particular position to effect the realization of human rights.¹⁰⁷

Because of great communication, today people are more aware of their own human rights, better to compare themselves with others and more likely to complain about their situations.¹⁰⁸ Hence, the general public shall be the subject of far reaching human rights information efforts designed to inform them of rights and responsibilities under the international human rights instruments Because human rights including the right to know our rights are "borne-out of the peoples quest for peace, justice and freedom".¹⁰⁹

However, in most countries, the challenge still remains to put human rights theory entirely in to practice. There is a tendency for human rights to simply remain as un implemented statements on statute books and not followed by necessary legislations, policies, and educational programmes.¹¹⁰ Hence, the general public must be reached.

¹⁰⁴ Ibid.

¹⁰⁵ Michael Freeman, *Key Concepts of Human Rights* (2002), Black Well Publishers Inc., P. 143

¹⁰⁶ *The United Nations Decade for Human Rights Education*, Supra Note 25, P. 25

¹⁰⁷ Ibid

¹⁰⁸ *Human Rights Education and Advocacy in Namibia in 1990s*, Supra note 77, P. 5

¹⁰⁹ Alvarez and et. al., *Shopping List of Techniques in Teaching Human Rights* (1994) Amnesty International, Zamora Press and Publications, P. 18

¹¹⁰ Arie Bloed, Liselthe Leicht, Manfred Nowak and Allan Rosa (eds.), Supra Note 81

Moreover, certain groups would need special attention due to their under privileged status in society and their position in influencing the realization of human rights.

2.6.2. Emerging Models in Human Rights Education

Every society has human rights problems, and at national levels we can observe quite different approaches to use the human rights education in addressing different challenges.¹¹¹ Human rights education learning and dialogue evoke critical thinking and systematic analysis with a gender perspective about political, civil, social and cultural concerns.¹¹² In delivering human rights education, variety of techniques may be used based up on the target groups to be approached. It can be formal, non-formal or informal. Non-formal education refers to “any organized systematic educational activities carried on outside the framework of the formal system to provide selected groups of learning to particular sub-groups in population, adults as well as children.”¹¹³

Informal education, by contrast, may or may not be organized, and is usually unsystematic operating through the every day processes by which people acquire and accumulate knowledge, skills, attitudes and insights at the home, work and play, through daily experience, radio, television and print media.¹¹⁴ In any case, all available vehicles for human rights education (formal, informal and non-formal) should be utilized.

In 1978, both governmental, non-governmental experts and others from the world formulated ten principles to guide the teaching of human rights.¹¹⁵ It was noted that different parts of activities on human rights education shall include the use of audiovisual and multimedia materials with a view to effective delivery of human rights education to people at all level of literacy and education and to persons with disability.¹¹⁶

In order for human right education to become more qualified as a field, there are several criteria that we can begin to explore and document:

¹¹¹ Filisa Tibbits, *Supra* note 28, P. 160

¹¹² Richard Pierre Claude, *Supra* note 14, P. 489

¹¹³ *Ibid.*, P. 490

¹¹⁴ *Ibid.*

¹¹⁵ UNESCO International conference on teaching Human rights, *supra* note 33, P. 1

¹¹⁶ *Ibid.*

- Clear goals for learners;
- Pedagogy built on sound knowledge of learner....,
- Documentation of success, and sharing of best practice with sensitivity to culture; and
- Preparation of trainers;¹¹⁷

Currently, there are three models in teaching human rights. These are values and awareness model, accountability model and transformation model.

The values and awareness model could be linked with the social change framework of leadership development, coalition building and personal empowerment. Some examples of the value awareness model are inclusion of human rights-related lessons with in citizenship, history etc...¹¹⁸

The second model is the accountability model. Under this model, learners are already expected to be directly or indirectly associated with the guarantee of human rights through their professional roles. Examples of program falling under this model are the training of human rights and community activities on techniques for monitoring and documenting human rights abuses and procedures for registering grievances with appropriate national or international bodies.¹¹⁹

In transformation model, HRE programming is geared towards empowering of individual to both recognize human rights abuses and to commit to their prevention.¹²⁰ Of course, one has to note that these models could be used interchangeably.

¹¹⁷ Filisa Tibbits, Supra Note 28, p. 169

¹¹⁸ Ibid.

¹¹⁹ Ibid.

¹²⁰ Ibid., P. 167

CHAPTER THREE

THE LEGAL AND POLICY ENVIRONMENT FOR CIVIL SOCIETY ORGANIZATIONS AND HRE IN ETHIOPIA

3.1. The Legal and Policy environment for CSOs in Ethiopia

3.1.1. Historical Development

The development of civil society organizations in Ethiopia except that of traditional civil society organizations is more of related to relief and rehabilitation activities. The tragic famine of early 1970s in North of the country, which grew to be beyond the ability of the state to manage, forced the imperial government to open its door to NGOs. At the time, there were not more than twenty or twenty-five NGOs operating in the country mostly in relief and rehabilitation.¹

A decade later came the devastating famine of the mid 1980s, which again stretched the resources of the state beyond its limits, once again compelling the government of Derg to allow a large influx of western NGOs in to the country. In 1980s, there were more than sixty-five to seventy NGOs in the country.² Foreign and national NGOs began their work around 1960s, when the self- help group and the Ethiopian government were no longer able to satisfy the needs of the people and aid organizations become an accepted phenomenon globally.³

However, “neither the imperial nor the Derg regimes allowed advocacy civil society organizations except some NGOs, even though in both regimes formal Constitutions provided a wide variety of civil liberties including the right to freedom of expression and assembly’.⁴ In practice, none of these freedoms were fully enjoyed by citizens.

¹ Bahru Zewde and Siegfried Pausewang (eds.), *Ethiopia: The Challenge of Democracy From Below* (2006), Uppsala and Forum for Social Studies, Addis Ababa, P. 106

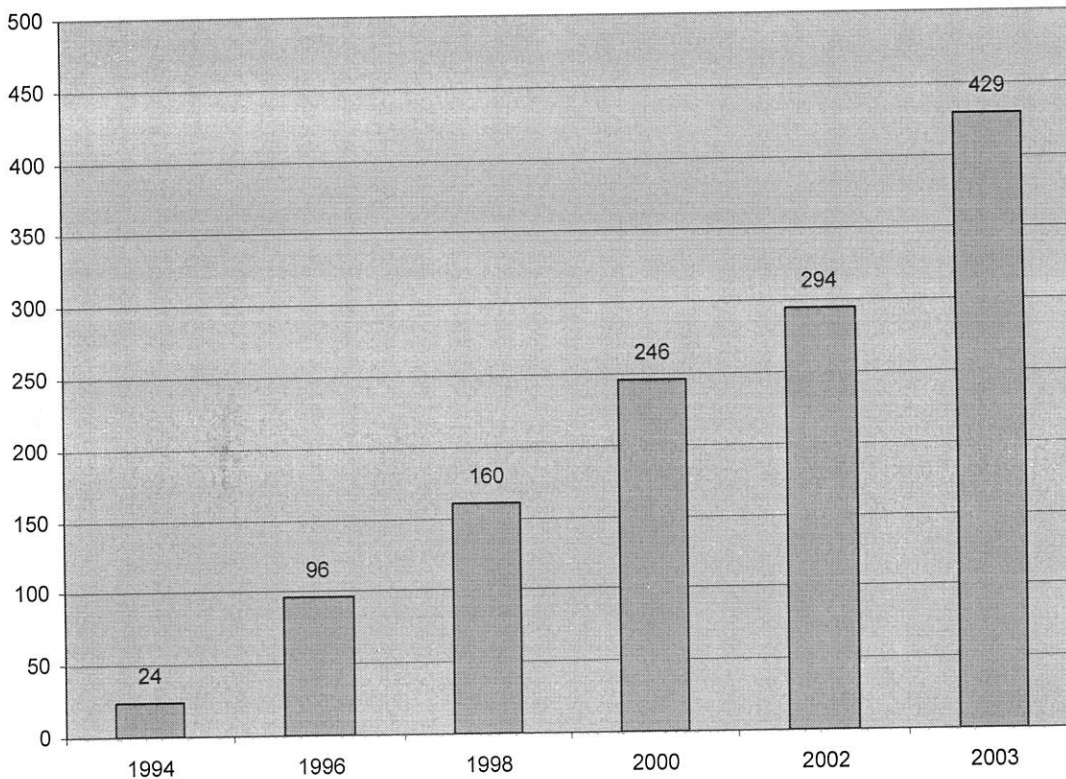
² Ibid.

³ Jos Van Beurde, *Ethiopia: NGO Country Profile* (1994), Gom, Netherlands, P. 43

⁴ Dessalegn Rahmeto and Mehret Ayenew, *Democratic Assistance to Post Conflict Ethiopia: Implications and Limitations* (2004). FSS Monograph Series 3, FSS, Addis Ababa, p. 49

Statistical mapping of CSOs in Ethiopia is not comprehensive. However, “Compared with Sudan, Eritrea, Djibouti and Somali, the NGO sector in Ethiopian is large and small compared with countries elsewhere in Africa”.⁵ The rapid growth of civil society organizations in number has taken place after the change of government in 1991. The following graph shows the tendency in development of local NGO sector in the country.

Number of local NGOs



Source: - *Berhanu Seboka, assessment of NGOS participation in education sector Development programs of Ethiopia, CRDA, Addis Ababa, 2004 (Designed by me)*

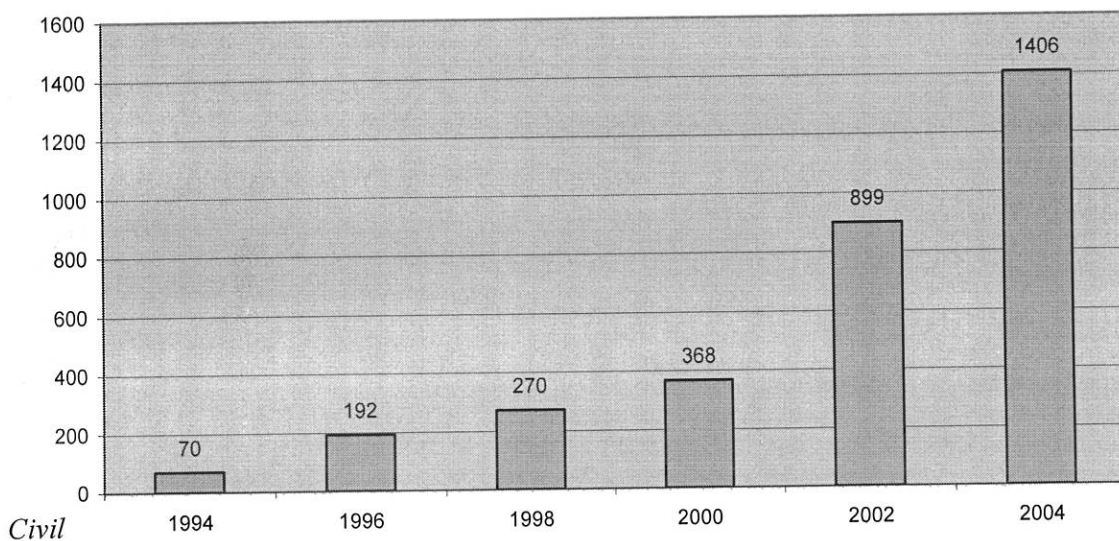
Of course, it is difficult to conclude that their development is satisfactory. However, there is a growth in number during the indicated years. More specifically, we have to note that the development of right- based NGOs is higher as compared with the previous regimes. In Ethiopia, the political and policy environment under the previous regimes was hostile for the development of civil society organizations. Because both the imperial and the

⁵ Jos Van Beurde, *Supra Note 3*, P. 41

military regimes “were highly authoritarian and dissent or the public expression of independent opinion was not tolerated”.⁶

Varied forms of traditional and formal structured organizations have been evolving in to strong forces of change at a national and grass root levels. Although such traditional civil society organizations have existed long go in Ethiopia, civil societies as they are recognized today are more recent history.⁷ Currently, the development of both national and international NGOs seems encouraging. The following graph shows the development of both national and international NGOs in Ethiopia.

Number of local & International NGOs



Source: Ministry of Justice, cited in CRDA (2005), Analysis of civil Society operation in Ethiopia, P. 6(Designed by me)

3.1.2. Conceptualizing Civil Society Organizations in Ethiopia

The concept of civil society is not used in an agreed or uniform way across the world. Ethiopia is no exception in this regard.⁸ In Ethiopia, some writer’s argue civil society organizations can be classified in to three broad categories: 1.Community based organization which includes Equb, Idir and the like, 2.Relief and development

⁶ Ibid., P. 49

⁷ Solomon Hailu, “Civil Society in Ethiopia: Its range and Impact”, (2001),A paper presented at the workshop on Democracy and Good Governance organized by CRDA, Addis Ababa, P. 4

⁸ Civil Society Organization Capacity Building Program, (2004), Prepared by FDRE, Ministry of Capacity Building, P. 5

NGOs and 3. Advocacy NGOs.⁹ In Ethiopia, however, there are all sorts of NGOs, and it is difficult to make generalization. They differ in philosophy, areas of operation, size, capacity and access to resources.¹⁰

The document prepared by the FDRE, Ministry of Capacity Building categorizes civil society organizations in to two broad categories as follows.

No	Categories	Legal Requirement for Operation	
		<i>Formal and Registered</i>	<i>Informal/ Non-registered</i>
1	Self-help, member serving	- Unions - Co-operatives - Professional - Faith and religions	- Debo - Jigge - Mahaber - Equb
2	Third- party serving	- Welfare organizations - Development oriented NGOs - Advocacy groups and networks.	Not present

Source: - Ministry of Capacity Building, CSOs Capacity Building program, (un published) 2004, P.5

3.1.3. Human Rights NGOs - Government Relation: The Case of APAP, EWLA and EHRCEPA

At the end of 1999, there were about a dozen right-based advocacy institutions in Ethiopian, but many of them were small in size with in a little or no experience and organizationally weak¹¹ Today, there is a diversity of human right NGO many of which would not been allowed to function either under the imperial nor the Derg regimes.

Human rights organizations in Ethiopian are those whose activities focused primarily on what may be described broadly as right issues. Human rights organization in the country may be divided in to four categories.

⁹ Solomon Hailu, Supra Note 7

¹⁰ Annet Itndo, *Frequently Asked Questions: Advocacy and its Implementation for NGOs in Ethiopia* (2004), Addis Ababa.p.,12

¹¹ Bahru Zewde and Pawsewang, Supra Note. 1, P. 108

- Those that monitor human rights violations and prepare the public reports on them (e.g. EHRCO)
- Those that defend the rights of women (e.g. EWLA)
- Those that generally enhance public awareness... (e.g. APAP)
- Those that undertake civic education, in particular voter education.¹²

APAP was established in 1993 by a group of young people, some of whom had legal training as an organization dedicated to the promotion of public awareness about civil liberties and respect for the rule of law.¹³ It was closed down in 1994 by the government on the ground that it was carrying out work beyond the mandate for which it was established. It took nearly two years of persistent struggle by the organization before it was allowed to resume its activities.¹⁴

EWLA was also established in the mid-1990s by a group of women lawyers to defend women's rights through legal system, to raise public awareness about the plight of women, and to agitate for reforms promoting gender equality.¹⁵ Public human right education is one program component of EWLA to help bring about change in public attitudes towards women. EWLA was also placed under suspension and its activities were blocked in September 2001 by order of a senior government official, the Minister of Justice. The reason given by the ministry for its decisions was neither justified nor legally defensible. EWLA remained closed nearly for two months (see the appendix).¹⁶

EHRCEPA was established in 1999. Even if it was not confronted with government, its operational certificate was given after a year of its establishment. The Ministry of Justice has no justification for such prolonged registration procedure.

¹² Dessalegn Rameto and Mehret Ayenew, *Supra* note 4, P. 70

¹³ *Ibid*

¹⁴ *Ibid.*, P. 71

¹⁵ *Ibid.*, P. 72

¹⁶ *Ibid.*, P. 74

3.1.4. The laws governing the CSOs operation in Ethiopia

A survey of the Ethiopian legal history reveals that the first mention of freedom of association was made in the 1955-revised constitution. Article 47 of the said Constitution specifies, “Ethiopian subjects have the right to engages in any occupation and to this end, to form and join association in accordance with law.”¹⁷ Following that the 1960 civil code provided detail provisions on the establishment of civil associations.

The civil code of the 1960s is not designed to cater for the operational needs of the present days NGOs. Of course, the 1960 civil code has many provisions on civil associations. But, in view of the nature, mission and goals of NGOs, the provisions of the code are by no means adequate for the NGO sector.¹⁸ More over, Article 31 of FDRE constitution provides that “Every person has the right to freedom of association for any cause or purpose.”¹⁹

According to Art. 404 of the civil code, association is a group formed between two or more persons with a view to obtaining a result other than securing or sharing of profits. Hence, two or more persons with a common interest have the right to form an association. They can acquire legal personality by registering their association.

The Ministry of Justice (MOJ) of the Federal Democratic Republic of Ethiopia is the pertinent regulatory body for non-governmental organizations in Ethiopia. It is mandated to ensure that NGOs operation is legal, accountable and more transparent. To this end, the government’s 1995 guideline for NGOs operations updates those procedures, outlines major classifications for the sector and defines areas for the programmatic activities. At any rate, all NGOs, including advocacy NGOs are required to secure registration at the ministry of justice.

¹⁷ The 1955 Constitution of Ethiopia, Art. 47

¹⁸ *Policy Environment for NGOs/CSOs in Ethiopia (2003)*. Discussion paper, Organized by Royal Norweyng Embassy, Addis Ababa, P. 3

¹⁹ FDRE Constitution, 1995, Art. 31

The duty of government in this regard is facilitation. But, this right is not fully realized due to lack of specific laws consistent with the current conceptual development of NGOs. In addition, Article 20 of universal Declaration of Human Rights (UDHR), Article 22 of ICCPR and Article 8 of ICESCR in which Ethiopia is a party guarantee freedom of association. However, the NGO sector in Ethiopia expresses its concern regarding the absence of a legal framework that reflects the level of development the sector has reached.²⁰

Up until now, NGOs operations in Ethiopia are governed by the 1960 Civil Code of Ethiopia and the association registration and legal notice No. 321/1966. Hence, the fact that the Constitution permits freedom of association the question which legal framework governs the NGOs in Ethiopia remains unanswered.²¹

In short, NGOs operating in Ethiopia do so under the original law authorizing and recognizing them that was put in to place by Haile Selassie's regime in 1960. Many agree upon the necessity for new, undated basic laws, outlining NGOs rights and responsibilities in the country. Indeed, there is awareness of the necessity for action to be taken in this regard at the highest level of government, and draft NGOs legislation is under process. H.E. Asmelash W/sselassie said that “the Ministry of Justice is preparing the draft and hopefully it will be finalized within this fiscal year”.²²

3.2. The Legal and Policy Framework for HRE in Ethiopia

3.2.1. Constitutionalizing Human Rights Education

As noted above, “every one must know that human rights education and public information are indispensable elements...to protect human rights.”²³ Different international instruments provide human rights education as basic right. However, it should be complemented by regional and national implementation mechanisms.

²⁰ Ibid

²¹ Annet Itndo, Supra note 10, P. 2

²² Interview with H.E. Asmelash W/sselassie, Head of the Legal and Administration Standing Committee of House of Peoples Representatives, Feb. 01, 2008.

²³ *The United Nations Decade for Human Rights Education; Lesson for Life* (1998), GA Res. No. 49/184, P. 6

Implementation of human rights basically refers to the promotion and protection of human rights at the national level. At the level of national society, states are supposed to protect their people, guarantee the rights of individuals and create an atmosphere conducive to the development of individual and society as a whole.²⁴ In this regard, a state should through its constitutional and other subsidiary legislations create enabling environment for the promotion of human rights.

As per Article 9(4) of FDRE constitution, “All International agreements ratified by Ethiopia are part of the law of the land.”²⁵ Hence, the international instruments that establish human rights education as basic right have been adopted by Ethiopia. This implies that the government is under duty to implement those principles enshrined under UDHR and other subsequent covenants. More specifically, the constitution states, “Every one has the right to freedom of expression without interference. This right includes freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print in the form of art or through any media of his choice”.²⁶

From this, one may argue that terms like ‘freedom to seek’ and ‘receive information’ include the right to know our rights. This imposes duty on government to disseminate human rights. One mechanism may be creating an enabling environment for civil society organizations. So, FDRE constitution recognizes the issue of human rights education in one way or another as it is discussed above.

3.2.2. HRE under Some Subsidiary Laws

The Federal government has established the Human Rights and Ombudsman institutions. The objective of the Ethiopia Human Rights Commission is to educate the public about human rights. Hence, the commission has the power and duty to “Educate public, using the mass media and other means, with a view to enhancing its tradition of respect for, and

²⁴ Ibid.

²⁵ FDRE Constitution, Supra note 19, Art. 9(4)

²⁶ Ibid, Art. 29

demand for enforcement of rights upon acquiring sufficient awareness regarding human rights”.²⁷

Moreover, “the Commission is entrusted with the power and duty to establish working relation with non-governmental organizations.”²⁸ One area, probably the basic one is human rights education. Therefore, HRE has been mentioned in this proclamation precisely and it is the mandate of the commission to work with civil society organization.

The other institution established by the federal government is the office of Ombudsman. One objective of the Ombudsman institution in Ethiopia is protection of “citizens’ rights and benefits provided for by law.”²⁹ It has a duty to conduct preventive activities by raising the awareness of the public and officials. It also in one way or another, relates to human rights education. Therefore, these are additional legal frameworks to enhance human rights education in Ethiopia.



3.2.3. HRE under the Ethiopian Education and Training Policy

One of the aims of education in Ethiopia is “to strengthen the individuals and society's problem solving capacity, ability and culture starting from basic education and at all levels”.³⁰ It is also stated "education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among them".³¹ Based on this objective, HRE have been included in the civic education program of the formal education system.

Therefore, the basic objectives of FDRE, education and training policy is to bring up citizens who respect human rights, stand for the well-being of people, as well as for

²⁷ Proclamation to Provide the Establishment of the Human Rights Commission, (2000), Art 6(13), Proc. No. 210, *Neg. Gaz.*, 6th year, No. 40.

²⁸ *Ibid.*, Art 21(5)

²⁹ Proclamation to Provide for the Establishment of the Institution the of Ombudsman, 2000, Art. 5, Proc. No. 211, *Neg. Gaz.*, 6th year, No.41

³⁰ *FDRE Education and Training Policy*, (1994), Addis Ababa, P. 1

³¹ *Ibid.*

equality, Justice, and peace endowed with democratic culture and discipline. This gives a policy framework to HRE.

3.3. HRE as a Program Component of EWLA, APAP and EHRCEPA

3.3.1. EWLA's Human Rights Education Program

Ethiopian Women Lawyers Association (EWLA) has three core programs. These are research and law reform advocacy, legal aid program; public education and publication program.

The public education program raises the societal awareness on women rights. The program conducts training and advocacy workshops on the legal, social, and political rights of women, targeting students as well as government and civil society (CSOs) employees. Moreover, EWLA uses the print media and spoken media to further information and educate the public. Thus, the Association publishes its quarterly magazine, *Dimtasachen*, both in Amharic and English, an annual journal, *Berchi* in order to disseminate research findings. EWLA also uses radio, television and dramas to create awareness among the public³².

Thus, the general public is reached nationally to address national issues via the national radio station and regionally via FM Radio Stations to treat issues specific to regions. Therefore, public education is one component of EWLA's programs. Target groups for human rights education program of EWLA were government offices, schools, CBOs, CSOs and NGOs. Content wise, their program mainly focuses on gender issues. As it is noted in the table, more emphasis was given for the participation of women.

³² *Berchi*, Annual Journal of Ethiopian Women Lawyers Association(2007), Issue 6, Addis Ababa, p.91

The following table shows the Population reached by EWLA's Human Rights Education program during the years (2005-2007).

No	Region /Town	No. Of Participants			%	
		M	F	Total	M	F
1	Addis Ababa	1835	3122	4957	37	63
2	DireDawa	999	1444	2443	40.9	59.1
3	Benshangul Gumuz	843	1352	2195	38.4	61.6
4	South (SNNPR)	361	1067	1428	25.3	74.7
5	Oromia	982	1059	2041	48.1	51.9
6	Amhara	606	1509	2115	28.7	71.3
7	Gambella	225	346	571	39.4	60.6
Total		5,851	9,899	15,750	37.3	62.7

Source: Compiled from Annual Reports of EWLA (2005-2007)

3.3.2. APAP and Human Rights Education

The Education and Mobilization Program of APAP is aimed at raising awareness about economic, social and cultural rights in general and the right to housing, health, education and food among the targets groups and relevant government agencies at different levels including judges, advocates and parliamentarians and facilitating the involvement of community institutions in the promotion and protection of the right to housing, education, health and food.

Prior to organizing training and workshops, APAP undertakes a need assessment survey with a view to identifying the pertinent issues that its target groups are not yet aware of and the harmful practices that are prevalent in these particular areas, and there by determines the type of training they (its target group) need.³³

There are sub-programs that support the popular education program. Aware of the significant role of that publication play in the effort to disseminate human rights and legal information among the general public, APAP has continued to give high priority to the

timely publication of its biannual periodicals. Moreover, it uses private weeklies to dissemination pertinent information on human rights. Legal awareness program, community level voluntary institution program support also contributed to enhance the human rights education program.

Generally, in its human rights education and training program, APAP has organized and held a number of training workshops that targeted judges, prosecutors, police officers, administrators, and community leaders as well as newly recruited judges, police officers and prosecutors.³⁴ In addition to that, it has conducted under this program, popular education activities that benefited the following individuals.

Participation of the public in the HRE program of APAP (200-2002)

Year	Region	Areas where show were staged and public speeches were made	Number of attendants
2000	Oromia	Nazareth	800
	SNNPR	Awassa	160
	Harar	Harar Town	2050
2001	Amahara	Bahir Dar	2300
		Gondar	2240
		Debre Brehan	1517
		Dessie	1551
	Oromia	Nazareth	2668
		Jimma	2849
	SNNPR	Awassa	3090
		Arba Minch	5738
	Hara	Harar Town	864
	Dire Dawa	Dire Dawa	2207
2002	Oromia	Asebeteferi	3393
		Nekemte	2118
		Robe	3817
	SNNPR	Welaita	2608
		Dilla	5000
		Mizaneteferi	2113
Total			47083

Source: 5 years report of APAP (2000-2004), P.

³⁴ Ibid., P. II

3.3.3. EHRCEPA's Human Rights Education Activities

As it is mentioned in its mission statement, EHRCEPA works primarily to make a difference in people's awareness, concern and exercise of their fundamental and human rights in the country. In order to respect the rights of children and women, it works to educate the laws of Ethiopia, the Universal Declaration of Human Rights and the Convention on Child Rights³⁵.

Therefore, civic and human rights educations are basic component of its programs. Its community mobilization, training and education program basically designed to be conducted in a house-to-house program. According to EHRCEPA's report (2005-2007), its popular education program addressed 35,389 beneficiaries. It also uses different publications and radio program to disseminate human rights. Currently, EHRCEPA works in Amhara and Somali Regional states as well as in DireDawa administration council.

Participation of the Public in the Human rights Education program of EHRCEPA (2005-2007)

No	Region/town	No. Of participants			%	
		M	F	Total	M	F
1	Amhara	30,394	34,890	65,284	46.6	54
2	DireDawa	190	266	456	41.7	58.3
3	Somali	186	233	419	44.4	55.6
Total		30,770	35,389	66,159	46.5	53.5

Source: Compiled from EHRCEPA Annual Reports, (2005:2007)

As shown in the EHRCEPA's reports, the topics for public education mainly focus on women and gender equality, Child rights, harmful traditional practices, civic education and the rights to education. There are also other programs on nutrition (the rights to food)

³⁵ EHRCEPA Annual Report,2007.p.5

and HIV/AIDS. The data shown above did not include activities conducted on those activities. From the data one can see that still the women participants are higher than men.

3.4. Experiences of some CSOs in HRE: The Case of Uganda and Philippines

This section basically focuses on the experiences of Ugandan and Philippine's CSOs in promoting human rights at the grass root levels. The experience of these countries seems relevant to the Ethiopian situation. First, let us see the general overview on the activities of CSOs in Uganda.

In Uganda, the growth of the NGOs sector goes back to the 1970s and 1980s when many NGOs came in to fill the gaps left by the collapse of government. The movement was first initiated by faith-based organizations, principally large established churches.³⁶ As of Dec. 2000 some 3, 499 NGOs were registered with the NGOs registration board.³⁷ As it is indicated in the report, nearly all Uganda NGOs are involved in raising awareness in one way or the other. Raising awareness is achieved primarily via meetings and workshops.

A handful of very large NGOs reached 100,000 people in a year. Advocacy is the most important activity Ugandan NGOs. The primary mode of advocacy is meeting with local and national authorities. The word advocacy literally means, "to speak for some one".³⁸ Advocacy in its most basic form aims to change an existing situation that is unfavorable to a group of people. Hence, advocacy is the most method of Ugandan CSOs than confronting with the authorities.

The other area of experience relevant to Ethiopia is the networking activity of Ugandan NGOs. "Ugandan NGOs are heavily net-worked in to each other. Most of the NGOs,

³⁶ Abigail Barr and et.al, "*Non-governmental organizations in Uganda*",(2003), A report to the government of Uganda, Oxford university, P. 15

³⁷ Ibid; P. 13

³⁸ Christina Mansfield and et.al, *Advocacy In Cambodia: Increasing Democratic Space*, (2003), Cabodia P. 4

belong to a local NGO network or umbrella such as NGOs forum, and UNASO.”³⁹ These networks are important in sharing experiences, resources as well as to the wise use of manpower and budget. Some NGOs in Uganda, for instance The Ugandan Association of Women Lawyers prepares the rural legal education handbook, which focuses also on human rights. ”It serves as a guide to members and paralegals as they endeavor to create legal awareness amongst the Ugandan population.”⁴⁰

The other country considered in this research is Philippines. “The Philippines constitution is among the worlds most detail in its attention to human rights. It contains a bill of rights found in the Universal Declaration of Human Rights”.⁴¹ Moreover, the rights of peoples organizations are endorsed, including the right to participate at all levels of governmental decision making. Indeed, government is directed to facilitate the establishment of adequate consultation mechanism for NGOs access to government.⁴²

In Philippines, there are institutions constitutionally appointed for human rights education. Among the units with constitutionally appointed human rights tasks are the Department of Education, Culture and Sport, the Commission on Human Rights, and all police officials as well as the armed forces of Philippines. Linked formally or informally to these units by executive orders... concerning human rights education are the Department of Defense and local government, the Commission on Civil Service and the Peace and Order Council.⁴³ Hence, the explicit constitutional recognition of human rights and specific provisions giving tasks to different governmental organizations could be experiences to the Ethiopian situation.

When we look at the role of CSOs/NGOs in their human rights education activities, there are experiences that might be important. First of all, we have to note that the human rights education program in Philippines basically aims at ensuring to the burial of the past

³⁹ Abigail Barr and et,al, supra note 36, P. 4

⁴⁰ Beatric Mutebi and Mary Kabogoza(ed.) *The Rural Legal Education Hand Book*,(1995),The Ugandan Association of Women Lawyers, Uganda,p.,1

⁴¹ Richard Pierre Claude, “Human Rights Education: The Case of Philippines”, *Human Rights quarterly*, Vol. 13, No. 4, (1991), P. 469

⁴² Ibid., P. 470

⁴³ Ibid., P. 488

oppressions as well as to empower citizens. In Philippines, NGOs involved in the formal, non-formal and informal education activities to promote human rights.

The Philippines alliance of human rights advocates (PAHRA) serves as a coordinating and networking organizations for over fifty human rights groups. Most of them perused formal, non-formal or informal education in the field of human rights.⁴⁴ Therefore, their methods in using all formal, informal and non-formal system and the networking of human rights NGOs could be taken as a good experience.

The review of NGOs activities in Philippines supports the conclusion that whether through formal, non-formal or informal education, a rich array of vibrant NGOs has pursued the objective of human rights education. In so doing, they seek to transform millions of Philippines from historical subjects to act in defense their basic needs and human rights.⁴⁵

Generally, in the Philippines, NGOs value very highly the communities they work in. This is demonstrated in particular terms some of which are the following.

- NGOs invest in the capacity building of communities.
- NGOs prioritize their target with the view of creating gender balance and being sensitive to disadvantage groups.
- NGOs create an enabling environment for communities to speak themselves-not substituting the community.
- NGOs monitor their own ethics.
- In terms of sustainability, NGOs are keenly interested in solving not only effects but also cause of the problems.⁴⁶

⁴⁴ Ibid., P. 489

⁴⁵ Ibid., P. 501

⁴⁶ Tilahun Teshome, *The legal Framework for NGOs in Ethiopia,*" (2002), Position paper, Addis Ababa, P. 23, Unpublished.

In short, some of the experiences of Uganda and Philippines have been state above. The effort of CSOs in facilitating human rights education is visible. There human rights dissemination programs are effective. This enables CSOs to have popular legitimacy as well as recognition in the international level.

CHAPTER FOUR

THE ROLE OF CIVIL SOCIETY ORGANIZATIONS IN HRE IN ETHIOPIA: *DATA ANALYSIS AND INTERPRETATION*

The analysis provided in this chapter is divided into three parts. The first part deals with the responses given by CSOs. Sixty individuals participated in filling the questionnaire. The issues identified to be discussed based on the responses of CSOs were basically aimed at identifying the internal as well as external factors affecting the HRE programs of CSOs at the grass root levels. Therefore, CSOs were asked to state their main operational areas and participants in their HRE programs. Moreover, an attempt is made to know how much their activities are inclusive and comprehensive. Furthermore, issues like preparation of teaching manuals, man power and budget allocation, collaboration and networking with different actors, and their efforts to make HRE sustainable have been discussed under the first part.

The second part also deals with the responses of government offices on the CSOs HRE programs. The basic aim of this part is to know the knowledge, participation and perception of law enforcement organs in the CSOs HRE activities. Moreover, the final section is designed to analyze the response of the public in the sample areas. Under this section, more attention is given to know the participation and view of the public on the CSOs HRE programs.

Generally, the analysis and interpretation of the data is made under different parts. The data collected through questionnaires; interview and observation are analyzed and interpreted together with secondary sources relevant to each question. For the sake of clarity, the responses of each target group have been analyzed separately. Moreover, interrelated questions are organized and analyzed under the same table.

4.1. Analysis on the Responses of CSOs

First of all, readers have to note that staff members of CSOs in Ethiopia can be categorized as: permanent (full time) workers, part timers, volunteers and other staff members employed for a short period of time to perform specific activities. In the surveyed CSOs (EWLA, APAP and EHRCEPA), there are staff members employed on the basis of contractual relations as permanent or else. For the sake of this research, staff members targeted are those who are acting on behalf of the institutions and working in the operational areas. Moreover, in some areas, CBOs organized and supported by APAP were included in the target group. This is important to understand the feeling of different groups about the services of CSOs.

As it is noted in the questionnaire (see appendix 1), the central theme to consult CSOs was to know the actual problems facing them in promoting human rights. It was designed with a view to understand the internal and external problems that are hindering them. Hence, their responses to the questionnaires have been tabulated and analyzed as follows.

4.1.1. Respondents by Sex and Education

Sex and ed. group	Sex of respondents			Educational Background				
	M	F	Total	Deg.	Dip.	Certificate	Below Certificate	Total
No.	24	36	60	3	15	27	15	60
%	40	60	100	5	25	45	25	100

As indicated in the above table, the numbers of female respondents are higher than male respondents. It is due to the fact that most of the respondents approached in EWLA are women. More over, CSOs tend to encourage the participation of women by designing gender balance policy as one of their working guideline.

4.1.2. Field of study

Group	Field of study		Total
	Law	Others	
No.	13	47	60
%	21.7	78.3	100

As shown above, only 21.7% the respondents have background in law. All these have their own implication on successful dissemination of human rights at the grass root-levels. More detail analysis is provided under the following sections.

4.1.3. Main Operational Areas and Participants in the CSOs HRE programs

4.1.3.1. Main Operational areas of CSOs

Item	Alternatives	No. of Respondents	Percentage
Which Place is the main focus of your institution in teaching human rights?	a. Rural areas	18	30
	b. Places around urban	20	33.3
		20	33.3
	c. Urban areas	0	0.00
	d. Both	2	3.4
	e. Not specified		
	Total	60	100

As it is specified in the questionnaire prepared for the CSOs, the first question posed to them was about the actual operational areas of their HRE programs. In Ethiopia, urbanization is very low. Researchers and official government reports pointed out that only 15 percent of the population lives in urban centers. This makes Ethiopia one of the least urbanized country in the world. Therefore, the mass of the population is living in rural areas. Hence, programs designed by different actors should reflect this reality.

Human rights are not abstract but directly related to our lives. We need to be active participants in human rights education not recipients of rights granted by others. Human



rights are not only for experts. All of us have theories about human rights.¹ Human rights education should not be a process of ‘putting in’, lecturing to a passive audience, but rather one of ‘drawing out’. It should be based on self-learning and participatory approach.²

Having these principles in mind, let us see the data shown under 4.1.3.1 above. The challenge of CSOs in Ethiopia is mainly associated with addressing the rural community. On the basis of the information provided above, urban areas and places closest to urban are their focus for human rights education. Because 66.6% the respondents replied that the rural kebeles found in their operational areas are still beyond their reach. Working only in and around urban areas are not programs explicitly written by CSOs. However, in practice, their activities are limited to those areas. Some argue that this mainly happens “due to the capacity of CSOs, lack of experiences and resources.”³

Raising awareness is achieved primarily via meetings and workshops. In most cases, their educational activities are of a short duration, i.e. workshops and meetings which are parts of their public awareness campaigns. However, these programs are mainly limited around Regions and Zones administration capital towns. In this case, “there exists a crucial disagreement between the government and many NGOs about the nature of grass roots organizations. In the government opinion, there are many briefcase NGOs”⁴ which have been centered in Addis Ababa. There is also a problem in addressing less developed regional states. Therefore, there are imbalances in all dimensions.

Generally, the data implies that the population in the remote areas is not addressed. This raises question about the CSOs sector’s capacity to reach more remote communities in Ethiopia.

¹ Filias Tibbits, *International Human Rights Training Program: Resource Manual* (2004), Canadian Human Rights Foundation, Quebec, P. 10

² *Human rights Education: Strategy for fostering participatory Democracy in Ethiopia* (1992), Proceeding of Workshop, Sponsored by Inter Africa Group, P. 12

³ Interview with Ato Geto Aknaw, Program Director of EHRCEPA, Addis Ababa, Jan 9, 2008

⁴ Jos Van Beurde, *Ethiopia: NGO Country profile* (1998), Gom, Netherlands, P. 41

4.1.3.2. Main participants in the CSOs HRE activities

Item	Alternatives	No. of Respondents	Percentage
Which part of the population is the main participant in your human rights education program?	a. Men	13	21.7
	b. Women	43	71.7
	c. Both equally	0	0.00
	d. Note specified	4	6.6
	Total	60	100

It is an underlined principle that human rights are rights which should be enjoyed by all human beings. International human rights documents prohibit distinctions based on sex, age, race, and the like for the enjoyment of human rights. It is also noted that human rights education by itself is a right. This is a basic right which is to be exercised by all. As it is pointed out by different international human rights instruments, HRE must be inclusive. More specifically, the United Nations Decade for Human Rights Education pointed out that “education for the purpose of the decade shall be conceived to include equal participation of women and men of all age groups and both sectors of society”.⁵

This principle is based on the fact that human rights will be respected only if every one knows what they are. Because human rights education is not about telling only rights, but also responsibilities. In modern times, we should work out not only to advocate rights, but also to develop sense of duties and responsibilities. Hence, the participation of all sexes is vital. Therefore, an inclusive and comprehensive human rights education system is useful to this end. It is believed that “well informed persons will have additional and alternative interpretation of the issues, as well as varying positions on actions to respond to conditions of inequality”.⁶ Ignorance on the rights of women is mainly associated with lack of awareness. So, more extensive awareness creation program is needed by targeting all groups of the society.

⁵ *The United Nations Decade for Human Rights Education: lesson for life*_(1998),GA. Res No. 49/184, P. 4

⁶ <http://www.Pdhre.org> Accessed on Feb.2008

However, the data under table 4.1.3.2 is not inline with this principle. Because majority of the respondents (71.7%) of them said that their human rights training programs are mainly focus on the participation of women. As it is also indicated under chapter three, majorities of participants in CSOs HRE programs were women.

Moreover, the Radio, Television and other Medias sponsored by them give more emphasis on the rights of women. This problem is also related to donors. Most CSOs are forced by the program of donors. That is why it is said that most CSOs in developing countries are mostly dictated by the programs of international funding agencies. NGOs in Ethiopia also operate with in the context of rules and regulations of donors. In short, no equal emphasis is given for the participation of both sexes. Of course, empowering the most venerable group of the society is essential. However, HRE is vital for the protection of all.

4.1.4. Role of CSOs in Addressing Persons with Disabilities and the Public

4.1.4.1. Mechanisms to ensure the participation of persons with disabilities

Item	Alternatives	No. of Respondents	Percentage
Is there a mechanism designed to ensure the participation of persons with disabilities?	a. Yes	6	10
	b. No	54	90
	Total	60	100

The rights enumerated in the Universal Declaration of Human Rights would be enough to protect every one. But in practice, certain groups of the society encounter a myriad of physical and social obstacles. For instance, because of discriminatory practices, persons with disabilities tend to live in the shadows and margins of the society and as a result their rights are overlooked. Throughout history, they have been viewed as individuals who require societal protection and evoke sympathy rather than protection.

One of the reasons aggravating the problems of persons with disabilities is lack of public awareness. States as well as CSOs have an obligation to introduce measures to promote the human rights of persons with disabilities without discrimination. Therefore, the above

table summarizes the actual contribution of CSOs in promoting the rights of persons with disabilities. As noted above, human rights education must not be limited to formal schooling. For instance, Refugees, minorities, indigenous peoples and the persons with disabilities are some of the most powerless and vulnerable to abuse. Such people have no less right to know their rights. Only by working in collaboration with those vulnerable groups, human rights educators could develop programs that accommodate their needs and situations.

Hence, one of the vulnerable groups of the society which should be considered in human rights education are persons with disabilities. Persons with disabilities have been identified as one target group under the United Nations Decade for Human Rights Education. According to the program of the decade, “Human rights education initiatives taken under the decade shall include...the effective delivery of human rights education to ... persons with disabilities.”⁷

However, the practice of the surveyed CSOs is quite different. Because, 90% the respondents said that no mechanism is designed to ensure the participation of person with disabilities. The data implies that their participation is almost non-existent. This violates not only the rights of persons with disabilities but also contradicts with the values of CSOs. Of course, there are CSOs specifically working on disability issues. However, all CSOs have duty to design mechanisms which is still lacking. One of the key roles of CSOs is to amplify the voice of the voiceless, to protect and promote the rights of citizens and the marginalized groups in the society. However, it is not successful in relation to person’s disabilities.

Most of the positive changes that have been occurred in human society been inspired by fundamental concepts and values that inform human rights, the inherent dignity of all human beings of both sexes, all races, ages, capacities, ethnicities, religions and nationalities. However, vast majority of human beings have not enjoyed these

⁷ Jos Van Beurde, Supra note 5

rights.⁸ Generally, CSOs claim to reflect the interests of voiceless groups. However, some of the groups which need a special attention have been left out.

4.1.4.2. Addressing the population at large

Item	Alternatives	No. of Respondents	Percentage
Do You think that the majority of the public in your operational areas have been addressed?	a. Yes	11	18.3
	b. No	49	81.7
	Total	60	100

Under the previous sections above, it is noted that the objective of human rights education is to create individuals who are conscious of human rights, irritated by violations and ready to respect the rights of others. To this end, the general public must be reached. Different international human rights instruments impose duty on states to make them widely known to both adults and children. CSOs in Ethiopia are also trying to address the public at large. Many people in Ethiopia live far from urban centers, and many more never attend school. These are justifications to create special mechanisms to address the rural community.

One question has been posed to respondents to generate ideas about of the population reached in their human rights education program. As it is discussed in chapter three, CSOs are trying to address the public via different mechanisms. However, 81.7% of the respondents under table 4.1.4.2 responded that majority of the population in their operational areas is not addressed. It also varies from institution to institution. For instance, “EHRCEPA has designed a door to door human rights education program to reach the public at large. But this is limited to some kebeles due to budget and skilled man power constraints.”⁹ Therefore, the population even in the urban places is not addressed.

Seminars and workshops are not the only alternatives to disseminate human rights. Media could play a vital role to address the public at large. However, the programs sponsored

⁸ <http://www.pdhre.orga>, supra not 6

⁹ Interview with Ato Belte Derbie, Executive Director of EHRCEPA, Addis Ababa, Jan. 9, 2008

are not continuous. Moreover, we are not sure that it in addressing the beneficiaries particularly in rural areas. For instance, EHRCEPA try to organize Radio audience Clubs in its operational areas. However, the participants are limited in number and the focus is on urban centers.

4.1.5. Preparation of local based and target group focused materials

4.1.5.1. Preparation of local based teaching materials

Item	Alternatives	No. of respondents	Percentage
Are there teaching manuals prepared by considering the local realities of your operational areas?	a. Yes	26	43.3
	b. No	34	56.7
	Total	60	100

CSOs want to increase their educational work as a strategy to prevent human rights violations and as a technique to empower the public to meet their needs based upon their knowledge and using their basic rights. However, they have to develop a strategy and specific guide to human rights education. In this regard, identification of their specific areas and target groups, conducting need assessment and preparation of home-born materials are some of the pre-requests to effective human rights education programs.

In teaching human rights, it is necessary to consider the experiences, history and other social values of a society we are approaching. Moreover, “human rights education would also require the development of materials. The effectiveness of these materials would depend on how participatory the process of making them was, and how much input was received from indigenous people.”¹⁰ One of truly empowering the people is to give them opportunity to talk and write about their own life experiences. Writing for publication need not be an exclusive domain of intellectuals and professional writers.¹¹

¹⁰ See Note 2 above

¹¹ Ronald M. Alvarez and et. al, *Shopping List of Techniques in Teaching Human Rights*(1994), Amnesty International Education for Freedom, Zamora Press and Publications, P. 9

As it is specified in appendix one, CSOs were asked to forward their view whether they prepare local based teaching materials or not. Because even though preparation of materials is not an end in itself, it is very much important to conduct effective human rights promotion. Therefore, preparation of teaching materials on human rights education should consider the realities of public life where it is presented. Moreover, it should be developed with active participation of beneficiaries.

However, the data indicated above is not in line with this idea. First of all, majority of respondents, (56.7) of them responded that there is no teaching material prepared by considering local realities. Teaching materials are simply prepared from the center and distributed to branch offices to be used for a repeated period of time. Even if some of the respondents (43.3 said that there are teaching materials, their responses to the next question show that no separate materials are prepared for different groups of the society. It is to mean that a teaching material used for civil servants might be also utilized for teaching rural population and others. This also creates a problem to address beneficiaries effectively.

4.1.5.2. Preparation of separate teaching materials for each population group

Item	Alternatives	No. of Respondents	Percentage
Are there separate teaching materials prepared for rural areas, urban places etc...?	a. Yes	7	11.7
	b. No	44	73.3
	c. Not specified	9	15
	Total	60	100

In designing their programs, human rights educators need to take in to account both need and opportunity. We must also look at human rights from our own realities, share different perspectives and develop analytical skills to exercise and promote fundamental freedoms. We have to know that each group has its own values.

If we look at the program implementation of the Decade for human rights education, national institutions are responsible for making materials available to local and

community-based groups, national professional training programs, national non-governmental organizations and other national actors in the decade. There is also a program to develop new materials for specialized audience. For instance, training for police might be different from others. Therefore, varieties of effective techniques are required for the training of specific audiences.

As it is shown above, 73.3% of the respondents replied that similar materials have been used to address different population groups. Human rights continuously expands, acquire flesh and depth. Teaching materials should be in line with this concept and developed through collective efforts. However, the data shown above and the interview conducted in some CSOs offices show that the practice is quite different.

4.1.6. Focus of CSOs and their understanding HRE as one Basic Right

4.1.6.1. Focus of CSOs in teaching human rights

Item	Alternatives	No. of Respondents	Percentage
Which one is the main focus in your human rights teaching?	a. ICCPR	16	26.7
	b. ICESCR	23	38.4
	c. Group rights	2	3.3
	d. Both	0	0.00
	e. Not known	11	18.3
	f. Not specified	8	13.3
	Total	60	100

Historically, the division of human rights is not based on the intrinsic nature of them, but to the reason of diplomatic and political compromise arising from the Cold War. Even though there were controversies on the division human rights, today there is a general consensus that equal attention should be given to the implementation of them in a holistic approach. Of course, their application may depend on the fulfillment of certain conditions. For instance, economic, social and cultural rights have been qualified by resource availability. However, this loophole should not be used as a mask to deviate for the obligations.

Human Rights Education is one mechanism to facilitate the realization of human rights. Hence, any strategy designed to disseminate human rights is expected to deal with all sorts of human rights in equal footing. Human rights education should be comprehensive. “A comprehensive approach to education for human rights, including civil, cultural, economic, political and social rights and recognizing the indivisibility and interdependence of all rights, as defined by the United Nations, shall be adopted for all activities under the decade.”¹²

However, the data under table 4.1.6.1 shows us that there is no holistic approach to teach human rights. Surprisingly, 18.3% of the respondents did not know their program focus. This implies that even human rights educators do not understand the goals of human rights education designed for the decade.

4.1.6.2. CSOs Understanding HRE as one basic right

Item	Alternatives	No. of Respondents	Percentage
Do you know that HRE by itself is a right?	a. Yes	42	70
	b. No	18	30
	Total	60	100

Human rights education by itself is a human rights work. The process of human rights education should not be focused solely on the content of human rights, but also on the strategies for their realization. Therefore, human rights educators should understand the legal as well the conceptual frameworks of human rights education.

It is discussed that the United Nations charter references to ‘promoting and encouraging’ human rights create state responsibilities for educating and teaching human rights. Moreover, various international, regional and domestic human rights instruments have strongly endorsed the same idea. Specifically, human right teaching has been announced as the obligation of states, every individual and every organ of society.

¹² *The United Nations Decade For Human Rights Education*, Supra Note 5, P. 4

All these instruments have been formulated on the idea that individuals have the right to know their rights. Having human rights acknowledged and knowing our human rights are both needed in today's world. Therefore, human rights, including the right to education and the right of the people to know their rights are recognized in different international human right standards around the world.

From the above table, 30% of the respondents replied that they do not perceive human rights education as a right. But this is a fact established by different international, regional as well national human rights instruments. The response given by CSOs on this specific issue implies that there is a gap in understanding the content and the legal frameworks of human rights education. That is why the United Nation Decade for Human Rights Education puts NGOs workers as one target group to be addressed in human rights education programs. Therefore, missing the very essence of human rights education and less vision on the final goals of are it gaps in the activities of CSOs. If human rights education is not a right, no need of dealing with it.

4.1.7. Manpower, Budget Allocation and Capacity Building

4.1.7.1. Manpower and Budget Allocation to HRE

Items	Alternative	No. of Respondents	Percentage
Are there enough staff members to cover the operational areas?	a. Yes	2	3.3
	b. No	58	96.7
	Total	60	100
Is there enough budget allocated to run the human rights education program?	a. Yes	4	6.7
	b. No	56	93.3
	Total	60	100

The realization of the right to HRE requires the allocation of resources. The resources are both man power and budget. Of course, this is the area that should be investigated carefully. This is because it is extremely difficult to construct objective measure about their activities based on their man power and budget capacity only. Information on manpower and budget does not, by itself, a legitimate ground to say much how useful CSOs/NGOs are. We have noted that the numbers of NGOs operating in Ethiopia is relatively small. There are several reasons for this. One major factor is a problem to

generate the revenue required to operate. There is little societal tradition of giving funds to NGOs. The legal environment to raise funds is not clear. Moreover, not all of them would necessarily spend the fund wisely and effectively.

Problems like skilled man power and budget are not the problems of CSO sector only. This is a problem of both the public and private sectors.¹³ In Ethiopia, the role of CSOs, including indigenous and foreign originated NGOs, is very much influenced by their history of establishment, ideology, their origin as well as by their financial and human resources.¹⁴ Problems of skilled manpower and budget are also the problem of those CSOs selected for this study. The bulk of NGO funding comes from international sources-non-governmental and governmental funding agencies. Therefore, it is evident that many local NGOs defacto operate as agents for international NGOs and donors.

Several factors account for the inability of NGOs to act as catalyst of change through imparting democratic values. The overwhelming majority of both expatriate and local NGOs in Ethiopia depend on donors for the bulk of financial resources.¹⁵ Therefore; the budget allocated to HRE is very much limited. As it is shown above, surveyed NGOs were asked about their staff and budget typically allocated to the lower operational areas. The data show us that there is no enough staff members and budget to run the programs at the grass-root levels. Personal observation of the author in some woredas also reveals that offices at zone level sometimes run with two staff members.

Generally, problem of man power within CSOs is not only related to their number, but also qualification. Because as it is noted above, 70% the respondents are certificate and below and only 21.7% them have background in law. In conclusion, 96.7 and 93.7 of the respondents respectively pointed out that there is no enough staff member and budget to run the human rights education program. Some of the offices are nominal with no

¹³ Interview with Ato Belete Derbie, Supra Note 9

¹⁴ Fasil Woldemaria, "*Capacity Needs and Issues of CSOs /NGOs in Ethiopia*, (2001) A document Prepared for the Consultative Meeting Organized by FDRE Ministry of Capacity Building, P. 1, Unpublished.

¹⁵ Bahiru Zewude and Siegfried pausewang (eds.), *Ethiopia: the challenge of Demcoracy from Below*. (2006), UPPsala and Forum for Social Studies, Addis Ababa, P. 106

qualified personnel and equipments. Therefore, it is found that manpower and budget are critical problems to implement their HRE programs.

4.1.7.2. Continuous Capacity building to human rights educators

Item	Alternatives	No. of Respondents	Percentage
Do you get continuous and specific training about rights teaching?	a. Yes there is.	13	21.7
	b. No	47	78.3
	Total	60	100

Organizations do schedule in-service training programs on different topics. However, there are no professional in-service training programs specifically on methodologies to teach human rights. Most of those surveyed CSOs admitted that there is lack of awareness and knowledge of basic human rights principles and teaching methodologies on human rights. The implementations of HRE programs need serious steps which are important to its effectiveness. A matter of primary importance in this regard is designing training for human rights educators on human rights teaching methodology. They can not make a meaningful contribution unless they acquire knowledge and skill on human rights in general and teaching about human rights in particular. Therefore, respondents were asked to state whether or not there is a continuous capacity building to them.

It is believed that continuous in-service capacity building enhances the performance of staff members' activities at operational areas. However, as shown above, 78.3% respondents said that there is no continuous capacity building for staff members. It also differs from CSO to CSO. In the discussion held at Adama with CSOs, it was pointed out that the support that was given to the lower offices is decreasing from time to time. Because their fate is usually determined by the responses and programs of donors.

Since human rights are dynamic and evolving concept, continuous support is expected, but not. Capacity building comprises all those activities which exist to enhance the level of an institution target groups such as local community or individuals so that they can handle certain tasks. It should be also target oriented, time framed and measurable.

4.1.8. Collaboration and Networking of CSOs on Human Rights Education

4.1.8. 1. Collaboration with government offices

Item	Alternatives	No. of Respondents	Percentage
How do you rate the co-operation of your institution with government offices?	a. Very good	13	21.7
	b. Good	13	21.7
	c. Poor	28	46.6
	d. No relation at all	6	10
	Total		60

In Ethiopia, the role of CSOs was very much restricted. The legacy of the military regime that suppressed any kind of independent civil action can not be underestimated in creating limited scope for home-grown CSOs as well as less collaboration culture between CSOs and the government. There was no a culture of looking CSOs as a partnership in societal transformation process. During the survey, it was identified that NGOs want to improve their relation with government. The government has also repeatedly declared its commitment to ensuring the active participation of citizens and respect human rights throughout the country.

However, still CSOs in Ethiopia face some complicated matters. More than in many other countries, they have had to define their relationship with government.¹⁶ It is true that the most unfortunate tendency of confusing the sense of being non-governmental institution with the principle of being outright anti-government still exists, mainly at the middle and low-level government institution.¹⁷

As it is shown above, the government-CSOs relationship in Ethiopia is not good beginning from the 2005 elections. This is also reflected by the respondents under table 4.1.8.1. Because close to half (46.6) of respondents rated their relation with government as poor. Moreover, majority of the respondents replied that government offices do not

¹⁶ Jos Van Beurde, Supra Note 4, p. 41

¹⁷ Solom Hailu "Civil society in Ethiopia: Its Range and Impact", (2001), A Paper Presented at Workshop on Democracy and Good Governance Organized by CRDA, Addis Ababa, P. 14

perceive them as partners. The reasons for these are related to the problems created during the past election and unbalanced report of media towards NGOs.

This antagonistic relationship has direct impact on the activities of CSOs in general and to disseminate human rights in particular. Apart from poor relations, 10% the respondents stated that they do not have a relationship with government offices in their operational areas. This happens not only due to the problem of government offices, but also CSOs related to the lobbying capacity of CSOs staff members. Because, personal observations of the author in some EHRCEPA's operational woredas show that there is strong relationship between the two actors where CSOs staff members are strong. This could be one strategy for influencing officials so as to increase their capacity to implement human rights standards.

4.1.8. 2. Networking among CSOs working on HRE

Item	Alternative	No. of Respondents	Percentage
Do you establish a network and work together with CSOs/NGOs working on the same activities?	a. Yes	29	48.3
	b. No	31	51.7
	Total	60	100



Networking is not a new phenomenon for Ethiopian NGOs/CSOs. There are different networks. However, it is important to note about the nature and purposes of them. Given the small size and limited resources of many Ethiopian CSOs, there is much room for gains from co-ordination. First of all, it is important to reduce duplication and share resources. Through networks, it is possible to increase co-ordination so as to maximize the effectiveness of the sector.

However, the data shown above indicates that the networking culture of CSOs is poor. During the Decade for Human Rights Education "Governments, international organizations, NGOs, all sectors of civil society and individual are asked to establish partnership and to concentrate their efforts on promoting a universal culture of human

rights through human rights education, training and public information.”¹⁸ However, the practice in Ethiopia is different.

During the data collection, the author understood that some CSOs working in the same town on the same activities are not known to each other. There are also duplications particularly in urban areas. Duplication of efforts may arise because many CSOs working on the same activities have no information about the projects of other CSOs. Lack of specialization is apparent in the surveyed CSOs. Most of them undertake many activities simultaneously in spite of their small size in fund, man power and structure.

As it is discussed above, they do not develop a culture of networking. At the national level, there are networks, but aimed at specific issues. This problem rose as one cause for unwise use of resources and less opportunity to share experiences. If we consult CSOs about networking, there is interest to strengthen it. However, the real practice is different. It is believed that acting as a network can make the activities of CSOs easier to persuade officials in supporting their human rights education activities. But it is not implemented at the grass root levels. This is one gap which makes the HRE efforts of CSOs insignificant.

4.1.9. CSOs Views on the outcomes and efforts to make HRE sustainable

4.1.9.1. CSOs views on the outcomes of their programs

Item	Alternatives	No. of Respondents	Percentage
How do you evaluate the out comes of your human rights teaching?	a. Very good	23	38.3
	b. Good	21	35
	c. Poor	16	26.7
	Total	60	100

While academic assessments, such as marking essays are relatively straight forward, for evaluating the knowledge area of human rights education, evaluation of skills and attitudes is quite difficult.¹⁹

¹⁸ *The United Nations Decade for Human Rights Education*, supra note 5

Although it is clear that it has not been the experience of many of the civil society institutions to conduct continued follow up and secure safe data on the impacts of their educational programs and projects, no one may doubt as to what extent these education activities have been contributing the promotion of public awareness and attitudinal change in these fields in such away that foster active participation of the public in general and the marginalized social groups in particular in decision making processes affecting their lives.²⁰ The ultimate measure of human rights education is how people live their daily lives.²¹ So, it should be assessed against the actual participation of public in a democratic process. Therefore, assessing the impact of their programs is not an easy task.

As can be noted above, 38.3% of the respondents replied that their efforts in human rights education have witnessed some progress in the awareness of the public. They were asked to state the methods used in measuring those changes. Most of them replied that evaluation of projects by independent consultants and feedbacks collected from beneficiaries are the main tools to understand their failures and successes. However, based on the above information, we may generalize that there is no a well developed impact assessment mechanism. It is difficult to asses the out comes of HRE unless there is independent and successful monitoring system.

4.1.9.2. Efforts to make HRE Sustainable

Making human rights education sustainable is an issue that should be considered strategically. Human rights education is a life time process. "The aim of human rights education is to make contribution to the continuing struggle for justice and peace in the world."²² This could be achieved not only with a system of fire-brigade approach. It needs persistent and continues efforts of all actors.

There are good practices of EHRCEPA and APAP in making human rights sustainable. EHRECEPA has designed a system to organize different village based CBOs to be

¹⁹ *Human rights Education For Citizenship* (1997), Ghanaian Human Rights Association, Carbian Education Publishers, p. 12

²⁰ Solomon Hailu, *Supra* Note 17, P. 10

²¹ *Ibid*

²² *Human Rights Education*, (1992), Provisional Edition, Council of Europe, Strasbourg, P. 9

registered as one legal entity and to be certified to conduct human rights teaching and other rights-based activities. In its project areas, 32 associations have been registered by the Amhara Regional State Justice Bureau. It is a means to build public capacity and to make human rights education sustainable in the public at large (see the Appendix). APAP is also conducting a support for organized community based organizations with a view to make its activities sustainable in the community.

In short, one needs to validate the role and relevance of CSOs, based on what they do on the ground, rather than what they speak. This starts from scrutinizing their programs and its practical implementation within the beneficiaries. One way of understanding the role of CSOs in promoting human rights is consulting beneficiaries. Generally, no strong systems have been designed to make HRE sustainable. No CSOs is sure to the sustainability of its programs when it stops its projects. In the following sections we will look at the perceptions of law enforcement organs and the public towards CSOs in Ethiopia. Participants in targeted human rights education should be selected or addressed with the understanding that they will continue to disseminate human right after completion of their training programs. They should discharge their dissemination effort. But it is not mainly the case.

4.2. Analysis on the responses of government offices

It is well noted that CSOs/NGOs should not have a political agenda geared towards achieving political power. They should not engage in any political activity aimed at furthering the internal of any political party. However, they are not prohibited to participate in advocacy work. They can design lobbying programs to bring their cases to the attention of the concerned decision makers. This can be also a tool for preparing officials to discharge their leadership responsibilities. Local authorities have direct or indirect role in facilitating or to be obstacles in the activities of CSOs. Therefore, some the concerned offices have been addressed so as to know their role and perception on the human rights education programs of CSOs. **4.2.1. Characteristics of Respondents**

4.2.1.1. Sex of respondents

Sex Group	Sex			
	M	F	Not specified	Total
No.	128	26	6	160
%	80	16.25	3.75	100

As it is shown in the table, only 16.25% of the respondents were female. It is due to the fact that still the participation of women in government institution is less. The civil society-government relationship and role of civil society organizations in addressing the public at grass root levels would be assessed based on the views of these institutions.

4.2.1.2. Educational level of Respondents

Group	Education					
	Masters	Degree	Diploma	Certificate	Not specified	Total
NO.	8	20	43	33	56	160
%	5	12.5	26.9	20.6	35	100

From this, we can see that most of the respondents approached were diploma and certificate holders in different professions. It was very important to fill the questionnaire carefully. Therefore, the responses given by them have been summarized and analyzed as follows

4.2.2. Information and Participation of Officials in the CSOs HRE programs

4.2.2.1. Officials response whether there is CSO working on HRE or not

Item	Alternatives	No. of Respondents	Percentage
Is there CSO/NGO which works on HRE in your areas?	a. Yes	77	48
	b. No	43	27
	c. I don't know	35	22
	d. Not specified	5	3
	Total		160

It is important to know how CSOs are perceived by beneficiaries. Some of the beneficiaries are government officials. They have to disseminate their activities to the public officials. However, it is unclear why some CSOs/ NGOs claim only for conducive working environment where they are not known by government offices. Of course, information of local authorities about the programs and activities of CSOs does not guarantee that they are doing valuable human rights dissemination. However, it is a means to check the real contribution of CSOs in transforming the public life.

As it is previously mentioned, the survey was conducted in the areas where those surveyed CSOs are working. However, the data shows that close to half of the respondents didn't know about the activities of those civil society organizations. Because 27% of them replied that there is no CSO working on human rights education while 22% of the respondents replied by saying 'I don't know'. Collation and alliance with different actors helps human rights activists to evaluate how their mutual efforts can be successful human rights promotion.

In the author's observation, there are offices of one or more human rights NGOs. But the local government offices didn't know where they are. This happens particularly in towns like Debrebrhan, Adama, Hawass and DireDawa. An interview conducted with commander Tokola reveals that he "didn't know the offices and activities of those civil society organizations."²³ Commander Yeman Mengstu also replied the same. "I know those CSOs but we don't have relation."²⁴ It has a negative implication to enhance HRE.

4.2.2.2. Participation of officials in the CSOs HRE activities

Item	Alternatives	No. of respondents	Percentage
Have you ever been participate in the HRE program organized by CSOs?	a. Yes	65	
	b. No	90	40.7
	c. Not specified	5	56.3
			3
	Total	160	100

²³ Interview with Commander Takola Ayfokru, Head of North Shoa Zone Police (Amhara Regional State), Debrbraha, Nov. 5, 2007.

²⁴ Interview with Commander Yeman Mengistu, Dire Dawa Police Vice Head, DireDawa, Oct. 5, 2007

CSOs believe that most of the government officials do have misconception on the role of CSOs. They believe also that partnership among different concerned actors is very important. There is evidence of collaboration of some CSOs with government offices through different activities. One of the mechanisms to convince officials might be by making them participants.

During the decade and at any time, “special attention shall be given to the training of the police, prison officials, lawyers, government officials, parliamentarians and other groups that are in particular position to affect the realization of human rights.”²⁵ However, the data under table 4.2.2.2 reveals that majority of the respondents (56.3%) didn’t attend any human rights training program conducted by CSOs.

There are several reasons for this. First, some officials in government offices mainly assign themselves for repeated human rights education workshops of CSOs. That is why some respondents found repeated participants while the majority is not. Second, some times, CSOs specifically invite top officials. In any case, majority of the respondents didn’t know the human rights education programs of CSOs. However, in the same table, 48% of the respondents said “yes” but only 61 individuals were able to write the name of some CSOs working in their areas.

4.2.3. Perception of Officials on the Content, Outcomes and Capacity of CSOs

4.2.3.1. Contents of CSOs HRE Programs

Item	Alternatives	No. Of Respondents	Percentage
Are CSOs repeating the programs conducted by police and justice offices?	a. Yes	113	70.6
	b. No	29	18.1
	c. Not specified	18	11.3
	Total	160	100

²⁵ See Note 5 Above

Human rights education is a multidisciplinary in nature. It deals with concepts such as responsibility, equality, justice and freedom. It requires the involvement of different social groups. In Ethiopia, most of the regional states police and justice offices have a regular public awareness programs on crime prevention legal awareness respectively. Human rights are one component of their programs.

Therefore, as shown above, many respondents from government offices perceive the human rights education programs of CSOs as duplication. Duplication of efforts arise be cause different actors undertake similar public awareness programs in the same areas. We can see that 70.6% of the respondents believe that the human rights education programs conducted by CSOs are similar with educations given by public prosecutor and police offices.

4.2.3.2. Opinion of officials on the outcomes of CSOs HRE

Item	Alternatives	No. Of Respondents	Percentage
How do you rate the outcomes of those CSOs HRE activities?	a. V. good	23	14.3
	b. Good	52	32.5
	c. Poor	31	19.4
	d. No change	48	30
	e. Not specified	6	3.8
	Total	160	100

Many of the respondents (19.4% and 30%) above rated the efforts of CSOs as poor and no change at all respectively. Of course, nearly half of the respondents give recognition to the efforts of those CSOs by marking their contribution very good and good status. In addition, majority of the respondents believe that human rights education is an activity to be given priority. It seems a good ground to create CSOs-government partnership on the enhancement of human rights education at the grass root levels.

4.2.3.3. Officials view on Capacity of CSOs in disseminating human rights

Item	Alternatives	No. of Respondents	Percentage
How do you perceive the capacity of CSOs human power working in your area?	a. V. good	19	11.9
	b. Good	61	38.1
	c. Poor	68	42.5
	d. Not specified	12	7.5
	Total	160	100

Many of the respondents (42.5%) said that the staff members assigned to teach human rights are not competent enough. Of course, it differs from place to place. This is also a fact affirmed by the CSOs responses. Finally, majority of the respondents clearly stated that the staff members of these CSOs are not working for a result.

In short, there is a persistent and widespread view that NGOs/CSOs are gap filler at all levels. Authorities often fail to recognize that CSOs/NGOs are independent institutional set-up, the existence and operation of which has a constitutional protection as well as specific role in democratic development process.²⁶ This is a fact which identified through out the research.

4.2.4. Suggestion of officials to the future HRE programs of CSOs

Item	Alternatives	No. of Respondents	Percentage
What do you suggest for the future focus of CSOs in teaching human rights?	a. Teaching the public	50	31.2
	b. Teach the officials	86	53.8
	c. Both	0	0.00
	d. Not specified	24	15
	Total	160	100

Majority of them recommended that CSOs should focus to build the capacity of government offices so as to ensure the sustainability of the program. The reason for this recommendation is that there are programs conducted by police and other government

²⁶ Fasil Woldemariam, Supra Note 14, P. 1

institutions which are similar with the programs of CSOs. They believe that building the capacity of government institutions is important to keep the sustainability of HRE.

In conclusion, although the nature and extent of participation may vary according to the sector, states are expected to recognize, assist and create partnership with CSOs. One area to be considered carefully is the issue of human rights. As shown above, government institutions question the legitimacy of CSOs based on different facts. Those facts are not totally irrelevant. Some of them are related to internal problems of CSOs themselves which have been mentioned through out the research.

4.3. Population Response in the Sample Areas

As it is noted under chapter one, the basic purpose of considering public opinion is aimed at knowing how much civil society organizations are close to the society.

Rights make us a full human person. Just as a book with out pages is not really a book, human being without human right is not fully a person. To become fully a person, we need to enjoy or exercise our rights. To exercise these rights, we need to know what is happening. We call these rights the rights to information free expression, association and the rights to participate in government.²⁷ Raising awareness among the population at large is necessary. Because if people understand that they had rights, they could defend these rights by legal means. The public, probably the primary target of CSOs in their human right education campaign should be addressed as much as possible.

Based on this idea, different questions were presented in the form of questionnaire and interview to the respondents to assess their awareness about what is happening in their localities. Therefore, some of the data collected through these methods have been organized and interpreted as follows.

²⁷ Human Rights Education for Citizenship, supra note. 19, P. 8

4.3.1. Age, Sex, Education and Occupation of Respondents

4.3.1.1. Age and Sex

Age and Sex Groups	Age						Sex			
	18-30	31-40	41-50	51 and above	Not specified	Total	M	F	Not specified	Total
Number	108	65	46	15	6	240	157	77	6	240
%	45	27	19.2	6.3	2.5	100	65.5	32	2.5	100

4.3.1.2. Educational Background and Occupation of Respondents

Group	Educational background						Occupation					
	Adult ed.	1-8	9-12	College	Not specified	Total	Civil servants	Farmers	Traders	Students	Others	Total
No.	21	73	59	66	21	240	116	56	31	27	10	240
%	8.75	30.4	24.6	27.5	8.75	100	48.3	23.3	13	11.2	4.2	100

According to the above tables, respondents from the public were drawn from different age groups. Close to half (45%) of the respondents are 18 – 30 of age. Moreover, a due care was taken to balance the participation of both sexes. However, only 32% were female respondents. Generally, an attempt is made to ensure the participation of individual from different age groups, work experience and educational backgrounds.

4.3.2. Public information, Participation and Effectiveness of CSOs in the HRE

4.3.2.1. Information and Participation of the public

Items	Alternative	No. of Respondents	Percentage
Do you know that there is a human rights education program conducted in your kebele?	a. Yes	101	42.1
	b. I don't know	136	56.6
	c. Not specified	3	1.3
	Total	240	100
Have you ever been participated in the human rights education program organized by OSOs?	a. Yes	71	29.6
	b. No	155	64.6
	c. Not specified	14	5.8
	Total	240	100

It is pointed out education shall be directed to the full development of human personality and to strengthen of respect for human rights and fundamental freedoms. Hence, the public should be well informed about its rights and responsibilities. The participation of the public is critical at every stage of the implementation processes. So, CSOs are expected to work to ensure that citizens are empowered with the knowledge of its rights and capacity to assert and protect these rights. Therefore, the above specific questions were presented to the respondents so as to know how much they are informed and participant in the human rights education programs of the surveyed CSOs.

As might be illustrated from the table, 56.6% of the respondents have no information whether there is a human rights education or not. Moreover, from the same, it can be clearly seen out that majority of the respondents (64.6%) have never participated in the human rights education program given by CSOs. Even if 42.1% the respondents said that there are human rights NGOs/CSOs working on HRE, only 32 individuals (31.6%) of them were able to write the name of some CSOs working in their areas.

Hence, majority of the respondents do not know even the names of the CSOs working in their areas. Moreover, from the interview conducted with some individuals and observation of the researcher during EHRCEPA's human rights workshop conducted in Merhabet and Midawormo woredas, it was noticed that some participants perceived

CSOs as the agents of government while others look them as anti-government institutions. It is a problem of understanding on the nature and role of CSOs.

The final set of rights we must enjoy to be full human are those which enable us to exercise control over our lives and responsible for our community.²⁸ This depends on the knowledge, skill, attitudes of individuals and community as a whole. However, based on the above information, we might conclude that majority of the public even in specific operational areas of CSOs is still beyond their reach. Because majority of the respondents have no information about the activities of CSOs.

4.3.2.2. Public understanding on HRE as a right

Items	Alternative	No. of Respondents	Percentage
Do you think that you have the right to know about your human rights?	a. Yes	152	63.3
	b. No	81	33.8
	c. Not specified	7	2.9
	Total	240	100

Through learning about human rights, people develop systematic analysis and empowered to take actions. Through HRE, citizens will be enabled to know their rights and responsibilities. It is also important in fostering democracy. More specifically, it helps in increase people's capacity to influence the decision maker. Therefore, the first step in to exercise these rights is information. HRE is a system to make citizens informed that HRE in self is a right.

As shown above, more than half of the respondents (63.3) of them confirmed that knowing about human rights by itself is a right. This response was expected due to the fact that majority of respondent were civil servants, students and traders who probably had the opportunity to follow up different awareness creation activities conducted by different actors.

²⁸ Ibid. P. 8

However, as far as the rural community is concerned, most of the interviewee and participants of focused group discussions said that majority of the public is not aware of it.

4.3.2.3. Public opinion on the effectiveness of CSOs

Items	Alternatives	No of Respondents	Percentage
How do you evaluate the effectiveness of the CSOs HRE programs?	a. Very Good	24	10
	b. Good	62	25.8
	c. Poor	81	33.8
	d. I don't know	70	29.1
	e. Not specified	3	1.3
	Total	240	100

Initially, the new leaders (EPRDF) and NGOs had much in common, especially a focus on grass roots participation. Soon, however, the government began to air its criticism on both national and international NGOs and tighten its grip on them. They were said to be rich, their overheads costs too high and their effectiveness always beyond doubt.²⁹

This is a problem even we looked at different levels of government institutions.³⁰ The responses given above seem to be the reflection of authorities communicated to the public formally or informally. Because both the interviewee and participants of focus group discussion were full of doubt as to the stand of CSOs to serves the pubic. Even some respondents explicitly said that most NGOs are self- serving. In addition, under the same table, majority of respondents responded that the human rights education program conducted by CSOs are not effective. Because 33.8% of them rated the effectiveness of CSOs as poor while 29.1% were not able to state the activities of CSOs.

The reasons given for rating the activities of CSOs have been mentioned in different parts of this paper. For instance, as it is discussed above, many of the respondents believe that CSOs staff members assigned to teach human rights promotion are not qualified to

²⁹ Jos Van Beurde, Supra Note 4, P. 48

³⁰ Interview with W/ro Medihanet Legess, Head of EWLA Public Relation, Addis Ababa, Jan, 29, 2008

discharge their responsibilities. The rest of respondents were also doubtful and some of them expressly said that CSOs are not discharging their duties effectively. This is also a fact stated under the responses of public officials.

4.3.3. Causes for Human Rights Violations and individuals reaction to it

4.3.3.1. Causes for human rights violations

Item	Alternatives	No. of Respondents	Percentage
In your opinion, which could be a reason for human rights violations?	a. Lack of public awareness	193	80.4
	b. Absence of laws	6	2.5
	c. Any other	14	5.8
	d. Not Specified	27	11.3
	Total	240	100

People's human rights are violated by governments, by neglect, or sometimes deliberately.³¹ Therefore, it is difficult to list down all forms and cause for human rights violation. The respondents believe that lack of public awareness on the content of their rights and mechanisms of prevention contribute to more human rights violations. During the focus group discussion, participants were asked to enumerate basic kinds of human rights violation existing in their areas. Most of them raised administrative irregularities at their kebeles as violation of individual human rights. In addition, they pointed out that majority of the public have no awareness to use administrative and judicial organs in defending human rights violation.

4.3.3.2. Reaction of individuals in defending their rights

Item	Alternatives	No. of Respondents	Percentage
How do you see the reaction of individuals in defending their rights?	a. Very Good	23	9.6
	b. Good	88	36.7
	c. Poor	128	53.3
	d. Not specified	1	0.4
	Total	240	100

Human rights education by itself is not an end. It is a means to an end. There is a growing consensus that education for human rights is essential and can contribute to minimize human rights violations. Individuals who are aware of their rights can have an understanding to claim for the fulfillment of it. Of course, this may not be guaranteed to get effective remedies. Therefore, the impacts of human rights education should be assessed based on the reactions of people to claim their rights. Because we disseminate human rights to empower the target groups.

Majority of the respondents believe that most of human rights violations would not be communicated to the concerned authorities. Even if there are different factors to this, lack of public awareness have been mentioned as one basic factor. Earlier, we have said that peoples aware of their rights stand best to defend their rights. As shown under table 4.3.3.2., majority of respondents (53.3) said that people's reaction to human rights violation is poor. One factor to this is lack of awareness. Hence, “the government has to create more conducive environment for the CSOs working on HRE”.³² In short, these informants have expressed serious reservations in relation to the effectiveness of civil society organizations in disseminating human rights to the public at large. Some of the problems have to do with manpower and budget problems, less commitment to work in remote areas and other external factors described above.



³¹ Human rights Education for citizen Ship, supra note 19, P. 9

³² Interview with Ato Genene Alemu, Expert in the Education and Mobilization Department of APAP, Addis Ababa, Jan. 20/2008

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Human Rights are recognized claims or entitlements which are founded on human worth and dignity. These are rights to be secured for all human beings without distinction. However, many people do not have access to know these rights. This necessitates the development of a human rights education strategy. Conceptually, it is difficult to define human rights education. HRE can be defined from different point of view and interests. However, it can be said that it is a process of learning that develops knowledge of human rights and skills to claim them.

Different human rights instruments clearly recognize that HRE is a right in itself. The survey of the normative frame works on HRE reveals that it is not a privilege but a right to be claimed by the public. Citizens with less awareness on their rights are exposed to violation of their rights. Therefore, HRE enables citizens to be well informed about their rights. Informed and responsive citizens can play a decisive role in fighting against human rights violations. They can question the activities of their governments by putting human rights as their standards. In addition, HRE can play a very important role in bringing about respect of human rights. Responsible citizens are those who are aware of respecting the rights of others. Therefore, its focuses not only on propagating rights, but also inculcates respective duties. Generally, HRE has been taken as a means to realize democratic order in a given polity.

HRE is a long-term program to be undertaken by governments, civil society organizations and individuals as well. It is a well established fact that states do have strict obligation to educate human rights. They have the duty to take steps towards fulfilling of this obligation. One mechanism would be facilitating the free activities of civil society organizations. However, HRE is not a duty given to governments only. It needs active involvement of different actors. One of the actors identified under different international human rights instruments are civil society organizations.

In modern times, the role of CSOs/NGOs recognized as invaluable in public life including in the promotion of human rights. Forming different organizations and acting peacefully by itself is a human right. More over, there are CSOs specifically working on human rights. Therefore, human rights NGOs, which are the subset of CSOs have played and still playing pivotal role in the activities of human rights education. It is believed that their contribution can make difference in building human rights culture.

The concept of HRE is not stagnant. It is an evolving concept. So, it needs effective and updated program design. First of all, there should be a real commitment and strategic vision to educate the public with the pre-determined out comes in view. Such commitment should be reflected by designing visible programs and system of implementation.

As it is noted above, the normative foundations for HRE indicate that the primary obligation to educate human rights rests with states. However, this responsibility should not be left to states alone. Therefore, it is necessary to ensure a co-coordinated effort. These are basic underlying principles of HRE.

In Ethiopia, the development of CSOs was very much limited due to political and legal impediments. However, some progresses are noticed after the change of government in 1991. Although CSOs are claiming for more favorable legal and political environment, many CSOs have been participating in different activities including human rights education. Generally, the recent development of CSOs in general and right-based institutions in particular looks impressive as compared to the previous regimes in Ethiopia.

Among human rights CSOs/NGOs, EWLA, APAP and EHRCEPA could be mentioned as more experienced CSOs in their human rights education programs. These institutions are relatively more known by the public. Despite their differences in their structure, capacity and focus, human rights education is one component of their programs. Through their education programs, they try to address the public in their operational areas. Their

activities contribute to the development of right-based CSOs and to create public awareness.

However, the study reveals that there are basic problems facing CSOs in promoting human rights. The problems can be categorized in to two-internal and external factors. Some of internal factors/problems can be summarized as follows.

The first problem of CSOs is lack of managerial capacity at their operational areas. HRE need qualification. Qualification here is not to mean only degree holders or else. It is to say that individuals assigned in the human rights education should have basic knowledge about human rights. In addition, commitment to work aggressively in remote areas is very much necessary. However, there is a problem in qualification, number and even commitment. This is one basic challenge of CSOs particularly in branch offices visited by the author.

The other problem of CSOs, is lack of capacity to address the rural community. It is found that most of their activities are urban centered. In addition, their activities in urban centers are not effective. Every areas of the country are not even included in their strategic vision.

Furthermore, their human rights education are not designed and implemented in a holistic approach. Because it is identified that they mainly give emphasis for the participation of women. Moreover, persons with disabilities are left out and no mechanism is designed to ensure the participation of them their educational programs. These practices are inconsistence with the goals of HRE.

As it is previously mentioned, HRE should be contextualized to the realities at the ground. So, need assessment and preparation of teaching materials are very much important. However, the practices of CsOs are quit different. First of all, need assessment based on objective realities is not practiced. Their material preparation is also weak. They simply prepare and distribute to the branch offices.

The other area of problem that affects the human rights education program of CSOs is their relation with government offices. HRE should target students, victims of human rights violation, law enforcement officials, professionals, judges, the ordinary public and advocates of human rights. Addressing the public officials is an opportunity to create good working environment in the areas. However, their relation with government is poor. Most of the local authorities are not addressed.

There is also poor networking culture of CSOs. During the visit of the author, it was identified that some CSOs working in the same town on the same activity are not known to each other. Some of them have no interest to create networking. This is not in line with the principles of HRE. Moreover, some of the existing networks at the national level are not strong and only created for specific purpose to be done with in a limited period of time.

It is also noted that civil society organizations face problems of accountability and responsiveness which undermine their legitimacy. Many CSOs/NGOs fail to demonstrate that they are accountable prior to criticizing the government. Most of the respondents complain towards officials less collaboration but forget their internal problems.

CSOs mainly fail in assessing the outcomes of their activities based on objective criterias. Reporting number of participants is different from assessing the real impact of HRE in public life at their operational areas. Poor reporting and data collection system as well as over reporting are some of extremes seen in the activities of CSOs particularly in their HRE program.

There are also other external problems which some of them are beyond the capacity of CSOs themselves. The first problem that is continuously raised is lack of update CSOs/NGO legislation. In the last 15 years Ethiopian NGOs have been looking forward to the enactment of this law. However, it is still under process.

Fund is another basic problem of the Ethiopian CSOs. It restricts their activities and dictates them to be defacto agents of international funding agencies. It is one obstacle to address more areas. There are also restrictions on CSOs operation by delaying authorization through long bureaucratic process. In addition, biased perception of authorities is another trap in their day to day activities.

Moreover, there is no comprehensive national plan of action on HRE. It creates a gap to co-ordinate the efforts of different actors. This is the duty of government which is not implemented.

5.2. Recommendations

In general, HRE is especially important for countries like Ethiopia where there is experience of human rights violations and democracy is less developed. To this end, the state as well as non-state actors should design and implement effective programs of HRE. Care should be taken to develop a coordinate and sustainable HRE program as shown in the decade program. Therefore, specific recommendations relating to all these elements are listed down in the next section. For to bring effective HRE, CSOs and the government should observe the suggestions made in relation to their activities. First and foremost, CSOs and government should get convinced as to the serious need for HRE in Ethiopia. It is outlined that HRE can bring about respect for human rights if it is conducted with coordination of both state and non-state actors. Therefore, to make human rights effective CSOs and the government should do the following.

CSOs/NGOs

- HRE programs should be conducted with long-term plan and commitment. Therefore, CSOs should recruit qualified and committed personnel at their operational areas. Moreover, there should be specific and continuous training to HRE educators.
- HRE needs a comprehensive program. This requires need assessment and to be part of the community. Therefore, urban-centered activities should be minimized.

They have to be visionary and start to address every part of the country by using different modes of education.

- HRE should be conducted by using different methods with an effort to reach all the people. No part of the population should be left out. Therefore, they have to design a holistic approach and try to address the public as it is indicated in Program of the Decade.
- CSOs have to employ active learning methodology. It includes giving room to active participation of beneficiaries in preparation teaching materials. They have to avoid imposing biases and prejudice on learners. Therefore, serious attention should be given to the experience of the public and local realities.
- CSOs have to strengthen their collaboration with the government offices. It is can be more viable by showing their real commitment to educate the public and officials as well.
- They have to develop their lobbying capacity and give emphasis to train the government officials. They have to make effective use of lobbying and advocacy as a strategy for influencing policy making process.
- They have to publicize their activities to local authorities and the public at large so as to increase their legitimacy and accountability.
- In order to keep the sustainability of HRE, CSOs have to focus on empowering CBOs and other local actors.
- They have to work for a result. This requires designing strong and reliable method to evaluate and assess the outcomes of their program. Therefore, they have to develop transparent monitoring mechanism.
- CSOs have to constantly remind the government institutions and lobby them to make them main participant in educating human rights.
- They have to create and strengthen networking at the center and grass root levels. This enables them to share experiences and resources.
- Ethiopian CSOs have to use the experience of other jurisdiction where such activities are effective

- CSOs have to ensure their accountability and responsiveness in performing HRE activity. One reason for the biased perception of government officials was due to less collaboration of CSOs themselves. Therefore, they have to work together with local authorities to show how much they are working for the public at large.

Government

Throughout the research, it has been identified that the problems of CSOS in disseminating human rights are multi dimensional. Their problems are also related to laws and policies of the government. Therefore, not only CSOS but also the government should do the following specific tasks so as to make the HRE programs of CSOs effective.

- Lack of updated CSOs/NGOs law in Ethiopia is still a critical problem. It also directly affects the operation of human rights NGOs. Therefore, the government has to enact a law by ensuring the active participation of the sector itself.
- It has to establish separate office which is empowered to facilitate the activities of CSOS. It is believed that bureactracric chain would be minimized and it is important to oversight the activities of CSOs.
- One of the problems identified through out the research is that officials do not see CSOs as partners. Therefore, it has to train officials on the role of CSOS to build the human rights culture in Ethiopia.
- The Decade Program of HRE education clearly pointed out that countries are expected to design national HRE programs. In Ethiopia, there is no a comprehensive national program as per the guidelines of the objectives the Decade. Therefore, the government has to prepare a national program to enhance the HRE as well as to strengthen the government CSOs relation.
- Lack of fund and being independent of funding agencies are basic problems of CSOs addressed by the research. Therefore the government has to design legal a mechanisms to support the fund raising of CSOS.
- HRE needs allocation of adequate resources. Hence, the government has to allocate resource so as to support CSOS and the governmental institutions working on HRE.

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DECLARATION

I, Dessalegn Demeke Mengstie, hereby declare that the thesis is my original work, has not been presented for Degree in any other University. I also declare that all sources of the materials used for the thesis have been duly acknowledged.


Student: Dessalegn Demeke Mengstie

Signature:  _____

Date: _____

31 March 2008

Name of the Advisor: Getachew Assefa

Signature:  _____

Date: _____

Appendix-1

Questionnaire for CSOs

The objective the questionnaire is to collect data form CSOs with a view to identify the internal and external problems that hinders their human rights education activities. The research findings will be used for the partial fulfillment of Masters Degree in law (LL.M) at Addis Ababa University. Therefore, I request your kind co-operation to fill and return the questionnaire.

N.B

- The data is to be used only for the purpose of this study
- No need to write you name
- Put “✓” mark on the choice you think appropriate

Thank You!!!

Dessalegn Demeke

I. General Information

1. Address: Region _____ Zone _____ Woreda _____ Kebele _____
2. Current occupation: Name of the office _____ duty _____ years of experience _____
3. Sex: a. Male b. Female
4. Age: 18-30 31-40 41-50 above 50
5. Educational background:- Master Degree
Diploma certificate below certificate field of study:- Law other

II. Selection of Operational Areas, Part of the Population Mainly given Emphasis and the Extent of the Public Reached in the Human Rights Education Program

6. Which place is the main focus of your institution in teaching human rights?
 - a. Rural
 - b places around urban areas
 - c. Urban area
 - d. both

7. Which part of the population is the main participant in your human rights education program?

a. men b. women c. both

8. Is there a mechanism designed to ensure the participation of persons with disabilities in the human rights education program?

a. Yes b. No

9. Do you think that the majority of the public in your operational areas have been addressed?

a. Yes b. No

III. Preparation of manuals and Teaching Materials

10. Is there a teaching manual prepared by considering the local realities of your operational areas?

a. Yes b. No

11. If your answer for question 10 is "yes" are there separate teaching materials prepared for rural areas, urban places, civil servants, students etc...

a. Yes b. No

12. Specify if there are other teaching aid materials?

IV. The Content of the Education Provided

13. Which one is the main focus in your human rights teaching Program?

a. ICCPR b. ICESCR c. Group rights
d. both e. Not known

14. Do you know that a human rights education by itself is right?

a. Yes b. No

15. Which one is the main focus in your program?

a. Rights of women b. Rights of children
c. Rights of men d. both

V. Manpower and Budget Allocation

16. Are there enough staff members to cover the operational areas?

a. yes b. No

17. Is there enough budgets allocated to r he human rig education program?
a. yes b. No

18. Do you get continues and specific training about human rights teaching?
a. yes b. No

VI. Networking and Collaboration with Government Offices and CSOs

19. How do you rate the relation ship/co-operation of your institution with government offices (public prosecutor police and administration?)

a. V. good b. Good c. Poor d. No relation at all

20. Do government offices perceive your organization as partner and given support to your activities?

a. yes b. No

21. Do you establish a network and work together with CSOs/ NGOs working on the same activities?

a. Yes b. No

VII. Mechanisms to assess the out Comes and Methods Design to

Ensure the Sustainability of HRE

22. How do you evaluate the out comes of your human rights teaching?

a. V. good b. Good c. poor

23. State the mechanism designed to follow up the feed backs in your human rights education program

24. What are the efforts made by your institution to ensure the sustainability of your program?

Appendix -2

Questionnaire for Administration, Public Prosecutors and Police Officials

The objective of this questionnaire is to collect data from those institutions to know the collaboration of CSOs and government offices. Moreover, it aims at knowing about the contribution CSOs in dissemination human rights to government officials and the public at large. Therefore, I earnestly request your collaboration to fill and return the questionnaire. The research findings are to be used for the fulfillment of masters Degree in law (LL.M) at Addis Ababa University.

N.B

- No need to write your name
- This questionnaire is to be used only for the purpose of this study
- Read carefully and put “√” mark on any of your choice

Thank you!!!

Dessalgen Demeke

I. General information

1. Address: Region _____ Zone _____ Woreda _____ Kebele _____
2. current occupation: Name of the office _____ duty _____ years of experience _____
3. Education: masters Degree Diploma Certificate
4. Age: 18-30 31-40 41-50 51and above
5. Sex: Male Female

II. The knowledge of officials on the presence of CSOs in their localities and their participation in the human rights education programs.

6. Is there CSO/ NGO which works on human rights education in your area?

- a. Yes b. No c. I don't know

7. If your answer for question No 6 is “Yes” write the name of the CSO/ NGO

8. Have you ever been participated is the human right education

Program given by CSOs?

- a. Yes b. No

9. If your answer for question 8 is "yes" how many times you have participated?

- a. Once b. Twice c. More than two

II. Opinion of Officials on the Human Rights Education Given by CSOs

10. Do you think that the human rights education programs of CSOs are quite different from the legal awareness and crime prevention programs conducted by public prosecutor and police offices?

- a. Yes b. No

11. Do you think that at this time, teaching human rights to the public is an activity to be given priority?

- a. Yes b. No

12. How do you rate the outcomes of those CSOs human rights education activities?

- a. V. good b. Good c. Poor d. No change

IV. Government-CSOs Collaboration and Views of Officials about the Man power of CSOs Working in their areas

13. How do you see the collaboration of CSOs with government offices?

- a. V. good b. good c. Poor

14. How do you perceive the capacity of CSOs human power working in your area?

- a. V. Good b. Good c. Poor

15. Do you think that their staff members are working for result?

- a. yes b. I don't think so

V. Suggestion on the would be focused areas of CSOs

16. What do you suggest for the future focus of CSOs in teaching human rights?

- a. Teaching the public b. teaching the officials c. Both

17. State other idea if any



Appendix -3

Questionnaire for Rural and urban Dwellers

The objective of the questioner is to collected data from the public about the contribution of CSOs in human rights education. The research finding will be used for the partial fulfillment of Masters Degree in law (L.L.M) at Addis Ababa University. Therefore, I request your kind co-operation to fill the questionnaire.

N.B.

- The data will be used only for the purpose of this study
- No need to write your name
- put “✓” of mark on the choice you think appropriate

Thank you!!!

Dessalegn Demeke

I. General Information

1. Address:- Region _____ Zone _____ Woreda _____ Kebele _____
2. Occupation:-Civil servant ___ Farmer ___ Trader ___ Student ___ Self-Emp. _____
3. Age:- 18-30 31-40 41-50 51 and above
4. Sex male Female
5. Education; Adult education 1-8 9-12 College

II. Knowledge and Participation of the Public in the HRE program of CSOs

6. Do you know that there is a human rights education program conducted in your kebele?
a. Yes b. I don't know
7. If your answer for question 6 is “yes” which institution conducts the program?
a. Government offices b. CSOs/NGOs c. Both
8. If your answer for question 7 is “b” write the name of the NGO/CSO

9. Have you ever been participated in the human rights education program conducted by NGOs/CSOs in your kebele?
a. Yes b. No

10. If your answer for question No. 9 is “Yes” how many times you have participated?

- a. Once b. twice c. More than two times

11. Do you think that human right CSOs/NGOs are working for the benefit of the public at large?

- a. Yes b. I don't think So

III. Awareness and benefits of the public from HRE programs

12. Do you think that you have knowledge about your rights?

- a. Yes b. No

13. Do you know that you have the right to know about your rights?

- a. Yes b. No

14. Do you think that the public is benefiting from the HRE programs of CSOs?

- a. Yes b. No

IV. Human Rights violations and Public Reaction to it

15. Is there a human rights violation in your Kebele?

- a. Yes b. No

16. In your opinion, which could be a reason for human rights violation?

- a. Lack of public awareness
b. Absence of laws c. any other

17. How do you see the current reaction of individuals in defending their rights?

- a. V. good b. Good c. Poor

V. Public Perception on the Activities and Effectiveness of CSOs

18. How do you evaluate the effectiveness of the CSOs human rights education program?

- a. V. good b. Good c. Poor d. I don't know

19. Do you think that staff members of CSOs assigned for the human rights education are competent to disseminate human rights effectively?

- a. Yes b. I do not think c. I do not know

20. State your idea if any _____

Appendix-4
Interview Guidelines

1. Interview for public officials

- 1.1. How do you see the development of right-based human rights NGOs in Ethiopia?
- 1.2. Do you think that human rights NGOs are active partners of government in human rights activities?
- 1.3. Do you have a mechanism to follow up the human rights education activities given by CSOs?
- 1.4. What are the basic problems facing CSOs in Ethiopia?
- 1.5. Does your institution have a role in solving those problems? What should be done?
- 1.6. CSOs are claiming that lack of laws, and other problems are affecting their day to day activities. How do you see it?
- 1.7. Do you know the HRE activists of EWLA, APAP and EHRCEPA? How do you evaluate their effectiveness?

2. Interview for CSOs management bodies and staff members.

- 2.1. Do you think that your HRE program design and operation are effective in addressing the public at large?
- 2.2. What are the basic factors affecting your institution to address the rural areas?
- 2.3. How do you see the relationship of your institution with government offices, particularly on human rights teaching?
- 2.4. Is there a mechanism designed to use the experiences of other countries to develop your HRE activities?
- 2.5. What is your future plan to enhancing HRE?

Thank You!

Appendix 5:- A time line for the development of CSOs in Ethiopia

Major historical event	Year	Civil society activities
Haile Selassie crowned emperor form	1930	First civil society entities begin to
Italian invasion; emperor flees	1936	
British expel Italians, emperor restored	1941	
British complete restoration of Ethiopian sovereignty	1948	
Emeror's "modernization" of country	1950	
Federation of Eritrea with Ethiopia	1952	
UN Economic Commission for Africa established in Addis Ababa	1960	First international and indigenous NGOs begin operations
Eritrea annexed; 30-year war for liberation commences	1961	
organization for African Unity established in Addis Ababa	1963	
Social protests and unrest develop	1965	
Famine strikes Welo & Tigray provinces; 200,000 die relief	1973	NGOs become major players in operations; CRDA formed
Haile Selassie overthrown; Derg reign commences	1974	
Mengistu consolidates power; "Red Terror" claims thousands of lives	1977-78	
Tigray People's Liberation Front formed	1977	
Ogaden war; Soviet bloc military Assistance begins	1979	
People's Democratic Republic of Ethiopia proclaimed	1984	
Drought, catastrophic famines hit; 1 million die	1984-85	NGOs pivotal in relief operations; REST and others carry out cross- border operations
Resistance movements gain initiative	1989	
Degr defeated; Mengistu exiled; Transitional government formed	1991	New national NGOs form, multiply (Annex A continued on next page)

Major Historical event	Year	Civil society activities
Eritrea achieves independence	1993	Regional development associations formed; government requires NGOs to reregister
New constitution ratified, governing structures reigned; Federal Democratic Republic of Ethiopia Proclaimed	1994	
Meles Zenawi elected prime minister by	1995	Guidelines for NGO Operations established government
	1996	Pact launches Ethiopian NGO Sector Enhancement Initiative
Border war with Eritrea begins umbrella	1998	CRDA officially registered as NGO organization
Peach negotiations between Ethiopia and Eritrea begin	1999	Code of Conduct for NGOs adopted

Source: Civil Society, NGOs, and Development in Ethiopia: A Snapshot View, The World Bank, 2000