



# HISTORY AND POLITICAL EDUCATION

**TEACHER'S GUIDE SENIOR FOUR**

2021



**NCDC**

NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



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**2021**



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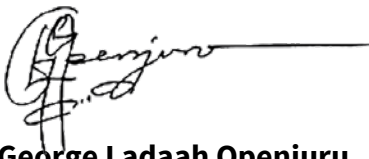
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## PREFACE

This Senior 4 Teacher’s Guide has been written in line with the revised Lower Secondary History and Political Education Syllabus and Learner’s book. The knowledge and skills which have been incorporated aim to help the teacher produce a learner who has the competencies that are required in the 21st century.

A range of activities which will be conducted both within and outside the classroom setting have been provided to ensure achievement of the required competencies. The learner is expected to work as an individual, in pairs and groups depending on the nature of the activities.

The teacher as a facilitator is expected to prepare what the learners are to learn, and this teacher’s guide is one of the materials to be used to support the teaching and learning process.



**Prof. George Ladaah Openjuru**  
Chairperson Governing Council  
National Curriculum Development Centre

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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email: [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug).



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## CHAPTER 1

# THEME: INTERACTION WITH THE REST OF THE WORLD

### LESSONS FROM THE WORLD ECONOMIC TRANSFORMATIONS



*Cars exported from Hyundai Motors' Ulsan Factory, Korea*

#### Key Words

- Socialism
- Capitalism
- Military
- Innovation
- Summit
- Cold War

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

1. Understand the background for growth of Capitalism and Socialism.
2. Know some of the world states that have used the above ideologies to excel.
3. Appreciate the journey of Singapore economic transformation from the 3rd world to 1st world states.
4. Understand the history for the economic development of Japan.
5. Understand the history for the economic development South Korea.

## INTRODUCTION TO THE TEACHER

*This chapter is about the world economic revolutions of selected countries from the Cold War period to present. The countries include Singapore, the Republic of Korea (South Korea) and Japan. The Chapter will enable learners examine how socialism and capitalism enabled some states in the world to transform their economies.*

*Thereafter, it takes us to modern countries in pacific Asia which have completed the cycle of economic transformation from recipient states to donor countries. The purpose of studying this is to instill confidence in Ugandan learners that they can also develop if they take the appropriate steps.*



### Teacher Preparation

- 1. Take time to study this chapter and understand it because you will need to go through it together with learners, giving them guidance in the process of learning and teaching.*
- 2. You should read widely both from the textbooks in the library and also from the Internet in order to have mastery of the necessary knowledge and facts about this chapter.*

**Hint:** *Possible teaching methods to be used include: brainstorming, group discussion, guided discovery, participatory class presentations etc.*

**Learning materials:** *Video clips, charts, newspaper cut-outs, documentaries, field trips, library sources.*

**Skills:** *Interactivity, communication, writing, planning, organisation, photographic interpretation, analysis, critical thinking, categorizing and recognition.*

**Note** *Try as much as possible to see that the learner understands the topic being handled by using the above hints. They drive content into the learning processes.*



## Teacher Instructions

1. *Using the best method, introduce learners to the concept of “Lessons from World Economic Transformations” Remember that some of them at this stage may not fully understand what is meant by “world economic transformations” and they need to be enlightened more. Take time to give them enough explanations and illustrations as a way of breaking the ground for the above topic. Allow learners to interact with one another in a way of sharing their thoughts about this topic.*

After studying this Chapter, the learner will be able to understand the world economic revolutions of selected countries from the Cold War period to the present. They will know the steps that were taken by Singapore, Japan and South Korea in development. Comparisons between the development in East African states with those of Eastern Asia. Learners will find out the strategies used by these countries to take over the traditional world states like France, Britain, Germany, Russia, Italy among others that were very strong during the Cold War period. You must have learnt about capitalism and socialism at primary level. The next section presents a background on capitalism and socialism.

Teacher will remind the learners about the causes of independence struggles in East Africa where capitalism and socialism were crucial factors during their senior two history and political Education lessons. That they now know the European countries that colonised East Africa are capitalist countries and they acquired colonies mainly to get raw materials for their home industries. It is the main reason why they were among the most developed nations in the world then. Today, they have been taken over by Asian pacific states of Japan, Singapore and South Korea.

## THE BACKGROUND FOR GROWTH OF CAPITALISM AND SOCIALISM

*The teacher can choose to use the following methods: brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

### Task



#### Teacher instructions

- 1. The activity can be handled in groups.*
- 2. The teacher can organise a play for the learner to act out scenarios*
- 3. The teacher can also organise a debate session on capitalism and socialism.*
- 4. The teacher can use a mind map as a way to establish what the learner knows about socialism and capitalism. The mind map can be utilised before the exposition of the content. It's a form of diagnostic assessment.*

**A group of farmers in town A are managed in a model that the one who produces and manages to sell more produce will be able to afford himself the services to develop their farm.**

**A group of farmers in a town B are managed in a model that they collect a part of their produce to the group that will in turn plan services for the farmers.**

1. What will the characteristics of farmers in town A be?
2. What will the characteristics of farmers in town B be.?
3. What type of community is A and why?
4. What type of community is B and why?

5. With reasons, which word would best describe each of these communities?  
Give reasons.
- Socialism
  - Capitalism

### Possible responses

- Farmers will be motivated to sell goods and services only for profits.  
The farmers will accumulate a lot of wealth and this will be the prime reason for work and innovation.  
Farmers will produce goods and market competitively.  
There will be a big gap between the rich and poor farmers.  
Poor farmers will have less resources than the rich farmers.*
- Farmers will uniformly produce what the community prefers to be in production.  
Farmers will not be competitive but only produce what the community needs.  
There will be a narrow margin between rich farmers and poor farmers since resources will mostly be evenly supplied in the community.*
- A is an individualist-based community because the decisions made in the community are mostly on individual basis.*
- B is cooperate-based community because the decisions made in the community are made based on the community needs.*
- Which word best describes each of these communities?  
Give reasons.*

  - Community B is best described by socialism because they have to give part of their produce to the community.*
  - Community A is best described by capitalism because the farmer manages the production system.*

## THE GROWTH OF CAPITALISM

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

The growth of capitalism began in the medieval times. During that time societies were predominantly agricultural economies where peasants were forced to till the land in exchange for their stay on a small strip of land.

The peasants had to surrender part of their produce as rent and would sell what was left of their harvest to buy manufactured goods produced by craftsmen in towns.



***Figure1.1: Peasant farmers preparing land for crop cultivation***

The industries were owned by craftsmen and their families who maintained monopoly of production and eliminated competition through limiting output beyond a given point and also limited the number of employees to keep demand and prices under control. Production was limited to meet immediate local needs and maintained numerous restrictions to regional markets.

The system was broken down with the emergency of merchants who amassed a lot of wealth in purchasing foreign goods cheaply and selling them at huge profits to the wealthiest class in Europe.

The merchants were later involved in the production process of goods that they exported to other countries. They started controlling the means of production and cottage industries to replace the family dominated unions starting from individual homes as mini-factories.

The cottage industries spread and produced goods massively using human labour and some machinery.



**Figure 1.2: Cottage industry**

The industrial revolution of 1775 transformed the merchant cottage factory system with a number of new inventions. It relied heavily on machine power. This increased production of goods to higher levels hence leading to the collapse of the cottage industries because they could not match the competition. The Industrial Revolution made capitalists dominate the economies of many countries leading to rapid growth of businesses and profit maximisation of business. The growth of companies enabled them to start controlling all aspects of industrial production ranging from raw materials, to production of ready goods for sale which out competed the cottage industries.

As the Industrial Revolution brought many sweeping economic and social changes, there was increasing poverty among the workers as the factory owners became wealthy.

Workers laboured for long hours under difficult and sometimes dangerous conditions with less pay. The industrial revolution overlooked the basic needs of the working class or poor, which caused a lot of discontentment. The only way workers could be liberated was the establishment of socialism. Socialism began as a reaction to the challenges that arose as a result of uncontrolled industrial capitalism.



***Figure 1.3: Industrial Revolution***

It emerged as a response to the expanding capitalist system. It was viewed as an alternative system of improving the conditions of the working class and creating a more equal society. Socialism emphasised public ownership of the means of production as opposed to capitalism which emphasised a free market approach and private ownership.

## DEFINING CAPITALISM AND SOCIALISM

**The teacher can choose to use the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

From the above background, Capitalism is an economic system in which there is private ownership and control of the factors of production (land, capital, labour etc.) rather than the government.

Under capitalism, people invest capital (money or property) in business ventures to produce goods and services that can be sold to the market at a profit.

The investors share any profit made on sales after the costs of production and distribution have been met.



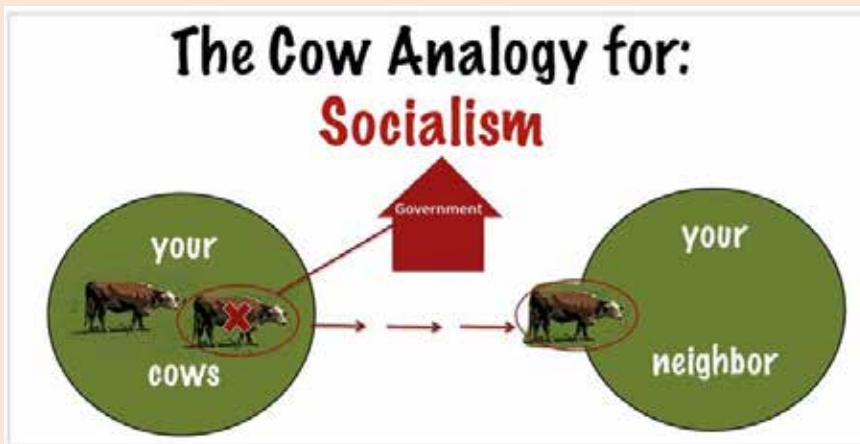
**Figure 1.4: Showing operations of capitalism**

Socialism on the other hand is an economic system in which there is government ownership of goods and services. Figure 1.5 below illustrates how socialism works.



### Teacher's Instructions

1. Use the following activity to help the learner to understand definition of the Cold War.
2. Guide the learner to form groups and carry out research to find out the definition of Cold War, roles of the Cold War and significance of Socialism and Capitalism.
3. Move around the class while checking on each group to see whether all the learners are actively participating.
4. Supplement on the learner's ideas in their groups by asking them guiding questions.



**Figure 1.5: Showing the socialist system**

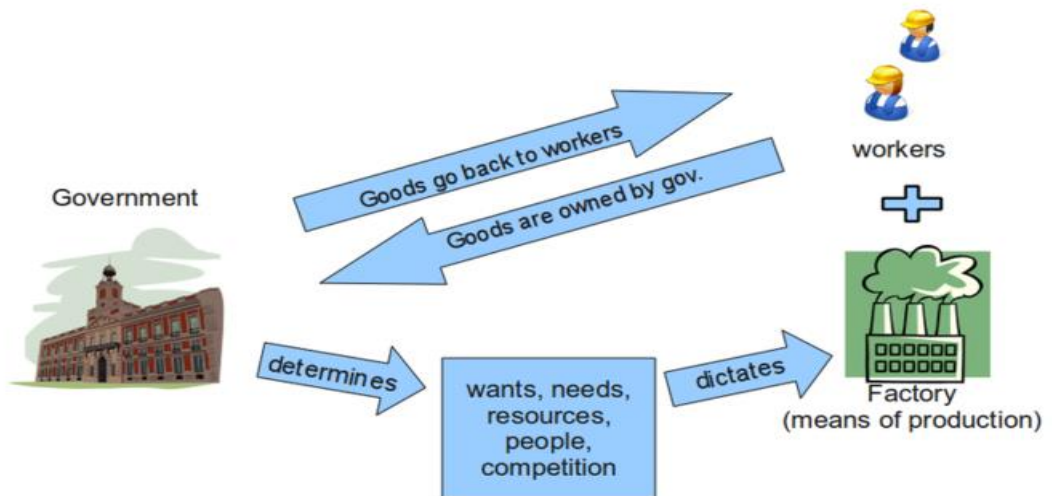
1. In your view, what is the message portrayed in the image?
2. What role does the government play in the wellbeing of her citizens?
3. Should the government be involved in the economy? Give reasons for your view.

### Possible responses

1. Subjective response
2. Infrastructural development, security, employment, etc
3. Subjective response

The production of these goods and services is motivated by the need to share work and wealth equally among the citizens. In socialism, all production and distribution decisions are made by the government and citizens depend on the state for food, employment, healthcare and everything else. Under socialism, everything that citizens produce is considered a social product and every citizen who contributes to the production process is entitled to benefit from its sale or use.

Socialism is about benefiting the society whereas capitalism is about benefiting the individual. A capitalistic economy leads to inequality with unfair distribution of wealth and creates individuals who use their power at the expense of society. Socialism therefore tries to control the economy to avoid the challenges of capitalism. In capitalist economies, the government plays a minimal role in deciding what to produce, how much to produce, and when to produce and it leaves the cost of goods and services to market forces. In socialist economies, the government owns or controls much of the economy's resources and decides the means of production.



**Figure 1.6: Operations of socialism**

The examples of states that have used socialism to excel include; The Union of Soviet Socialist Republics (1922–1991), the People's Republic of China (1949–2019), the Republic of Cuba (1959–2019), Lao People's Democratic Republic (1975–2019), Mongolian People's Republic (1924–1992), the Socialist Federal Republic of Yugoslavia (1943–1992) and the People's Republic of Bulgaria (1946–1990).

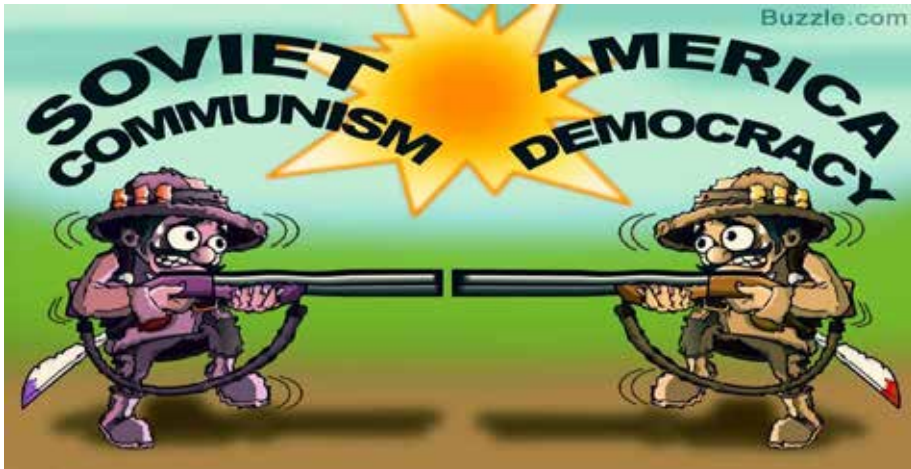
Capitalism has been a key to success of many developed states and those who took up capitalism from the start have developed more than those that took up socialism. Some of those that have favoured socialism are also adopting some capitalistic tendencies by allowing the private sector to play a vital role in some sections of the economy while other sections that are vital to people remain under the control of government. Examples of countries that have favoured capitalism are South Korea, USA, Japan, Singapore, Malaysia and Europe.

## **SOCIALISM, CAPITALISM AND THE COLD WAR**

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

*In 1969, during the famous Nakivubo declaration of 1969, the then president of Uganda, the late Apollo Milton Obote announced that Uganda was now a socialist state. In groups brainstorm on what could have motivated Obote to make Uganda join the socialist bloc?*

The Cold War was a conflict between socialism/communism on the one hand and capitalism and democracy on the other. It was an ongoing political rivalry between the United States of America and the Soviet Union and their respective allies that developed after World War II. It was a war waged on political, economic, and propaganda fronts with minimal use of weapons. Therefore, the Cold War was a struggle for world dominance between the capitalist United States of America and the communist Soviet Union. The figure below shows two fighters pointing guns at each other without firing bullets which was the case of cold war.



**Figure 1.7: Cold war situation**

The Cold War became a global conflict between the United States and the Soviet Union lasting from 1947 to 1991 over which the two superpowers held economic and ideological influence over the world. While the United States believed in a capitalist system of free markets and multiple political parties, the Soviet Union sought the political dominance of the Communist party to spread its ideology of communism worldwide.

The cold war led to acquisition of atomic weapons by America in fear of the Soviets as the Soviet Union took control of Eastern Europe causing suspicions among the United States of America. The United States and the Soviet Union began developing intercontinental ballistic missiles, and in 1962 the Soviets began secretly installing missiles in Cuba that could be used to launch nuclear attacks on U.S. cities.

The cold war was defined by three key features which included; the threat of nuclear war, the competition for the loyalty of newly independent nations, and the military and economic support of each other's enemies around the world. The Cold War rivalry lasted for decades leading to international incidents that led the two superpowers to the brink of nuclear disaster. The cold war ended with the breakup of the Soviet Union into several republics.

You should note that in your everyday living you need to work as an individual for the development of yourself and the country as a whole, other than relying on community support.



### Teacher's Instructions

1. *Use the following activity to help the learner to understand definition of the Cold War.*
2. *Guide the learner to form groups and carry out research to find out the definition of Cold War, roles of the Cold War and significance of Socialism and Capitalism.*
3. *Move around the class while checking on each group to see whether all the learners are actively participating.*
4. *Supplement on the learner's ideas in their groups by asking them guiding questions.*



### Activity 1.1:

#### Capitalism and Socialism

- a) Using ICT or library, research and identify the features of capitalism and socialism
- b) In groups, research the roles of Cold War politics and present to class.
- c) In groups, discuss the significance of Cold War on the politics in Africa.

### Possible responses

#### 1. Definition

- *A capitalist economic system is characterised by private ownership of assets and business. A capitalist economy relies on free-markets to determine price, incomes, wealth and distribution of goods.*
- *A socialist economic system is characterised by greater government intervention to re-allocate resources in a more egalitarian way.*

**Equality**

- *Capitalism is unconcerned about equity. It is argued that inequality is essential to encourage innovation and economic development.*
- *Socialism is concerned with redistributing resources from the rich to the poor. This is to ensure that everyone has both equal opportunities, and in some forms of socialism, equal outcomes.*

**Ownership**

- *Capitalism – Private businesses will be owned by private individuals/companies*
- *Socialism – The state will own and control the main means of production. In some models of socialism, ownership would not be by the government but the worker co-operatives.*

**Efficiency**

- *Capitalism: It is argued that the profit incentive encourages firms to be more efficient, cut costs and innovate new products that people want. If firms fail to keep up, they will go out of business. But this business failure allows resources to flow to new more efficient areas of the economy. Something known as ‘creative destruction’.*
- *Socialism: It is argued that state ownership often leads to inefficiency because workers and managers lack any real incentive to cut costs. One joke under Soviet Communism was ‘They pretend to pay us. We pretend to work’.*

**Unemployment**

- *In capitalist economic systems, the state doesn’t directly provide jobs. Therefore, in times of recession, unemployment in capitalist economic systems can rise to very high levels, e.g., 20% + in Great Depression.*
- *Employment is often directed by the state. Therefore, the state can provide full employment even if workers are not doing anything particularly essential.*

**Price controls**

- *Prices are determined by market forces. Firms with monopoly power may be able to exploit their position and charge much higher prices.*

- *In a state-managed economy, prices are usually set by the government and this can lead to shortages and surpluses.*

### **2. Roles of Cold War politics**

- *Brings about extension of economic aid to developing countries.*
- *Leads to the creation of military alliances.*
- *Strengthens the levels of intelligence among the superpowers.*

### **3. Significance of Socialism**

- *Socialism reduces disparity in wealth; not only in different areas, but also in all societal ranks and classes.*
- *There's better utilisation of resources since the government is in charge.*
- *It tackles unemployment to a great extent.*
- *It is a mechanism for overcoming discrimination and bringing people together.*

### **Significance of Capitalism**

- *It allows efficient allocation of resources.*
- *It allows efficient production.*

## **WORLD ECONOMIC TRANSFORMATION**

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

The recent centuries have witnessed a shift of economic control from the traditional colonial world states like; Britain, France, Belgium, Italy and U.S.A to new countries like; China, UAE (Dubai), Singapore, South Korea and Japan among others. Our study will focus on Singapore, Japan and South Korea. These countries have exhibited quick economic transformation in the 21<sup>st</sup> Century and it is important to appreciate the reasons behind their economic development for comparative purposes.

## SINGAPORE



**Map 1.1: Showing Singapore**

## HISTORY OF SINGAPORE AS A NATION

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

In the 1960s, the city-state of Singapore was an undeveloped country depending mainly on subsistence economic activities like small scale industries and agriculture. Today, it is one of the world's fastest-growing economies. For instance, the average income of its citizens has risen to U.S \$60,000 from \$ 320 in 1960, making it one of the strongest economies in the world. For a small country with few natural resources, Singapore's economic growth is remarkable.

By embracing the world free-market capitalism, education and flexible policies, the country has been able to overcome its geographic disadvantages and become a leader in global commerce. The two figures below show how Singapore city was in 1960 and how it is by 2021.



***Figure 1.8: Singapore of 1960***



***Figure 1.9: Singapore of 2021***

## INDEPENDENCE

For several years, Singapore was under the British control. But when the British failed to protect the colony from the Japanese during World War II, it sparked a strong anti-colonial and nationalist sentiment that subsequently led to Singapore's independence.

On August 31, 1963, Singapore broke away from the British crown and joined Malaysia to form the Federation of Malaysia until 1965. The two years Singapore spent as part of Malaysia were characterised by social unrest, as the two sides struggled to assimilate each other ethnically. Street riots and violence became very common. The Chinese in Singapore outnumbered the Malays at a ratio of three-to-one. The Malay politicians in Kuala Lumpur feared their heritage and political ideologies were being threatened by the growing Chinese population throughout the island and the peninsula.

Therefore, as a way of ensuring a Malay majority within Malaysia, the Malaysian parliament voted to expel Singapore from the Federation. ***Singapore gained formal independence on August 9, 1965, with Yusof bin Ishak as its first president*** and the highly influential Lee Kuan Yew as the prime minister. See figures 1.11 below.

Even after independence, Singapore continued to experience problems. Much of the city-state's 3,000,000 people were unemployed. More than two-thirds of its population was living in slums and squatter settlements on the city suburbs. The territory was divided between two large and unfriendly states of Malaysia and Indonesia. Singapore lacked natural resources and proper sanitation



**Figure 1.10: Yusof Bin Ishak 1965  
First President of Singapore**



**Figure 1.11: Lee Kuan Yew 1959  
First Prime Minister of Singapore**

## **ECONOMIC HISTORY OF SINGAPORE**

*Hint: Possible teaching methods to be used include: brainstorming, group discussion, guided discovery, participatory class presentations etc.*

In 2021, Singapore celebrates 56 years as Singapore itself - starting life as part of Malaysia in 1963-1965, becoming independent and then expanding its vision to become a Global-Asian entity in a short time. In terms of geography and history Singapore's economy grew very quickly incomparable to its size and history.

Amidst the odds, it is worthwhile recalling the journey that Singapore has made as a nation since its humble beginnings in 1965. Today, in 2021, GDP per capita is US\$60,000, fifth highest among cities in the world.

## 1965-1984: EXPORT-LED INDUSTRIALISATION STRATEGY

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

In 1965, when Singapore left the Federation of Malaysia, few expected it to survive let alone prosper. Singapore's first Prime Minister, Mr Lee Kuan Yew, doubted the strength of independent Singapore and in 1957 he said that the idea of an independent Singapore was politically, economically and geographically impossible. He said that;

*“Singapore is an island of 580 squares kilometres at low tide, Singapore in 1965 had no natural resources, no hinterland, and no industry. It depended on the outside world not just for food and energy, but even water.”*

Surviving as a nation and creating a better life for the people were thus the main priority. And economic growth was seen as the principal means to help achieve this. Industrial strife was common. Unemployment was close to 9%.

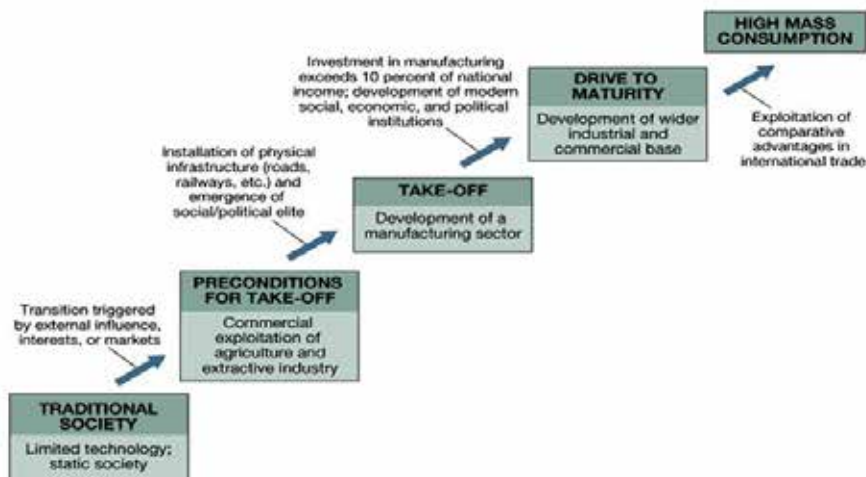
Two strategies of export promotion and the emphasis on foreign investments aided Singapore to grow very quickly. These two decisions proved to be among the most important in our economic history. Promoting exports and foreign direct investments at a time when few other countries were doing the same gave Singapore a strong advantage. By 1975, Singapore had established a substantial industrial base, with the GDP share in manufacturing climbing to 22% from 14% in 1965. The figure below demonstrates some of the research and innovations taking place in Singapore.



**Figure 1.12: Industrial Research and innovations**

By the 1980s, Singapore had an emergence of strong small-scale industries specialising in electronics, petrochemicals, component and precision engineering. It was at this time that Singapore became the world's leading producer of hard disk drives, an early form of memory storage used in computers at the time.

Rostow's model of development was used. See figure 1.13: below.



**Figure 1.13: Stages of development in Singapore**

According to Rostow, (1960) a country's economic development starts with the traditional society which is static with limited use of technology. Thereafter it transits into a precondition for take-off stage where commercial farming is embraced. The country moves to take off stage where small industries are established. This helps the country to move towards maturity which involves development of a wider industrial and commercial base. The country transforms into high mass consumption characterised by use of advanced technology, manufacturing of heavy machines and equipment.

Singapore positioned itself as a choice location for quality education for a growing Asian middle class human capital. By 2020, international students studying in Singapore could be awarded joint degrees from 10 of the top 20 universities in the world. Singapore was well on its way to become the premier educational leader of Asia. Figure 1.14, shows the National university of Singapore.



**Figure 1.14: NUS -National University of Singapore**



## Activity 1.2:

### **The economic growth of Singapore**

**In groups use ICT and/or the library research,**

1. to compare the stage at which Uganda and Singapore are in relation to Rostow's stages of production. Prepare a write up for submission to your teacher.
2. to find out how Singapore liberalised its economy and rose its modern services between 1985- 2010.
3. to explain the reasons for population decline and economic restructuring between 2011 and 2021.
4. to discuss the reasons and impact for formation of industrial clusters in Singapore and present your findings to the rest of the class.

### **Likely responses to Activity 1.2: Singapore**

a) **Major areas of liberalisation were banking and capital markets.**

**Singapore did the following:**

- *Creating a more conducive regulatory environment that fosters dynamism and innovation*
- *Liberalising the financial sector to promote competition and enterprise*
- *Taking a more strategic and pro-active approach to developing the financial sector*

b) **Reasons for population decline**

- *Decreasing birth rate*
- *Increase in aging population brought about by high life expectancy.*
- *Foreigners often left Singapore after losing their jobs.*

c) **Reasons for the formation of industrial clusters in Singapore**

- *To maximise opportunities for collaboration*

- *To promote innovation and encourage partnerships with the clusters*
- *To jointly build a reputation*
- *To build deep capabilities in companies among workers*

### **Impact**

- *Led to technological progress and development of innovation capabilities*
- *Led to economic growth*
- *Led to the promotion of entrepreneurship and venture capabilities*
- *Possible responses*

## **STRATEGIES OF GROWTH AND DEVELOPMENT IN SINGAPORE**

***The teacher can choose to use the following methods:*** *brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

***Financial services:*** Singapore was already a thriving regional financial centre since the 1970s. In the late 1990s and early 2000s, the insurance and securities industries were completely liberalised and progressive steps were taken to open up the domestic banking industry to foreign competition.

***Business services:*** A broad range of business activities - accounting, law, advertising, and consultancy - grew in importance, playing an important role in cementing Singapore's status as a regional hub.

***Info-communications services:*** the government embarked on a plan to computerise the civil service in the early 1980s. This helped to kick-start the info-communication services industry, one of the main sources of economy for Singapore today since 1965.



**Figure 1.15: Support telecom systems in Singapore**

**Entertainment services:** In 2005, the government decided to allow two casinos to operate within integrated resorts that also included leisure facilities, business and convention zones, and high-end retail outlets. This sparked off the growth of a thriving entertainment services industry over the next few decades, attracting Asian middle class. Figure 1.16 shows one of the entertainment centres in Singapore.



**Figure 1.16: Entertainment**

The second phase of Singapore economic development, saw its transition from a Third World to a First World economy. By 2010, Singapore was an affluent society and a global city, at the cross-roads of international flows of trade, investment, finance and talent. Real GDP grew at an average of 6.7% per annum during this period. Singapore formed industrial clusters where people worked in groups to carry out research and produce a given item. Figure 1.17 shows a business meeting in early Singapore.



**Figure 1.17: Industrial Clusters in a meeting**

The third phase of Singapore's economic history marked the most significant step-down in Singapore's economic growth, with real GDP growing by 3.6% per annum. However, it also marked the painful but successful economic transition towards productivity-led growth. By 2021, the economy had matured, with productivity growth accounting for massive development at the time.



### Teacher's instructions

1. Guide learners to form groups where they will discuss the challenges faced by Singapore and strategies used for her growth.
2. Thereafter, let learners compare Uganda to Singapore in terms of growth and development



### Activity 1.3:

#### Strategies for growth

In groups use ICT/library search and;

1. Identify the challenges faced by Singapore in its growth and the development.
2. Give your views on the strategies used by Singapore in its growth and development from 1965 to 2021.
3. Write a comparison between Uganda and Singapore in the areas of development and submit your work to the teacher.

#### Likely responses to Activity 1.3 Strategies for Growth

##### a) *Challenges faced by Singapore*

- *Burdens of ageing and slowing population growth*
- *Rising costs*
- *Weak innovation capacity*
- *Declining productivity growth*

##### b) *Strategies used by Singapore in its growth and development*

- *Singapore implemented policies that promoted microeconomic stability such as positive real interest rates*
- *Heavy investment in infrastructure*
- *Commitment to upgrading human capital through investment in education and vocational training*

- *Government invested in rapid industrialisation to cater for problems of unemployment*
- *Export promotion through supporting firms that set up manufacturing facilities for export purposes*

**c) Compare Uganda and Singapore in the process of development**

*Subjective responses from the learners*

**Task:**

In groups, using the example of the Local Council system in your locality, brainstorm on the qualities of political leadership that has brought development in your area.

**Possible response**

*Subjective responses*

**LEADERSHIP IN SINGAPORE:**

***The teacher can choose to use the following methods:*** *brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Uganda like Singapore has had many leaders since independence. However, Singapore has two leaders with different political power, namely the prime minister and the president.

- From the above statement, explain the structure of leadership in Uganda.
- Discuss any similarities and differences between the structure of leadership in Uganda and Singapore

## Possible responses

1. President, cabinet, parliament, L.C.5, L.C.3, L.C.2 and L.C.1
- 2.

Similarities	Differences
<p>They both have presidents.</p> <p>They both have prime ministers</p> <p>They both have an executive.</p>	<p>The prime minister controls the executive in Singapore while the president controls the executive in Uganda.</p> <p>The president controls the parliament in Singapore only while in Uganda, the president controls both, parliament and executive.</p>

Singapore has had a number of presidents and strong Prime Ministers since the 1820s. The political leadership of Singapore has been in the hands of external powers until 1965. These include 1826-1946 British East India Company (BEICo), 1942-1945 Japanese colonial leaders, 1946-1959 British Governors in Straits Settlements, 1959-1965 Singapore in Malaysia. In 1959 Singapore got a representative in Malaysian parliament until 1965 when it finally got her independence. His name was Lee Kuan Yew. He was in the position of Prime minister.

The prime minister of Singapore is the head of the government of the Republic of Singapore. The president of Singapore appoints as Prime Minister a Member of Parliament (MP) who, in his or her opinion, is most likely to command the confidence of a majority of MPs.

In practice, the prime minister is usually the leader of the majority party in the legislature.



**Figure 1.18: Prime Minister Lee Kuan Yew**

Under the Constitution of Singapore, executive power is vested in the president. However, the Constitution also vests "general direction and control of the government" in the Cabinet. The president is almost always bound to act on the advice of the Cabinet /Prime Minister. Thus, in practice, most of the actual work of governing is done by the prime minister and Cabinet.

The office of the prime minister dates back to 1959 when Lee Kuan Yew was appointed as a legislative representative in Malaysian parliament. The current head of state in Singapore is a female called President Halimah Binte Yacob (2017 -2023). The two figures below show the first prime minister of Singapore and the current president of Singapore.



**Figure 1.19: Prime minister Lee Kuan Yew (1959-1990)**



**Figure 1.20: President. Current Head of State**

## **THE CAREER AND THE ACHIEVEMENTS OF PRIME MINISTER LEE KUAN YEW**

Lee Kuan Yew was born to Mr. Harry Lee Kuan Yew on 16th September 1923 – and died on 23rd March 2015. He was often referred to by his initials LKY. He was a Singaporean statesman and lawyer by profession. He served as the founding father of Singapore from 1959 to 1990. As one of the founding members of the People's Action Party, Lee is recognised as the nation's founding father, credited with rapidly transforming the country from the third world country into a developed first world country within a single generation (1959-1990), under his leadership. He was well educated in and outside Singapore. After attending the London School of Economics, Lee transferred to and graduated from Fitzwilliam College, Cambridge, with starred-first-class honours in law. He practised law in various capacities until 1959. Lee co-founded the People's Action Party (PAP) in 1954 and was its first secretary-general until 1992, leading the party to eight consecutive victories in the general elections. Lee stepped down as prime minister in 1990 and was senior minister under his successor Goh Chok Tong until 2004, then minister mentor under Lee Hsien Loong until 2011. Lee held successive ministerial positions for 56 years and represented the Tanjong Pagar seat until his death in 2015. Lee campaigned for Britain to relinquish its colonial rule, and eventually attained through a national referendum a merger with other former British territories in South East Asia to form Malaysia in 1963. However, racial strife and ideological differences led to Singapore's separation, becoming a sovereign city-state two years later in 1965. With overwhelming parliamentary control at every election, Lee oversaw Singapore's transformation from a crown colony with a natural deep harbour into a developed country with a high-income economy. Figure 1.21 shows the Malaysian parliament in 1965.



**Figure 1.21: Malaysian parliament of 1965**

In the process, Lee promoted a democratic principle in state of Singapore; it was a highly effective and non-corrupt government and civil service. Lee pursued in favour of long-term social and economic planning. He championed meritocracy and multiracialism as governing principles, making English the common language to integrate its immigrant society and to facilitate trade with the world, while promoting multilingual in schools to preserve students' mother tongue and ethnic identity. Lee's rule was sometimes criticised particularly in the West for curtailing some civil liberties. They Included; control of state media, formed strict rules against public protests, as well as filing lawsuits against some political opponents who he perceived had defamed him.

As an advocate for Asian values, he argued that such disciplinary measures were necessary for political stability which, together with a strong rule of law, was essential for economic progress. The country underwent rapid development and experienced high economic growth under his leadership and by the end of his tenure Singapore had become one of the world's most prosperous nations, with a highly developed economy, strong international trading links and a leading financial centre; now elucidated as the Singapore economic model. His notion of a transparent government has been adhered to by successive administrations, and Singapore continues to be considered as one of the least corrupt countries in the world. Lee died of pneumonia on 23rd March 2015, aged 91. In a week of national mourning, about 1.7 million Singaporean residents and as well as world leaders paid tribute to him while lying-in-state at Singapore's Parliament House and at community tribute sites around the country.

## REPUBLIC OF KOREA (SOUTH KOREA)

### LOCATION OF SOUTH KOREA

**The teacher can choose to use the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

After World War II, Korea was divided into North Korea and South Korea. North Korea became communist, while South Korea was a capitalist country. North Korea invaded the South Korea in 1950, where the US troops supported the South Korean forces and repulsed the North Korean forces that were supported by China and Russia. This worsened the cold war.

In 1953 an agreement between the two countries failed. A ceasefire not a permanent peace treaty was signed to allow negotiations on the exchange of prisoners of war. The cease fire still holds up to today.

However, a border called the military demarcation line was agreed upon and a four-kilometre demilitarised zone which serves as a buffer zone for the two Koreas was created. Till today these two states have not united. This is seen in the maps below.



**Map: 1.2: (L-R) North and South Korea boarder line and the Korean Peninsula**



### Activity 1.4:

#### Understanding the location of South Korea, Japan and Singapore.

Using ICT/ an Atlas,

1. Draw a world map and on it, locate South Korea, Singapore, and Japan.
2. Identify the capital cities of these countries.
3. On the same map, locate the East Sea, the Dokdo island of Korea and the South China Sea.

Display your findings on the classroom wall.

#### Responses to Activity 1.4: location of Korea, Japan and Singapore.



2. They should also identify the following Capital Cities
  - a) Seoul for South Korea
  - b) Tokyo for Japan
  - c) Singapore as its own Capital City
3. On the same map, they should locate The East Sea, Dokdo Island of Korea, and South China Sea

Let learners pin up their maps on the soft boards in the class.

## THE ECONOMIC GROWTH AND DEVELOPMENT OF THE REPUBLIC OF KOREA (SOUTH KOREA)



***Figure 1.22: Night view of Seoul, Korea. Picture by Korea Tourism Organisation***



***Figure 1.23: Cheonggyecheon Stream Plaza, Korea. Picture by Korea Tourism Organisation***

The above photos illustrate the miracle economic growth of South Korea.

South Korea is on the southern half of the Korean peninsula and shares one of the world's most heavily militarised borders with North Korea. At its independence in 1945, Korea was an impoverished, predominantly an agricultural state and most of the processing industries and electrical power plants were in North Korea.

South Korea faced a devastating war from 1950 to 1953 with North Korea and an unpromising slow recovery in the years that followed as seen in the figure below;



***Figure 1.24: 1954 Seoul and Modern-day Seoul picture by Korea Tourism Organisation***

South Korea overcame the calamities of colonisation and war to enter the ranks of developed countries in a remarkably short period. In fact, Korea is one of the few countries since World War II that has gone from a low-level foreign-aid recipient to a top-level foreign-aid donor within a single generation.

As of 2015, South Korea ranked 11th and 26th in the sectors of Nominal Gross Domestic Product (GDP) and per capita Gross Domestic Product (GDP). In 2015, South Korea was the fifth largest exporter and ninth largest importer in the world.

The major South Korean export items include electronics and semiconductors, automobiles, petrochemical goods, and shipbuilding. Some of the major large business groups are Samsung, Hyundai, LG, SK, and Lotte.

Then, from 1962 to 1996, South Korea underwent a period of rapid economic development during which it was transformed into a prosperous industrial society, and it became the eleventh largest economy in the world in terms of Gross Domestic Product (GDP) in 2016. Between 1963 and 1979, the nation recorded an annual economic growth of more than 8 percent. The figure below shows some of the major exports from South Korea which have led to an increase in GDP.



***Figure 1.25: Cars exported from Hyundai Motors' Ulsan Factory, Korea***

Foreigners who saw the rapid economic development of this previously impoverished nation made the following expression “the Miracle on the Han River,” a term similar to West Germany’s “Miracle on the Rhine River.”

Some of the main factors for the achievement of this extra ordinary growth were as follows: the government’s export-first and investment promotion policies, external conditions that were favourable to the nation’s growth, and abundant human resources.

The figure below is of Incheon International Airport; the largest airport in South Korea, and the primary airport serving the Seoul Capital Area; and one of the largest and busiest airports in the region.



**Figure 1.26: Incheon Airport as a Hub Airport, Korea**



### **Teacher's instructions**

1. *The purpose of the activity below is to enable learners understand and appreciate the role played by the South Korean Government towards industrial development.*
2. *At this moment, learners already know some of the other factors that contributed to this economic development.*
3. *This activity will, however, enable them to get the unique role of the government.*
4. *They will know and understand the different strategies that were used to this cause.*
5. *It is from understanding this role that learners will be able to identify the lessons that Uganda can learn from the strategies.*
6. *Take time to guide the group discussions to ensure that this learning area is discussed exhaustively.*



### Activity 1.5:

#### **Analysis of the strategies used by South Korea to attain economic growth.**

In groups, use the Library based research;

1. Explain various ways through which South Korean government has supported its industrial sector.
2. Discuss the strategies used by South Korea to achieve economic growth.
3. What lessons can Uganda learn from the above strategies to transform her economy?

Present your findings to class for discussion.

#### **Suggested responses to Activity 1.5: Strategies used by South Korea to attain economic growth**

1. Explain various ways through which South Korean Government has supported her industrial sector.
  - *The government developed an export driven economy through supporting domestic industries and ensuring that importation of such goods was made difficult.*
  - *The government got foreign loans and introduced attractive domestic interest rates that enticed local capital into production.*
  - *They mobilised domestic capital by encouraging domestic savings from the people.*
  - *The government established a self-reliant industrial economy independent of influence from the United States of America*
  - *Ensured that in such a short time, South Korea had an educated young workforce.*
  - *Developed a national infrastructure that included a network of roads, schools and communication network.*

2. *Strategies used include the following:*
  - *Export promotion*
  - *Credit allocation to local industries and control of access to foreign exchange*
  - *Creative economy model which aimed at utilizing a combination of science and technology, culture and industry to spur economic growth and job creation.*
  - *Invested in educating many South Koreans which in the end boosted their workforce.*
3. *Learners give their subjective responses which may include the following:*
  - *Offering support to local industries in order to boost their local sources of revenue.*
  - *Encourage a self-reliant economy and minimise on overdependence on foreign aid.*
  - *To build and promote their export economy in order to acquire foreign currencies.*
4. *Learners write their findings in their individual exercise books and hand over to you for marking.*

## STAGES OF SOUTH KOREA'S ECONOMIC GROWTH.

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

After overcoming the difficult war period, South Korea embarked on the reconstruction of her economy. This was done in stages.

After the Korean War in 1953, the country began restoring the war-torn lands and industrial facilities by relying on foreign assistance from USA and UN. South Korea carried out a policy of import substitution (replacing imports with local production) to reduce the outflow of foreign currency.

The second stage was in 1960s and 1970s during the reign of President Park Chung-hee, when the country became industrialised. This led to the development of the milling, sugar refining and cotton textile industries.

The government began to increase the exports in order to acquire foreign currency as a way of overcoming a crisis from lack of foreign exchange reserves. After domestic industries showed they excelled at exports, the government adopted a strong export-oriented industrialisation strategy aimed at expanding overseas markets and establishing policies to support exports.

Korea participated in multi-lateral free trade by joining the General Agreement on Tariffs and Trade (GATT) in 1967 and became a member of World Trade Organisation.

The third stage was divided into two parts; the first phase was in 1980s when the nation promoted economic liberalisation and independence. The Chun Doo-hwan government shifted its economic policy from growth-oriented to a stability centred one.

The government started the restructuring of the heavy chemical industry sector and carried out industrial rationalisation in order to cope with the economic crisis of the 1970s. In this process, the government promoted the

development of small and medium size companies which led to an increase in the manufacturing companies.

The second phase of the third stage came in 1990s and 2000s, when South Korea overcame a series of economic crises and actively pushed for globalisation. Signing free trade agreements with countries like Chile in 2004, followed by Singapore in 2006, India in 2010, Peru in 2011, USA in 2012 and revised in 2018, Turkey in 2013 and Australia in 2014. These have enhanced economic growth.

(See the figure below, showing the signing of a Free Trade Agreement by South Korea with different countries)



***Figure 1.27: The Signing of a revised Trade Agreement between Korea and USA (2018)***



**Figure 1.28: Signing Ceremony of the EU –South Korea Free Trade Agreement (2010)**

### **Teacher's instructions**

*You have just looked at the economic development of South Korea and some of the strategies that were used by their government to achieve it.*

*Bear in mind that there is no path that is straight.*

*Through the activity below, learners will be able to find out and explain any challenges faced by South Korea in the process of attaining their economic development.*

*Put learners into manageable groups and guide them in carrying out library or the Internet research to attempt the questions below.*



### Activity 1:6:

#### **Find out the challenges faced by South Korea in attaining Economic Development.**

In groups,

1. Discuss the challenges faced by South Korea in attaining economic growth.
2. Find out how they overcame these challenges
3. Present your findings in the next lesson.

#### **Responses to Activity 1:6: Challenges faced by South Korea in attaining economic development.**

##### **1. Challenges faced by South Korea in attaining Economic Development.**

- There was a problem of poverty which was brought about by low domestic savings in South Korea.
- They also experienced decline in exports because of competition from neighbouring countries.
- The Asian Financial Crisis of 1997 which saw the drop in export levels.
- Government was heavily indebted.

##### **2. How they overcame the challenges**

- The government encouraged local domestic savings to boost people's livelihoods.
- The government also reduced tariffs on imports that were used as inputs for South Korea's exported products.
- Public information was digitalised and opened to the public for the effective provision of public services and vitalisation of economic society.

##### **3. Learners present their findings to the class.**

## HISTORY OF THE INDUSTRIAL DEVELOPMENT IN THE REPUBLIC OF KOREA (SOUTH KOREA)

*The teacher can choose to use the following methods: brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The Republic of Korea has excelled in the area of industrial development and innovation.

After the domestic industries showed that they excelled at exports, the government adopted a powerful export-oriented industrialization strategy from the mid-1960s. The aim of this was to expand foreign markets and establish policies to support exports.

In 1962, Park Chung-hee established a five-year development plan, the government obtained more foreign capital and enforced financial policies by founding a government owned bank. This bank lent money with low interest rates and responded with aggressive investments and expanding their overseas buyers.

Korea encouraged foreign industrial investment. This provided adequate capital for the purchase of machinery, equipping facilities for production of high value-added goods and improving their technology through research and development. As a result, her ship building, automobile, steel, petrochemical, electronic and construction sectors achieved high added value and were established as the nation's representative industries.

The Pohang iron complex, Ulsan petrochemical complex, the Changwon combined machinery complex, the Yecheon combined chemical complex and the Gumi Electronic complex were all developed around this time. These industries contributed to the industrialisation of South Korea. An illustration of industrial complexes in South Korea is shown below.



**Figure 1.29: Ulsan Petrochemical complex, Korea**



**Figure 1.30: Pohang Iron Complex, Korea. Picture by POSCO**

Accumulation of investments and support from cheap labour force led to rapid growth of industries. The Koreans during this time had a combination of high self-esteem, diligent work ethics and a positive attitude towards transforming their own country.

In the 1960s and 1970s, the South Korea government gave subsidies to privately owned research and development institutes in order to encourage development of key industrial sectors.

From 1980s during the Chun Doo-hwan's reign, the government started the restructuring of the heavy and chemical sectors and carried out industrial rationalisation to cope with the economic crisis of the 1970s.

In this process, of rationalisation of industry, the government promoted the development of small medium and medium sized enterprises which led to an increase in the number of manufacturing enterprises that produced parts and components and intermediary goods.

Since the 1990s, Korean enterprises were able to expand their own research and development activities and set up private sector research institutions. Both the Ministry of Commerce and Industry and the Ministry of Science and Technology supported technological development.

The major investment in corporate research and development was important for South Korea firms to develop core technologies in order to attain self-reliance in areas like telecommunications, semi-conductors in addition to existing industries.

The rise of ICT industry in 1990s was due to development of technology, which became a turning point in the industrial development. A number of developments like the launch of the World Trade Organisation (WTO) in 1995, her entry to the Organisation for Economic Cooperation and Development (OECD) in 1996 and the 1997 Asian financial crisis, pushed South Korea towards full opening of its international markets instead of depending on limited domestic market.

Globalisation was undertaken by diversifying partnerships, establishing production facilities overseas which led to competitiveness of the Korean industry in different sectors. This brought South Korea to the level of top five rankings countries in the field of automobiles, ship building, electronics and steel.

In 2001, Kim Dae-jung's government promoted the so called five technological industries. These included the following: Information Technology (IT), Biotechnology (BT), Nano Technology (NT), Environmental Technology (ET), and Cultural Technology (CT). Below is an example of industrial building that houses most of these modern technological companies.



**Figure 1.31: Samsung Electronics, Korea**

In 2003, the Roh Moo-hyun administration announced ten industries that would spearhead growth.

These included, Robots, Future Cars, Next Generation Semi-conductors, Digital Television and Broadcasting, New Generation Mobile Communication, Display Intelligence Network, Digital Content Solutions, New Biomedicine and Organs.

The figures illustrating these have been given below:



**Figure 1.32: Samsung Electronics World IT Show, Korea**



**Figure 1.33: Display Panel of LG, Korea**

Since South Korea recovered from the Asian financial crisis, she has experienced steady progress in her economic growth rate. She has become one of the most industrialised countries not only in Asia but in the whole world.

## **AN INDUSTRIAL CASE STUDY IN SOUTH KOREA**

### **The Ship Building Industry**

One of the sound reasons for South Korea's increasing position in the global economy is the country's crucial role in the international ship building market. Between 1970 and 1980, South Korea rose to be one of the leading makers of ships and other water floating vessels. She has three major ship building companies; namely Hyundai Heavy Industry, Samsung Heavy Industry and Daewoo Ship Building & Marine Engineering Company. These three dominate the global market in terms of production and supply of floating vessels and ships. Samsung Heavy Industries (SHI) is one of the largest ship building companies in the world. Samsung's main focus is on the engineering procurement and construction of transportation ships for the commercial industry. It also focuses on; drilling and floating production units for the oil and gas sector, digital instrumentation and control devices in addition to other ship engineering services. Examples of such manufactured ships are shown below;



**Figure 1.34: Container ship, Samsung Heavy Industry, Korea**



**Figure 1.35: LNG Gas Tank Ship Samsung Heavy Industry, Korea**



### **Teacher's instructions**

*Guide Learners to carry out research and find out about Samsung Heavy Industries in South Korea. Let Learners trace some of the reasons that led to the development of that specific industry. They will then be able to identify lessons that Uganda can learn from the industrial development in Korea.*



## Activity 1:7;

### **Factors for growth and development of big companies in South Korea.**

Using ICT /Library research,

1. Analyse the factors that have favoured the development of big companies in South Korea.
2. As a historian, what lessons does the Uganda government adopt from the industrial development in South Korea? Present your findings in class.
3. Individually write a letter advising the minister of trade and industry in Uganda on how to imitate South Korea for industrial development. Present your findings in class.

1. The factors that have favoured the development of big companies in South Korea
  - *The twentieth century technological innovations and inventions.*
  - *The development of export-oriented strategy in mid-1960's.*
  - *Five-year development plan by president park.*
  - *Acquisition of low interest rate loans from financial institutions.*
  - *Foreign industrial investment attracted in South Korea.*
  - *Presence of cheap labour force in the 1960 and 1970's.*
  - *Provision of subsidies to privately owned research companies in 1970's.*
  - *The rise of ICT industry in 1990's.*
  - *The impact of globalization and expansion of market for South Korean goods.*

## 2. **Lessons Uganda Learns**

- i) *To support private companies that have the potential to develop the country's economy.*
- ii) *Private companies should aim at excelling in whatever they do since their work can also promote them.*
- iii) *Government of Uganda should learn to put in place policies that enhance development.*
- iv) *Promote domestic savings*

## 3. **Subjective Answer**

## PRESTIGE OF SOUTH KOREA IN THE WORLD COMMUNITY

*The teacher can choose to use the following methods: brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

In more recent times, South Korea has emerged as a leader in global electronic Communications. South Korea is one of the most advanced nations in the world in relation to internet access with an infrastructure which is broad and far reaching.

Koreans share their thoughts, experiences, and knowledge with citizens of the world via such communication channels, adding a new layer of richness to the Korean culture that has been passed down through generations.

Throughout History, cultural exchange has always been a key element in international contact. This continues to be true in today's increasingly interconnected world.

South Korean pop music (K- Pop), movies and television dramas (K- Drama) have generated a dedicated international following as Hallyu (the Korean Wave) sweeps the world. In turn South Korea continues to absorb cultural elements from the rest of the globe. See the South Korean artists below in Figures 1.36.



**Figure 1.36: The Hallyu (Korean Wave) celebrities, BTS**



**Figure 1.37: Korean martial art taekwondo. Picture by Korea Tourism Organisation**



**Figure 1.38: Korean Traditional Clothes (Hanbok)**



**Figure 1.39: Korean Table D'hote. Picture by Korea Tourism Organisation**



**Figure 1.40 2018: Winter Olympic Games in Pyeongchang, Korea**

## ROLE OF LEADERS IN THE ECONOMIC GROWTH AND DEVELOPMENT OF THE REPUBLIC OF KOREA.

A number of South Korean Presidents since it attained independence played an important role towards the economic growth and industrial development of Korea. These presidents include; Rhee Syngman, Yun Bo-seon, Park Chung-hee, Chun Doo-hwan, Kim Dae-jung, Roh Moo-hyun and the current Moon Jae-in. Some of these leaders are shown below:



**Figure 1.41: Park Chung-hee**  
(1963-1979)



**Figure 1.42: Kim Dae-Jung**  
(1998-2003)



**Figure 1.43: Moon Jae-in**  
(2017-2022)



### Teacher's instructions

*Guide learners in manageable groups to carry out research using ICT/ Library on the contributions of the named presidents of South Korea towards her economic growth.*



## Activity 1:8:

### **Analysing the role of Korean Presidents in her Economic Growth.**

In groups, carryout research and;

1. Write down brief notes on of each of the following presidents of South Korea highlighting their contribution towards the economic growth of South Korea.
  - a) Park Chung-hee
  - b) Kim Dae-jung
  - c) Moon Jae-in
2. Present your findings to the class.

### **Responses to Activity 1:8: Role of Korean Presidents in her Economic Growth.**

#### **1. President Park Chung-hee (1963 -1979)**

- Shifted South Korea's focus to export oriented industrialisation.
- Provided 24-hour electricity for homes and businesses that previously had electricity for just a few hours.
- Implemented the five-year plan in 1962 to boost South Korea's local industries.
- Helped local industries with loans that eased payment terms, tax cuts, and eased licensing.

#### **2. President Kim Dae-jung (1998-2003)**

- He pushed for democracy and human rights in South Korea. He was sometimes referred to as the "Nelson Mandela" of Asia.
- Advocated for peace and reconciliation with North Korea through the Sunshine Policy. He was even awarded the Nobel Peace Prize for those efforts.

- He successfully led the country to economic recovery from the Asian economic crisis of 1997.
- He advocated for a greater role of South Korea in the world stage, including FIFA World Cup which was jointly hosted by South Korea and Japan in 2002.
- He built-up high-speed ICT infrastructure and promoted IT and venture business as the future source of growth.

**3. President Moon Jae-in (May 2017 to date)**

- He opened the door for possible reunification of South Korea and North Korea.
- He did this through favouring the Sunshine Policy which advocates for a peaceful unification.
- He also favoured the reform of the conglomerates which reduce the powers and privileges of the ruling class to ensure equality in South Korea.
- He protected workers from being paid low wages by emphasising the labour policies.
- He lowered maximum working hours from 68 to 52. This allowed South Koreans to spend less time at work and give more time to other sectors that would benefit the country's economy.

**4. Dr Apollo Milton Obote**

- He built tarmac roads
- Schools and Universities
- Hospitals
- Industries
- Judicial courts
- Administrative buildings
- etc.

**5. Learners present their findings to the rest of the class**

## ECONOMIC HISTORY OF JAPAN



**Map 1.3: Showing location of Japan and its capital city**

## HISTORY OF JAPAN AS A NATION

**The teacher can choose to use the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

Japan in the 19<sup>th</sup> century was a weak agricultural and backward country with low technology. She was exposed to the influences of the powerful West, and this drove her to industrialise her economy.

From an agricultural economy, Japan experienced a great export boom during World War I. The textile industry in Japan gradually emerged as an internationally competitive industry. She was aggressive; for example, she won a war against China in 1894, and colonized Korea in 1910. Japan also fought a victorious war against Russia (Russo-Japanese war 1904-1905).

The figure below shows some of the scenes from the Russo-Japanese war of 1904-05

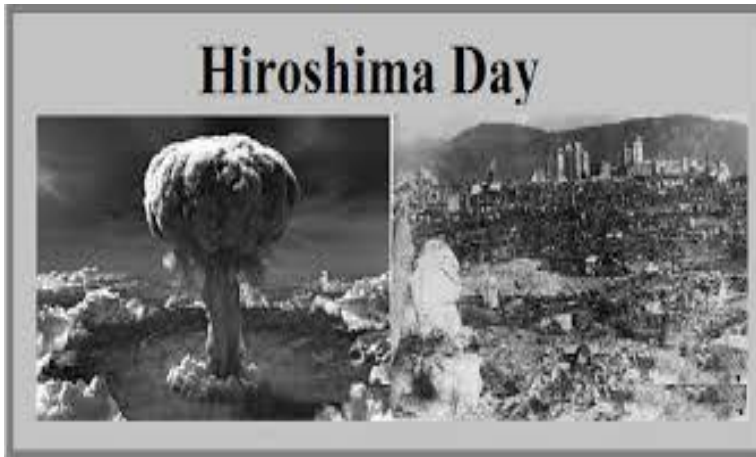


**Figure 1.44: Russo-Japanese war of 1904-05**

During the 1920s, industrialisation continued despite the frequent recessions such as the great Kanto earthquake, and banking crises. Japan largely cooperated with the USA. In 1930, Japan turned to military aggression; for example, in 1931 she invaded and occupied Manchuria North East China. A full-scale war with China was initiated in 1937, and Pacific War in 1941. Japan was defeated in 1945 when the USA bombarded Hiroshima and Nagasaki that led to the surrender of Japan and the country's economic base was destroyed. The picture below shows the bombing of Hiroshima and Nagasaki.



**Figure 1.45: Showing Japan**



**Figure 1.46: Impact of bombing**

Under the US occupation a recovery strategy was successfully conducted in 1947, which solved the post war inflation by 1949. From mid 1950s through the early 1970s, Japan enjoyed very rapid growth and industrialisation with an average real growth of approximately 10%. The manufacturing sector expanded strongly and became the second largest economy in the world after USA, by the end of the 1960s.

Japan embarked on rationalisation and under this, the controls and subsidies were abolished and market mechanism was largely restored. Private international trade began but this was not yet free trade as the import protection and foreign currency.

The Ministry of International Trade which was created in 1949 by merging the Ministry of Trade and Industry, the Coal and Trade Agency and International Trade Agency, played an important role in Japanese industrialisation.

In 1952, Japan became a member of the International Monetary Fund and the World Bank. And in 1955, she joined GATT (General Agreement on Tariff and Trade) in order to promote international trade. However many countries refused to grant full independence rights to Japan so trade discrimination against her continued.

In 1956, Japan joined the United Nations, and in 1964, she joined the OECD (Organisation for Economic Cooperation and Development). In 1964 Japan hosted the Tokyo Olympics which accelerated growth and national pride.



**Figure 1.47: Some of the participants Tokyo Olympics of 1964**

However, in 1970s, oil stocks and floating exchange rates reduced Japan's growth by about 4%. There was a reduction in sale of assets and stocks in the late 1980s which affected the economy in the 1990s.



### **Teacher's instructions**

*The activity below is to enable learners understand factors for the economic growth of Japan.*

*Guide the learners to form manageable groups where they will carry out research and come up with the solutions to the tasks.*



## Activity 1.9:

### **Analysing factors for the economic growth of Japan.**

1. Identify the factors that enabled the economic growth and expansion of Japan.
2. In a table form, compare the strategies used by Japan's economic growth and expansion with those of South Korea.
3. In groups, discuss the lessons you learnt from Japan's economic history and present your findings to the class.

### **Likely responses to Activity 1.9:**

#### **Analysing factors for the economic growth of Japan**

##### **a) *Factors that enabled the economic growth of Japan***

- *Highly skilled and educated labour force*
- *Japan's agricultural productivity was high enough to sustain substantial craft (proto-industrial) production in both rural and urban areas of the country earlier before industrialisation.*
- *Domestic investment in industry and infrastructure was the driving force behind growth in Japanese output. Both private and public sectors invested in infrastructure, national and local governments serving as coordinating agents for infrastructure build-up.*
- *High domestic savings made increasing capital accumulation possible.*
- *Japanese growth was investment-led, not export-led.*

**b) Strategies of Japan Compared to those of South Korea**

<b>JAPAN</b>	<b>SOUTH KOREA</b>
<b><i>Growth was investment led</i></b>	<b><i>Growth was export led</i></b>
<i>Japan's agricultural productivity was high enough to sustain substantial craft (proto-industrial) production in both rural and urban areas of the country earlier before industrialisation.</i>	<i>Credit was allocated to local industries and control of access to foreign exchange</i>
<i>-Highly skilled and educated labour force</i>	<i>Invested in educating many South Koreans which in the end boosted their workforce</i>
<i>High domestic savings made increasing capital accumulation</i>	<i>- Creative economy model which aimed at utilising a combination of science and technology, culture, industry and industry to spur economic growth and job creation.</i>

**c) Subjective responses**

*The next section presents the history for economic growth of Japan. However, you need to appreciate the conditions that facilitate economic growth in your community and Uganda as a whole, before understanding the economic growth of Japan. In groups, brainstorm on;*

- (i) conditions that foster economic growth of a community. Relate these to the conditions that boost economic growth in Uganda.*
- (ii) In your view has Uganda government achieved its dream of industrialisation? Give your responses by show of hands.*

## HISTORY FOR ECONOMIC GROWTH OF JAPAN

**The teacher can choose to use the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

Japan's economy is highly developed and market-oriented. It is the third-largest in the world by nominal GDP and the fourth-largest by purchasing power parity (PPP) and is the world's second largest developed economy. Japan is a member of the G7. According to the International Monetary Fund, the country's per capita GDP (PPP) was at \$38,937 in 2016. Due to a volatile currency exchange rate, Japan's GDP measured in dollars, fluctuates sharply.

Accounting to these fluctuations through use of the Atlas method, Japan is estimated to have a GDP per capita of around \$38,490 as of 2019.

Japan is the world's third largest automobile manufacturing country. Japan has the largest electronics goods industry, and is often ranked among the world's most innovative countries leading several measures of global patent filings. Currently it is facing increasing competition from China and South Korea. Japan's manufacturing sector today focuses primarily on high-tech and precision goods, such as optical instruments, hybrid vehicles and robotics. The figures below represent some of the hybrid cars from Japan.

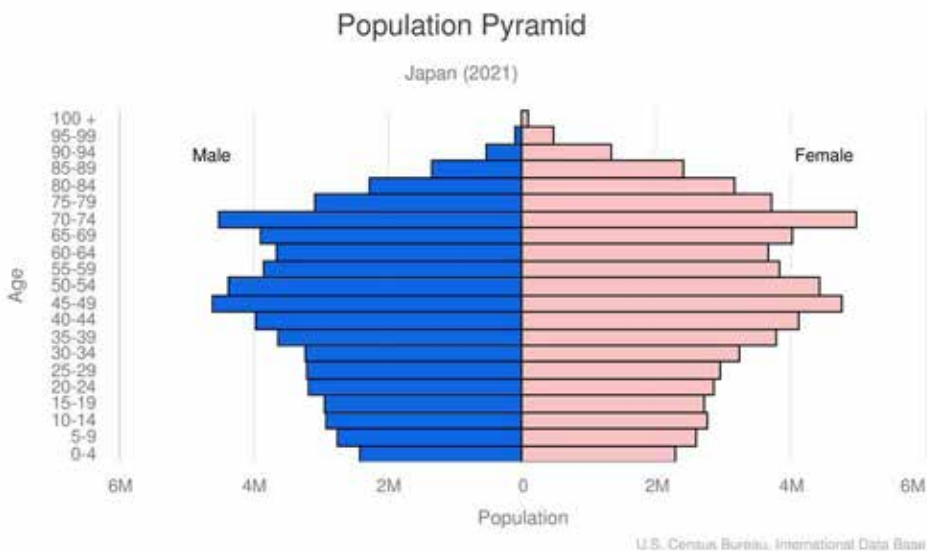


**Figure 1.48: Logo for Toyota Cars**

**Figure 1.49: Sample of 2019 car models**

Besides the Kantô region, the Kansai region is one of the leading industrial clusters and manufacturing centres for the Japanese economy. The size and industrial structure of cities in Japan have maintained tight cleanliness despite substantial numbers of population and industries across cities overtime. Japan is the world's largest creditor nation. Japan generally runs an annual trade surplus and has a considerable net international investment surplus. As of 2010, Japan possesses 13.7% of the world's private financial assets (the third largest in the world) at an estimated \$13.5 trillion. As of 2017, 51 of the Fortune Global 500 companies are based in Japan, down from 62 in 2013.

The Japanese economy faces considerable challenges posed by a declining population, which peaked at 128 million in 2010 and has fallen to 126.5 million as of 2019. Projections suggest the population will continue to fall to potentially lower than 100 million by the middle of the 21st century. This is dangerous as population decrease will affect its source of labour demand and innovations. The total population of Japan of 2021 is 126,194,675



**Graph 01: Current Japanese population structure**

Among the many industries that Japan depends on, is Toyota that manufactures many items ranging from cars, lorries, ship engines, water pumps etc. It generates the largest portion of Japanese GDP. Japan Toyota items are exported all over the world. See the diagrams below.



**Figure 1.50: Logos of Japanese cars**



**Figure 1.51: Boat engine**

They manufacture a number of car types (see the logos in figure 1.51) plus other machines ranging from home washing machines to heavy generators. This has made Japan to become recognised internationally.



### **Teacher's instructions**

1. *Help the learner to understand the factors that have favoured the growth of Japan.*
2. *Guide the learner to carry out research using ICT and Library research in order to come up with the strategies that have favoured the growth and expansion of Japan.*
3. *In the same activity, let them find out the relationship between Japan and South Korea.*
4. *Guide the learner to carry out a comparative study of Singapore and Japan.*
5. *After the learner has carried out this research, let him/her use his/her information acquired to come up with lessons that Uganda can learn from the three countries*



### Activity 1.10:

#### **Finding out factors that have favoured the growth of Japan.**

Using ICT and/or Library research

1. What are the factors that have favoured the growth and expansion of Japan's economy?
2. Explain the historical relationship between Japan and South Korea and present your findings in class
3. Compare the economy of Singapore and that of Japan in 2020 and present to the class.
4. What lessons can Ugandans learn from these two countries?

#### **Likely responses to Activity 1.10: Factors that have favoured the growth of Japan**

- a) ***Factors that have favoured the growth and development of Japan's economy***
  - *Japan's strategic location*
  - *The re-emergence of the Zaibastu business family*
  - *Appropriate education system*
  - *Presence of a wider market base*
  - *Favourable market policies*
  - *High spirit of economic nationalism etc.*
- b) ***Relationship between Japan and South Korea***
  - *Japan and South Korea are neighbours*
  - *Japan colonised South Korea between 1910 to 1945*
- c) ***Economy of Singapore and Japan compared***
  - *Japan had a GDP of \$5T it ranked the 3rd largest economy in the world while Singapore ranked 36th with \$364.2 B*
  - *Japan's population was at 126.8 M while Singapore was at 5.9m*

- *Japan's GDP per capita growth is 0.99% while Singapore was at 2.66%*
- d) **Lessons Uganda can learn from these countries**

*Subjective responses but may include the following*

- *Investing a lot in education*
- *High spirit of economic nationalism etc.*
- *Investing a lot in security.*
- *Strengthening institutions and capacities*
- *Emphasise an export driven economy*

### **Project:**

In your groups, find out the most industrious leader in Japan between 1945 to the present. Write an essay about his career and achievements. Present your findings to class.

### **Sample activity of integration**

Uganda is among the world's poorest nations yet it is among the highest receivers of foreign donations. By 2021, Uganda had got foreign donations to a tune of 22.13 billion US dollars. Uganda is among the world's richest in terms of natural resources, however, despite having meagre natural resources and less foreign funding, the Asian tigers have emerged as one of the world's most developed nations.

### **Support Materials**



**Figure 1.52: Middle class Ugandan community**



**Figure 1.53: Low-income community in Japan**

### **Tasks:**

1. Identify the challenges that have affected Uganda's ability to achieve economic development to the level of South Korea despite getting financial aid
2. Explain how Uganda can use the example of Asian countries to develop its economy to world class.

*The task above is intended to evaluate the learner's ability to solve a given problem using all the knowledge and skills attained from this chapter. Encourage the learners to be creative and use all the resources at their disposal to attempt the above activity.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

**Assessment Grid**

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
<i>An essay on challenges that have affected Uganda to achieve economic development</i>	<i>Challenges that have affected Uganda to achieve economic development</i>	<i>A learner will score 3/3 if he/she discusses 4-5 relevant challenges that have affected Uganda to achieve economic development</i>	<i>A learner will score 3/3 if he/she discusses 4-5 correct challenges that have affected Uganda to achieve economic development</i>	<i>A learner will score 3/3 if he/she discusses 4-5 challenges that have affected Uganda to achieve economic development coherently.</i>	<i>A learner will score 1 if he/she exhibits innovativeness and creativity in his/her essay in regard to the output.</i>
		<i>A learner will score 2/3 if he/she discusses 2-3 relevant challenges that have affected Uganda to achieve economic development</i>	<i>A learner will score 2/3 if he/she correctly discusses 2-3 challenges that have affected Uganda to achieve economic development</i>	<i>A learner will score 2/3 if he/she discusses 2-3 challenges that have affected Uganda to achieve economic development in a logical flow</i>	
		<i>A learner will score 1 if he/she discusses 1 challenge that have affected Uganda to achieve economic</i>	<i>A learner will score 1 if he/she correctly discusses 1 challenge that have affected</i>	<i>A learner will score 1 if he/she logically discusses 1 challenge that have affected Uganda to</i>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
		development  /3	Uganda to achieve economic development  /3	achieve economic development  /3	
	How Uganda can develop its economy to world class	A learner will score 3/3 if he/she explains 4-5 relevant way show Uganda can develop its economy to world class	A learner will score 3/3 if he/she explains 4-5 ways how Uganda can develop its economy to world class correctly	A learner will score 3/3 if he/she explains 4-5 ways how Uganda can develop its economy to world class coherently in an essay.	/1
		A learner will score 2/3 if he/she explains 2-3 relevant ways how Uganda can develop its economy to world class	A learner will score 2/3 if he/she explains 2-3 ways how Uganda can develop its economy to world class correctly.	A learner will score 2/3 if he/she explains 2-3 ways how Uganda can develop its economy to world class logically.	
		A learner will score 1 if he/she explains 1 way how Uganda can develop its economy to world class  /3	A learner will score 1 if he/she explains 1 way how Uganda can develop its economy to world class correctly.	A learner will score 1 if he/she explains 1 way how Uganda can develop its economy to world class	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
			/3	/3	
<b>Total score</b>					<b>19 scores</b>

### Chapter Summary

In this chapter, the learner has learnt about the background of capitalism and socialism as models of economic transformation. The economic history of 3 Asian states of Singapore, South Korea and Japan have been analysed and compared with the developments in Uganda and East Africa at Large.

The learner has also learnt about countries where capitalism and socialism have been applied and succeeded. You have further appreciated Singapore's journey of economic transformation from third world to first world class and the history of economic development of South Korea and Japan. Some of the lessons Uganda can learn from the economic struggles of South Korea and Japan have been presented for you to appreciate and apply where possible.

## CHAPTER 2

# THE EVOLUTION OF PAN-AFRICANISM



### Key Words

- Pan Africanism
- Economic bloc
- Integration

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

1. Know the meaning and the objectives of the term Pan-Africanism.
2. Know the composition of Pan African states.
3. Understand the background, structure of EAC.
4. Appreciate the achievements of EAC in Eastern African states.
5. Understand the impact and the influence of the East African Legislative Assembly (EALA) in Eastern African states.

## INTRODUCTION

*The focus of this chapter is to introduce to learners the composition and the influence of Pan-Africanism on African politics. Learners need to be guided by the teacher to understand the regional blocs in Africa , why, where and when they were formed that constitute the activities of Pan Africanism.*

### **Teacher Preparation**

*Take time to understand this chapter extensively and understand it because it requires that you go through it closely with the learners.*

*You are also required to read extensively from various text books and the internet about pan Africanism and its components in order to guide the learners very well.*

**Teaching and learning methods:** *Possible teaching and learning methods to be used include: brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*

### **Teacher's instructions**

*In a creative way introduce learners to the influence of Pan-Africanism on African politics. Remember that they might have heard of the term Pan-*

*Africanism before, therefore, try to engage them and see how much they know about Pan-Africanism and it will give you an entry point.*

*Engage learners in the learning tasks given and guide them through discussions and ensure that they note down all their ideas shared in class*

*Remember that your role as a teacher is that of a facilitator, move around and ensure that learners participate in the group activities given.*

This chapter is about the composition, structure, achievements and impact of Pan Africanism in Africa. After studying this chapter, learners will understand the composition and the influence of Pan Africanism in African politics. They will also learn about Pan Africanism and its contribution to the growth and development to Africa.

## **THE ORIGIN OF PAN AFRICANISM**

***The teacher can choose to use the following methods:*** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

Pan-Africanism is a worldwide movement that aims to encourage and strengthen bonds of solidarity between indigenous and diaspora ethnic groups of African origin. It also aims at liberating African people from foreign control. Pan-Africanism emerged from the struggles of the African peoples against enslavement and colonisation. It was based on the belief that unity was vital to economic, social, and political progress.

Pan-Africanism became a reaction to the fever of racism and intolerance against the blacks that had gripped most of Europe and the West in the late 19th and early 20th centuries. The blacks became a subject of exclusion, discrimination and looked down upon. Therefore, Pan-Africanism developed among on African continent and in the diaspora mainly based in the Americas and Europe to provide alternatives to the black people. Some of the leaders who advanced Pan-Africanism as a solution for African problems included;

Marcus Garvey of Jamaica, William Sylvester of Oakland California Kwame Nkrumah of Ghana.

Pan-Africanism hit the continent of Africa after the World War II when calls for independence by Africans began. Nkrumah became the main advocate of Pan-Africanism in the 1950s and 60s and advocated for the unity of Africa. He believed in unity and cooperation among Africans and built Pan-Africanism in Africa. His focus was to assist all African states to become independent and gave in his efforts until every African nation was liberated.

With Nkrumah, Pan-Africanism evolved beyond the movement against racism associated with black Africa and championed the creation of the Organisation of African Unity (OAU). With OAU, Pan-Africanism created a sense of brotherhood and collaboration among all people of African descent whether they lived inside or outside of Africa. The ideology of Pan Africanism developed into the Pan African movement; The Pan-African Movement therefore became a platform for uniting and mobilising the people of Africa with a common culture and history and working towards ending colonisation and having all African nations getting political freedom.

The activities of Pan-Africanism have been advanced through formation of regional blocs like the East African Community (EAC), Economic Organisation of West African States (ECOWAS), African Union (AU), Inter-Governmental Authority on Development (IGAD) Southern Africa Development Community (SADC), Common Market for East and Central Africa (COMESA) among others. Unity is believed to be vital for economic, social and political progress. It was therefore important for Africans to come together in form of regional integration in order to achieve economic development.



**Figure 2.1.1: Dr. Nkwame Nkrumah**    **Figure 2.1.2: William Sylvester**

## OBJECTIVES OF PAN AFRICANISM

1. To fight European racism and counter the myth of European superiority.
2. To fight Neo-colonialism in Africa.
3. To strive towards the improvement of the living conditions of black people all over the world.
4. To fight political, economic and socio-cultural discrimination facing black Africans in the diaspora.
5. To restore dignity and liberate the black people from bondage of slavery.
6. To unite all the black people of African origin in their bid to fight social discrimination.



### **Teacher's instructions**

1. *The teacher introduces the chapter of pan Africanism to the class.*
2. *He/she interacts with learners to find out whether they have previous knowledge about the concept of Pan Africanism.*
3. *The activity below will help the learner understand Pan-African movement on the African continent.*
4. *Guide the learner to form groups of manageable numbers, and let them carry out research and attempt the tasks assigned.*



### Activity 2.1.1:

#### **Describe the roles of Pan-Africanism**

- a) Explain the contribution of Pan-African Movement (PAM) on Africa.
- b) In groups, use ICT and/or Library search to discuss how the regional blocs like East African Community (EAC), Economic Organisation of West African States (ECOWAS), Inter Governmental Authority for Development (IGAD) have contributed to the goals of Pan-Africanism.
- c) Using ICT or library research, identify the challenges faced by PAM. Learners present their findings to class.

### **Likely responses to Activity 2.1.1: Describing the roles of Pan-Africanism**

#### **a) Contribution of PAM**

- *It led to the rise of African nationalism that championed the cause of Africa's independence. Most African countries were freed from colonial rule*
- *It brought about unity and oneness among African states*
- *PAM opened the eyes of Africans to realised that they had been enslaved by colonialism*
- *PAM restored hope and the lost dignity for the Africans*

#### **b) Challenges faced by PAM**

- *Many European groups fought the activities of Pan-African Movement.*
- *Majority of Africans were still under colonialism and therefore it was difficult for them to participate in African affairs.*
- *Africans lacked economic empowerment and education and therefore most of their activities could not succeed easily.*

- *Most Africans were illiterate and ignorant and therefore could not offer any constructive support to the Movement.*
  - *The Movement was also restricted to the African continent. The Africans in the diaspora could not participate.*
- c) **Contribution of EAC, ECOWAS, IGAD**
- *Unity of states*
  - *Security and sovereignty of states*
  - *Increased trade and movement of people*
  - *Infrastructure development*

# EAST AFRICAN COMMUNITY (EAC)



**Figure 2.1.3: EAC headquarters in Arusha.**

**The teacher can choose to use the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

### **Task:**

Basing on your previous knowledge of history, what do you understand by Eastern African states? In pairs, list the countries found in Eastern Africa and share with your classmates. In pairs discuss what you know about the East African integration. Present your work to the teacher.

The East African Community was originally founded in 1967 by Kenya, Uganda and Tanzania and later dissolved in 1977 due to a number of weaknesses.

It was later revived in 1999 with the new treaty for the establishment of the East African Community signed by Kenya Uganda and Tanzania. It came into force on 7<sup>th</sup> July 2000, twenty-three years after the collapse of the previous organisation and its organs. A customs Union was signed in March 2004, which commenced on 1<sup>st</sup> January 2005. The East African Community didn't have any new members from that time until 2009 when Burundi and Rwanda joined and then finally South Sudan in 2016.



**Map 2.1.1. Showing the EAC member states**

The East African Community comprises the current intergovernmental states composed of six countries in the Great Lakes region. These include: Burundi, Kenya, Rwanda, South Sudan, Tanzania, and Uganda. It was first formed by East Africa traditional states comprising Uganda, Tanzania and Kenya. They have developed strategic aims and objectives that bound them together especially in trade and security as provided for in the 2009 East African treaty.



### Teacher's instructions

- *Teacher introduces the concept to the learner.*
- *Guide the learner to form manageable groups through which they will discuss the assigned tasks.*
- *Move around to ensure active participation of all learners and direct their discussion towards the correct information.*



### Activity 2.1.2:

#### Finding out facts about the formation of EAC

- Using ICT and the library research, find out the reasons for the formation of the EAC and present to class.
- In groups discuss the aims and objectives of the East African community and present to class.
- Using ICT and/or Library research, find out which objectives of the East African Community were achieved and those that were not.
- Explain the structure of the East African community (EAC)
- In groups, discuss the challenges the EAC has had in achieving its goals. Present your findings to class.

## Likely responses to Activity 2.1.2: Reasons for formation of EAC

### Reasons for the formation of EAC

- *To promote regional cooperation, which fulfils the idea of Pan-Africanism to bring about African unity in East Africa.*
- *To promote regional trade through the removal of trade restrictions among East African countries.*
- *To develop policies and programmes aimed at strengthening cooperation among the partner states in political, economic, social and cultural fields, research and technology, defence, security, legal and judicial affairs for their benefit.*

- *To establish a customs union, a common market, a monetary union and eventually a political federation.*
- *To ensure the attainment of sustainable growth and development of the partner states by the promotion of more balanced and harmonious development.*
- *To ensure the strengthening and consolidation of co-operation.*

**a) Aims and objectives of EAC**

- *To establish a customs union, a common market, a monetary union and eventually a political federation.*
- *To ensure the attainment of sustainable growth and development of the Partner States by the promotion of more balanced and harmonious development.*
- *To ensure the strengthening and consolidation of co-operation.*
- *To promote sustainable utilization of natural resources.*
- *To strengthen the long standing political, economic, cultural and traditional ties between the people.*
- *To promote gender equality and enhancement of the role of women in all spheres of life.*
- *To promote peace, security and stability.*
- *To promote partnerships with the private sector and civil society in order to achieve sustainable socio-economic and political development.*
- *To provide employment opportunities to East Africans.*

**b) Subjective response**

**c) Structure of the East African Community**

- *The East African Supreme authority*
- *The East African Legislative assembly.*
- *The East African Development Bank*
- *The Common Market*
- *The sector committees.*
- *The East African court of appeal*
- *The Secretariat*

#### d) **Challenges the EAC**

- *Inadequate political will and commitment to the process*
- *High incidence of conflicts and political instability – South Sudan*
- *Inadequacy of funding*
- *Problems related to corruption*
- *Barriers to trade and investment*
- *Development gaps*

## ACHIEVEMENTS OF EAST AFRICAN COMMUNITY

**The teacher can choose to use some of the following methods:**

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

**Political Stability:** EAC member states have created good neighbourliness that have led to a stable and politically united East Africa. As much as possible these states have not been in war against one another. They have not offered asylum to all rebel groups intending to fight fellow EAC member state. See figure 2.1.4 below. The leaders constantly meet to ensure peaceful co-existence among the states of East Africa.



**Figure 2.1.4: East African heads of states (2019, Arusha-Tanzania)**

**Speed of growth:** East African Community is one of the fastest growing regional groups in Africa and the world. In a short time of its re-existence since 1993, it has achieved many benefits of integration than COMESA and SADC in the same region of operation for example improved trade and security, harmonisation of standards, and free movement of persons and labour.

**Transport and Communications:** - The main objectives of the agreement are to facilitate interstate road transport through reduced documentation for crews and vehicles at border crossings including harmonised requirements for operation licensing and customs and immigration regulations. This has made it easier and quicker for traders from one member country to trade across with other member countries. The Kenya - Chinese-built railway is supposed to extend to Uganda and other parts of Eastern Africa. See the Figure 2.1.5 below:



**Figure 2.1.5: Kenya's new train for transport.**

**Education and skilled Labour:** - The East Africa Community aims at creating centres of excellence in the community to provide top quality training and education aimed at meeting current and future skill needs and the technical innovation in the regional bloc.

Free visas are provided for students from member states to study at any university within the Community. Makerere University was the first one to be built in 1922, (See figure 2.1.6 below). Makerere University has been attended by many East Africans than any other university in the region.



**Figure 2.1.6: Makerere University main hall.**

**Joint Tourism Promotion Initiatives:** The East African Community partner states signed important protocols that will help in promoting East Africa as a single tourist destination. It is hoped that this will result in attracting more tourists and increasing the contribution of the tourism industry to the East African economy. A single East African Tourist Visa for the EAC countries of Kenya, Rwanda, and Uganda has been available since 2014.

**Harmonisation of Monetary and Fiscal Policies:** This has included convertibility of the partner states' currencies, harmonisation of banking rules and regulations, harmonisation of finance ministries' pre- and post-budget consultations, regular sharing of information on budgets, and reading of budget statements on the same day.

## FAILURES OF EAC

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

***Industrialisation:*** -There is a lack of substantial evidence with regard to industrialisation in the East African Community regional bloc. It can logically be concluded that this is due to the size of the economies of these countries, which are too small to attract commercially viable inward investment due to; for example, poor infrastructural development.



***Figure 2.1.7: A bad road***

***Imbalanced Benefits;*** -

There are different priorities within the East African Community. This has led to the failure to ensure that all countries benefit equally from the regional integration, for example, as Kenya's currency appreciated, the currencies of other countries depreciated. The countries in this economic bloc have different growth rates.

***Custom Union:***

The East African Community failed to advance the custom union. EAC protocol required that Kenya eliminates its tariffs on imports originating in Tanzania and Uganda respectively with immediate effect on the first day of the protocol implementation. However, charges of gradually declining taxes remain for 859 products originating from Kenya that are exported to Tanzania and 426 products originating from Kenya that are exported to Uganda.

***Monetary Union:***

The East African community (EAC) has not met its 2012 target of agreeing on the formation of a monetary union. Following two years of negotiations, it was expected that a protocol would be approved at EAC heads of state summit at the end of November, which would have started the process of monetary integration. However, the east Africa community was unable to come to an agreement and the monetary union was removed from the summit agenda.

***Dependence syndrome:***

Lack of financial aid and limited physical infrastructure and human capital. These are challenges to almost all the member states. They depend on financial and technical help from foreign states. This has strengthened neo-colonial tendencies in East Africa. All the time East African states are negotiating for loans and grants from abroad.



**Figure 2.1.8: Dependency syndrome**



### **Teacher's instructions**

5. *The teacher instructs learners to use ICT resources like google, google scholar, Emerald and library research to attempt the task below.*
6. *Guide the learner to carry out research in order to find out reasons for the collapse of EAC in 1977.*
7. *Let the learner write an essay about the challenges the EAC faced from 1999 to 2021.*



### **Activity 2.1.3:**

#### **Analysing the factors that led to the collapse of EAC in 1977**

1. Using ICT and library research, identify the reasons for the collapse of EAC in 1977 and present your findings to class.
2. Explain the challenges met by EAC between 1999 to 2021
3. In groups, discuss how EAC has contributed to the goals of Pan Africanism

## **Likely responses to Activity 2.1.3: Analysing the collapse of the EAC in 1977**

### **1. Reasons for the collapse of the EAC**

- *Personal differences between the East African leaders*
- *Ideological differences. All the three East African community states had different ideologies; for example, Kenya was a capitalist state, Tanzania pursued socialism while Uganda followed a mixed economy (capitalism and socialism) policy.*
- *All the three East African countries were at different levels of economic development where Uganda and Tanzania were forced to depend on Kenya for manufactured goods as it had more industries than her counterparts.*
- *Poor trade relations. This was mainly between Uganda and Tanzania which caused lack of good communication.*

### **2. Challenges met by EAC**

- *Poor governance*
- *Poor infrastructure and utilities*
- *Inadequate participation of local communities*
- *Weak Institutional Framework*
- *Imbalanced benefits, not all countries benefit equally*
- *There is no Monetary Union*

### **3. Contributed to the goals of Pan-Africanism**

- *Increased trade and movement of people of East Africa.*
- *Infrastructure development projects in East Africa.*
- *Security and sovereignty of East African states*
- *Unity of East African states*

## EAST AFRICAN LEGISLATIVE ASSEMBLY



**Figure 2.1.9: EALA members of 2017 assembly**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The East African Legislative Assembly (EALA) is a sub-organ of the larger East African Community, being the legislative arm of the Community. EALA had its first sitting in Arusha, Tanzania on 29 November 2001. The first Speaker of the Assembly was Abdulrahman Kinana of Tanzania. The first Assembly, comprising members from Kenya, Tanzania and Uganda, was dissolved in 2006. The second Assembly expanded as Rwanda and Burundi joined the EAC in 2009. Abdirahim Abdi of Kenya was the Speaker of EALA.



**Figure 2.1.10 Abdulrahman Kinana**



**Figure 2.1.11 EALA in session**

## **REASONS FOR THE FORMATION OF EALA**

1. EALA was formed to strengthen and consolidate the cooperation of the East African member states. It would lead to economic development and better standards of living.
2. It was also formed to protect the natural environment by sustainable utilization of resources e.g. Lake Victoria, and key forests among others.
3. There was a desire to strengthen social, cultural and political ties among the member states

4. Member states had a need to promote gender and the role of women in cultural, social, political and the technological advancement.
5. They also wanted to promote peace, security, and stability in East Africa.
6. Member states wanted to suggest and formulate rules and regulations governing East Africa Community.
7. There was need to strengthen laws and protocols regarding the regional cooperation with the nearby economic blocs.
8. They wanted to create employment and job opportunities to East African member states.
9. They also wanted to form legal laws on issues of rebels and insecurity being waged from neighbouring countries to East African Community states.
10. There was need to strengthen the laws and ties regarding the infrastructure development. Eastern Africa states are joined by network of roads and railways. These help in trade network among the East African states.



### **Teacher's instructions**

- *The activity below will help the learner know more about EALA.*
- *Guide him/her to form groups under which they will attempt the following tasks.*
- *Keep moving around the different groups to ensure active participation of all learners as you direct their discussions towards the right direction*



### Activity 2.1.4:

#### analysing the challenges of EALA.

1. Using ICT and library research, the learners should identify the challenges of EALA and present them to class.
2. Explain how the above challenges can be addressed
3. In groups, they should discuss how the community can benefit from this cooperation.

**Let the learners study the puzzle below and answer the questions that follow.**

4. Outline the meaningful words related to Pan Africanism
5. Underline and use the words you have outlined to make constructive sentences.

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

## Likely responses to Activity 2.1.4: analyzing the challenges of EALA.

### a) **Challenges of EALA**

- -Poor governance
- -Weak institutional framework
- -Non-cooperation of states
- -Political tensions in some member states
- -High coordination costs

### b) **Solutions to the challenges**

- Subjective responses from learners

### c) **Benefit from cooperation**

- A wider market
- Freedoms under Common Market
- Safeguarding the region from international economic shocks.
- Common External Tariff protects the community's domestic industries.
- Improved early warning and conflict resolution mechanisms.
- Construction and operationalisation of One Stop Border Posts
- Regional infrastructural development
- Harmonisation of Standards

### d) **Learners study the puzzle**

- Learners identify words such as **Legislature, Kenya, Taxes etc.**, and they construct meaningful sentences

## Sample activity of integration

Rwanda closed its border with Uganda following accusations that both sides were seeking to destabilise the other. The immediate victims of the above action are small-scale traders, who earn a living out of a simple income through cross border trade between Rwanda and Uganda. They can no longer find market for their goods which has reduced their income. Attempts by the East African Community to call for peace talks between the countries involved proved futile.

The problem which could have been easily resolved by the East African Community was being mediated in Luanda, Angola to end the standoff and mend relations between the two countries.

### SUPPORT MATERIAL



**Figure 2.1.12: Rwanda –Uganda border**

### Learner's Tasks

1. Assuming you were part of the East African Community delegates, write a report about the challenges experienced in trying to resolve cross border disputes.
2. In what ways do you think East African people were affected due to the closure of boarders?
3. Assuming you were a political head, how would you resolve the dispute?

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills attained from this chapter. Encourage the learners to be creative and use all the resources at their disposal to attempt the above activity.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

## Assessment Grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
An essay on challenges of resolving the border dispute in East Africa.	Challenges of resolving the border dispute in East Africa	A learner will score 3/3 if he/she discusses 4-5 relevant challenges of resolving the border dispute in East Africa	A learner will score 3/3 if he/she discusses 4-5 correct challenges of resolving the border dispute in East Africa	A learner will score 3/3 if he/she discusses 4-5 challenges of resolving the border dispute in East Africa coherently.	A learner will score 1 if he/she exhibits innovativeness and creativity in his/her essay in regard to the output.
		A learner will score 2/3 if he/she discusses 2-3 relevant challenges of resolving the border dispute in East Africa	A learner will score 2/3 if he/she correctly discusses 2-3 challenges of resolving the border dispute in East Africa	A learner will score 2/3 if he/she discusses 2-3 challenges of resolving the border dispute in East Africa in a logical flow	
		A learner will score 1 if he/she discusses 1 challenge of resolving the border dispute in East Africa	A learner will score 1 if he/she correctly discusses 1 challenge of resolving the border dispute in East Africa	A learner will score 1 if he/she logically discusses 1 challenge of resolving the border dispute in East Africa	
09scores	Effects of boarder closure on East African integration	A learner will score 3/3 if he/she explains 4-5 relevant effects of boarder closure on East African	A learner will score 3/3 if he/she explains 4-5 effects of boarder closure on East African integration	A learner will score 3/3 if he/she explains 4-5 effects of boarder closure on East African integration	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
		<i>integration</i>	<i>accurately in an essay.</i>	<i>coherently in an essay.</i>	
		<i>A learner will score 2/3 if he/she explains 2-3 relevant effects of boarder closure on East African integration</i>	<i>A learner will score 2/3 if he/she explains 2-3 effects of boarder closure on East African integration correctly.</i>	<i>A learner will score 2/3 if he/she explains 2-3 effects of boarder closure on East African integration logically.</i>	
		<i>A learner will score 1 if he/she explains 1 effects of boarder closure on East African integration</i>  <i>/3</i>	<i>A learner will score 1 if he/she explains 1 effects of boarder closure on East African integration correctly.</i>  <i>/3</i>	<i>A learner will score 1 if he/she explains 1 effects of boarder closure on East African integration</i>  <i>/3</i>	<b>/1</b>
	<i>Role of Pan Africanism and the East African Community in conflict resolution</i>	<i>A learner will score 3/3 if he/she gives 4-5 roles of Pan Africanism and the East African Community in conflict resolution</i>	<i>A learner will score 3/3 if he/she gives 4-5 roles of Pan Africanism and the East African Community in conflict resolution accurately.</i>	<i>A learner will score 3/3 if he/she gives 4-5 roles of Pan Africanism and the East African Community in conflict resolution coherently.</i>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
09 scores.		<i>A learner will score 2/3 if he/she gives 2-3 roles of Pan Africanism and the East African Community in conflict resolution</i>	<i>A learner will score 2/3 if he/she gives 2-3 roles of Pan Africanism and the East African Community in conflict resolution accurately.</i>	<i>A learner will score 2-3 if he/she gives 2-3 roles of Pan Africanism and the East African Community in conflict resolution logically.</i>	
		<i>A learner will score 1 if he/she gives at least one-role of Pan Africanism and the East African Community in conflict resolution</i>  /3	<i>A learner will score at least 1 accurate role of Pan Africanism and the East African Community in conflict resolution</i>  /3	<i>A learner will score 1 if he/she gives at least one role of Pan Africanism and the East African Community in conflict resolution</i>  /3	
<b>Total score</b>					<b>28 scores</b>

## Chapter Summary

In this sub-chapter, the learner was able to:

- Explain the meaning of Pan-Africanism.
- outline the aims of Pan-Africanism.
- explain the achievements and the challenges of the East African states.
- suggest some solutions affecting the progress of the East African community.

## SUB-CHAPTER 2.2

# THE ECONOMIC ORGANISATION OF WEST AFRICAN STATE (ECOWAS)



### Key Words

- Pan Africanism
- Economic bloc
- Cooperation

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

1. Know the origin and the membership of ECOWAS
2. Understand the aims and the objectives of ECOWAS
3. Understand the successes of ECOWAS since 1993
4. Know the failures of ECOWAS in West Africa
5. Understand the factors that led to the establishment of ECOWAS
6. Appreciate the future trends of ECOWAS.

## INTRODUCTION

*The focus of this sub-chapter is to introduce to learners the membership and contributions of ECOWAS to West African states. Learners need to be guided on why and when it was formed.*

### **Teacher Preparation**

*Take time to understand this chapter extensively and understand it because it requires that you go through it closely with the learners.*

*You are also required to read extensively from various text books and the internet about ECOWAS.*

**Teaching and learning methods:** *Possible teaching and learning methods to be used include: brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*

### **Teacher's instructions**

*In a creative way, you may introduce the chapter to learners in the following mode:*

- On a wall map of west Africa, show learners the member countries of ECOWAS as they list them down.
- Also, present learners with the flags of countries that are in ECOWAS

- They should match the flags provided to their countries

*Engage learners in the learning tasks given and guide them through discussions and ensure that they note down all their ideas shared in class*

*Remember that your role as a teacher is that of a facilitator, move around and ensure that learners participate in the group activities given.*

### **INTRODUCTION:**

The previous subchapter presented the Integration of East African countries. This subchapter is about the integration of West African Countries (ECOWAS), its aims and objectives, successes, failures, and future trends. After studying this sub-chapter, learners will be able to explain the role of Economic Community of West African States (ECOWAS) and propose ways of making it more effective. ECOWAS has a collection of 16 member countries occupying almost 5,111,416 sq. km of land with around 349 million people by 2015. Integration of states in West Africa has taken a number of steps, such as customs union, common market, monetary union and political integration, which have created close economic and social development among member states e.g., education.

### **Task**

- a) You are provided with a map of Africa. List the countries in west Africa.
- b) Using the flags of West African countries. Match the flags to the respective country

The figure below shows the world trade blocs:



**Figure. 2.2.1: Map showing global trade blocs.**

## Task

Form pairs and brainstorm about the reasons for the formation of trade blocs.

## BRIEF HISTORY OF ECOWAS

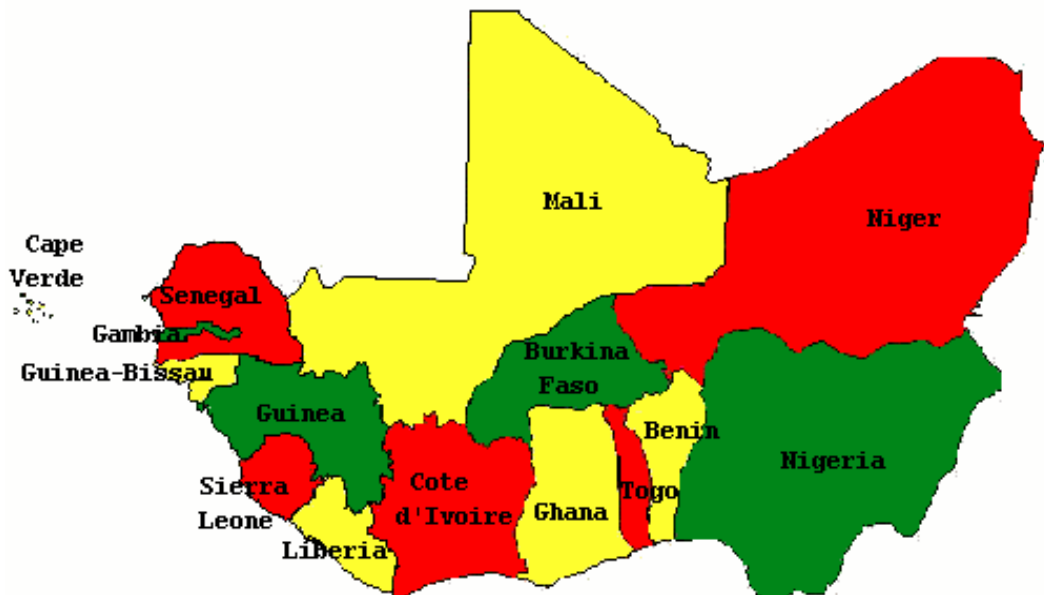
ECOWAS was established in 1975, after the signing of the treaty of Lagos, to promote economic integration across the West African region. ECOWAS is a regional political and economic union composed of fifteen West African countries. It was founded with an aim of achieving collective self-sufficiency through economic and monetary union trading bloc.

The first effort towards integration was in 1945 when the creation of CFA franc (Coopération financière en Afrique centrale or Financial Cooperation in Central Africa) brought Francophone countries in the region into a single currency union. However, in 1964 the Liberian president William Tubman made the first attempt when he brought four states of Cote d'Ivoire, Guinea, Liberia and Sierra Leone together to form an economic union in an agreement that was signed in 1965. However, the proposal for a union of West African States emerged after 1972 when Gen Yakubu Gowon of Nigeria and Gnassingbé Eyadéma of Togo came up with a draft proposal of the integration

in 1973 that was regionally supported. It was this proposal that resulted in the treaty of Lagos in 1975 which established ECOWAS.

In 1981, a Protocol on Mutual Defence Assistance was signed in Freetown, Sierra Leone by ECOWAS nations. The protocol led to the establishment of an Allied Armed Force of the Community. This was followed by a protocol on establishment of Mechanism for Conflict Prevention, Management and Resolution, Peace and Security in 1999 and the West African Monetary Zone (WAMZ) that was signed in 2000.

There are currently 16 member countries in ECOWAS. The founding members were Benin, Ivory Coast, Gambia, Ghana, Guinea, Guinea Bissau, Cape Verde, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo and Burkina Faso. However, in 2002, Mauritania left the community due to political reasons. Today the confirmed members are 15 states in operation as shown in the map below:



**Map 2.2.2: Map showing the ECOWAS member states**

The idea to form ECOWAS came a decade later after the United Nations Economic Commission for Africa (ECA) in its 7<sup>th</sup> Session held in Nairobi in 1965 recommended that member states should form sub-regional economic integrations across Africa. The treaty to form operations of ECOWAS was signed in 1976 at Lomé capital city of Togo by 16 heads of states and agreed that its headquarters would be in Lagos Nigeria.



**Figure 2.2.1: Showing ECOWAS headquarters in LAGOS**



### **Teacher's instructions**

1. *Teacher introduces the lesson and gives learners key information about ECOWAS bloc*
2. *Guides learners to form sizable groups and attempts the tasks given using the available ICT resources and library research.*
3. *Guide learners to carry out research and find out the aims and objectives of ECOWAS.*



### Activity 2. 2.1:

#### The establishment of ECOWAS

1. Using ICT and Library research, identify the objectives and the reasons for formation of ECOWAS.
2. Identify the objectives that were met by ECOWAS and those that were not met.
3. Discuss some of the challenges ECOWAS met in the process of achieving its objectives.

### Possible responses to activity 2.2.1: Analysing the aims and objectives of ECOWAS

#### a) Objectives and reasons for the formation of ECOWAS

- *Bring countries in the region together and foster peace and development*
- *Provide cooperation among countries to:*
  - ✓ *implement infrastructural schemes.*
  - ✓ *establish a common fund.*
  - ✓ *abolish trade restrictions.*
  - ✓ *harmonize agricultural economic and monetary and industrial policies.*

#### b) Subjective responses

#### c) Challenges of ECOWAS

- *Poverty, inequality, unemployment*
- *Terrorism and violent extremism*
- *Political instability*
- *Elections-related violence*
- *Drug trafficking and deadly viruses*

## ACHIEVEMENTS OF ECOWAS

**The teacher can choose to use some of the following methods:**

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

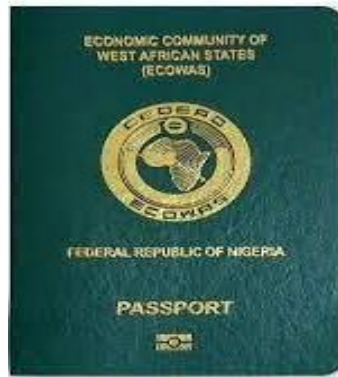
ECOWAS has attained a number of achievements which include;

1. Construction of highways linking major cities across the region e.g., the Lagos-Abidjan highway that starts from Ivory Coast and passes through Alfaro and breaks in Lagos. Below is a map of trans-west African Highways



**Map 2.2.3: Trans-West African highway.**

2. ECOWAS bridged the gap between the Francophone and Anglophone countries e.g., by launching the ECOWAS passport which facilitates regional movement between the West African countries.



**Figure 2.2.2: Showing ECOWAS passport.**

2. ECOWAS has brought direct inter-communication network e.g., the regional bloc has done much in building a strong telephone network for the member states.
3. There has been free movement of people and goods i.e., the regional bloc has succeeded in removing barriers impeding the free movement of people, services and goods and to a large extent facilitated regional trade among the West African countries.
4. It has led to security integration and peace e.g., on several occasions ECOWAS has brokered peace within conflict zones in a region.



**Figure 2.2.3: Showing ECOWAS army**

The annual summit of the Economic Community of West African states avails the Head of State within the sub-region to offer solutions towards problems confronting member states and the entire region.



**Figure 2.2.4: Showing ECOWAS summit (2016).**

Agriculture and agro-based industries have been developed. ECOWAS supported agricultural research units that have come up with better seeds for farming. Soils were researched on and fitting agricultural farms are being carried out in the whole of West Africa.



**Figure 2.2.5: Showing ECOWAS supported farms**



**Figure2.2.6: Showing Irrigation work**

Using the influence of ECOWAS, all the member states have become democratic: They respect term limits, and most of them carry out the peaceful transition of power. They have formed strict laws against the military coup d'états. Respect for national constitutions that have related clauses has been mandatory.

Education sector has been promoted in West African member states: Schools use related curriculum that make them sit the same examinations set by the West Africa Examinations Council (WAEC). This further gives them opportunity for employment and job applications across the ECOWAS member states.

The integration has introduced a common currency: Eco is the proposed name for the common currency that the West African Monetary Zone plans to introduce in the framework of the Economic Community of West African member states. The objective is to create a common currency for all West Africa member states. However, the French speaking members of ECOWAS, with the supervision of President Emmanuel Macron of France, in December 2019 launched the regional single currency. This has affected the unity of 15 ECOWAS member states.



### Teacher's instructions

1. Guide the learner to carry out research using ICT resources such as google, google scholar, Emerald and library research to write about the failures of ECOWAS.
2. Ensure active participation of all learners.
3. Let the learner give his/her opinions on the possible ways ECOWAS can be strengthened



### Activity 2.2.2:

#### Identifying the failures of ECOWAS

- a) Use ICT or library research and get the learners to identify the failures for ECOWAS.
- b) Explain how ECOWAS has contributed to the development of its members.
- c) In groups, discuss ways through which ECOWAS organisation can be strengthened.

### Likely responses to Activity 2.2.2: Identifying the failures of ECOWAS

(a) Essay about failures of ECOWAS should reflect failure to:

- curb political instabilities in West Africa.
- improve the poor transport and communication.
- control the debt burden.

#### (b) Contribution of ECOWAS

- Promotion of cooperation and development of member states
- Harmonisation of policies
- Abolition of trade restrictions and customs duties
- Establishment of common fund.
- Implementation of infrastructural schemes.

#### (c) Subjective responses

## Sample activity of integration

Nigeria is one of the petroleum producing ECOWAS member state and contributes the biggest share to ECOWAS budget. It is expected that member states would be buying petroleum from Nigeria to support it as a member state and also to support its role in the bloc. However, member states are not supporting Nigerian petroleum industry, but procure their petroleum needs from outside the bloc. This is against the terms and protocols of ECOWAS which promote member state support for one another. This may negatively impact on the aims of integration

## Support Materials



*Figure 2.2.7: Showing oil pipeline in Nigeria*

## Task for the learners

Assuming you are one of the ECOWAS delegates and you have been asked to address heads of state about challenges associated with failure to respect the protocols that bind member states. What problems would you highlight in your address?



<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence</b>
		<i>A learner will score 1 if he/she discusses 1 problem of disrespecting the protocols in ECOWAS integration</i> /3	<i>A learner will score 1 if he/she correctly discusses 1 problem of disrespecting the protocols in ECOWAS integration</i> /3	<i>A learner will score 1 if he/she logically discusses 1 problem of disrespecting the protocols in ECOWAS integration</i> /3	
<i>Total</i>					<b>10 scores</b>

## Chapter Summary

In this chapter, the learner studied:

- The origin and membership of ECOWAS.
- The successes and the failures of ECOWAS among others.
- You should benchmark on the integration and organisation of the ECOWAS to borrow best practices. that development so far has created hope for a brighter future for the member states in West Africa.

## SUB-CHAPTER 2.3

# THE ROLE OF AFRICAN UNION IN INTERNATIONAL RELATIONS



### Key Words

- Blocks
- Integrations
- Pan Africanism
- Addis Ababa
- Organs
- Summit

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

1. Understand how African Union is fulfilling the aims of Pan Africanism.
2. Know the origins, composition and the aims of Organisation of African Unity (OAU/AU)
3. Suggest solutions to the challenges facing the AU
4. Evaluate the impact of AU in post-independence Africa.

## INTRODUCTION

*The focus of this chapter is to introduce to learners African Union and its relationship with Organisation of African Unity and Pan-Africanism on African continent. When O.A.U greatly aimed on the struggle for independence of African states, A.U focuses mainly on sustainability for achievements of O.A.U. Learners need to know just like pan Africanism, A.U calls for unity among the African states.*

### **Teacher Preparation**

*Take time to understand this chapter extensively and understand it because it requires that you go through it closely with the learners.*

*You are also required to read extensively from various text books and the internet about African Union and Organisation of African Unity in order to guide the learners very well.*

**Teaching and learning methods:** *Possible teaching and learning methods to be used include: brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that they have sufficient and fitting learning and teaching materials.*

### **Teacher instructions**

*Engage learners in the learning tasks given and guide them through discussions and ensure that they note down all their ideas shared in class*

*Remember that your role as a teacher is that of a facilitator, move around and ensure that learners participate in the group activities given.*

**INTRODUCTION:**

This subchapter is about African Union (AU). Learners will learn about the origin, composition and impact of African Union in post-independence Africa. They will also learn the different ways through which African Union fulfils the aim of pan Africanism. This chapter aims at helping them to appreciate the benefits of coming together as individuals and as states. After studying this sub chapter, learners will be able to explain the role played by AU in promoting peace and development among the member states.

The Organisation of African Unity was started by members of the Pan African movement. A.U is one of the leading blocs in executing the continental demands especially in the areas of peace and security as a show of Pan Africanism.

**Task: get the learners to;**

- (i) Brainstorm amongst themselves about the number of clubs in their school, how and why they are formed.
- (ii) Discuss the roles of the different school governing bodies like the Board of Governors and Parents Teachers' Association (PTA), examining ways in which their roles are similar to those of the OAU.
- (iii) In relation to clubs formation at school, why do you think the Organisation of African Unity was started in 1963?

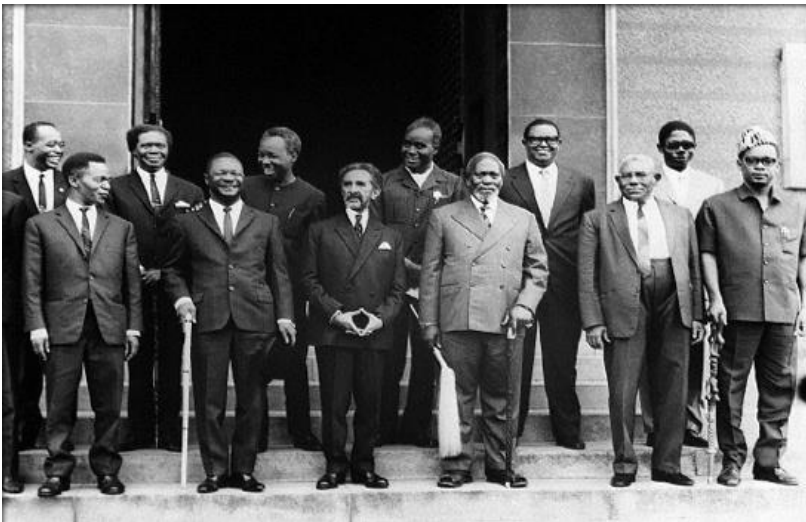
## THE GENESIS OF ORGANISATION OF AFRICAN UNITY AND THE AFRICAN UNION

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The Organization of African Unity (OAU) was started by members of the Pan African movement. It was a postcolonial continental association of Africa's independent states founded on May 25, 1963 in Addis Ababa, Ethiopia by thirty-two countries. The OAU, however, became operational after the Charter or its basic constitutional document came into force in September 1963. Apart from Morocco, all other 53 states became members.

As African countries pushed for independence in the 1950's, others managed to become independent, having been inspired by the spirit of Pan-Africanism. The spirit of Pan Africanism provided collective ways and means of pursuing the ideals of African unity under the platform provided by the Organisation of African Unity. OAU became a vehicle through which unity and solidarity of African countries, the defence of African sovereignty was promoted.



**Figure 2.3.1: Showing founders of Pan Africanism**

The main objective of OAU was to eradicate all forms of colonialism on the continent and promote international cooperation based on the UN Charter and the Universal Declaration of Human Rights. OAU's main mission was to coordinate and harmonise the economic, diplomatic and defence policies of member states. By 1999, all African states had achieved independence, so there was need to refocus the organisational goals to reflect new challenges on the continent and the changing world.

The African Union (AU) was born out of this need to build on the OAU's work and accelerate the process of Africa integration and to support African states in the global economy as well as addressing the social, economic and political problems facing the continent. The Lome Summit (2000), the Lusaka Summit (2001) and the Durban Summit (2002) facilitated the launch and implementation of the African Union (AU) as the successor organisation to the Organisation of African Unity (OAU) and the African Economic Community (AEC).

The general aim of Pan Africanism was to achieve political unity in Africa. This later transformed into the Pan African Movement through which people mobilised Africans against racism and neo-colonialism as well as ensuring that Africans are economically, politically and socially liberated. The Organisation of African Union (OAU) was later formed to bring together all African independent states. The continued need to accelerate integration of Africa led to the formation of the African Union (AU). The African Union has its seat in Addis Ababa and the Pan-African Parliament has its seats in Johannesburg and Midland.

The AU Pan-Africanism has had an emotional appeal that contributed to the commitment of member states to the liberation of the continent. As a bloc, the African Union has provided the continent with ground to bargain for consideration in inter-continental debates on political, economic and social issues.

## AFRICAN UNION (AU/ OAU)

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The African Union (AU) is a continental union of African states made up of 55 member countries. The African Union has a population of over 1 billion people and is situated on a stretch of 29 million km<sup>2</sup> (11 million sq. miles). The AU was first announced in Sirte Declaration in Sirte Libya on 9<sup>th</sup> September 1999 when the decision was taken to form AU. This bloc was then founded on 26<sup>th</sup> May 2001 in Addis Ababa Ethiopia and it was launched on 9<sup>th</sup> July 2002 in Durban South Africa.

African Union (AU) replaced the Organisation of African Unity (OAU) formed in 1963 in Addis Ababa, the capital city of Ethiopia. The first group of member states was 33, who had got their independence by 1963. Togoland and Morocco are the only remaining non-members due to their political reasons.



***Figure 2.3.2: AU Headquarters at Addis Ababa***

After 2001, African Union began to provide a range of more services to the African people including: Trade and Industrial Development, Conflict Resolution, Health and Nutrition, Peace & Security, Infrastructure & Energy Development, Science and Technology, Agricultural Development, Law and Human Rights, Migration, Labour and Employment, Sports and Culture, Education, Youth Development, Economic Integration and Private Sector Development, Diaspora and Civil Society Engagement, Gender Equality and Development.

### **Aims and Objectives of AU (OAU)**

1. To achieve greater unity and solidarity between African countries and their people.
2. To defend sovereignty, territorial integrity and independence of its member states.
3. To accelerate the political and the socio- economic integration of the continent by emphasising trade cooperation among the member states.
4. To promote peace, security and stability on the continent.
5. To promote democratic principles, institutions, popular participation and good governance among the member states.
6. Promote and protect the human rights among the member states.
7. Protect and provide necessary conditions to enable good global economy and international negotiations.
8. Provide cooperation among the member states so that the living standards among the African peoples are increased.

## CHALLENGES AFFECTING AU

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

**Foreign influence:** Neo-colonialism has remained in African states and therefore deciding on their own becomes very hard. This has affected the operations of AU.

**Poverty and lack of sufficient funds:** The operations of AU require the constant member subscription fees and stated contributions. This factor greatly affected the services of OAU and it may affect the UA as well.

**Lack of committed members:** Some member states lacked the required commitment. In 1963, Morocco could not sign the treaty for OAU because her enemy state Mauritania was a member of OAU.

**State conflicts within and among the member states:** Such as in 2019 conflicts between Uganda and Rwanda that resulted in the closure of Katuna border. This conflicts with the aims and the objectives of AU. A case in point is of the endless wars in Somalia, Central African Republic, Congo among others.

**Unemployment in African states:** This has affected almost the whole continent as they produce graduate students annually that they have not planned for. Many of the graduates run to outside continents in Europe and Asia for minor jobs.

**The health hazards:** Malaria has remained a main killer disease followed by cancer and the recent scourge of COVID 19. For example, in an attempt to observe SOPs, Africa was greatly affected in all ways e.g., many people lost their jobs.

**Lack of a standby army to preserve peace and security:** The Union does not have its own army and in case of emerging insecurity it has to raise the

forces from the member states which is hard and costly. e.g., AMISOM forces in Somalia is a contribution of Uganda, Burundi and Kenya.

**The influence of cold war politics:** The Cold War politics ended in 1989 but before that, it was a difficult for capitalist states to trade with the Socialist states. For example, the first EAC capitalist member states were Uganda and Kenya because Tanzania was a socialist state.

**Corruption among the African states:** This has resulted in conflicts, poverty, forced migrations and disease increase among the member states. Trusted people with the government funds often divert the money and this has affected countries and AU.

**Impact of climate change:** This has affected the African continent resulting from the destruction of the environment. Desertification is widening due to excessive cutting of trees, and flooding of the water bodies due to encroachment on rivers and lakes by land developers. All these and many others have affected the operations of AU.



### **Teacher's instructions**

1. *Guide the learner to carry out research using ICT resources such as google, google scholar, Emerald and library research to write about the roles of O.A.U and A.U.*
2. *Let learners explain ways how A.U has settled disputes across Africa.*
3. *Let the learner give his/her opinions on the possible ways how A.U can be strengthened*
4. *Ensure active participation of all learners.*



### Activity 2.3.1:

#### Finding out the roles of OAU and AU

1. Using ICT or library research, identify ways through which OAU/AU can fulfil the mandate of Pan Africanism.
2. Explain the ways through which the AU has aided in the settlement of disputes across Africa and present to class.
3. In groups, discuss ways through which the AU can be strengthened to handle the issues of Pan-Africanism across the continent.

#### Likely responses to Activity 2.3.1: Relate OAU and Pan Africanism

1. **Subjective responses**
2. **Ways in which Pan Africanism has aided the settlement of disputes across Africa**
  - *-It has boosted international relationships hence promoting peaceful interactions among states*
  - *-It has encouraged and strengthened bonds of solidarity and Unity among African states*
  - *-It has preached against societal ills such as slavery, colonialism and neo-colonialism*
3. **Subjective responses**

## THE POST-INDEPENDENCE IMPACT OF OAU /AU

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

To ensure permanent peace and security across the continent: AU has formed a strategic plan of 2063. This is a strategic framework for Africa's long-term and the integrative transformation.

One of its peaceful agenda of silencing guns across the continent by 2020 has been fairly achieved. Other than Somalia and Central African Republic, there are no serious wars across the continent.

The peace security council has created an African Union Mission in Somalia (AMISOM) on 19<sup>th</sup> January 2007. This was approved by the United Nations Security Council on 21<sup>st</sup> February 2007. The African Union mission in Somalia (AMISOM) is an active, regional peace keeping mission operated by the African union with the approval of the United Nations security council. It's mandated to support transitional government structures, implement the national security plan, and train Somali Security forces among others.

AU forces have tried to fight Al-Shabaab militants within and outside Somalia. Since its deployment in March 2007, AMISOM has fought off the Al Shabab terrorism within East African states.

AU union has promoted democracy within African states. They participated in peace building process in South Sudan between Salva Kir and his Deputy President Marchar. The Organisation of African Union which later transformed into AU helped South Africa to regain her independence from the White rule. They carried out peaceful discussions that resulted in election of 1994 that brought Nelson Mandela into power.



**Figure 2.3.3: Showing signing of a Peace deal in South Sudan (2018)**

The AU carries out mission observer roles in election processes of African states by sending representatives to African states to witness the free and fair elections and make reports; for example, in 2016 elections in Uganda.

The AU has led to the end of military coups d'états and governments across Africa. AU has refused to legitimise the undemocratic governments in Africa. For example, in Mali on 18th August 2020 AU joined with ECOWAS failed a military coup d'état of Ibrahim Boubacar Keita and installed an 18month transitional government.



**Figure 2.3.4: Showing Ibrahim Boubacar Keita**

AU has ratified all-important peace-making charters across the African continent. For example, in 2000, AU was a signatory to the Lomé declaration and African charter of democracy against the unelected governments. It created peace in the post-independence troubled, unstable governments in Burundi, Darfur and soon Somalia will be achieved.

The membership of the AU has been increased. For example, in 2011 South Sudan was admitted and Morocco was added in 2017.

### **Sample activity of integration**

The Libyan Civil War began on 15 February 2011 as a chain of civil protests and later evolved into a widespread uprising against the regime of Muammar Gaddafi. Many Libyans were inspired by the uprisings in neighbouring countries, such as in Tunisia and Egypt. Whereas the AU had the right to intervene and restore peace and security under its mandate, NATO intervened on the pretext of protecting human rights. This resulted in the overthrow of the regime of AU founding member, Col. Muammar Gaddafi. The African Union and United Nations have tried to initiate peace talks between the rivals and to intervene in the crisis but Libya remains a dangerous place to live with violent activity of the extremists, civil unrest, terrorism and armed conflict.

### **Support material**



***Figure 2.3.5: Showing strikes in Libya***

**Learner’s Task**

1. If you were amidst such a situation like that of Libya, what alternative approach would you use to end political unrest?

*The task above is intended to evaluate the learners’ ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners’ performance using the criteria below:*

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
<i>A write up of alternative approaches to solve the Libyan crisis.</i>	<i>List of ideas to solve current crisis in Libya</i>	<p><i>A learner will score 3/3 if he/she brings out the following relevant ideas on ending the Libyan crisis:</i></p> <ul style="list-style-type: none"> <li>• <i>Peace agreements.</i></li> <li>• <i>Use of a peace keeping force.</i></li> <li>• <i>Call for international innervations.</i></li> <li>• <i>Arms embargo on warring parties.</i></li> <li>• <i>Amnesty to the warring parties</i></li> </ul>	<p><i>A learner will score 3/3 if he/she explains correctly how the following ideas can be applied in ending the Libyan crisis:</i></p> <ul style="list-style-type: none"> <li>• <i>Peace agreements.</i></li> <li>• <i>Use of a peace keeping force.</i></li> <li>• <i>Call for international innervations.</i></li> <li>• <i>Arms embargo on warring parties.</i></li> <li>• <i>Amnesty to the warring parties</i></li> </ul>	<p><i>A learner will score 3/3 if he/she has a logical flow of facts on the ideas about ending the Libyan crisis:</i></p> <ul style="list-style-type: none"> <li>• <i>Peace agreements.</i></li> <li>• <i>Use of a peace keeping force.</i></li> <li>• <i>Call for international innervations.</i></li> <li>• <i>Arms embargo on warring parties.</i></li> <li>• <i>Amnesty to the warring parties</i></li> </ul>	<p><i>A leaner score 1/1 if he/she has corrected spellings, know the exact years of events in Libya, knows the actual names of fighting groups and can correctly bring out some the international agreements and groups where Libya is party.</i></p>
		<i>A learner scores 2/3 if he/she</i>	<i>A learner will score 2/3 if</i>	<i>A learner scores 2/3 if</i>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<i>brings out 3 relevant ideas about ending the Libyan crisis as mentioned above.</i>	<i>he/she correctly brings out 3 ideas on ending the Libyan crisis as mentioned above.</i>	<i>he/she has a logical flow of facts on any 3 ideas about ending the Libyan crisis as mentioned above.</i>	<i>/1</i>
		<i>A learner scores 1/3 if he/she brings out any 1 or 2 relevant ideas on ending the Libyan crisis. /3</i>	<i>A learner will score 1/3 if he/she correctly brings out any 1 or 2 ideas about ending the Libyan crisis. /3</i>	<i>A learner scores 1/3 if he/she has any facts in any of the ideas brought out in ending the Libyan crisis. /3</i>	
<b>Total</b>					<b>10</b>

## Chapter summary

In this subchapter, the learner has looked at;

- Ways in which African Union is fulfilling the aims of pan Africanism
- The origins and composition of the African Unity (OAU)/AU
- Solutions to the challenges facing AU
- And Impact of AU in post Independent Africa

## SUB-CHAPTER 2.4

# INTER-GOVERNMENTAL AUTHORITY ON DEVELOPMENT (IGAD)



### Key Words

- Development
- Intergovernmental
- Negotiation
- Trade bloc

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

1. Know the origin and state membership of IGAD.
2. Understand IGAD's institutional development.
3. Analyse the key achievements of IGAD since its inception.
4. appreciate the contributions made by IGAD in Sub-Saharan Africa.

## INTRODUCTION

*The focus of this chapter is to introduce to Inter-Governmental Authority on Development (IGAD) and its relationship with Pan-Africanism. It aims at creation of peace and prosperity in most of sub-Saharan countries including Kenya, Uganda, Ethiopia, South Sudan, Djibouti, Eritrea, among others.*

### **Teacher Preparation**

*Take time to understand this chapter extensively and understand it because it requires that you go through it closely with the learners.*

*You are also required to read extensively from various text books and the internet about IGAD in order to guide the learners very well.*

**Teaching and learning methods:** *Possible teaching and learning methods to be used include: brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*

### **Teacher instructions**

*Engage learners in the learning tasks given and guide them through discussions and ensure that they note down all their ideas shared in class*

*Remember that your role as a teacher is that of a facilitator, move around and ensure that learners participate in the group activities given.*

## **INTRODUCTION:**

This chapter is about the Inter-Governmental Authority on Development (IGAD). Learners will look at the origin and state membership of IGAD, its institutional development, achievements and contributions made in sub-Saharan Africa.

After studying this sub-chapter, learners will be able to understand the background, organisation and the roles performed by Intergovernmental Authority on Development (IGAD) in the Sub-Saharan African states. That IGAD is an eight-country trade bloc in Africa. It includes governments from the Horn of Africa, the Nile Valley and the African Great Lakes. Its headquarters are in Djibouti City. The IGAD region stretches over an area of 5.2 million km<sup>2</sup> that comprises the countries of Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan and Uganda. The region has about 6960 Km of coastline with the Indian Ocean, Gulf of Aden, Gulf of Toudjoura and the Red Sea.



**Map 2.4.1: Showing IGAD Member States**

## ORIGIN OF IGAD

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Having looked at the previous trade blocs, let learners brainstorm on what they think IGAD is about?

The Intergovernmental Authority on Development (IGAD) in Eastern Africa was created in 1996 to replace the Intergovernmental Authority on Drought and Development (IGADD) which was founded in January 1986 in *Djibouti*. The current leadership of IGAD is in the hands of the Prime Minister of the Republic of Sudan and Chairperson of the IGAD Assembly of Heads of State and Government, H.E. Abdalla Hamdok; the President of the Republic of Djibouti, H.E. Ismail Omar Guelleh; Prime Minister of the Federal Democratic Republic of Ethiopia.

## INSTITUTIONAL DEVELOPMENT OF IGAD

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

In November 1996 at Nairobi Heads of State Summit, the Heads of Member States signed the “Letter of Instrument to amend the IGADD Charter” by which they changed the name from IGADD created in 1986 to IGAD. The new name came with new interests, and structures were introduced to enable the organisation meet the new objectives. The Heads of member States found it necessary to establish structures to work towards achievement of the new objectives and have continued to expand the scope of development programmes for the region.

IGAD has over the years evolved into a fully-fledged institution with secretariat and technical personnel in Agriculture and Environment; Economic Cooperation and Social Development; Peace and Security; Administration and Finance.

IGAD is sustained by financial contributions from the member states, therefore, the funding for implementation of the IGAD activities increases with improved economic performance and number of member states.



**Figure 2.4.1: Showing Heads of state representing IGAD, (2019)**

## ACHIEVEMENTS OF IGAD

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The member states have been able to reconcile the South Sudan case. IGAD did this through mediating peace negotiations to end the South Sudan Civil war. These talks offered the best chance to the end of the civil war.

See the figures below. This has encouraged cooperation strategies among the conflicting member states.



**Figure 2.4.2: Showing a sign of reconciliation strategies (2018)**

The main achievement for IGAD is restoration of food security for the population in all member countries including those that are prone to drought like Ethiopia, Sudan and Somalia. This was done through establishment of drought resilience initiatives. IGAD established interstate trade, ensuring that countries open their markets to neighbours' products, especially where comparative advantage is recognised. Comparative advantage is a status in which a country has higher capacity to produce a service or is more endowed with natural resources than other countries. For example, Uganda exports lots of food items to South Sudan.



**Figure 2.4.3: Showing trucks carrying items of trade in IGAD states**

IGAD has been able to create platforms for technical experts from the member states to debate issues concerning environment, transport, gender affairs, health (HIV/AIDS), and has established drought resilience initiatives (IDDRSI) and formed many Regional technical committees with deadlines for initiating development projects of high quality.



**Figure. 2.4.4: IDDRSI (IGAD drought resilience initiative)**

IGAD has enabled member states to agree on priority interventions and how to incorporate development partners' programmes and projects into the regional development agenda.

The IDDRSI intervention was to enhance drought-prone communities' access to and use of sustainably managed natural resources and environmental services.

It has also mobilised international partners to support programmes for training of staff such as the Institutional Strengthening Action Programme (ISAP) The overall objective of the strategic partnership of ISAP is to strengthen IGAD capacity to deliver on its mandate of peace, prosperity and regional integration.



**Figure 2.4.5: Showing training of Kenyans by IGAD team.**

It has identified training needs and convinced development partners like USAID to train experts in the region.

It has intervened in some conflicts and settled them. For example, between South and North Sudan

It has provided employment opportunities to member states and this has improved the standards of living to the people.



**Figure 2.4.6: IGAD staff at a conference in Nairobi Kenya.**

It has attended to emergencies like drought in South Sudan and Northern Kenya, floods in Central Kenya, desertification in Khartoum, food insecurity in Darfur in the region.

The locust invasion left the area with food insecurity but IGAD intervened with the Emergence Locusts' Response Program which put an end to effects of the invasion.

IGAD also boosted agricultural production and sustained management of natural resources.

Generally good work has been done by IGAD despite some shortcomings.



### **Teacher's instructions**

1. *Guide the learner to attempt the activity below about challenges of IGAD using ICT such as google, google scholar and Emerald.*
2. *Let the learner suggest solutions to those challenges.*
3. *Let the learners present their findings to the rest of the class.*



### **Activity 2.4.1:**

#### **Analysing the challenges of IGAD**

1. Using ICT or the library research, the learners should write down the challenges affecting IGAD.
2. Propose how the challenges above can be solved.  
Let learners present their findings to class.

## Likely responses to Activity 2.4.2: Challenges of IGAD

### a) **Challenges of IGAD**

- *Production of similar goods among member states*
- *Slow implementation of policies of IGAD*
- *Weak economies of member states due to poverty*
- *Domination by some member states*
- *Environmental degradation*

### b) **Solutions to the challenges**

- *Subjective response from learners as they suggest solutions to the given challenges*

## Sample activity of integration

Regional integration seems to be slow in Africa and where an attempt has been made there still exists some challenges among member states to fulfil their obligations. IGAD, which is supposed to promote economic cooperation and regional integration, has continued to operate in the region plagued with insecurity. Despite its wide mandate, IGAD spends most of its resources on addressing peace and security specifically in Somalia, South Sudan and Sudan, paying less attention to other functions, which has compromised growth and prosperity of IGAD member states.

## Support Materials



**Figure 2.4.7: Peace deal in South Sudan (2018)**

## Tasks

1. Assuming you have been given a chance to meet the community leaders, how would you advise them to solve the problems amongst their members?
2. Discuss the lessons IGAD can learn from other regional blocs like EAC

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

<b>Out put</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
A write up about solving problems	Strategies about solving conflicts	A learner scores 3/3 if he/she explains relevant ways of solving community problems which may include; <ul style="list-style-type: none"> <li>• Round table talking.</li> <li>• Involving police force.</li> <li>• Involving community elders.</li> <li>• Use of forgiveness.</li> <li>• Involving</li> </ul>	A learner scores 3/3 if he/she correctly explains the ways of solving community problems: <ul style="list-style-type: none"> <li>• Round table talking.</li> <li>• Involving police force.</li> <li>• Involving community elders.</li> <li>• Use of forgiveness.</li> <li>• Involving religious leaders.</li> <li>• Involving cultural leaders.</li> </ul>	A learner scores 3/3 if he/she correctly explains the ways of solving community problems with logical flow of facts which may include: <ul style="list-style-type: none"> <li>• Round table talking.</li> <li>• Involving police force.</li> <li>• Involving community elders.</li> <li>• Use of forgiveness.</li> <li>• Involving religious leaders.</li> <li>• Involving cultural</li> </ul>	A learner will score 1/1 if he/she has correct spellings, logical flow of ideas. Clear examples, correct application of facts and can use years of events properly.

<b>Out put</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<p>religious leaders.</p> <ul style="list-style-type: none"> <li>• Involving cultural leaders.</li> </ul>		leaders.	
		A learner scores 2/3 if he/she explains between 3 – 4 relevant ways of solving community problems.	A learner scores 2/3 if he/she explains correctly between 3 – 4 relevant ways of solving community problems.	A learner scores 2/3 if he/she explains correctly between 3 – 4 ways of solving community problems with logical flow of facts.	
		A learner scores 1/3 if he/she explains any way of solving community problems. /3	A learner scores 1/3 if he/she explains any way of solving community problems. /3	A learner scores 1/3 if he/she explains any way of solving community problems. /3	
A write up about lessons	Learnt lessons	<p>A learner will score 3/3 if he/she can bring out lessons related to IGAD from other regional blocs which may include:</p> <p>Promotion of unity. Widening the bloc.</p> <ul style="list-style-type: none"> <li>• Increasing member subscription</li> </ul>	<p>A learner will score 3/3 if he/she can bring out lessons related to IGAD in a correct way from other regional blocs which may include:</p> <p>Promotion of unity. Widening the bloc.</p> <ul style="list-style-type: none"> <li>• Increasing member subscription fees.</li> </ul>	<p>A learner will score 3/3 if he/she can bring out lessons related to IGAD with logical flow of facts from other regional blocs which may include:</p> <p>Promotion of unity. Widening the bloc.</p> <ul style="list-style-type: none"> <li>• Increasing member subscription fees.</li> <li>• Promoting the wellbeing of citizens of</li> </ul>	

<b>Out put</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<p><i>n fees.</i></p> <ul style="list-style-type: none"> <li>• Promoting the well being of citizens of member countries.</li> <li>• Reducing on foreign interference .</li> <li>• Formation of a peace keeping mission.</li> <li>• Establishm ent of a bio data center for IGAD activities.</li> <li>• Fighting corruption among member states.</li> <li>• Promoting democracy among member states.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting the wellbeing of citizens of member countries.</li> <li>• Reducing on foreign interference.</li> <li>• Formation of a peace keeping mission.</li> <li>• Establishment of a bio data center for IGAD activities.</li> <li>• Fighting corruption among member states.</li> <li>• Promoting democracy among member states.</li> </ul>	<p><i>member countries.</i></p> <ul style="list-style-type: none"> <li>• Reducing on foreign interference.</li> <li>• Formation of a peace keeping mission.</li> <li>• Establishment of a bio data center for IGAD activities.</li> <li>• Fighting corruption among member states.</li> <li>• Promoting democracy among member states.</li> </ul>	
		<p><i>A learner scores 2/3 if he/she explains any 4 – 5 lessons related to the developmen t of IGAD bloc.</i></p>	<p><i>A learner scores 2/3 if he/she explains any 4 – 5 lessons related to the development of IGAD bloc in a correct way.</i></p>	<p><i>A learner scores 2/3 if he/she explains any 4 – 5 lessons related to the development of IGAD bloc with logical flow of ideas.</i></p>	/1
		<p><i>A learner scores 1/3 if</i></p>	<p><i>A learner scores 1/3 if he/she</i></p>	<p><i>A learner scores 1/3 if he/she</i></p>	

<b>Out put</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<i>he/she explains any lesson related to the development of IGAD</i>  <i>/3</i>	<i>explains any lesson correctly and is related to the development of IGAD</i>  <i>/3</i>	<i>explains any lesson IGAD can learn from other blocs.</i>  <i>/3</i>	
<i>Total</i>					<i>19 scores</i>

### **Sub-Chapter Summary**

In this chapter, the learner should have looked at

- the origin and state membership of IGAD,
- IGADs institutional development
- Key achievements of IGAD since its inception
- Contributions made by IGAD in the South Saharan Africa

## CHAPTER 3

# NEO-COLONIALISM IN EAST AFRICA



### Key Words

- Neo-colonialism
- Independence
- Colonization
- Imperialism
- Post-independence
- Foreign debt.

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

1. Understand the concept of Neo-colonialism
2. Understand the various manifestations of Neo-colonialism in East Africa
3. Appreciate the impact of neo-colonialism to post independent states.

## INTRODUCTION

*The focus of this chapter is to introduce to learners the concept of neo-colonialism in Africa*

### **Teacher Preparation**

*Take time to understand this chapter exclusively and understand it because it requires that you go through it closely with the learners.*

**Teaching and learning methods** *brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*



### **Teacher Instruction**

*In a creative way introduce the learners to the concept of Neo-colonialism. Remember that they might have heard of the term Neo-colonialism in the previous chapters, therefore try to engage them and see how much they know about it. This will give you an entry point so this should add on to what they already know.*

*Engage learners in the tasks given and guide them through their discussions and ensure that they note down all their ideas shared in class during the learning*

## **INTRODUCTION:**

After studying this chapter, the learner will understand the influence of neo-colonialism in East Africa. The learner will also understand its features and how it indirectly manifests itself in the East African states. The positive significance of neo colonialism will be noted and solutions to its challenges in Uganda will be suggested. Thereafter, the learner will be able to make independent nationalistic decisions for growth and development of East Africa.

## **Task**

The education system in East Africa is seen as one of the ways in which colonialists are imposing their values and beliefs onto the people of East Africa because it is considered a major determinant of the way people think and progress to the next level. Give your views on the above statement through brain storming.

Africa was colonised by Britain, France, Belgium, Italy, German, Spain and Portugal. During their stay in Africa, they exploited African resources and put-up infrastructure that would enable them to continue exploiting African resources even when they had left. The economic system they set up was meant to keep Africa poor by remaining a producer of raw materials and a consumer of the finished industrial products from her former colonial masters.

After World War II, African states started demanding for their independence. The colonialists granted political independence to their colonies in Africa but created a link through which they continued to have influence over them. The colonialists still found a way to retain their economic influence and power

over the former colonies. The economic and political atmosphere remained under some form of control by the former colonial masters under the new term and relationship known as neo-colonialism. Neo-colonialism was therefore nurtured before granting political independence but implemented after to deny African states economic independence.

## WHAT IS NEO-COLONIALISM?

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Neo-colonialism is the indirect control of the economic, political and socio-cultural life of less-developed countries by more developed countries. It is a mechanism through which the colonial masters continue to dominate and exploit their former colonies. Neo colonialism operates indirectly and secretly using globalisation, economic and cultural imperialism and conditional aid to exert influence on a country. It is also a continued dependence of former colonies on foreign countries for economic aid and assistance. The Anglophone African countries such as Ghana, Nigeria and the Gambia, Uganda, Kenya and Tanzania have continued to have bilateral relationship with Britain and so are the Francophone African countries have with France.

Neocolonialism is also a form of control where the transnational corporations and global multilateral institutions have been used to perpetuate colonial forms of exploitation of developing countries. The International Monetary Fund and the World Bank have been used by international capitalists to give economic aid and conditional grants that are detrimental to their own economies.

Neocolonialism also operates through investments by multinational corporations in developing countries to keep them dependent on them. The

investments use reservoirs of cheap labour and raw materials in developing countries. They provide financial aid whose payment is normally difficult because of the conditions attached to it. In an effort to repay the grants, African countries end up losing their share of land and resources to the multinational corporations. China and its companies have huge investments in Africa and is providing unconditional loans in which some countries have been enslaved by China.

Neo-colonialism, therefore, is imperialism in its final and most dangerous stage where developed nations can no longer directly colonise countries as was the case in the past. The developing states are trapped in their sovereignty but have no powers to direct their economic system and political policy.



### Teacher's instructions

*Guide the learners to form groups to carry out research using ICT like google, google scholar and Emerald on continued dependence on Europeans by East Africans.*



### Activity 3.1:

#### Continued dependence on Europeans

1. Based on the information presented above, what are the indicators of neo-colonialism in your country?
2. Using ICT or Library research, identify and list the areas in which Uganda greatly depends on foreign aid and loans.
3. Discuss why the East African states have continued to depend on their former colonial masters even after the independence.

Share your responses to the rest of the class and make your notes based on the class discussion.

## **Likely responses to Activity 3.1: continued dependence on Europeans.**

### **a) Indicators of neo-colonialism**

- *Western education system*
- *Modern dressing styles*
- *Foreign religions.*
- *Presence of multinational companies.*
- *The receiving of foreign aid,*
- *The foreign expatriates.*
- *The use foreign languages as official languages*

### **b) Areas that depend on foreign aid and loans.**

- *Road construction*
- *Health sector*
- *Education system*
- *Agricultural sector*
- *Military trainings*

### **c) Why the East African states have continued depend on their former colonial masters even after the independence**

- *Continued need of foreign aid after the independence.*
- *Weak leaders who received independence from colonialists.*
- *The growing needs of developed countries for raw materials.*
- *Corrupt leaders who always want to keep in touch with formers colonial masters for their own selfish reasons*
- *Lack of employment opportunities.*
- *Absence of manufacturing industries in East Africa.*

## **Manifestation of Neo-Colonialism in East Africa**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Neo-colonialism has manifested itself in Africa in several different forms. These include; Military takeovers: most African states witnessed coups after independence which ousted several African leaders. The coups were a result of most leaders carrying out policies that were not in favour of their former colonial masters. Between 1956 and 2001 there were 188 coups carried out in Africa. In 1960, the Congo crises ended with the killing of Patrice Lumumba.

Dependency on foreign Aid: African states have continued to access financial assistance from IMF and World Bank creating a dependency syndrome. These financial institutions have forced African states to carry out structural adjustments that have enslaved them to aid from western countries and indirectly maintaining control over them. Multinational companies like Coca Cola, Shell, MTN, Bata, Tuskys, Uchumi among others repatriate profits from East Africa. Such profits are taken to the mother countries for these companies. Other international institutions labelled non-Governmental organisations like USAID, DANIDA, FINCA, Action Aid and World Vision are all here to fulfill the desires of their mother countries.

Foreign Technology: African countries have continued to rely on foreign technology in from of machinery and other industrial consumables. They continue to import spare parts and inputs from the developers of that technology, keeping them dependent on western countries. The importation of technology includes cars, television sets, laboratory equipment, chemicals and medicine.

Un- even Balance of Trade: African countries continue to produce raw materials and sell them to European countries, while importing finished products into Africa at prices determined by the Europeans. African economies have remained producers of what they do not consume and consumers of what they do not produce like cash crops that are grown in East Africa like coffee and cotton for the European market. This has partly

contributed to famine and hunger in East Africa as natives put more time into cultivating cash crops than food crops.

**Western Education:** The presence of Western education in modern Africa manifests neo colonialism in Africa. The education system in Africa has not changed much from what the colonialists left behind. The design of the curriculum in most African countries was based on the colonial masters' curriculum. The colonised people have a belief that one can get better education only from developed countries. This makes the African education system inferior to western education. Technical education which is the cornerstone of development in western countries has been neglected and treated as inferior and for education failures. Africans still go abroad to get the same technical education as that offered in African countries and end up being indoctrinated.

**Brain wash:** Many Africans still consider their race inferior to the white race. Africans believe that their culture, ideas and way of life are still inferior to that of the Europeans. Anything that comes from the West is considered better than the ones made in Africa. This has made Africans continue consuming products from developed nations, such as western music, language, films, literature, games and religions. All these western influences have been adopted as new civilisation among the young generation, hence despising the African tradition, language and communication. Most Sub-Saharan Africa nations have continued to speak languages of their colonial masters as their official language in schools and parliament.

Africans are still engrossed in foreign political ideologies and practices where African countries have adopted western models of democracy and institutions such as political parties and electoral democracy. This has not only failed in Africa, but has often contributed to political instability and crisis leading to internal conflicts.



### Teacher Instruction

Guide the learner to use ICT resources like google, google scholar and Emerald with library research to respond to the activities below. You should also guide the learner to explain the concepts asked in the tasks.

The significance and current application of the concepts should also be attended to as stated in the tasks.



### Activity 3.2:

#### **Influence of Neo colonialism in East Africa.**

3. In pairs, identify and discuss the activities and habits within your community that are done with a European influence.
  4. Suggest ways through which neo-colonialism can be eliminated
  5. In a debate session, discuss the motion “Neo colonialism has had a negative than positive impact on Ugandans”.
- Summarise your notes and share with the rest of the classmates.

#### **Likely responses to Activity 3.2: influence of neo colonialism in East Africa**

##### **1. Activities with European influence**

- *Forms of worship*
- *Formal communications*
- *Formal education*
- *Entertainment styles*
- *Modern dressing codes*
- *Government systems*

##### **2. Ways how neo colonialism can be eliminated**

*Subjective response.*

### **3. Debate session**

#### *Subjective response*

African states have continued to access financial assistance from IMF and World Bank creating a dependency syndrome. These financial institutions have forced African states to carry out structural adjustments that have enslaved African states to aid from western countries and indirectly maintaining control over them. Multinational companies like Coca Cola, Shell, MTN, Bata, Tuskys, Uchumi among others repatriate profits from East Africa. Such profits are taken to the mother countries for these companies. Other international institutions labeled on-Governmental Organisations like; USAID, DANIDA, FINCA, Action Aid and World Vision are all here to fulfill the desires of their mother countries.

African countries continue to produce raw materials and sell them to Europeans and import finished products back to Africa on prices determined by the Europeans. African economies have remained producers of what they do not consume and consume what they do not produce nations. Cash crops being grown in Uganda and East Africa at large like coffee, cotton among others are all taken to Europe without being consumed here. This has partly contributed to famine and hunger in East Africa as natives put a lot of time in cultivating cash crops than food crops.

The education system has not changed much from what the colonialists left behind. The colonized people have come to believe that to get better education you have to go to developed countries. This makes the African education system inferior to western education. Technical education which is the corner stone of development in western countries has been neglected as inferior and for failures to ensure that African schools do not produce technicians who will produce goods that will rival their own. Africans still go abroad to get the same technical education and end up being indoctrinated.

African countries have continued to rely on foreign technology in from of machinery and other industrial consumables. They continue to import spare parts and inputs from the developers of that technology, keeping them dependent on western countries. The importation of technology includes cars, television sets, laboratory equipment, chemicals and medicine.

Many Africans still consider their race inferior to the white race. Africans believe their cultures, ideas and way of life are still inferior to that of the Europeans. Anything that comes from the west has been taken to be better than the ones made in Africa. This has made Africans to continue consuming products from developed nations such as western music, language, films, literature, games and religions. All these western influences have been adopted as new civilization among the young generation, hence despising the African tradition, Language and communication. Most sub-Saharan African nations have continued to speak languages of their colonial masters as their official languages in schools and parliament.

Africans are still engrossed in foreign political ideologies and practices where African countries have adopted western models of democracy and institutions such as political parties and electoral democracy. This has not only failed in Africa but has often contributed to political instability and crisis leading to internal conflicts.

## **ADVANTAGES OF NEO-COLONIALISM**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

### Reflect on the factors presented below;

- Multi-national companies present better standards of products than the local companies. This is due to the high level of capital investment used to purchase high quality raw materials that enable the multinational companies to out compete the local companies in the market there by having a larger market share than their counterparts. A case in point is the CocaCola soda and Riham soda where CocaCola has a higher market share. Figure 3.1 below represents logo of CocaCola soda and figure 3.2 below represents logo of Riham soda.



**Figure 3.1: Showing the logo for Coca-Cola**



**Figure 3.2: Showing the logo for Riham**

- Neo colonialists through their agencies such as International Monetary Fund (IMF) and World Bank (WB) have extended loans and donations to the East African countries which they have used to set up socio-economic infrastructures that have led to development. For example, various schools and hospitals such as the National gynaecology referral hospital at Kawempe, have been constructed by the government of Uganda using foreign aid. Government has also tarmacked roads using foreign aid. Figure 3.3 shows an example of a road constructed using foreign aid.



**Figure 3.3: A section of Kampala- Entebbe express highway**

- Neo colonialism has led to improved systems of governance among the East African countries. All the East African countries have embraced democracy, have constitutions and allow everybody to participate in the election of their leaders and in decision making. A good example is that of Kenya, where presidential elections are held after every five years and in Uganda, holds parliamentary elections after every five years. Foreign countries participate in the elections.
- 
- It has helped in the forging of unity among the many ethnic groups of people in East Africa by use of a common foreign language like English. The foreign language is used as a medium of instruction and communication in schools, the parliament and on all official government functions. A good example is Uganda with over sixty-six local languages, but the use of English as an official language promotes unity among the population.
- Neo colonialism has led to cultural integration leading to intermarriages. This has led to the birth of a new cohort of people who cherish modernity. This has helped to do away with barbaric and inhuman practices such as female genital mutilation among the Sebei

of Eastern Uganda and human sacrifices to appease the gods among the very many tribes of East Africa.

- Neo colonialism has led to setting up of very many international companies such as Shell, Total, Pepsi Cola, Unilever among others. These companies have offered employment opportunities to the local people of East Africa which has improved on the standards of living of the people. They also pay a lot taxes to the East African governments which they use to provide the necessary social services to the people. The two figures below show some of the trademarks of selected multinational companies in Uganda



**Figure 3.4: Unilever Logo**



**Figure 3.5: Shell logo**

- East African governments have been advised to ratify various international agreements which have improved on the wellbeing of the East African citizens in various spheres of life. A good example is the Universal Declaration of Human Rights which compels member states to treat their citizens as humans. This has reduced on the misery and sufferings of the people in East Africa.

Many opportunities have occurred in vertical progression between the former colonies and colonial masters for example, France and West African states. They support African states to get loans, from IMF, World Bank, ADB, among others.

## DISADVANTAGES OF NEO-COLONIALISM

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Reflect on the disadvantages below and relate to the existing situation in your community.

Neo-colonialism has carried forward the features of colonialism into East Africa. It is a continued survival of the colonial systems in independent East African states by turning these African states into victims of political, economic, social, military and technical support in form of domination. The figure below illustrates how East Africa states have embraced Neo colonialism.



***Figure 3.9: Chinese envoy meeting with East African state representatives***

In the aspects of religion, East Africans have been made to think that their traditional religions are satanic and whoever is seen practicing it is labelled to be satanic. This has caused about disunity among those following foreign religions and traditional religions. It has also made the people to label their cultural practices as barbaric and satanic since there not sanctioned by the foreign regions.

In the field of education, most of these East African countries are following a western style of curriculum. This curriculum is meant to produce a work force which can not be consumed in East Africa but rather, among the developed nations. Therefore, there is continued brain drain due to low employment opportunities in East Africa yet the number of graduates is increasing day by day.

Neo colonialism has led to erosion of our culture in East Africa. The dissemination of western culture in form of movies, songs, dressing styles among others has made people here in East Africa to think that what they are doing is not up to standard and what is on standard is the western style. So, some people have abandoned their cultures in favour of western culture.

Neo colonialism has made East African countries to keep on producing raw materials and where possible, provide processed raw materials to the developed nations. This is because, they to finance projects that aim at improving on the growing of quality raw materials such as the National Agriculture Research Institute at Kawanda and they have forced East African countries to ratify various international agreements that allow them to sell their raw materials on the international market rather than helping them set up manufacturing industries and they aim at exporting finished goods. This system has made them to fetch low incomes from the world market thereby keeping them poor.

Through neo colonialism, African countries have kept on receiving foreign aid in form of finance and a time in form of physical products such as tactors. This financial aid received always comes with stringed attached such as being directed towards improving the livelihood of the youth among others. Some of these projects cannot bring about immediate development there making East Africans develop a beggar syndrome and it is one reason why there still poor. For example, how do you interpret the illustration in Figure 3.5?



**Figure 3.5: Concept of Superior States**

Neo colonialism has increased a lot sufferings among the people of East Africa. This has been through making East Africa a testing ground for most of the military weapons developed by the developed nations. Some of the rebel activities in Uganda especially the defunct Lord's Resistance Army and the Allied Democratic Forces were being sponsored by developed nations basically to test their new military machines while causing a lot of death among the people.

The multinational companies that are existing in East Africa due to neo colonialism have carried out a lot of profit repatriation which have deprived the East African countries a base of reinvestment. This has led to low levels of industrial development as new industries cannot be set up there reducing on employment opportunities in East Africa. For example, shell sends back a lot profits to their home country without reinvesting it in Uganda.



### Teacher's instructions

1. *The activity below is about benefits of Neo colonialism on Uganda.*
2. *Guide the learner to carryout research, explanatory and application of learnt facts while attempting the activity below.*
3. *Guide the learner to form discussion groups under which he/she will attempt the activity below:*



### Activity 3.3:

#### Benefits of Neo-colonialism

In small groups, learners should do the following:

1. Discuss the benefits of neo-colonialism in the Ugandan.
2. Research and identify ways through which multi-national corporation can best co-exist with the East African owned businesses.

Present to the rest of the class and discuss their findings and the refine your notes.

#### Likely responses to Activity 3.3: benefits of neo colonialism

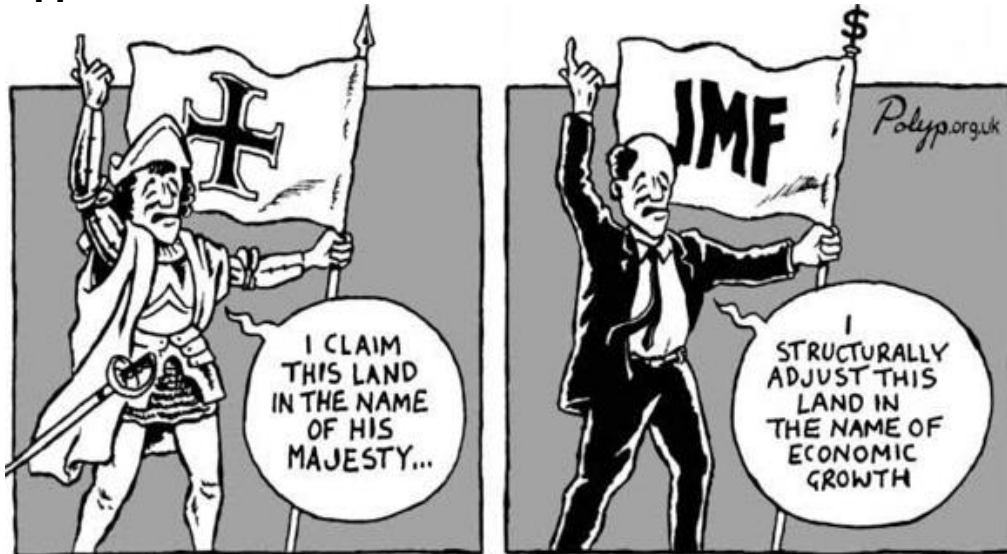
1. Benefits of neo colonialism in Uganda.
  - *It has brought unity through use of Neo-colonial language for communication*
  - *It leads to cultural integration*
  - *Provide employment*
  - *Brings about civilization*
  - *Promote democracy in Uganda.*
  - *Allows access to foreign aid for development*
2. **Ways through which multi-national companies can co-exist with East African businesses**

*Subjective responses*

#### Sample activity of integration:

The way in which Uganda and Britain interacted before independence has a significant impact on the presence of neo colonialism in Uganda. Uganda was prepared to become the supplier of raw materials and human labour to the British industries. At the same time, Uganda gained the status of being a dumping ground for British used industrial goods.

**Support material:**



**Figure 3.9: the promises being made by neo colonialists**

**Learner's Tasks:**

1. In an essay, discuss the reasons why Uganda has continued to supply raw materials and labour to the European countries.
2. In an essay, explain the effects of being a dumping ground for used products from developed nations.

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

## Assessment grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
A written essay	Factors for exportation of raw materials and labour	<p>The learner scores 3/3 if he/she explains factors related to the exportation of raw materials and labour to European markets which may include:</p> <ul style="list-style-type: none"> <li>• Lack of market for some raw materials in Uganda.</li> <li>• Absence of manufacturing industries in Uganda.</li> <li>• High levels of unemployment.</li> <li>• Low levels of technology</li> <li>• Need for better salary.</li> <li>• Prefer to work in European countries.</li> </ul>	<p>The learner scores 3/3 if he/she explains correctly the factors for exportation of raw materials and labour to European markets which may include:</p> <ul style="list-style-type: none"> <li>• Lack of market for some raw materials in Uganda.</li> <li>• Absence of manufacturing industries in Uganda.</li> <li>• High levels of unemployment</li> <li>• Low levels of technology.</li> <li>• Need for better salary.</li> </ul> <p>Prefer to work in European countries.</p>	<p>The learner scores 3/3 if he/she explains factors for the exportation of raw materials and labour to European markets with logical flow of facts which may include:</p> <ul style="list-style-type: none"> <li>• Lack of market for some raw materials in Uganda.</li> <li>• Absence of manufacturing industries in Uganda.</li> <li>• High levels of unemployment.</li> <li>• Low levels of technology.</li> <li>• Need for better salary.</li> </ul> <p>Prefer to work in European countries.</p>	<p>a learner will score 1/1 if he/she has correct spellings, correct examples, gives the source area of goods, sites corrects areas and knows some of the laws governing importation of used items.</p>

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<p>A learner will score 2/3 if he/she explains between 3-4 reasons related to the exportation of labour and raw material.</p>	<p>A learner will score 2/3 if he/she explains correctly between 3-4 reasons for the exportation of labour and raw material.</p>	<p>A learner will score 2/3 if he/she explains between 3-4 reasons for the exportation of labour and raw material with logical flow of facts.</p>	
		<p>a learner will score 1/3 if he/she explains any reason related to the exportation of labour and raw materials.</p> <p>/3</p>	<p>a learner will score 1/3 if he/she explains correctly any reason for the exportation of labour and raw materials.</p> <p>/3</p>	<p>a learner will score 1/3 if he/she explains any reason for the exportation of labour and raw materials.</p> <p>/3</p>	
written essay	Effects of dumping goods	<p>A learner scores 3/3 if he/she gives effects related to being a dumping ground of European manufactured goods which may include;</p> <ul style="list-style-type: none"> <li>• Increased death from expired drugs.</li> <li>• Disease infections</li> </ul>	<p>A learner scores 3/3 if he/she gives correct effects related to being a dumping ground of European manufactured goods which may include;</p> <ul style="list-style-type: none"> <li>• Increased death from expired drugs.</li> <li>• Disease</li> </ul>	<p>A learner scores 3/3 if he/she gives effects of being a dumping ground of European manufactured goods with logical flow of facts which may include;</p> <ul style="list-style-type: none"> <li>• Increased death from expired drugs.</li> <li>• Disease</li> </ul>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<p>from used clothes.</p> <ul style="list-style-type: none"> <li>• Increased accidents from used up vehicles.</li> <li>• Continued pollution from dangerous mechanical vehicles.</li> <li>• Reduced innovations due to the use of outdated technology.</li> <li>• Consumption of low-quality goods.</li> </ul>	<p>infections from used clothes.</p> <ul style="list-style-type: none"> <li>• Increased accidents from used up vehicles.</li> <li>• Continued pollution from dangerous mechanical vehicles.</li> <li>• Reduced innovations due to the use of outdated technology.</li> <li>• Consumption of low-quality goods.</li> </ul>	<p>infections from used clothes.</p> <ul style="list-style-type: none"> <li>• Increased accidents from used up vehicles.</li> <li>• Continued pollution from dangerous mechanical vehicles.</li> <li>• Reduced innovations due to the use of outdated technology.</li> <li>• Consumption of low-quality goods.</li> </ul>	
		<p>A learner scores 2/3 if he/she is able to give between 3-4 effects related to the dumping of European manufactured goods.</p>	<p>A learner scores 2/3 if he/she is able to give between 3-4 correct effects related to the dumping of European manufactured goods.</p>	<p>A learner scores 2/3 if he/she is able to give between 3-4 effects from the dumping of European manufactured goods with logical flow of facts.</p>	
		<p>A learner scores 1/3 if he/she is able</p>	<p>A learner scores 1/3 if he/she is able</p>	<p>A learner scores 1/3 if he/she is able</p>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<i>to give any effect related to dumping of European manufactured goods.</i>	<i>to give any correct effect from the dumping of European manufactured goods.</i>	<i>to give any effect from the dumping of European manufactured goods.</i>	<i>/1</i>
		<i>/3</i>	<i>/3</i>	<i>/3</i>	
<b>Total</b>					<b>19 scores</b>

### **Chapter Summary:**

In this chapter, the learner has learnt about the concept of neo colonialism, challenges of neo colonialism and effects of neo colonialism. Has discovered the manifestations of neo colonialism in East Africa and the challenges being faced by the local people because of neo colonialism. Lastly, they have devised the solutions to some of the challenges brought about by neo colonialism.

## CHAPTER 4

# GLOBALISATION



### Key Words

- Globalisation
- Exports
- Imports
- Diplomacy
- International
- Population

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

1. Understand the key terms used in globalisation.
2. Understand the concept of foreign aid.
3. Analyze Uganda's imports and exports.
4. Know the advantages and the disadvantages of globalisation in Uganda.
5. Appreciate the impact of globalisation on Uganda.

## INTRODUCTION TO TEACHER'S GUIDE

*This chapter is about globalization. As a teacher, you should ensure that learners understand the concept of foreign aid, the major imports from Uganda and the main exports of Uganda. Globalisation has made the world too small because of various advancements. Therefore, learners should be assisted to evaluate the impact of this smallness to the countries of East Africa.*

*You as the teacher must be very versed with the history teaching syllabus document. It will help you not only to teach what students should know but also interpret this content for students in a way that makes it relevant to them.*



### Teacher Preparation

- 1. As a teacher, you have to demonstrate an understanding of historical concepts and ideologies about globalization.*
- 2. You should be able to identify and understand events, issues and forces that have shaped the learners' behaviors.*
- 3. Take time to study this chapter and understand it because you will need to go through it together with learners, giving them guidance in the process of learning and teaching.*
- 4. You should read widely both from the textbooks in the library and also from the Internet in order to have mastery of the necessary knowledge and facts about globalisation.*

**Hint:** *Possible teaching methods to be used include: brainstorming, group discussion, guided discovery, participatory class presentations etc.*

**Learning materials:** *History becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching. These may include: evidence-based activities, Video clips, charts, newspaper cut-outs, documentaries, field trips, library sources.*

**Skills:** *Interactivity, communication, writing, planning, organisation, photographic interpretation, analysis, critical thinking, categorizing and recognition.*

**Note** *Try as possible to see that the learner understands the topic being handled by using the above hints. They drive content into the learning processes.*



### **Teacher Instructions**

*Using the best method, introduce learners to the concept of globalization. These learners have across various issues concerning globalization but they are not aware that there dealing with globalization. Therefore, use a familiar scenario such as import and export trade, or the use of social media sites which brings them closer to foreign based relatives and you can explain to them how the issue of pen pal has died.*

### **INTRODUCTION:**

This chapter is about globalisation. Learners will learn about foreign aid, Uganda's Imports and exports, advantages and disadvantages of globalisation and its impact on Uganda. After studying this chapter, they will be able to understand the role of globalisation in the development of East Africa. Probably, they are aware that some businesses or organisations develop on an international scale. They are also be aware that nowadays, there exist exchange of ideas, goods and services throughout the world. When all countries share these specialties through imports and exports it's called globalisation.

## UNDERSTANDING GLOBALISATION

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Globalisation is a historical process that began with migrants, merchants and others travelling short and long distances in search or delivery of ideas, customs and products to new areas. As they moved, they interacted, mixed and adapted to outside influences, which became part of life in many parts of the world. Globalisation has not changed today, but what has changed is the process by which things are done in terms of time and space.

Globalisation is the interconnectedness of people and businesses across the world that have led to integration of cultural, political and economic activities. Globalisation today has enabled the people to easily move, communicate and conduct business internationally with others around the world.

Whereas Globalisation means the interconnectedness of people and businesses across the world, today it means the speed with which movement and exchanges of goods, and services, capital, technologies and cultural practices all over the world are carried out. Several factors have contributed to this including improvements in transportation of goods and services, improvements in communications, formation of trading blocs that have promoted free trade between countries and availability of skilled labour.

This has led to more different regions of the world to become connected politically, culturally and economically. The advancement in technology in areas of transportation and telecommunications has made international interactions possible and easier and breaking the boundaries where money, technology, materials and people move swiftly across national boundaries

today than never before. The Internet communication has enabled the swift flow of knowledge, ideas and cultures.

## TYPES OF GLOBALISATION

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

There are three types of globalisation and these are economic, political and cultural globalisation. Political globalisation deals with policies that facilitate international trade and commerce, including the institutions that implement these policies. These include international institutions such as the International Monetary Fund and the World Trade Organisation. Economic globalisation deals with unification and integration of international financial markets and multinational corporations that influence the international markets. While cultural globalisation focuses on the social factors that link cultures together specifically, the use of technology to ease communication and transport.

Whether economic, political and cultural globalisation, they have all been influenced by advancement of technology and they influence each other as well. Competition is another feature that has influenced globalisation where companies and people now compete globally. This has enabled investment, production, and innovation across borders. It has allowed relationships among family and friends to become organized around a much more compressed view of space and time using the Internet and social media.

When people in the world get inter-connected through different areas, the world becomes a smaller place; it is said to be a “**Global Village**”. (Look at the illustration in Figure 4.1 below). In a global village, the barriers of national and international boundaries are reduced.



**Figure 4.1: Illustration of a Global village**



### **Teacher's instructions**

- 1. Guide the learners to form manageable groups to carry out reasearch using internet resources such as google, google scholar and Emerald and library research to be able to attempt the activity below.*
- 2. The teacher is expected to guide learners in research, explanatory and application model tasks in order to attempt the activity below.*
- 3. Guide the learner to find the most appropriate meaning of globalisation, dependency and interdependency.*



## Activity 4.1:

### The concept of globalisation

1. Let learners List the items within class and the school that were brought from outside East Africa and identify where they were brought from.
2. In their groups use ICT /library research and differentiate the terms globalisation, dependency and interdependency. Discuss in their groups and make a presentation to the rest of the class.

### Likely responses to Activity 4.1: The concept of globalisation

#### 1. *Subjective responses*

#### 2. *Definitions*

- *Globalisation- Globalisation is a process of linking people, cities, regions, countries, companies more closely together worldwide.*
- *Dependence- is when a country or state relies on another or sis being controlled by another.*
- *Interdependency - is the condition of being mutually reliant on each other*

### The Contribution of CSOs and NGOs in the Promotion of Globalisation

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Non Government organisation (NGOs) are non-Profit organisations that operate independent of any government with the major purpose of addressing social or political issues. Community Based Organisations (CBOs) on the other hand are non-profit groups that work at a local level to improve the life of residents.

Both NGOs and CBOs have played a big role in promoting globalisation. Since the 1980s, NGOs have emerged as an important force on the world stage working to democratize decision-making processes, protect human rights and provide essential services to the needy people. They are universal and everywhere. For example, Figure 4.2 demonstrates how an organisation encourages people to work together in a civil society

This expanded role in global governance has met challenges due to decentralized structures that have unskilled people to undertake this role.



**Figure 4.2: A Global Civil society**



### **Teacher's instructions**

*Guide the learner to carry out research using internet resources like google, google scholar and Emerald to find out the role played by CSOs and NGOs in East Africa.*

*The teacher can guide learners to give responses to tasks in form of explanatory and application models.*



## Activity 4.2:

### Operation of CSOs and NGOs

1. Using ICT and the library research, learners should identify the role played by CSOs and NGOs in the growth and the development of globalisation in East Africa.
2. Explain how Uganda has benefited from CSOs and NGOs as a result of globalisation.  
Summarise their answers in a note book and discuss them with the rest of the class.

### **Likely responses to Activity 4.2: CSOs and NGOs**

1. **Role played by CSOs and NGOs in the growth and the development of globalisation in East Africa**
  - *NGOS have worked to democratize decision making processes.*
  - *They work towards promoting human rights.*
  - *They provide essential services to the neediest people.*
2. **Benefited from CSOs and NGOs**
  - *Brought new information to decision-makers through research, contact with the population.*
  - *Contributed to peaceful, well-governed and secure societies, and stable operating environment.*
  - *Encouraged healthy, active populations and reducing rates of disease.*
  - *Strengthened local communities.*
  - *Shared values that have economically and socially made successful societies.*
  - *Empowered marginalised groups and reducing inequality.*

## ADVANTAGES OF GLOBALISATION

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Globalisation enables transfer of technology. Transfer of technology throughout the globe is good because any country can borrow the technology through the agreement and can implement it in their country for their overall development. We can communicate each other easily from any part of the globe by using advance technology at minimal cost, time and efforts.

Globalization always provides us better services. Through the technological advancement our services like water supply, mobile networking, internet, electricity supply and any other services have been easier and better than before. Easy access to the internet throughout the globe is also the result of the globalization.

Globalisation has led to standardization of living. The integration of economies as the key process of globalization enables countries to fight against poverty and improve the standard of living of the people.

Globalisation has led to development of Infrastructure. Due to the technological advancement and its transfer throughout the globe helps to improve country's infrastructure. Countries are more enabled to deliver their services to the people. Development of infrastructure means overall development of respective countries.

Due to globalization, many products can be affordable. With the access to the latest technology, the countries can provide products to its countrymen at affordable prices. Globalization promotes competition in domestic economies and their endeavor to compete against competition, companies reduce product price or follow penetration pricing strategy.

It creates more employment opportunities across states due to uniform education systems in areas of regional integrations. This has been achieved by ECOWAS bloc of countries in West Africa who sit same exams of West African Examination Council (WAEC).

Above all, Globalization promotes extension of market. It provides an opportunity to the domestic companies in going global. For instance, domestically, companies can witness saturation in the demand for their products or services but through globalization the domestic companies can sustain and satisfy the growing demands of foreign customers.



**Map 4.1: Showing the East African states**



**Figure 4.3: Showing WAEC Headquarters**

## **DISADVANTAGES OF GLOBALISATION**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Having read about the advantages of globalisation, consider the following disadvantages as well.

It benefits the wealthy more than the poor. This is because they can easily determine the prices of exports and imports.

Globalisation leads to easy spread of diseases through movement of goods and people. For example, the spread of Coronavirus (Covid-19) was propelled by the movement of goods and people across the globe.

Globalisation can ruin the environment; for example, pollution along the international highways and industrial areas as a result of Foreign Direct Investment, as shown in Figure 4.4.



**Figure 4.4: Showing pollution by production industries in East Africa**

Globalisation can ruin local economies. With access of high-quality brands from external suppliers, the local products are likely to face stiff competition.

Globalisation can be driven by states of high technology and “know how” to transfer the technology to East Africa yet it is controlled by them. This has led to increased cyber insecurity in East Africa such as hacking into financial institutions’ data leading into a disruption in their operations. It creates job insecurity for the local persons. This is because globalisation leads to open job opportunities and labour inflow, leading to increased competition from international candidates



**Figure 4.5: Showing an Asian selling local shoes in Uganda**

Price instability is another factor. Our raw materials do not come from the same source but the world market price is always the same. This has destabilised the market prices worldwide. Abandonment of culture due to globalisation, since some new and non-traditional behaviours and cultures are introduced in fresh areas. Currency fluctuations at international level have also affected the global world. The African currencies are rated low against the dollar and the Euro, making goods and services from Africa cheap while the imports are expensive, resulting in a balance of payments deficit. Unemployment has occurred as some countries have become mechanised while others still rely on human labour. The introduction of the use of machines has affected the job market worldwide.



### Teacher's instructions

- *The activity below will enable the learner to know and appreciate the importance of globalisation.*
- *The teacher should guide learners on how to research, respond to explanatory and application tasks in the activity below.*
- *Guide the learner to form manageable groups where he/she will do the following activity:*



### Activity 4.3:

#### Importance of Globalisation

In groups, learners should do the following.

1. Site examples from your community where the advantages and disadvantages discussed above do apply.
2. Using ICT or library research, identify how globalisation is important to Uganda.
3. Explain the various ways through which globalisation can be promoted among the East African states.

Summarise their points in a note book and discuss them with the rest of the class.

## Likely responses to Activity 4.3: Finding out about importance of globalisation

1. **subjective responses**
2. **Importance of Globalisation**
  - *Globalisation allows quick access to different places e.g., through air, road and railway transport. Ugandans can move to different places within and outside Uganda.*
  - *It also facilitates industrial innovation. Many Ugandan industries have developed following what other countries have developed.*
  - *Many Ugandans have had employment opportunities due to globalisation*
  - *High revenues collected from imports and exports*
3. **Ways through which globalisation can be promoted among the East African states.**
  - *Globalisation can be promoted by allowing and maintaining free movement of labour, capital, goods and services within these areas*
  - *Increasing financial support for sustaining infrastructure: ports, transport links, information and communication technology*
  - *It can also be promoted through protecting access routes between landlocked countries and outlets for trade and providing the political space to support investment in regional infrastructure*

## IMPACTS OF GLOBALISATION IN UGANDA

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Globalisation has had impacts on Uganda's economic growth. Now compare the factors below with your discussion in the previous activity.

In rural and urban areas of Uganda, people have access to the Internet, technology and telephones.

Access to such global tools has opened opportunities for people to have access to information on markets, health services, education and exposure to new cultures and traditions.

The technological improvement in communication has made it possible for people to have cell phones. Uganda has attracted international and regional companies such as MTN, Airtel- and others to invest in Uganda's telecommunication industry. Ugandans have benefitted from the mobile telephone communication to obtain first-hand information.

Ugandans use such tools as the Internet, telephone, transport to find markets for their products. Ugandans are able to conduct cross border trading with neighbouring countries with ease. The Internet has connected Ugandans to the world and they are able to do much better in agriculture and business because of access to relevant information.

There has been increase in mobile telecommunications infrastructure across the country. This has provided employment to many people among the urban and rural communities. Ugandans work as agents or vendors for telecommunications companies by owning businesses in mobile money transactions and selling air time. Technology has made it easier to transfer funds from one place to another and from rural areas to urban areas with ease and in real time. This has stimulated growth of businesses in the rural and urban areas.

There are several radio and television stations in Uganda. This has empowered people with first-hand information on different aspects of life. It has enabled those in business of electronics to earn income because of the existing demand for these products. The television and other media have influenced Ugandans to live a better life as they are exposed to the world outside them. For example, subsistence farmers and pastoralist are changing their methods of farming to better and modern farming due to exposure in modern techniques.

Technology has enabled people in Uganda to stay connected as they work and conduct their businesses. Whereas in the past people used to rely on expensive international phone calls, faxes, letters and traveling long journeys for face-to-face meetings, it is easier today to conduct virtual meetings or group or family chats and meetings using social media tools like Facebook, WhatsApp or zoom. Videoconferencing, instant messenger and platforms like zoom have made it much easier for people to work together wherever they are located on opposite ends of the earth.

Global organisations like World Bank and World Health Organisation have funded various projects in Uganda to improve on the livelihoods of Ugandans in areas of education and health services and specifically in the rural and disadvantaged areas. The Government of Uganda has been able to build health centers and schools in every sub county through partnerships and collaborations with international organisations.



### **Teacher's instructions**

- *Guide the learner to carry out research using internet resources such as google, google scholar and Emerald factors that promote globalisation.*
- *The teacher should guide the learner to respond to explanatory task and application tasks below.*
- *Help him/her to arrive at appropriate responses to the tasks below.*



## Activity 4.4:

### **Globalisation strategies.**

In groups, learners should make notes as they seek solutions to the following:

1. Using ICT and library research, identify factors that can promote globalisation in East Africa.
2. Explain the benefits of globalisation to the future generation of Uganda.
3. Discuss solutions to the challenges of globalisation in East Africa.

### **Likely responses to Activity 4.4: globalisation strategies**

1. **Factors that can promote globalisation in East Africa**
  - *Technological change*
  - *Containerization which allows bulk shipping of products from place to place*
  - *Transport systems*
  - *Trade agreements and trade blocs*
  - *Security relationships*
  - *Financial systems*
2. **The benefits of globalisation**
  - *Access to new cultures*
  - *High spread of technology and innovation*
  - *Lower costs for products*
  - *Access to new markets*
  - *International employment opportunities*
3. **Solutions for challenges of globalisation in East Africa**
  - *Empower people with skills needed to unlock jobs*
  - *Lower costs of trade regulations*
  - *Make societies more resilient in order for them to handle current problems.*
  - *Joining international and regional economic blocs.*

## FOREIGN AID

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Voluntarily transfers of any type of assistance from one country to another is what is referred to as foreign aid. This can be in form of capital, technology, money, human resource, loans or grants, equipment, goods and services. This can be in form of physical donations of food, supplies, and services like humanitarian and military aid. Aid can also come from religious organisations, NGOs and foundations. Aid is often given out to address instances of a natural disaster, times of conflict, or when there is an economic crisis.

Aid is provided in form of bilateral grants where one country gives aid to another or multilateral aid provided through international organisations like World Bank, and International Monetary Fund (IMF) or channeled through non-governmental organisations.

There are a number of reasons why countries offer Aid. Countries offer foreign aid to improve their own security by discouraging friendly countries from coming under the control of hostile governments or allowing hostile countries to set bases in a friendly country.

Some countries offer aid for political reasons such as obtaining diplomatic recognition and to gain respect at international forum, or improving the accessibility of a country's diplomats to foreign countries.

It is also one-way in which countries promote the exports and spread of their literature, culture, or religion. In this case aid is normally provided to relieve the distressed country from man-made or natural disasters like drought, illness and conflict to create influence over the recipient of Aid.

## ADVANTAGES AND THE DISADVANTAGES OF IMPORTS INTO THE COUNTRY

### ADVANTAGES:

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Imports helps in reducing dependency on the existing markets which comes with the benefits of high-quality products. For example, observe some of the imported commodities in Figure 4.6. Which other imported items do you know? Do you know that quite often, imported commodities have better quality than those produced in Uganda?



**Figure 4.6: Showing some of the imported commodities in the country**

Importation leads to use of modern technology. It's the best way to access the latest unique technology. Better and latest technology can be enjoyed by importing new brands of commodities.

It helps in promoting market of the existing products. The excess product can easily get market outside the country of production.

It makes goods available for purchase. In some countries certain items are completely lacking, but through imports they become available.

By policy of many countries imported goods normally cost less than the locally produced goods.

Imported goods quite often provide satisfaction to the user. They normally come with all expected good qualities. Some products naturally cannot be produced in East Africa. For example, consider the production of the car in Figure 4.7, how much technology and other facilities does it require?



**Figure 4.7: Showing Lexus car model 2020**

It carries less risk. Imported goods are usually made with checks of international standards. All features of good quality items normally exist with imported goods than locally made items.

Less investment is usually made for the imported goods. The cost of building an industry /factory is saved by importing wanted goods.

It's the best way of controlling hazardous items like; alcohol, military items from being excessively owned in the country.

## DISADVANTAGES

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

It leads to excessive competitions for markets in the importing countries. This is both at local and international levels.

There is a high risk of importing diseases both by traders and the affected goods. Take for example China in 2020 was considered as a source of COVID-19 pandemic.



***Figure 4.8: One of diseases from Europe and Asia***

Our local markets are affected due to imported goods. Most people tend to buy the imported goods than the local ones.

In situations where the goods consumed cannot be produced in East Africa, there are chances of scarcity of such goods thereby denying the consumer access to essential commodities. For example, specialised medicines; there are special brands of medicine which must be imported since they are not manufactured in East Africa.

The imported goods compete unfavourably with the local goods. The local goods have low prices because they are considered inferior, which affects the profits made on such goods. It's one of the causes of unemployment in the importing countries. Reliance on imports halts the construction of new industries that would provide jobs in the importing countries.

License and documentation of the imports into the country is sometimes quite hard. Process the required papers is quite hard in some countries. Custom desks both at import and the export points require a lot of documents that hinder the progress of businesses.



**Figure 4.9: Showing Import/Export documents**

Some countries decide to consume low quality goods produced by local industries in a bid to protect the growing industries in the country. Stringent rules are put on imported goods to allow local industries and factories to thrive. The figure **4.10:** shows one of Uganda's thriving sugar factory;



**Figure 4.10: Showing Atiak sugar factory in Uganda**



### **Teacher's instructions**

- *The activity below is to help the learner know and understand Uganda's major imports and exports.*
- *Guide the learner to carry out research using internet resources such as google, google scholar and Emerald to attempt the activity below.*
- *Help the learner to clearly state the advantages and disadvantages before class presentations.*



### **Activity 4.5:**

#### **Imports and exports**

Using library research or ICT:

1. Summarise Uganda's major imports and exports in a period of 2014–2021.
2. Discuss the advantages and disadvantages of export trade and present to the class.

## Likely responses to Activity 4.5: Imports and exports

### a) **Imports and exports**

- Exports - Coffee, tea, spices, fish, cocoa, tobacco, oil seeds, sugar, wood, cotton, tobacco
- Imports - Oil, pharmaceuticals, electronics, machinery, pearls, precious stones, vehicles, plastics, iron and steel, animal's fats and oils.

### b) **Advantages and Disadvantages of export trade**

#### **Advantages of exports**

- Export trade helps to expand markets to avoid dependence on others.
- Greater production can lead to larger economies of scale and better profit margins
- Research and development budget can work harder as one changes existing products to suit new markets
- Exports lead to increased sales and profits.
- Exports lead one to gain new knowledge and experience as they go international.

#### **Disadvantages**

- Exports attracts extra costs because it takes time to develop external markets.
- Sometimes the exporting companies may need product modification in order to meet the requirements of foreign countries.
- There is financial risk incurred through collection of payments through the available channels.
- Exporting involves lots of documentation which is time consuming.

## **TASK**

Individually write an essay of a maximum of 100 words and explain how globalisation can be achieved outside the areas of trade and politics. Hand in to the teacher for marking.

Study the **Puzzle quiz** below. Answer the questions that follow.

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

- (i) Identify all the words related to globalisation and list them down.
- (ii) Write meaningful sentences depicting the results of globalisation in East Africa using the outlined words.
- (iii) Underline the words used.

**Learners pick out words highlighted in the puzzle related to globalisation and construct meaningful sentences**

## Sample activity of integration

The biggest achievement of globalisation is technological advancement which has turned the world into a small village. Key of the global items are internet, telephone gadgets televisions and radios which are operational in East Africa. However, they have come up with disadvantages of moral decay among the youths in East Africa due to exposure to western culture which includes pornography, dressing styles and other forms of entertainment.



**Figure 4.11: Impact of globalization**

### Task

1. Identify the various ways through which globalization has affected the young generation.
2. Explain how the globalisation challenges to the young generation can be solved.
3. Discuss the benefits of globalization to the young generation in Uganda.

The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.

Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:

## Assessment Grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
An essay on effects of globalisation.	Effects of globalisation to young generation	A learner will score 3/3 if he/she discusses 4-5 relevant ways through which globalisation has affected the young generation	A learner will score 3/3 if he/she discusses 4-5 correct ways through which globalisation has affected the young generation.	A learner will score 3/3 if he/she discusses 4-5 ways through which globalization has affected the young generation coherently.	A learner will score 1 if he/she exhibits innovativeness and creativity in his/her essay in regard to the output.
		A learner will score 2/3 if he/she discusses 2-3 relevant ways through which globalisation has affected the young generation	A learner will score 2/3 if he/she discusses 2-3 relevant ways through which globalisation has affected the young generation	A learner will score 2/3 if he/she discusses 2-3 ways through which globalisation has affected the young generation in a logical flow	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
		<i>A learner will score 1 if he/she discusses 1 way through which globalisation has affected the young generation.</i>  <i>/3</i>	<i>A learner will score 1 if he/she correctly discusses 1 way through which globalisation has affected the young generation.</i>  <i>/3</i>	<i>A learner will score 1 if he/she logically discusses 1 way through which globalisation has affected the young generation</i>  <i>/3</i>	<i>/1</i>
	<i>Challenges of globalisation</i>	<i>A learner will score 3/3 if he/she explains 4-5 relevant ways how globalisation challenges affecting the young generation can be solved</i>	<i>A learner will score 3/3 if he/she explains 4-5 ways how globalisation challenges affecting the young generation can be solved accurately in an essay.</i>	<i>A learner will score 3/3 if he/she explains 4-5 ways how globalisation challenges affecting the young generation can be solved coherently in an essay.</i>	
		<i>A learner will score 2/3 if he/she explains 2-3 relevant ways how globalisation challenges affecting the young generation</i>	<i>A learner will score 2/3 if he/she explains 2-3 ways how globalisation challenges affecting the young generation can be solved</i>	<i>A learner will score 2/3 if he/she explains 2-3 ways how globalisation challenges affecting the young generation can be solved logically.</i>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
		can be solved	correctly.		
		A learner will score 1 if he/she explains 1 way how globalisation challenges affecting the young generation can be solved.  /3	A learner will score 1 if he/she explains 1 way how globalisation challenges affecting the young generation can be solved correctly.  /3	A learner will score 1 if he/she explains 1 way how globalisation challenges affecting the young generation can be solved.  /3	
	Benefits of globalisation	A learner will score 3/3 if he/she gives 4-5 relevant benefits of globalisation to the young generation in Uganda	A learner will score 3/3 if he/she gives 4-5 benefits of globalisation to the young generation in Uganda accurately.	A learner will score 3/3 if he/she gives 4-5 benefits of globalisation to the young generation in Uganda coherently.	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
		<i>A learner will score 2/3 if he/she gives 2-3 relevant benefits of globalisation to the young generation in Uganda</i>	<i>A learner will score 2/3 if he/she gives 2-3 benefits of globalisation to the young generation in Uganda accurately.</i>	<i>A learner will score 2-3 if he/she gives 2-3 benefits of globalisation to the young generation in Uganda logically.</i>	
		<i>A learner will score 1 if he/she gives at least one-way benefit of globalisation to the young generation in Uganda</i>  <i>/3</i>	<i>A learner will score at least 1 accurate benefit of globalisation to the young generation in Uganda</i>  <i>/3</i>	<i>A learner will score 1 if he/she gives at least one-benefit of globalisation to the young generation in Uganda</i>  <i>/3</i>	
<b>Total score</b>					<b>28 scores</b>

### Chapter Summary

In this chapter, the learner has studied about globalisation. Specifically, they have:

- explored the key terms used in globalisation
- studied the concept of foreign aid.
- analysed Uganda’s imports and exports.
- studied the advantages and disadvantages of globalisation in Uganda.
- assessed the impact of globalisation on Uganda.

## CHAPTER 5

# THE STRUGGLE AND THE LIBERATION OF SOUTH AFRICA

### SUB-CHAPTER 5.1: THE APARTHEID POLICY IN SOUTH AFRICA



#### Key Words

- Apartheid
- Frontline states
- Bantustan

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

1. Know the life of people in South Africa before the minerals were discovered
2. Understand the concept of mineral revolution in South Africa.
3. Know how the apartheid policy was exercised in different sectors.
4. Understand the strategies used by Africans to fight against apartheid rule.
5. Understand the internal and the external factors that lead to the liberation of South Africa from the apartheid rule.
6. Know areas in South Africa where Bantustan camps were located.
7. Appreciate the impact for the liberation of South Africa from the Apartheid rule.

## Instructions to the teacher

*This chapter is about liberation struggles in south Africa. The focus of this sub chapter is the application of the apartheid policy and its impact on the black race. As a teacher, you should ensure that learners understand the concept of apartheid policy, application and how different forces attempted to fight it. Therefore, learners should be assisted to evaluate and pick lessons from south African struggles for independence.*

*You as the teacher must be very versed with the history teaching syllabus document, Learner's book, any related reference book and make proper use of a teacher's guide.*



### Teacher Preparation

- *As a teacher, you have to demonstrate an understanding of historical concepts and ideologies about Southern Africa history.*
- *You should be able to identify and understand events, issues and forces that have shaped the South African history.*
- *You should expose learners to tasks of research, explanatory and application to make learners deeply understand the concept of apartheid policy.*

**Hint:** *Possible teaching methods to be used include: brainstorming, group discussion, guided discovery, participatory class presentations etc.*

**Learning materials:** *History becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching. These may include: evidence-based activities, Video clips, charts, newspaper cut-outs, documentaries, field trips, library sources among others.*

**Skills:** *Interactivity, communication, writing, planning, organisation, photographic interpretation, analysis, critical thinking, categorizing and recognition.*

**Note:** *Try as much as possible to see that the learner understands the topic being handled by using the above hints. They drive content into the learning processes.*

### **INTRODUCTION:**

After studying this chapter, learners will be able to understand the colonial history of South Africa and the steps that were taken towards the attainment of South African independence. Learners will learn about the life of the people in South Africa before the mineral revolution and what took place during the discovery of minerals. They will also learn about the apartheid policy, how it was used by the Whites and the way Black Africans reacted to the implementation of the policy.

Lastly, learners will know the factors that favoured the Africans in South Africa to fight the apartheid rule, the location of the reserves and appreciate the impact of the end of apartheid in South Africa.

The apartheid policy was a system of racial segregation which was maintained in South Africa between 1948 and 1994 by the Whites. It aimed at regulating relationships between Whites, Blacks and Asians in South Africa. It witnessed the domination of South Africa by the White minority. There was extreme cruelty that black South Africans were made to suffer, in the famous apartheid regime. It was probably one of the most significant events of the 20<sup>th</sup> century which paved the way for Nelson Mandela presidency by the 10<sup>th</sup> May 1994 elections.

## THE EARLIEST INHABITANTS OF SOUTH AFRICA

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The San or Bushmen were the earliest inhabitants of southern Africa and were descendants of Late Stone Age peoples. Over the years, the San pursued their nomadic lifestyle across the region, from the south-west to the north-east. They were highly mobile and could adapt to the changing environments. These were followed by the Khoekhoe who were not only hunters and gatherers, but also practiced pastoralism. The Khoekhoe lived in permanent settlement than their San kinsmen.

The Bantu-speakers later moved in from central Africa's Great Lakes region in a series of migrations to South Africa. The Bantu practiced mixed-subsistence farming, pastoralism, hunting and trade. These included the Ngoni who settled along the eastern coastal belt and the Sotho-Tswana who settled across the eastern highland.

## THE ARRIVAL OF EUROPEANS

The Portuguese were the first to set foot on the Cape of Good Hope. Because of its strategic position on the trade route to Asia, Europeans began to flock the region. The Dutch East India Company settled and built a fort and a small trading port in 1652 to supply passing ships with fresh produce and meat. This opened the way for other Dutch migrants who came and started farming on the outskirts of the port settlement while supplying the Dutch company with agricultural products for sale to sailors.

The trading port grew and trade in slaves started to meet the demand for labour attracting slave traders from the Indian Ocean, Madagascar and the east African coast. As European migrant stock farmers increased, they moved to the interior where land conflicts with the Khoekhoe and San (Khoesan)

began. The Khoesan resisted the European occupation as they lost land and livestock to the invaders and diseases. The conflict resulted in a genocide campaign to exterminate the San during the 1770s and 1780s and wars fought between the Xhosa and the Cape Colony.

The British later followed and captured the territory from the Dutch company and imposed its administration on the Cape. The settler immigrants from Britain increased after 1820 as the British abolished slave trade as their occupation of the Cape Colony came along with the missionaries to the region. The missionaries established mission stations in the Cape Colony and beyond. They became campaigners for indigenous rights of the Khoesan and Xhosa through their evangelical-humanitarian networks. As they preached religion, they introduced them to European manufactured goods and education and contributed to the destruction of traditional African communities throughout South Africa.

The presence of the British and their policies on slave trade pushed the Boers from the Cape Colony further northwards into the interior where they establish their own states and to escape the British interference in the famous Great Trek by the Boers. The Boers settled in the Orange Free State and the Transvaal where they were later reorganised by the British in early 1850s.

The British overhauled their labour policy in 1828 to align the region with the growing imperial antislavery ethos and allowed Black labourers to work in the colony with proper contracts and passes issued by soldiers and missionaries. This was due to difficulties faced by the British to procure enough labour to build towns and develop new farms. This marked the beginning of the pass laws that later become infamous in the 20th century.

The Boers who moved north into the interior clashed with the Ndebele, took their land and many cattle, women, and children. They were subjected to a hut tax intended to raise revenue and drive them into labour. Forced labour was introduced to build roads as Africans were obliged to pay rent on state land and European farms.

The colonial aggression of 1811 and 1858 deprived Africans of their land ushering Africans into poverty and despair. In the mid-1850s, the British destroyed the power of the Xhosa chiefs and many thousands of Xhosa were starved to death and the survivors were driven into the Cape Colony to work. Many important African traditional leaders died during this period as the Europeans exploited Africans and acquire the fertile lands.



### Teacher Instructions

*The activity below will help learners understand colonial interests in South Africa. Guide them to carry out research and attempt the tasks below.*

*Guide learners to respond well to tasks of research, explanatory and application. This will help learners to deeply understand how and why the Europeans came to South Africa.*



### Activity 5.1.1:

#### The Arrival of Europeans in South Africa

In groups, let learners;

1. Research the reasons for the British interest in occupying the Cape Coast.
2. Explain how the life and the economy changed after the British occupation of the coast.

Present your findings to class.

#### **Possible responses to Activity 5.1.1: The Arrival of Europeans in South Africa**

##### **1. Reasons**

- *It was a vital base for Britain prior to the opening of the Suez Canal.*
- *It was one of the strategic trade routes to India.*
- *They were attracted by the discovery of minerals, gold and diamonds*

- *To prevent post-revolutionary France from acquiring a foothold at the strategic Cape Coast.*
- *To protect the British economic interests in wine and sheep to supply wool to British textile mills.*

## **2. Changes in the life and economy**

- *A trading port was established*
- *Conflicts emerged between competing groups of settlers and the Dutch authorities and Africans*
- *Ended slave trading that had been established at the coast by the Boers*
- *Hospitals and schools were built.*
- *Opened the door for Christian missionaries*
- *The economy expanded due to discovery of minerals*
- *There was growth in agriculture by settlers*

## **THE MINERAL REVOLUTION IN SOUTH AFRICA**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The discovery of diamonds at Kimberly in 1870s transformed the predominantly agricultural societies of European South Africa to become urbanised and industrialised. In 1886, goldfields were also discovered on the Witwatersrand and became the world's largest minefield. South Africa became a major supplier of precious minerals to the world market. With the discovery of minerals, the British colonies, Boer republics, and African kingdoms all came under British control. This resulted in the development of a capitalist mining industry and a sequence of imperialist interventions by Britain. With the discovery of minerals, the British took over control of the British colonies, Boer republics and African kingdoms and began the

development of the mining industry and a series of imperialist interventions. The figure below shows an European family before mineral revolution.



**Figure 5.1.1: A European family before mineral discovery**

The mining industry became a monopoly of De Beers Consolidated Mines controlled by Cecil Rhodes as the sole producer. The main work force in the mines was the black migrant labourers while the White diggers worked as overseers or skilled labourers. The mineral discoveries led to the formation of Union of South Africa and the reconstruction of state began. Between 1902 and 1910 efficient administrative structures were put in place creating a relationship between the Afrikaner politicians and the mining capitalists, leading to economic dominance of gold.

The settler minorities began their dominance over the Black majority as the Black societies were policed and taxed more effectively. A new constitution came into force that excluded Blacks from political power and instituted policies that encouraged racial segregation. This resulted in the 1922 Rand Revolt staged by the Afrikaner republican diehards and Black nationalists together with White workers against the employers and the government. This marked the beginning of Black protests against the new order.

The protests took the form of passive resistance to armed rural revolt, strikes, and mass mobilisation.

Segregation in South African became a distinctive feature of political, social, and economic life as the Blacks became victims of ethnic differences. The Whites passed laws that preserved certain jobs for White workers in mining industry and the railways and laws that prohibited Blacks from the purchase or lease of land. The laws also restricted the terms of tenure to the Blacks living on White-owned farms. In 1923, the Native Act was passed that segregated urban residential space between the Whites and Blacks and created the urban migration controls to limit access to cities by Blacks. The Blacks were required to elect three White representatives to represent them in the House of Assembly.

By 1920s, political organisations and mass movements had started to form and these agitated against this segregation. These were organised by the Industrial and Commercial Workers Union (ICU) in response to deteriorating conditions. The ICU membership included Black and some coloured members mainly from urban areas. ICU attracted thousands of supporters among Black tenants on White farms and linked many local rural grievances with a call for land and liberation. The Communist Party of South Africa (CPSA) composed of White trade unions also recruited Black members and demanded for Black majority rule and closer cooperation with the ANC.

## **EFFECTS OF MINERAL DISCOVERY**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The discovery of minerals started a new era in the history of South Africa. It brought about unprecedented changes in the social, economic and political set up of South Africa.

This is why it is believed that the discovery and exploitation of minerals is called a mineral “Revolution” that started in 1867 with the discovery of diamonds at Kimberly and at Witwatersrand with the discovery of gold.

## **POLITICAL EFFECTS**

Mineral discovery led to serious conflicts between the Boers and the British. As the British became more interested in the interior, the Boers in turn became more nationalistic and assertive of their independence. This resulted in the first and second Anglo-Boer wars.

It led to the Union of South Africa White republics in 1910. In order to defeat the Africans and deny them the mineral wealth, the two White communities decided to unite.

The mineral discovery led to the loss of independence for both the Africans and the Boers. After 1867 incident, the British thought that there were more minerals in the area. Indeed, gold, manganese and uranium were later discovered. The British became more interested in the interior, leading to the colonisation of the Boer republics and African societies such as the Sotho, Zulu and Ndebele.

There was a change in political state of the whites e.g., the Cape started demanding for political autonomy from the British imperial government. On top of this, the Boers were now able to set up organised administrative systems.

White communities became powerful militarily. Africans could no longer risk fighting the Boers. For example, in 1858 and 1865 the Basuto were able to defeat the Boers. But this history could not repeat itself. Minerals provided finance to the Boers to train their soldiers and equip them with advanced weapons.

The figure below shows the strong army of the Boers after the mineral revolution.



**Figure 5.1.2: Boer army in 1920**

Mineral discovery added fuel to the already burning scramble and partition exercise of Africa. It is alleged that, following the discovery of minerals, many European imperial powers got convinced that the whole of Africa was full of minerals. The British agent Cecil Rhodes (**see the figure 5.1.2 below**), decided to colonize the stretch between Cape Town and Cairo imagining that the whole of that stretch had many minerals. It increased the speed for the scramble and partition of Africa.



**Figure 5.1.3: Cecil Rhodes**

As the White interest in the interior increased, the independence of Africa states became a “thorn in the eye” of the Whites. The British tried to weaken the Pedi under the Sekukuni and the Zulu under Cetewayo in order to acquire new lands for the Boers. This was a strategy of reconciliation and possibly the Boers would accept the British idea of federation.

## **ECONOMIC EFFECTS**

The discovery of diamond fields marked the beginning of a fundamental change from the weak and uncertain pastoral and agricultural economy into a strong, stable and wealthy industrial state.

The discovery and exploitation of minerals attracted capital on a large scale and this made possible the beginning of railway building and other technical developments.

Kimberly became an important mining and commercial centre with the growth of population. Diamond mining and the growth of population stimulated the growth of other industries. The figure below shows Kimberly diamond mining area.



**Figure 5.1.4: Showing Kimberly mine**

The diamond industry stimulated the economy, increased wealth of the country and attracted more capital for investment. It accelerated the pace of modernization and opened new opportunities for employment. Figure 5.1.4, shows how minerals are processed at a mining centre.



**Figure 5.1.5: Mining industry in South Africa**

Market for agricultural products increased following the increased population in mining areas. There was development in export trade between the Cape and Natal on one hand and at mining centres on the other.

There was increased trade in firearms which forced people to abandon tea and sugar plantations. This led to importation of Indian labour to work in plantations.

The exploitation of minerals upset the economic balance of power in favour of the Whites. The Africans provided cheap native labour for all manual work. Africans were reduced to servant status. Figure 5.1.5, shows an African worker in a mine.



**Figure 5.1.6: Showing Africans working in mines.**

- The pace of modernization was increased. Railways and roads plus other economic infrastructures were constructed to connect the mining centre, for example, railway lines were built from Cape Town to Port Elizabeth and from East London to Durban. In 1887 Johannesburg was linked to Delagoa etc. Figure 5.1.6, shows a railway wagon in South Africa.



**Figure 5.1.7: Railway line**

There was also an influx of Europeans, Americans and Africans to the South Africa's rich mining zones. The Utitlanders (White miners) came in large numbers. Among them were financiers, traders, and mineral prospectors attracted more capital for investment in South African economy.

### **SOCIAL EFFECTS:**

The discovery of minerals led to social segregation of Africans who were placed at the bottom of South African social, political and economic setting. Africans were treated as purely practical and potential low-grade class but vital for unskilled work. Figure 5.1.7 shows African workers in a mine.



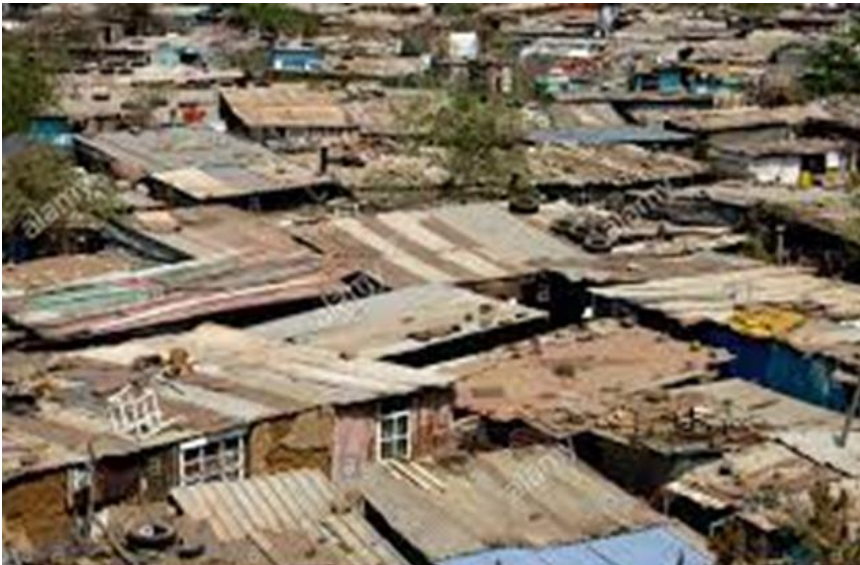
***Figure 5.1.8: Showing African miners in South Africa***

The Afrikaner social status got revolutionarised in the positive direction. They soon found themselves in a standard of life similar or even superior to that of their cousins in Europe e.g., they built schools for quality education and the problem of manpower was solved. The importation of administrators was stopped.

The process of cultural change in Bantu society were greatly accelerated and as men from many tribes met at the mining centre, cultural exchange was widened. This resulted into intermarriages and led to a new group of Africans who became town dwellers and cared less about their culture. The discovery

of minerals further increased the social welfare of the Whites. They established beautiful settlements and improved their life through the construction of social services.

There was rural urban migration impact which resulted from the discovery of minerals. This increased urban unemployment and led to the development of shanty towns (slums).



**Figure 5.1.9: Showing Soweto slum in 1980**

People became conscious of their races and it became difficult to create a community of reasonable homogeneity in South Africa. The Whites and Africans were given a deliberate separate development. The inequality placed the different races in their respective social strata such as, the Whites with good social and economic way of life while the Blacks lived a miserable life.

Although the Africans did not benefit as expected, the discovery and the exploitation of minerals improved the standards of living of some Africans as a result of employment in mining areas. The Africans migrated as target workers and returned home after a certain period with money or European goods.



**Figure 5.1.10: Showing a miner's home in 1920**

In conclusion the mineral discovery in South Africa began an era of economic prosperity of the Whites, a change in balance of power in favour of Whites and loss of African power and wealth. This White boom only favoured the Cape and then Natal to a limited extent. The Transvaal Boers being further inland did not benefit from diamonds discovery until the discovery of gold in 1886 in the area.



### **Teacher Instructions**

- *The activity below will help the learner understand in depth the impact of mineral revolution in South Africa.*
- *Guide him/her to carry out research using internet resources such google, Google scholar and Emerald to attempt the tasks below.*
- *Its important to guide learners in giving good responses of research, explanatory and application in nature to the given tasks.*



### Activity 5.1.2:

#### Impact of Mineral Revolution

In groups, using ICT or library research, find out;

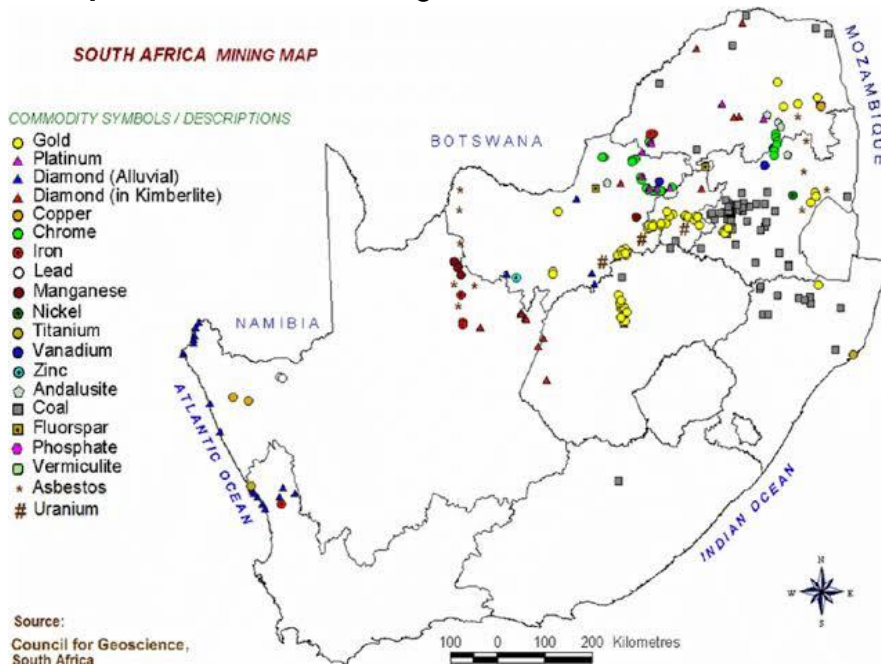
1. the effects of mineral revolution on Black people in South Africa
2. the effects of the mineral revolution on the future history of South Africa
3. Now draw a sketch map of South Africa and locate the gold and diamond mining areas by 1890.

Present your findings to the class

#### Likely responses Activity 5.1.2: impact of Mineral revolution

1. **Effects of mineral revolution on the Black people in South Africa**
  - Promoted racial segregation of the Black people in South Africa.
  - Some lucky Black people in South Africa acquired jobs in the mines and industries
  - The Black people in South Africa lost land where minerals had been discovered.
  - Slavery and enslavement as a result of confinement and mistreatment of Africans in the mines
  - Loss of African cultures and traditional practices
  - The Black South African rulers lost their powers and control of their economy
  - Increased conflicts between the Black people in Africa and the Whites
2. **Mineral revolution effects on future of South Africa**
  - Stimulated the development of cash crop farming
  - The economy changed from agricultural to an industrial economy
  - There was development of migrant labour system
  - The discovery promoted racial segregation of Africans
  - It led to the creation of new class of educated (elite) Africans

**3. A map of south Africa showing the location of minerals**



## THE APARTHEID POLICY IN SOUTH AFRICA



**Figure 5.1.11: Showing a protest against the apartheid**

### INTRODUCTION OF APARTHEID POLICY IN SOUTH AFRICA

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Apartheid was a political and social system in South Africa that was introduced by the White minority that enforced racial discrimination against non-Whites, mainly focused on skin colour and facial features. Apartheid was characterised by an authoritarian political culture where Black South Africans were dominated politically, socially, and economically by the nation's minority White population. Apartheid inflicted deep wounds in the country and the people and specifically on Africans. It took South Africans decades of struggle to stop this policy after it has affected every facet of life in the country.

Apartheid became an ideology that was introduced in South Africa in 1948 by the National Party (NP) government. It created a social system which severely disadvantaged the majority of Blacks because they did not have the same skin colour as that of the rulers. The minority White feared domination by Blacks as they were not sure if they would retain their jobs, culture and language. They therefore, pursued separate development based on racial groups in South Africa. They created laws that forced different racial groups to live and develop separately. It discouraged all inter-marriages and social integration between racial groups to the extent that even friendship from a different race created suspicion upon individual or even worse criminal.

Apartheid cruelly and forcibly separated people using the state apparatus against those who went against the policies. It was implemented at a time when other countries were moving away from racist policies and the demand for self-rule was setting in after the Second World War.



**Figure 5.1.12: Reserved areas for Whites only.**



### Teacher instruction

- *Guide the learners to form sizeable groups and attempt the activity below.*
- *Guide the learner to carry out research using internet resources such as Emerald, google and google scholar to find out the reasons for the introduction of apartheid.*
- *Guide learners to provide good responses in explanatory and application tasks given.*



### Activity 5.1.3:

#### Introduction of Apartheid Policy in South Africa

In groups research and present on the following:

1. Why the whites introduced apartheid in South Africa
2. The ways in which apartheid affected the lives of non-Whites in South Africa
3. Imagine that you had been one of the White leaders in South Africa at that time, what advice would you have given to avoid having the apartheid rule?

Present your findings to class.

### Likely responses to Activity 5.1.3: Application of apartheid rule

#### 1. *Reasons for introduction of apartheid*

- *The National Party wanted to control the economic and social system.*
- *They wanted to maintain White domination.*
- *To separate non-whites from each other and divide the Black South Africans to decrease their political power.*
- *To limit black people in urban areas.*
- *They believed they were superior to the Black people*

## **2. Effects of apartheid on non-Whites**

- *Separation of non-white South Africans from whites and use of separate public facilities.*
- *Destruction of social cohesion.*
- *It increased poverty, racism and violence and produced maladjusted generation*
- *Destruction of Black families as a result of migrant labour*
- *Created a generation of petty criminals and gangsters*
- *Stripped Africans of their citizenship and transferred them into citizens of Bantustans camps*
- *Increased African nationalism against apartheid and liberation of South Africa*

## **3. Advice on prevention of advice**

*Subjective responses*

## **THE APPLICATION OF APARTHEID RULE IN SOUTH AFRICA**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The implementation of apartheid, often called “separate development” since the 1960s, was made possible through the Population Registration Act of 1950, which classified all South Africans as either Bantu (all Black Africans), Coloured (those of mixed race), or White. A fourth category—Asian (Indian and Pakistani)—was later added.

Racial segregation, authorised by law, was widely practised in South Africa before 1948, but the National Party, which gained office that year, extended the policy and gave it the name apartheid.

Furthermore, the ruling party set aside more than 80 percent of South Africa's land for the White minority. This made the blacks to suffer more as they became labourers on their own land at a little pay.



**Figure 5.1.13: Showing Africans working on White farms.**

To help enforce the segregation of the races and prevent Blacks from encroaching on White areas, the government strengthened the existing “pass” laws, which required non-Whites to carry documents authorising their presence in restricted areas. Below are women demonstrating against the pass laws.



**Figure 5.1.14: Showing an Identity Card used in the apartheid regime.**



**Figure 5.1.15: Strikes against the pass cards.**

Other laws prohibited most social contacts between the races, authorised segregated public facilities, established separate educational standards, restricted each race to certain types of jobs, reduced non-White labour unions, and denied non-White participation in the national government.



### **Teacher's instruction**

- *Guide learners to form sizeable groups and attempt the task below.*
- *Guide the learner to carry out research using Emerald, google school or google to and find out the effects of the methods used in application of apartheid and the map of south Africa showing Bantustans. .*
- *guide learners to write to write a play about a challenge between whites and blacks in south Africa.*



### Activity 5.1.4:

#### Application of apartheid rule.

In groups, using ICT and library research,

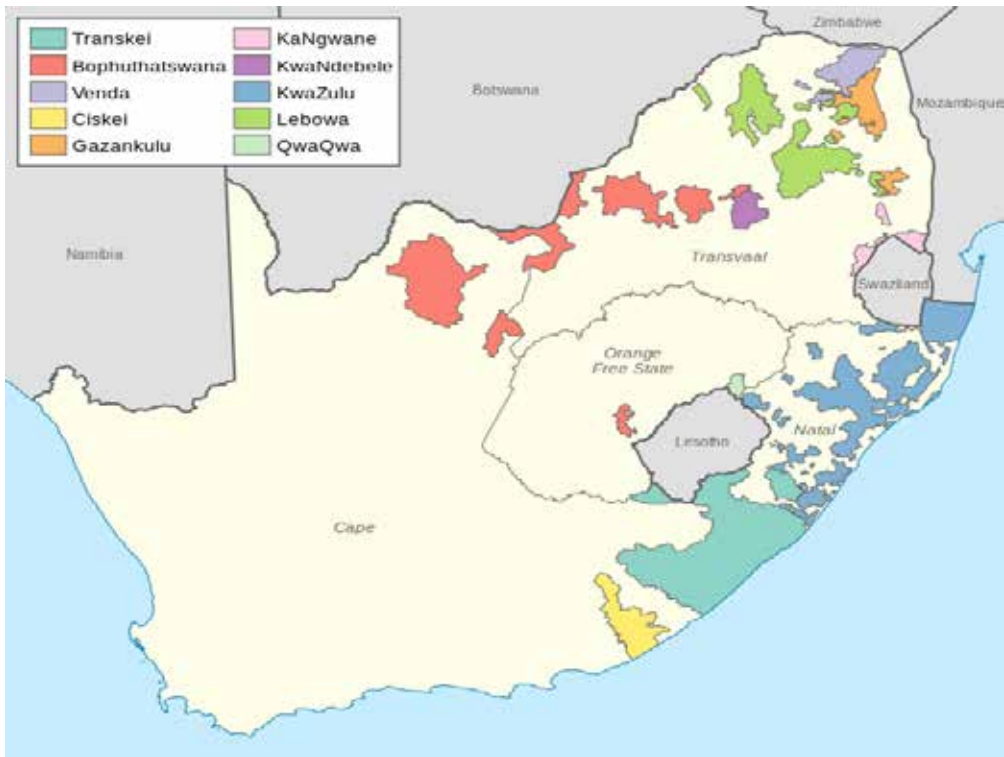
1. let learners write their own notes on the results of the methods used in the application of apartheid rule in South Africa.
2. Let the learners draw a sketch map of South Africa on a wider sheet and shade areas that were occupied by Bantustan camps.
3. In groups let them write a short skit and then perform it, depicting a Black South African challenging the government official against the apartheid rule.

Present your findings to the class and pin up their maps on the wall for viewing.

#### Likely responses to Activity 5.1.4: Application of apartheid rule

1. **Results of Methods used in the Application of Apartheid rule in South Africa**
  - *By 1950, the government had banned marriages between whites and people of other races, and prohibited sexual relations between black and white South Africans this promoted racial segregation*
  - *The creation of Bantustans which were regional and tribal self-governing institutions created disunity in South Africa*
  - *The government forcibly removed black South Africans from rural areas designated as “white” to the homelands and sold their land at low prices to white farmers. From 1961 to 1994, more than 3.5 million people were forcibly removed from their homes and deposited in the Bantustans this created intense poverty and hopelessness.*
  - *The brutal handling of Blacks brought about dehumanization*

2. *The learner draws the map of South Africa and indicates areas of Bantustan Homelands*



3. *Learners take part in a role play depicting a black South African Challenging a government official against apartheid rule.*

## THE ROLE OF OAU IN LIBERATION OF SOUTH AFRICA

***The teacher can choose to use some of the following methods:***  
*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

You learned from the previous section that the Organisation of African Unity (OAU) was created on May 25<sup>th</sup> 1963. It was inspired by President NKwame Nkruma. Generally, it was founded with the purpose to speed up the liberation struggle of the African people who were still under foreign rule.

The targeted countries include; Angola, Guinea (Bissau), Mozambique, Namibia, Zimbabwe (Rhodesia) and South Africa (Azania). It performed very well in arranging the peaceful surrender of power to Black people in South Africa.

It formed a panel of judges to give justice to the liberation struggle against racism and colonialism in South Africa;

It provided the South Africa ANC team with a machinery to support liberation movements with material and other assistance needed to wage their armed struggles. But with or without elections, the Blacks were set to fight for their independence. Figure 5.1.15, shows some of the weapons used by Africans in their struggle to end apartheid.



**Figure 5.1.16: Showing ANC weapons**

It set in motion a unified South African policy against settler regime. This applied and affected all other African states that were still under colonial rule.

It solicited for the international support for the liberation of Southern Africa. It approached UN and other organisations for material support in the liberation of South Africa.

OAU formed a liberation committee which ensured mobilisation of resources for the liberation struggle.

Mobilization of international solidarity for liberation of South Africa were some of the voices that conditioned president W. De-clerk to organize the elections in 1994 that resulted in the election of Nelson Mandela as the first Black president of South Africa. Figure 5.1.16, shows F.W. De Klerk, the last white South African president.



**Figure 5.1.17: F.W. De Klerk**

It assisted the liberation movements financially and materially to execute the liberation struggle. By 1994 a lot had been given to ANC to prepare for the liberation of South Africa including military weapons, training of ANC liberation forces in frontline states as illustrated in figure 5.1.17 below.



**Figure 5.1.18: Showing ANC army being trained**

OAU assessed the performance of the liberation movements and gave them necessary advice and assistance to liberate South Africa.



### Teacher Instructions

*The activity below will help learners to know and understand the assistance OAU gave to South Africa.*

*Therefore, guide learners to carry out the relevant research to attempt the given tasks*



### Activity 5.1.5:

#### The role of OAU

1. Which were the organisations that put internal and external pressure to the liberation of South Africa and why did they do so?
2. Explain the challenges met by OAU in the liberation struggle of South Africa.
3. Discuss the results of the liberation struggle of South Africa from the apartheid rule.
4. Present your findings to class.

### Likely responses to Activity 5.1.4: Application of Apartheid rule

#### 1. **Organisations that put pressures to liberation of south Africa**

- *African National Congress*
- *Pan African Congress and the Sharpeville massacre*
- *Resistance goes underground*
- *Black Consciousness Movement*
- *Soweto uprising*
- *Student organizations*
- *South African Students Movement*
- *National Union of South African Students*
- *South African Students Organization*
- *Congress of South African Students*
- *Organization of African Unity (OAU)*

**2. Challenges of OAU in the liberation of South Africa**

- *Hostility from internal tribes*
- *Lack of reliable leadership*
- *Poverty Human Rights abuses*
- *Under-development in South Africa*

**3. Results of liberation struggle in south Africa.**

- *Return of independence to the black race.*
- *Recognition of black personalities such as Nelson Mandela.*
- *Return of ANC guerrilla fighters into South Africa.*
- *Marked the end of apartheid rule.*
- *Recognition of south Africa on the international scene.*
- *Removing of travel bans to South Africa.*

**Sample activity of integration**

The colonization in Africa was a misery. But for the sake of South Africans, they enjoyed a lot of benefits in line with infrastructural development, education and civilization generally. However, there was a lot of sufferings in the concept of apartheid policy.

**Support material**



**Figure 5.1.19: An apartheid government soldier holding a black man**

## Tasks

1. Write an essay detailing what you have witnessed and give your views of what should have been done differently to avoid the outcomes of the apartheid policy

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learner's performance using the criteria below:*

## Assessment grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
A written essay	Application of apartheid	A learner scores 3/3 if he/she brings out the following facts related to apartheid such as: <ul style="list-style-type: none"> <li>• Land grabbing.</li> <li>• Imprisonment without trial.</li> <li>• Use of Afrikaner language in black schools.</li> <li>• Use of a separate education system in black schools.</li> </ul>	A learner scores 3/3 if he/she brings out correct facts related to apartheid such as: <ul style="list-style-type: none"> <li>• Land grabbing.</li> <li>• Imprisonment without trial.</li> <li>• Use of Afrikaner language in black schools.</li> <li>• Use of a separate education system in black schools.</li> <li>• Creation of</li> </ul>	A learner scores 3/3 if he/she brings out the following facts with a logical flow of facts related to apartheid such as: <ul style="list-style-type: none"> <li>• Land grabbing.</li> <li>• Imprisonment without trial.</li> <li>• Use of Afrikaner language in black schools.</li> <li>• Use of a separate education</li> </ul>	A learner scores 1/1 if he/she has any special intellectual information.

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<ul style="list-style-type: none"> <li>• Creation of Bantustans.</li> <li>• Marriage acts</li> <li>• Restricted movement of the blacks.</li> </ul>	Bantustans. <ul style="list-style-type: none"> <li>• Marriage acts</li> <li>• Restricted movement of the blacks.</li> </ul>	system in black schools. <ul style="list-style-type: none"> <li>• Creation of Bantustans.</li> <li>• Marriage acts</li> <li>• Restricted movement of the blacks.</li> </ul>	
		A learner scores 2/3 if he/she brings out between 4-5 facts related to apartheid in south Africa.	A learner scores 2/3 if he/she brings out between 4-5 correct facts related to apartheid in south Africa.	A learner scores 2/3 if he/she brings out between 4-5 facts related to apartheid in south Africa with logical flow of ideas.	
		a learner scores 1/3 if he/she brings out any facts related to apartheid in south Africa. /3	a learner scores 1/3 if he/she brings out any correct facts related to apartheid in south Africa. /3	a learner scores 1/3 if he/she brings out any facts about apartheid in south Africa. /3	
	ways that would have been adopted to prevent apartheid	A learner scores 3/3 if he/she brings out ways that are related to prevention of apartheid which may include: <ul style="list-style-type: none"> <li>• Use of the same education system.</li> </ul>	A learner scores 3/3 if he/she brings out correct ways related to prevention of apartheid in south Africa which may include: <ul style="list-style-type: none"> <li>• Use of the same education</li> </ul>	A learner scores 3/3 if he/she brings out ways with logical flow of ideas related to prevention of apartheid which may include: <ul style="list-style-type: none"> <li>• Use of the same education</li> </ul>	

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<ul style="list-style-type: none"> <li>• <i>Allowing intermarriages.</i></li> <li>• <i>Respect for race.</i></li> <li>• <i>Stopping land grabbing.</i></li> <li>• <i>Stopping the creation of reserves.</i></li> <li>• <i>Allowing free movement of labour.</i></li> <li>• <i>Giving blacks rights to own land.</i></li> </ul>	<p><i>system.</i></p> <ul style="list-style-type: none"> <li>• <i>Allowing intermarriages.</i></li> <li>• <i>Respect for race.</i></li> <li>• <i>Stopping land grabbing.</i></li> <li>• <i>Stopping the creation of reserves.</i></li> <li>• <i>Allowing free movement of labour.</i></li> </ul> <p><i>Giving blacks rights to own land.</i></p>	<p><i>system.</i></p> <ul style="list-style-type: none"> <li>• <i>Allowing intermarriages.</i></li> <li>• <i>Respect for race.</i></li> <li>• <i>Stopping land grabbing.</i></li> <li>• <i>Stopping the creation of reserves.</i></li> <li>• <i>Allowing free movement of labour.</i></li> </ul> <p><i>Giving blacks rights to own land.</i></p>	
		<p><i>A learner scores 2/3 if he/she brings out between 4-5 related ways of preventing apartheid.</i></p>	<p><i>A learner scores 2/3 if he/she brings out between 4-5 correct ways of preventing apartheid.</i></p>	<p><i>A learner scores 2/3 if he/she brings out between 4-5 ways with logical flow of ideas in preventing apartheid.</i></p>	/1
		<p><i>A learner scores 1/3 if he/she brings out any method of preventing apartheid in south Africa.</i></p>	<p><i>A learner scores 1/3 if he/she brings out any method of preventing apartheid in south Africa.</i></p>	<p><i>A learner scores 1/3 if he/she brings out any method of preventing apartheid in south Africa.</i></p>	
		/3	/3	/3	
<b>Total</b>					<b>19 scores</b>

## **Chapter Summary**

In this chapter, the learner has known the early inhabitants of South Africa, learnt about how South Africans lived before minerals were discovered and how the discovery of the different minerals contributed to the creation of the apartheid policy together with the significance of the mineral revolution and apartheid rule on South Africa. Has also known the reactions of Blacks towards the apartheid rule and how they were able to overcome apartheid and attain a Black majority rule in South Africa by 1994.

## SUB-CHAPTER 5.2

# KEY PERSONALITIES IN THE STRUGGLE AND THE LIBERATION OF SOUTH AFRICA



### Key Words

- Nationalism
- Personalities
- Liberation
- Frontline states
- Influence
- Independence

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

1. Understand the meaning of words; nationalism, liberation in light of South Africa.
2. Know the key parties and their leaders in the struggle for the independence of South Africa.
3. Appreciate the role played by key personalities in the struggle for the independence of South Africa.
4. Appreciate the contribution of these personalities in the struggle for South African independence

## Instructions to the teacher

*This chapter is about liberation struggles in south Africa. The focus of this sub chapter is the key personalities in the struggle for independence in South Africa. As a teacher, you should ensure the learners get to know the different personalities and the methods each used to ensure final attainment of independence.*

*You as the teacher must be very versed with the history teaching syllabus document, Learner's book, any related reference book and make proper use of a teacher's guide.*



### Teacher Preparation

- *As a teacher, you have to demonstrate an understanding of historical concepts and ideologies about Southern Africa history.*
- *You should be able to identify and understand the different personalities in the liberation struggle of South Africa.*
- *You should expose learners to tasks of research, explanatory and application to make learners deeply understand the roles played by these personalities.*

**Hint:** *Possible teaching methods to be used include: brainstorming, group discussion, guided discovery, participatory class presentations etc.*

**Learning materials:** *History becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching. These may include: evidence-based activities, Video clips, charts, newspaper cut-outs, documentaries, field trips, library sources among others.*

**Skills:** *Interactivity, communication, writing, planning, organisation, photographic interpretation, analysis, critical thinking, categorizing and recognition.*

**Note:** *Try as much as possible to see that the learner understands the topic being handled by using the above hints. They drive content into the learning processes.*

## **INTRODUCTION:**

In this chapter, learners will study the nationalist liberation struggles in South Africa. The major political parties and their respective leaders in their struggle for independence will be discussed. Learners will also learn about the contribution of different personalities in the struggle for independence of South Africa both from the white minority and majority black communities. After studying this sub-chapter, they will be able to understand key personalities in the liberation struggle of South Africa. They will understand how many strategies were used to liberate South Africa such as peace talks, training of rebel soldiers, soliciting for support from international organisations and above all the contributions of key personalities.

## **NATIONALISM IN SOUTH AFRICA**

***The teacher can choose to use some of the following methods:***  
*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Nationalism in South Africa took a different form from other nationalism movements in Africa. Nationalism in South Africa had to deal with a mixed and a racially divided society so as to put an end to discrimination, inequality and barriers to progress based on colour and race.

Nationalism in South Africa was an attempt to transform the identity of Africans and sought to improve their status, rights and position in society that was imposed on them by the White minorities through political actions and ideologies.

Nationalists 'leaders pursued the policy of uniting all the indigenous groups to fight for freedom against racism and discrimination that had evolved over time into an inclusive South African nation. The push for independence was initially through the formation of the ANC to unite all the indigenous peoples to fight for their freedom. ANC was later joined by other political movements such as the Pan Africanist Congress (PAC) to confront the heavy-handedness of the state to the marginalised people in South Africa. As political movements and political parties were outlawed by the government, they went underground and others went into exile but kept the nationalist spirit to the liberation struggle until they achieved freedom in South Africa.

The killing and wounding of Africans only served to increase resistance against the White and more specifically after the Sharpeville massacre and its aftermath where police fired at a crowd of Black people, killing or wounding more than 250 people. South Africans vowed never to give up even when activists were detained and imprisoned. Political movements such as the African National Congress (ANC) and the Pan Africanist Congress (PAC) established underground structures to continue the struggle as several members of the ANC and PAC escaped and went into exile and established military training bases and camps to continue the struggle. However much the actions by government crippled ANC and PAC through arrest, detention and imprisonment of their leaders and members, it increased both internal and external pressure against the White regime. The Anti-Apartheid Movement later gained momentum with the springing up of external pressure from Britain, Holland, Sweden and other countries on the South African government to end apartheid.



## Teacher instructions

- *Guide learners to use ICT and Library research to find out the meaning of the given terms in the activity.*
- *Later learners should be able to identify the challenges faced by Key personalities in the struggle for independence of South Africa*



## Activity 5.2.1.

### Role of nationalists in the struggle for independence.

1. Give your understanding of the terms “Nationalism and Liberation” in relation to South Africa’s struggle for independence.
2. Explain the challenges faced by the nationalists in their struggle for the independence of South Africa.

## **Likely responses to Activity 5.2.1: Role of nationalists in the struggle for independence**

### **1. Meaning of terms.**

- **Nationalism** - *Identifying with one’s nation and joining efforts to fight for independence*
- **Liberation** - *The action of setting someone free from oppression or slavery*

### **2. Challenges faced by key personalities**

- *Ban on political Parties by the government*
- *Enactment of racist laws*
- *Use of terror against nationalists which demoralised them*
- *Political instabilities among frontline states*

## THE ROLE OF NELSON MANDELA IN LIBERATION OF SOUTH AFRICA



**Figure 5.2.1: Showing Nelson Mandela**

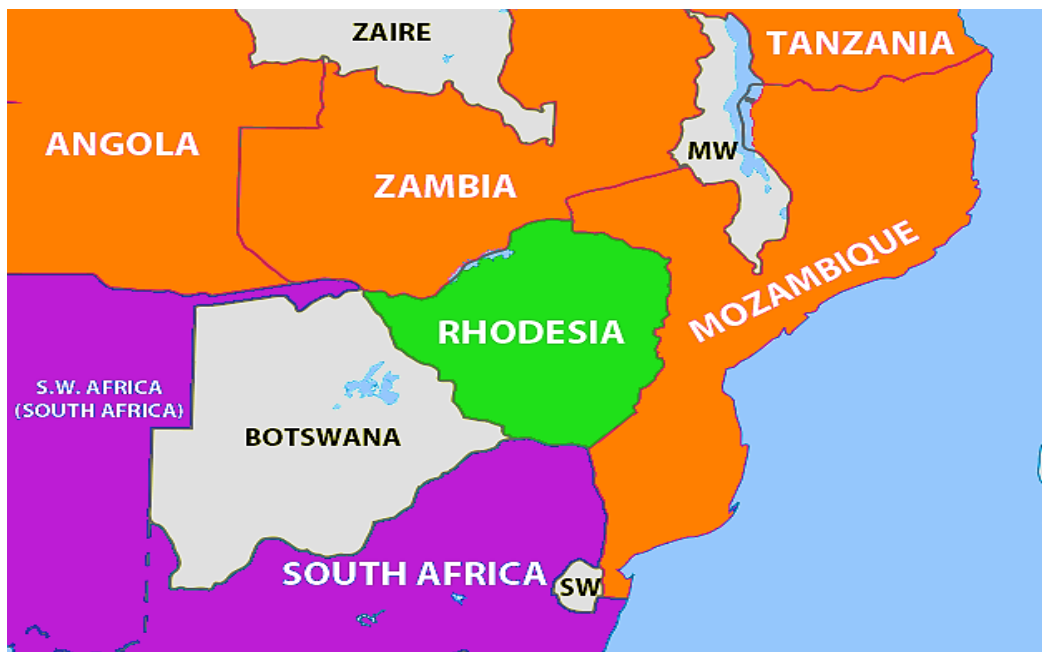
**The teacher can choose to use some of the following methods:** brainstorming, group discussion, guided discovery, participatory class presentations, among others.

Nelson Mandela was born on 18 July 1918 and died on 5 December 2013. He was a South African anti-apartheid revolutionary, political leader, and philanthropist who served as President of South Africa from 1994 to 1999. He was the country's first Black President and the first elected President in a fully representative democratic election. His government focused on dismantling the legacy of apartheid by fighting institutionalised racism and fostering racial reconciliation.

Ideologically as an African nationalist and socialist, he served as President of the African National Congress (ANC) party from 1991 to 1997. He played a very fundamental role in the liberation of South Africa

Nelson Mandela endured the arrest and detention in South Africa apartheid government. He was imprisoned for 28 years, but this only helped him to gain much popularity and made him a symbol for the fight against racial segregation. His popularity earned him victory for the ANC under the first democratic elections held in 1994.

He was a tactical politician. At one time he disappeared and went underground from where he appeared to address meetings in various parts of the country. Nelson Mandela collaborated with other African Countries that supported him in the struggle. These were mainly the frontline states, (See the Map 5.2.1 below). Other countries on the continent helped by providing asylum to the exiled struggle heroes. They also helped to train soldiers and provided the inspiration to pursue freedom at all costs.



**Map 5.2.1: Showing frontline states**

He also sought for intervention from other continents of the world. He visited London where he met the leaders of the Labour and Liberal Party and briefed them about the suffering of the non-Whites at the hands of the apartheid regime. Mandela as a member of the ANC Committee was actively involved in the organisation of protests, demonstrations, strikes and boycotts to force the government to abandon its racial policies.



**Figure 5.2.2: Showing demonstrations against apartheid**

In 1955, Mandela together with the others drafted the Freedom Charter document which stated that; South Africa was for all who lived in it regardless of their skin colour. The charter also called for equal rights of all races, equitable sharing of the country's wealth and equal human rights for all. Throughout his imprisonment Mandela led his friends in the struggle for their rights as prisoners and their conditions were gradually improved. He openly shared with the public the bad conditions he found in prison and government had to come in and improved the conditions of prisons in South Africa.

In 1960 he organised peaceful demonstrations against the pass laws in South Africa. Men and women carried placards, shouting and jumping demanding freedom in their country. He received arms and other forms of help from the external countries preparing to fight apartheid. Some countries would just send help even when he had not requested.

Through ANC team songs, slogans and poems were composed against apartheid such as “NkoziSikelelo” which was translated to mean “God bless Africa” This motivated other African state to join hands and fight against apartheid. He offered himself as Black South African candidate for 1994 general elections which he won massively and became the first Black president of South Africa.



**Figure: 5.2.3: Showing Frederik William de Klerk**

**The teacher can choose to use some of the following methods:**

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Frederik Willem de Klerk, was born in March 18, 1936 in Johannesburg, South Africa. He was the President of South Africa (1989–94). He is the President who put an end to the apartheid system of racial segregation and negotiated a transition to majority rule in his country.

In 1972 he was elected to Parliament for the National Party. He won a number of key ministerial portfolios, including mines and energy affairs (1979–82), internal affairs (1982–85), and national education and planning (1984–89). He also became the leader of the House of Assembly in 1986. All these were based on his legal talents and respect from his peers.

De Klerk became a leader of the National Party and successfully committed himself to speeding up the reform process that was begun by his predecessor. He did this by initiating talks on the new post-apartheid constitution with representatives of racial groups in South Africa (White, Black, Coloured, and Asian [Indian]).

Under his leadership, the governing National Party reached agreement with the ANC in 1993 on a transition to majority rule. He participated in the South Africa's first all-race elections in April 1994 where ANC won the majority seats in the new National Assembly. He joined the government of national unity formed by Mandela, as the second deputy president. He retired from politics in 1997.

## **WINNIE MADIKIZELA-MANDELA**



***Figure 5.2.4: Showing Winnie Madikizela-Mandela***

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Winnie Madikizela-Mandela, was born in September 26, 1936. in Bizana, Pond land district, Transkei now in Eastern Cape, South Africa and died on 2<sup>nd</sup> April 2018. She was a South African social worker and activist and a wife to Nelson Mandela.

Her activism and struggle for justice came at great personal costs, but her sacrifice made her one of South Africa's most important freedom fighters. She travelled the world, met with international leaders, putting perspective and understanding to the liberation struggles of Southern African.

At a young age of nine she tested the experience of the abuses, injustices of racism and what apartheid meant in South Africa when she was denied an opportunity to attend the end of Second World War celebrations. The celebrations were for Whites only as the Black children were forced to remain outside with their father while the White population enjoyed the celebrations. This struck her deeply while growing up, aware of the inequality of the world around her.

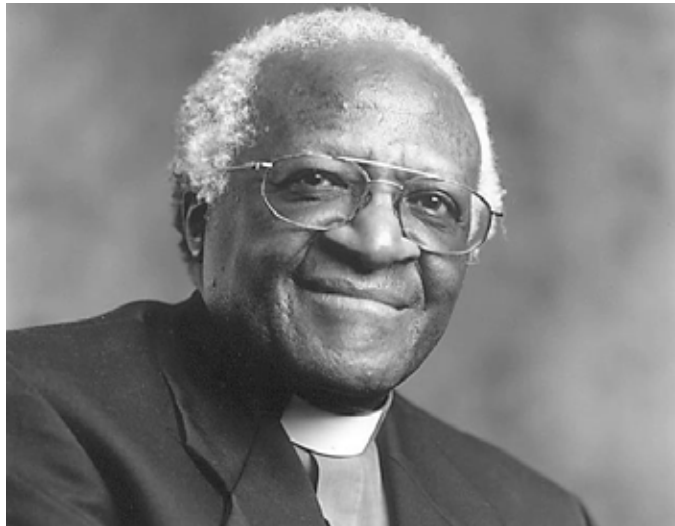
She was a longtime stalwart of the African National Congress through which she helped to give the struggle justice in South Africa, one of its most recognisable faces and kept the memory of her imprisoned husband Nelson Mandela alive during his years at Robben Island.

Madikizela-Mandela suffered the wrath of the apartheid era when she was banned and restricted to travel, associate and speak. She underwent political harassment by the South African Government and its security forces and spent months in jail and internal exile. It is during this period that she did social and educational work that made her a hero of the anti-apartheid movement.

She was a longtime stalwart of the African National Congress through which she helped to give the struggle for justice in South Africa one of its most recognisable faces and kept the memory of her imprisoned husband Nelson Mandela alive during his years on Robben Island.

She was elected to the presidency of the African National Congress Women's League, and a member of Parliament, a Deputy Minister of Arts, Culture, Science, and Technology in the first South Africa's multiracial government headed by Nelson Mandela.

### **Desmond Tutu**



**Figure 5.2.5: Showing Desmond Tutu**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Desmond Mpilo Tutu was born October 7, 1931 in Klerksdorp, South Africa. Tutu was born of Xhosa and Tswana parents and was educated in South African mission schools at which his father taught. He trained as a school teacher but later resigned his post and joined St. Peter's Theological College in Johannesburg and was ordained an Anglican priest in 1961.

He received the Nobel Prize for Peace in 1984 for his role in the opposition to apartheid in South Africa.

In 1978 Tutu became the general secretary of the South African Council of Churches and became a leading spokesperson for the rights of Black South Africans. He played an unrivalled role during the 1980s when he drew national and international attention to the iniquities of apartheid. He advocated for nonviolent means against apartheid and encouraged the use of economic pressure to deal with South Africa minority government.



### Teacher Instructions

- *The Activity below is to help learners to know and understand the role played by Key Personalities in the struggle for Liberation of South Africa.*
- *Guide learners to use ICT resources such as google, Emerald and google scholar and library research to find out the role played by different personalities in ending apartheid.*
- *Guide Learners to arrive at appropriate responses to the tasks below through explanatory and application modes.*



### Activity 5.2.2:

#### The struggle for independence in South Africa

1. Read and make notes about the roles played by Frederik Willem de Klerk and Nelson Mandela in ending apartheid in south Africa
2. In groups, make research and present to class, the challenges that the two leaders faced in ending apartheid policy in south Africa.
3. What lessons do you learn from the two leaders' struggle to end apartheid in South Africa?

## **Likely responses to Activity 5.2.2: The struggle for independence in South Africa**

### **1. Role played by Nelson Mandela**

- *Mandela and his fellow members of the ANC used non-violent tactics like strikes and demonstrations to protest apartheid.*
- *As a leader of the Defiance Campaign, Mandela helped escalate the struggle which encouraged Black participants to actively violate laws.*
- *Mandela was jailed for violating curfews, refusing to carry identification passes, and other offenses; he became a symbol of the fight against racial segregation*
- *He publicised the anti-apartheid struggle and challenged the legal system that oppressed Black South Africans.*
- *His imprisonment caused internal and external pressure against the apartheid regime*
- *Mandela negotiated with de Klerk for a new constitution that would allow majority rule.*

### **Role played by Frederik Willem de Klerk**

- *He speeded up the reform process and initiated talks about a new post-apartheid constitution*
- *He ended the apartheid policy in South Africa.*
- *He negotiated with Mandela to fully dismantle apartheid and establish a transition to universal suffrage.*
- *He permitted anti-apartheid marches to take place, legalised a range of previously banned anti-apartheid political parties,*
- *He freed imprisoned anti-apartheid activists, including Nelson Mandela.*
- *He oversaw the 1994 non-racial election in which Mandela led the African National Congress (ANC) to victory.*

## 2. Challenges

- *Right-wing opposition in Parliament*
- *Fear of instability and fear of a violent civil war*
- *South African Whites feared what would happen under a black majority*
- *Increased political violence and repression from government*
- *the imposition of legal ban and the pressures of running an exile movement*
- *The majority of the Blacks were poor and largely dissatisfied with the progress of riots.*
- *The development of local Black leadership that would be needed in a post-apartheid South Africa*

## 3. Subjective responses



### Teacher Instructions

- *The Activity below is to help learners to know and understand the role played by Key Personalities in the struggle for Liberation of South Africa.*
- *Guide learners to use ICT resources such as google, Emerald and google scholar and library research to find out the role played by different personalities in ending apartheid.*



### Activity 5.2.3:

#### Personalities.

Find out the role played by the following key personalities in the struggle for the independence of South Africa. These personalities will be presented and discussed in the next lessons.

1. -Steve Biko
2. -Mrs. HellenSuzman
3. -Mrs. AlbertinaSisulu
4. -Albert Luthuli
5. -Oliver Tambo
6. -Robert Sobukwe.

## **Likely responses to Activity 5.2.3: Personalities**

### **1. The role of Steve Biko**

*He founded South African Students Association (SASO) in 1969 and the Black Peoples Convention in 1975. These two groups organised acts of sabotage against apartheid frequently.*

*He also inspired a new kind of religious organisations which emerged through university students' associations that later became Black Consciousness Movement*

*He organised the Soweto Uprisings*

### **2. The role of Mrs Helen Suzman**

*Helen Suzman was an anti-apartheid activist and politician. Her focus on parliamentary work, her passionate adherence to the principles of liberalism and multiracialism, and her refusal to keep quiet were part of what became a broad-based opposition movement to racial injustice that encompassed labour strikes, boycotts, riots and armed struggle.*

### **3. The role of F.W. Hendrik de Clark**

*He played an instrumental role in socially engineering apartheid the country's system of institutionalised racial segregation and White supremacy, and implementing its policies as Minister of Native Affairs (1950–1958) and then Prime Minister (1958–1966). Furthermore, he played a vital role in helping the far-right National Party come to power.*

### **The role of Mrs Albertina Sisulu**

*She fought for liberation of South Africans in the face of detentions, banning orders and harassment.*

### **4. The role played by Albert Luthuli**

*Served as President of ANC Natal branch. He participated in the 1952 non-violent demonstrations opposing by pass laws. Contributed towards finding a peaceful solution to the problems of South Africa.*

**5. The role played by Oliver Tambo**

*Was President of ANC and played an important role in the development of the movement and its policies. He was instrumental in the transformation of the ANC from a liberal constitutional organisation to a radical national liberation movement*

**6. The role played by Robert Sobukwe**

*He started a fierce anti-pass campaign in 1960.*

## **ROLE PLAYED BY POLITICAL PARTIES IN SOUTH AFRICAN STRUGGLE FOR INDEPENDENCE.**

### ***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

## **AFRICAN NATIONAL CONGRESS (ANC)**

ANC was the first African National Political Organisation formed in South Africa. It was formed in 1912 as the South Africa Native Congress (SANC) and in 1935 was renamed African National Congress (ANC).

### **Objectives:**

The main political objectives were to unite all non-Whites (Africans, Indians and Coloreds) to defend their rights and attain freedom.

It was initially a non-violent civil right group. The racial composition qualified African National Congress to a mass movement. It was to act as the mouth piece of all those who were segregated.

It was formed to defend the liberties and freedom of all those oppressed by apartheid, (See the figure 5.2.4 below). It aimed at protection of human rights

of the people. It wanted to stop Africans from moving with pass cards. Figure 5.2.6 shows students in Soweto demonstrating majorly due to the introduction of Afrikaans as a medium of instruction.



**Figure 5.2.6: Showing Soweto uprising in South Africa**

It aimed at linking the Blacks in South Africa to the rest of the continent. It was to destroy apartheid that had made Africans second citizens in South Africa. It aimed at destroying the politics of segregation in South Africa. This would be achieved by winning the independence of South African majority rule. It wanted to widen the employment opportunities of the Black South Africans who had been marginalised and exploited as miners and labourers on White farms.

### **Roles**

In 1919, ANC sent a delegation to the peace conference in Versailles and even to Pan African congress organised by Dubois in Paris. They reported about the suffering of the Black South Africans to this conference.

After 1940 ANC got funds from donors and it increased her activities against the apartheid rule. Its good organisation attracted the key personalities at the time into ANC. In 1950, Nelson Mandela, Albert Luthuli and Robert Sobukwe joined ANC leadership making it very strong.

In 1949 it released a Plan of Action using strikes, boycotts and civil disobedience against White minority rule. However, this political progress to self-determination was checked by the Afrikaner National Party.

In 1952, African National Congress launched the defiance campaign of civil disobedience. Viewed as a strong threat, it was banned in 1960, its leaders imprisoned and others fled to Tanzania and Zambia as political exiles.

Never the less, Nelson Mandela and many of his colleagues were sentenced to life imprisonment on Robben Island in 1963. However, it operated underground with its armed wing of UmkhontoSizwe of “Spear of the Nation”. The photo below shows the Robben island prison where Nelson Mandela was imprisoned.



**Figure 5.2.7: Showing the Robben Island prison**

It caused the negotiation for 1994 South African elections. ANC in cooperation with the Global events it compelled the White South African Government to negotiate with African National Congress.

Consequently, Nelson Mandela was released in 1990. The African National Congress was allowed to register Nelson Mandela as its candidate and it won the first universal democratic elections in South Africa in 1994. Nelson Mandela became first Black President of the Republic of South Africa.

ANC overcame several difficulties on the road for South Africa's struggle for the independence; for example, the White's superior military machinery, high intelligence and winning support from strong foreign powers.

ANC developed diplomatic relations with foreign powers, All the European firms that had invested in South Africa were given assurance and continuity of their businesses when the black government comes into power.



### Teacher Instructions

- *The Activity below is to help learners to know and understand the role played by political parties in the struggle for Liberation of South Africa.*
- *Guide learners to use ICT resources such as google, Emerald and google scholar and library research to find out the contribution of ANC and PAC in the struggle against apartheid.*
- *Guide learners to form sizeable groups and they attempt the task below.*
- *Guide Learners to arrive at appropriate responses to the tasks below through explanatory and application modes.*



### Activity 5.2.4:

#### Showing the role of political parties in the end of apartheid

1. What were the challenges that were met by ANC?
2. Explain the contribution of Pan African Congress (PAC) in the struggle for South Africa's independence. Present your findings in class.
3. In groups use a table to make a comparison between Nelson Mandela and Steve Biko's struggle for the independence of South Africa.

After the presentations write your own notes.

## **Likely responses to Activity 5.2.4: Showing the role of political parties in the end of apartheid**

### **1. Challenges that were made by ANC**

- *ANC leaders were arrested brutally being restricted by the South African government White—dominance led to the formation of secret political activities against ANC*
- *Lacked financial support to back her activities*
- *Lacked effective leadership to fight against the South African Regime*
- *Africans were subjected to many restrictions which made it difficult for ANC to carry out its activities*

### **2. Contribution of Pan-African congress in the struggle for South African independence**

- *It Organised riots and demonstrations against pass laws*
- *Were so radical that even when they were threatened, they did not give up but instead resorted to underground movement by forming a military wing which they called Poqo, which meant “ourselves” in order to continue with the struggle*
- *Motivated people into a spirit of nationalism*

### **3. Comparing the role of Steve Biko with Nelson Mandela**

- *Steve Biko founded South African Students Association (SASO) in 1969 and the Black People’s Convention in 1975. These two groups organised acts of sabotage against apartheid frequently. Equally, Mandela organised underground movements where he mobilised members from different parts of the country to fight for freedom.*
- *Both were freedom fighters against apartheid. Steve Biko organised the Soweto Uprisings while Mandela mobilised prisoners in prison to fight for their freedom.*

## Bantustan Camps in South Africa



**Figure 5.2.8: Showing Bantustan camp**

Bantustan territories as seen in the photo above (also known as Black homelands or Black states) were the homelands, reserves or isolated territories of Africans in South Africa. They were formed along the tribal lines under African leadership. The Bantustans were a major administrative device for the exclusion of Blacks from the South African political system under the policy of apartheid, or racial segregation. Bantustan territories were also known as Black homelands or Black states in South Africa during the apartheid era.

The examples of these camps include; Transkei, Ciskei for Xhosa, Gazankulu for the Tsonga and Shangane, Venda for the Venda, Swazi for Swazi, Ndebele for the Ndebele, KwaZulu Natal for the Zulu and Labowa for the Sotho.

Apartheid rule aimed at full segregation in political, social and the economic aspects between the Bantu and Whites' developments in South Africa.

Bantustan camps aimed at exploitation of Africans economically and that is why they were put in restricted camps and their fertile land were taken by the Whites.

To undermine the growth of African nationalism, they were put in isolated camps and watched closely. This delayed the independence of South Africa.

It aimed at killing communication among Africans. Movements within and around South Africa would make the Blacks grow strong, therefore, controlling them in the camp was became a solution. This weakened them.

They removed them from fertile and the mineral rich lands, which were permanently owned by White South Africans. This explains the economic differences between the Blacks and the Whites up to now.



### Teacher Instructions

- *The Activity below is to help learners understand and appreciate the conditions that were in the Bantustan camps in South Africa.*
- *Guide learners to use ICT resources such as google, google scholar and Emerald to find out the effects of the Bantustans.*
- *Guide learners to use application modes to bring out the lessons from the lives of the Bantustans.*



### Activity 5.2.5:

#### **Bantustans**

1. Write notes on the effects of the Bantustan camps on the people of South Africa.
2. In groups, discuss the lessons you learn from the lives of the Bantustans.

Present your findings to class

## Likely responses to Activity 5.2.4: Bantustans

### 1. Results of Bantustan Camps

- *Families were separated since they were forced out of their original homes.*
- *There was very much congestion in the camps.*
- *There was conflict among the inhabitants of the camps as they protested against the condition in the camps*
- *Africans were denied freedom of movement*
- *There was a high rate of unemployment*
- *There was increase in crime rate, such as murder and robbery*

### 2. Lessons learnt

Subjective responses

#### Sample activity of integration

Various individuals rose to prominence in South Africa during the apartheid era. This was because of the tremendous effort they invested in ensuring apartheid came to an end by putting their country's independence above their families. Such individuals were both blacks and some whites who wanted to promote the values of humanity. However, the struggle for independence was being betrayed by some black South Africans themselves at a certain level.

#### Support material



**Figure 5.2.9: Nelson Mandela and Suzman Hellen**

## Tasks.

1. In an essay, explain why some black South Africans were comfortable with the white man's rule.

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

### Assessment grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
<i>A write up on black – white collaboration</i>	<i>Reasons for collaboration</i>	<i>A learner scores 3/3 if he/she brings out reasons why some blacks were collaborators that are related to apartheid which may include:</i> <ul style="list-style-type: none"> <li>• <i>Inferiority complex.</i></li> <li>• <i>Employment opportunities.</i></li> <li>• <i>Colonial period.</i></li> <li>• <i>Intermarriages.</i></li> <li>• <i>Military</i></li> </ul>	<i>A learner scores 3/3 if he/she brings out correctly applied reasons on why some blacks were collaborators with the apartheid government which may include:</i> <ul style="list-style-type: none"> <li>• <i>Inferiority complex.</i></li> <li>• <i>Employment opportunities</i></li> <li>• <i>Colonial period.</i></li> <li>• <i>Intermarriages.</i></li> <li>• <i>Military inferiority.</i></li> </ul>	<i>A learner scores 3/3 if he/she brings out reasons with logical flow of ideas on why some blacks were collaborators with the apartheid government which may include:</i> <ul style="list-style-type: none"> <li>• <i>Inferiority complex.</i></li> <li>• <i>Employment opportunities.</i></li> <li>• <i>Colonial period.</i></li> <li>• <i>Intermarriages.</i></li> <li>• <i>Military inferiority.</i></li> <li>• <i>Sample of black massacres.</i></li> </ul>	<i>A learner scores 1/1 if he/she brings out any exceptional facts related to collaboration of blacks with the whites in south Africa.</i>

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<i>inferiority.</i> <ul style="list-style-type: none"> <li>• <i>Sample of black massacres</i></li> <li>• <i>Low education levels.</i></li> <li>• <i>Lack of leadership skills.</i></li> <li>• <i>Poverty stricken</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sample of black massacres.</i></li> <li>• <i>Low education levels.</i></li> <li>• <i>Lack of leadership skills.</i></li> <li>• <i>Poverty stricken</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Low education levels.</i></li> <li>• <i>Lack of leadership skills.</i></li> <li>• <i>Poverty stricken</i></li> </ul>	
		<i>A learner scores 2/3 if he/she brings out between 4 – 5 reasons related to collaboration of blacks with the whites during the apartheid era in south Africa.</i>	<i>A learner scores 2/3 if he/she brings out between 4 – 5 reasons correctly applied to collaboration of blacks with the whites during the apartheid era in south Africa.</i>	<i>A learner scores 2/3 if he/she brings out between 4 – 5 reasons with logical flow of facts related to collaboration of blacks with the whites during the apartheid era in south Africa.</i>	
		<i>A learner scores 1/3 if he/she brings out less than 3 or any reason on why the blacks collaborate</i>	<i>A learner scores 1/3 if he/she brings out less than 3 or any reason on why the blacks collaborated with the whites during</i>	<i>A learner scores 1/3 if he/she brings out less than 3 or any reason on why the blacks collaborated with the whites during apartheid</i>	/1

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
		<i>d with the whites during apartheid period in South Africa.</i> <i>/3</i>	<i>apartheid period in South Africa.</i> <i>/3</i>	<i>period in South Africa.</i> <i>/3</i>	
<i>Total</i>					<i>10 scores</i>

## Sub-chapter Summary

In this sub-chapter, the learner has:

- defined the terms nationalism and liberation in relation to the Southern Africa struggle for independence.
- examined key personalities who played key roles in the liberation of South Africa.
- known the political parties that helped in the struggle for independence.
- understood the role played by Bantustan camp in the apartheid regime.

## CHAPTER 6

# PEACE AND CONFLICT RESOLUTION IN EAST AFRICA

### SUB-CHAPTER 6.1: CONFLICTS IN EAST AFRICA



#### Key Words

- Conflict
- Resolution
- Justice
- Peace
- monarchy
- Society

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

1. Understand the recent community conflict in East Africa
2. Know the different forms of conflict in East Africa using the timelines flow chart
3. Understand how conflicts can be caused and resolved in East Africa
4. Appreciate the impact of common conflicts and suggest how they can be avoided in East Africa.

## INTRODUCTION TO THE TEACHER

*This sub-chapter is about peace and conflict resolution in East Africa. In a society, unity means development and therefore, as much as possible we should teach learners mechanisms of avoiding conflicts. After studying this chapter, they will be good managers of community administration. Learners will know and understand the different kinds of conflict that existed in East Africa.*



### Teacher Preparation

*Carryout research in various reference books and ICT resources about conflicts and resolutions. This will aid the learner to carryout deeper research, perform explanatory and application tasks.*

**Teaching and learning methods:** *Possible teaching methods to be used include: brainstorming, guided discovery and participatory methods.*

**Learning materials:** *These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding*

**Skills:** *Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.*

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*



### Teacher Instruction

*In a creative way introduce the learners to the topic Peace and Conflict Resolution in East Africa. Try to engage them and see how much they know about it. This will give you an entry point so this should add on to what they already know.*

*Engage the learners in the tasks given and guide them through their discussions and ensure that they note down all their ideas shared in class during the learning*

## INTRODUCTION:

This sub chapter is about peace and conflict resolution in East Africa. It talks about the different forms of conflict, their causes, solutions, and impact on society. After studying this chapter, learners will be able to critically analyse the causes of the conflicts in communities in East Africa and how they are resolved. A conflict is a clash of interest or a struggle between people or societies. The struggle may be physical or about difference in ideas. The source of conflict may vary but it is always a part of society. Conflict may emerge within a person, between two people, nations, society, political parties, economic, regional and may take even international dimensions.

On the other hand, peace is a universal concept of social friendship and harmony in the absence of hostility and violence. It means lack of conflict and freedom from fear of violence between individuals, groups or nations. From a biblical perspective, the absence of conflict is the beginning of peace. The Islamic perspective also preaches peace as a universal doctrine. It forms part of the greeting, 'Asalaam aleyikum' meaning "**Peace be with you**".

Conflicts have two broad categories: the internal conflicts in which the governmental authorities are opposed by groups within the state and seek to overthrow the authorities with force.

It may also be one in which armed violence occurs primarily within the borders of a single states. International conflict or interstate conflicts on the other hand take place between two or more nations and involve forces of more than one state.

Conflict resolution is a way in which two or more parties find a peaceful solution to a disagreement among them. The disagreement may be as a result of personal, financial, political, or emotional nature.

Food for thought!

- *Have you ever had a disagreement with a friend at school or your sibling at home?*
- *Pair up with any of your classmates and share on the following;*
  - *What the disagreement was about*
  - *How you resolved it*
  - *The effect it had on both of you.*
- *You will discover that for all the different kinds of conflict, there is always a remarkable impact.*

## FORMS OF CONFLICTS

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

There are several causes of conflicts in East Africa including political conflicts, civil unrest, resource-based conflicts and terrorism.

Political conflicts are caused by political differences between political actors in a society. They come as a result of competition and struggle for political control of power. In most cases these have often resulted in ethnic differences and abuse of political power and authority.

Politicians use state organs to limit opportunities for effective political participation and in extreme cases has resulted in coups d'état.

Identity conflict is where there is segregation of people based on tribe, religion, country and others. This happens when there is competing loyalties among national, ethnic, religious and other lines. In East Africa and Africa in general most countries have suffered from conflict fueled by identity issues.

Resource-based conflicts - Natural resources have caused or fuelled numerous conflicts, earning them the reputation of being a curse rather than a blessing. Resource-based conflicts have destabilised countries, weakened or changed regimes, displaced people and had a negative impact on development. Oil, gemstones, land, forestry products and drugs are some of the most prevalent sources of conflict.

Civil unrest is a conflict that involves protests, riots, revolts, demonstrations and uprisings initiated by segments in the public as a result of socioeconomic and political problems. They are normally instigated by organised or unorganised groups that violently target state and non-state institutions violently. One of the potential causes is youth unemployment and inequality.

Terrorism is a conflict that has taken on an international nature where groups of people operate in a network in multiple countries or recruit people from different nationalities to cause havoc or disorganise communities or specific countries.

## RECENT COMMUNITY CONFLICTS IN EAST AFRICA

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

A community conflict is a violent conflict between the local groups of people organized under a shared society identity. Commonly conflicts are manifested in disagreements, anger, quarrel, hatred among others.

In East Africa the common community conflicts are found in slum areas; for example in Uganda all the 5 cities have such slum communities, Kampala has Katanga, Kisenyi, Kamwokya to mention a few. Here conflicts happen daily though they are not recorded perfectly. That is why these areas have many police posts to counteract the sources of these conflicts.



***Figure 6.1.1: Katanga Slum view***



***Figure 6.1.2: Inside Katanga slum***

In Kenya all the regional main towns also have slum areas but in Nairobi city alone the main slums include; Kibera, Mathare, Moruru and Kawangare.



**Figure 6.1.3: Kibera slum**



**Figure 6.1.4: Maria Mkwawa slum**

Meanwhile Dar salaam has Maria Mkwawa below, Kagoro and Kigoma. Of all the East African states, it is Tanzania that has more organised and developed slum areas.

## CASE OF UGANDA

**The teacher can choose to use some of the following methods:**

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

In Uganda according to the study conducted by the International Organisation for Migration in a project called *Project Strengthening Social Cohesion and Stability in slum population (SSCOS)* in 2020, conflicts are estimated at 88% in transactions among the youth between 15-35years who stay in these slums. It was established that they are caused by;

1. Poverty 52%
2. Unemployment 32%
3. Family & gender disputes 27%
4. Political extremism 10%

## CAUSES OF COMMON COMMUNITY CONFLICTS IN UGANDA

**The teacher can choose to use some of the following methods:**

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Poverty related conflicts; are more common in the slum areas, and in Northern and Eastern Uganda particularly in areas that are affected by the harsh climate.



**Figure 6.1.5: Effects of a drought weather.**

Gender based violence such as family conflicts are very common and they became more rampant during the COVID 19 pandemic when both parents were made to stay home together in the lock down period.

Land related conflicts are common because land is the main source of livelihood in Uganda. Therefore, in the cities and villages like Kigezi region and Northern Uganda, land wrangles are very common. The evidence can be found in the courts of law, where land cases are quite high compared to other conflicts settled by the courts of law.



**Figure 6.1.6: Settling land disputes**

Drug abuse among the youth is very common mainly in the slum areas. The drug addicts among the youth, both females and males in slum areas, are the main offenders of peace. This is because whenever a person is under the influence of drugs, he/she may end up with false courage and confidence that pushes them into committing certain crimes such as rape and thuggery.

Tribalism is another common source of conflicts. Despite belonging to the same country people will conflict over national resources along the tribal lines.



**Figure 6.1.7: Security guarding land between the Karamojong and Itesots (2012)**

Leadership conflicts across the country are rampant. They are worse among the same constituency as candidates compete for parliamentary seats.

Competition for natural resources such as in Karamoja where people fight over cattle ownership, in Hoima and Masindi people compete for land in the oil exploration areas. In Kampala people conflict for prime land.

Cultural conflicts such as the Karamojong's belief that all the cattle belong to them. This has led to pastoral and cattle rustling in north eastern Uganda.



**Figure 6.1.8: Karamojong herdsman with his cattle**

Lack of democracy within the government institutions. Democratic organizations or institutions (particularly governments) fall short of fulfilling the principles of democracy in their practices or operations such as; all eligible citizens being equal before the law and having equal access to legislative processes, Legal equality and political freedom. Failure to fulfill the principles of democracy leads to conflicts. Poor infrastructure in the country is another source of conflict. Poor roads, railway line and housing facilities lead to conflicts between the government and local people. Voter bribery and unfair results in election processes have become another source of conflicts in Uganda. Every after an election, courts of law are flooded with cases of candidates protesting their loss of the election. Election period in Uganda has always been characterised by violence and a high level of unrest.

Generally, these and many others are claimed to be the main source of conflicts in Uganda and the rest of East African states.



### **Teacher Instruction**

*The following activity is about Community conflict. Guide learners to form manageable groups where they will carry out research on how conflict can be avoided. Let learners engage in a discussion as they share with one another how peace is maintained in their homes. Ensure active participation of all learners especially in the debate session*



### **Activity 6.1.1:**

#### **Understanding Community conflict**

1. Identify the different forms of conflicts in your community/school.
2. In groups discuss how peace can be maintained in your homes/school and present to the class.

## Possible response to activity 6.1.1: understanding Community conflict

### 1. Conflicts

- Family wrangles
- Political protests
- Community dispute over land
- Cattle rustling

### 2. Ways of maintaining peace

- Negotiation
- Constant Communication.
- Understand everyone's interests
- Mediation by community /leaders/elders
- Constant praying

## RECENT COMMUNITY CONFLICTS IN EAST AFRICA

**Table 6.1.1: Showing a flow chart of timelines and different conflicts in East Africa:**

### Case of Uganda since 1962

S/N	Time Period	Conflict	Impact	Head of State
1.	1962-1982	Rwenzururu Uprising	Peace treaty signed	Kabaka Edward Mutesa II
2	1964-1965	Simba rebellion	Rebels defeated	
3	1965-1969	First Sudanese Civil war	Anyanya presence cleared from Uganda	
4	1966	Mengo crisis	Obote became the president	Obote
5	1972	Military coup	Amin becomes a president	Amin
6	1974	Arube uprising	Uprising	

S/N	Time Period	Conflict	Impact	Head of State
			suppressed	
7	1976	Israel invades Entebbe	102 out of 106 Israel hostages rescued	
8	1978-1979	UNLF War	Overthrow of Idi Amin by Tanzania	
9	1981-1986	NRA Bush war	Defeat of Obote II	Obote II
10	1987-2005	LRA War	Joseph Kony forced out of Uganda	Yoweri Kaguta Museveni
11	1966	ADF Rebels	Ongoing in Western Uganda	
12	2000	6 days war between Uganda and Rwanda in Congo	Rwanda captured Kisangani	
13	2007	Somali Civil war fighting against the Al Shabab	Federal government formed in 2012 with help of AMISOM	
14	2009	Misingo Island dispute between Uganda and Kenya	Under control of Uganda police now	
15	2013-2015	South Sudan Civil war.	IGAD is in charge of peace negotiations	

S/N	Time Period	Conflict	Impact	Head of State
16	2016	Kasese clashes with UPDF	Charles Mumbere arrested	
17	2018	Lusanja land conflicts	Medard Rugyendo to be compensated by government	
18	2019	Cross border conflict between Uganda and Rwanda	Businesses affected	



### Teacher Instructions

*The activity below requires you to guide learners to analyse a recent community conflict. Guide individual learners to carry out research and attempt the task below. Keep moving around as you check individuals work to monitor the direction of their research.*



### Activity 6.1.2:

#### **Causes and effects of community conflict**

1. Draw a map of East Africa and locate the areas where the recent conflicts indicated above have occurred.
2. Research the causes of conflicts in East Africa and present your findings to the class.
3. In groups discuss the causes and effects of land conflicts in Uganda and present your findings to the class.

## Likely responses on Activity 6.1.2: Causes and effects of community conflict

1. A map of East Africa showing areas where conflicts have occurred can be drawn by the learner.
2. **Causes of conflicts in East Africa**
  - Land wrangles
  - Family conflicts
  - Corruption related conflicts
  - Greed for power
  - Poverty
  - Unemployment
3. **effects of land conflicts in Uganda**
  - Death of people.
  - Divorce of families
  - Destruction of property
  - Forced migrations
  - Homeless families
  - Increased poverty

## UGANDA –RWANDA CONFLICT SINCE 2019

***The teacher can choose to use some of the following methods:***

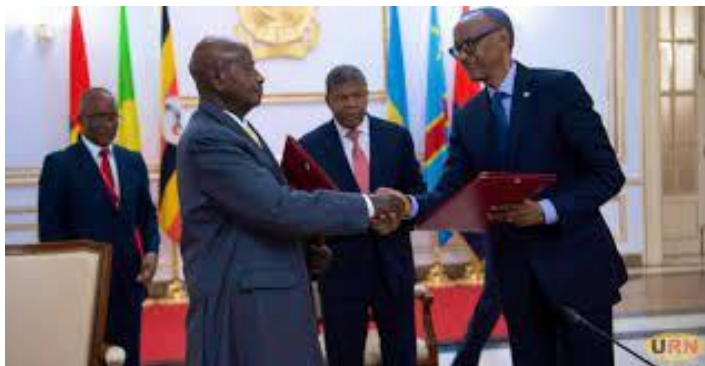
*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

In February 2019 Rwanda closed its Katuna border with Uganda and blocked all the movements between the two countries. There was also an embargo on all goods and services entering Rwanda from Uganda. The causes for this business trap were not clear.

At first when Rwanda was tasked to explain, it merely said “***we are repairing closed border roads and therefore we decided to close off the entry point of Katuna***” Later many political insecurity reasons were given. Peace talks between the two countries failed to bring the conflict to an end. The Rwandan nationals were strictly warned not to enter Uganda.



***Figure 6.1.10: Showing a closed border***



***Figure 6.1.9: Peace talks***

The conflict arose when both countries claimed that the other was interfering in each other’s affairs. For instance, Rwanda accused Uganda of being linked to hostile groups like the Democratic Forces for the liberation of Rwanda (FDLR) an armed rebel group operating in eastern DRC and the Rwanda National Congress which is the Rwandan opposition group.

Uganda on the other hand accused Rwanda of infiltrating its key security agencies with authorities claiming that some Rwandan security officials had direct contacts with key strategic security personnel in Uganda, who were sharing information outside its official channels. Counter accusations were high on both sides.

The closure of the border greatly devastated the lives of thousands of people both in Rwanda, Uganda and the entire East Africa region. Those involved in transporting goods and services were blocked from entering the two countries. Communities around the Rwanda and Uganda border resumed the 1985 smuggling of goods. People used foot path to reach their relatives, schools and hospitals in Rwanda. This was done at night and in the evenings to avoid being arrested by the forces in Rwanda. On the Ugandan side the situation was rather relaxed and no tough security forces were in place.

This conflict has strained the relationship between President Yoweri Kaguta Museveni of Uganda and Paul Kagame of Rwanda. The issues surrounding border closure have worsened the differences between the two countries. Up to now Katuna main border is closed.



### Teacher instruction

*The Activity below will enable learners to know more about Conflict resolution in East Africa. Guide them to carry out research and attempt the tasks given*



### Activity 6.1.3:

#### **Conflict resolution in East Africa.**

Research and write notes on the following:

1. The formal and informal forms of conflicts in East Africa.
2. Explain ways in which leadership conflicts among member states of East Africa can be resolved.
3. Discuss how the traditional monarchical leaders resolved conflicts in East African communities.

## Likely responses to Activity 6.1.2: conflict resolution in East Africa.

### 1. *Formal and informal forms of conflict*

<b>Informal</b>	<b>Formal</b>
<p><i>informal resolution is less focused on the process and more focused on the outcome. Rather than taking opposing sides, the parties work in a collaborative fashion to try and achieve an outcome that is mutually acceptable. The parties themselves take responsibility for developing the outcome rather than giving that task to an uninterested decision maker (like a judge). Mediation is one type of informal resolution process.</i></p>	<p><i>It involves grievances or lawsuits. They usually require you to submit your complaint in writing and provide evidence or testimony, which is then considered by the appointed decision maker(s). Generally, the outcome is a written decision, which you may (or may not) have the ability to appeal. All of this usually takes place within specified deadlines. In a formal resolution process, you get to present your complaint, but you don't get to decide the outcome</i></p>

### 2. **Ways in which leaders can solve conflict**

- *Respecting differences among people and learning to see things from different viewpoints*
- *Acting as Neutral Mediators*
- *Keep communication lines open*
- *Know and respect their boundaries*

### 3. **How the traditional monarchical leadership solved conflicts in East Africa.**

- They use traditional mechanisms
- They use justice as a means of restoring social relations
- They preach the following gospel
- Do not be a trouble maker"

- Respect; Sincerity; Do not steal; Reconciliation and harmony; Forgiveness; Problem solving through discussion; Children, women, and the disabled are not to be harmed in war.

### **Sample activity of integration**

The Ugandan government forces attacked the Rwenzururu Kingdom in Kasese, killing people suspected to be causing instability in the region. The government accused the Rwenzururu Kingdom of training its people to cause insecurity while the Rwenzururu Kingdom insisted they were the royal guards of the palace. The Human rights organisations tried to intervene by defending the rights of the Rwenzuru people. They called on government to investigate and prosecute those responsible for crimes committed and allow them to have a fair trial for the people who were imprisoned.

### **Support materials**



***Figure 6.1.11: Charles Mumbere of Rwenzururu arrested***

### **Learner's Task**

1. Carry out Library research or ICT about the role of Human rights organisations write an essay of between 300 - 400 words giving your opinion on how the situation in Kasese should have been resolved amicably.

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
A written essay	Possible peaceful means of solving conflicts	The learner scores 3/3 if he/she brings out peaceful means of solving conflicts related to Rwenzururu conflict which may include: <ul style="list-style-type: none"> <li>• Negotiation with government.</li> <li>• Community awareness and sensitization</li> <li>• Establishing clear laws of kingship</li> <li>• Improve security of the area.</li> <li>• Providing employment to idle youths.</li> </ul>	The learner scores 3/3 if he/she brings out peaceful means of solving conflicts correctly applying them to Rwenzururu conflict which may include: <ul style="list-style-type: none"> <li>• Negotiation with government.</li> <li>• Community awareness and sensitization</li> <li>• Establishing clear laws of kingship</li> <li>• Improve security of the area.</li> <li>• Providing employment to idle youths.</li> </ul>	The learner scores 3/3 if he/she brings out peaceful means of solving conflicts with logical flow of ideas related to Rwenzururu conflict which may include: <ul style="list-style-type: none"> <li>• Negotiation with government.</li> <li>• Community awareness and sensitization</li> <li>• Establishing clear laws of kingship</li> <li>• Improve security of the area.</li> <li>• Providing employment to idle youths.</li> </ul>	A learner scores 1/1 if he/she brings out any exceptional facts about the Rwenzururu conflict.
		The learner	The learner	The learner	

Output	Basis of evaluation	Relevancy	Accuracy	Coherency	Excellency
		scores 2/3 if he/she brings out between 3-4 peaceful means of solving conflicts related to Rwenzururu conflict.	scores 2/3 if he/she brings out between 3 – 4 peaceful means of solving conflicts correctly applying them to Rwenzururu conflict	scores 3/3 if he/she brings out between 3 – 4 peaceful means of solving conflicts with logical flow of ideas related to Rwenzururu conflict	/1
		The learner scores 1/3 if he/she brings out any peaceful means of solving conflicts related to Rwenzururu.	The learner scores 1/3 if he/she brings out any peaceful means of solving conflicts correctly applying them to Rwenzururu conflict	The learner scores 1/3 if he/she brings out any peaceful means of solving conflicts with logical flow of ideas related to Rwenzururu conflict	
		/3	/3	/3	
<b>Total</b>					<b>10 scores</b>

### Chapter Summary

In this sub-chapter, the learner has learnt:

- about the common conflicts, the different forms of conflicts.
- the causes and results of conflicts in East Africa.
- that the more a society grows, the more conflicts emerge.
- the ways of avoiding conflicts so as to build a better society.

## SUB-CHAPTER 6.2

# EAST AFRICAN TRADITIONAL INSTITUTIONS IN CONFLICT RESOLUTION



### Key Words

- Monarchy
- Justice
- Traditional
- Community
- Leaders
- Culture
- Disputes

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

1. Know what a traditional institution is and its history in East Africa.
2. Understand the contribution of traditional and modern transitional justice mechanism in restoration of peace in East Africa.
3. Appreciate the role played by traditional leaders in peace building process of any East African community.
4. Understand various forms through which traditional transitional justice mechanisms can be delivered to communities.
5. Appreciate the role played by African traditional leaders in pursuing transitional justice in solving of community conflicts in East Africa.

## INTRODUCTION TO TEACHER

*The focus of this Sub-chapter is to know East African Traditional Institutions and their contribution towards conflict resolutions in East Africa.*



### Teacher Preparation

*Take time to understand this chapter exclusively and understand it because it requires that you go through it closely with the learners.*

**Hint:** Possible teaching methods to be used include: brainstorming, guided discovery and participatory methods.

**Learning materials:** These may include Video clips, charts, newspaper cut-outs, documentaries and library sources. However, the teacher can always be creative and develop many more materials as long as they aid understanding

**Skills:** Interactivity, communication, writing, planning, organization, photographic interpretation, analysis, critical thinking, classifying and recognition.

*As much as possible, the teacher should try to see that the learner understands the topic being handled by using the above hints. They drive content into the learning process of the learner.*

*Ensure that you have sufficient and fitting learning and teaching materials.*



### Teacher Instruction

*In a creative way introduce the learners to the topic Peace and Conflict Resolution in East Africa. Try to engage them and see how much they know about it. This will give you an entry point so this should add on to what they already know.*

*Engage the learners in the tasks given and guide them through their discussions and ensure that they note down all their ideas shared in class during the learning*

### INTRODUCTION:

This sub-chapter is about traditional institutions in East Africa. It handles both traditional and modern methods of restoring peace in East African communities. After studying this sub-chapter, learners will be able to analyse the roles of traditional leaders in resolving conflicts in East Africa. A traditional institution is an executive body of an ethnic group which holds the highest authority in a given indigenous community. Before the colonisation of the East African states, these traditional societies were self-sustaining in resolving conflicts within their societies. The kings had courts that would sit and solve the conflicts. This was one of their mandates although they are now facing strong competition from the modern courts.

### TRADITIONAL CULTURAL INSTITUTIONS

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

In the pre-colonial period, Uganda had several indigenous kingdoms and chieftaincies. At the top of each kingdom or chiefdom were a ruler and a system of leadership. In decentralized states, governance was in the hands of the elders.

When the British colonized East Africa, kingdoms and chiefdoms were subdued in a series of agreements signed between the chiefs and kings in these areas. The British wanted to get complete authority over land in East Africa where they could easily exploit the available natural resources

Conflict resolution was one of the reasons for the existence of kings and chiefs. Conflicts ranged from domestic, community and across the territories. The most common conflicts revolved around land issues, domestic violence and tribal rivalries. There were traditional mechanisms of resolving these conflicts by chiefs and kings. The chiefs or kings were symbols of African traditional institutions and influential in enforcing the customary laws and traditions as handed down from their ancestors. They followed and enforced discipline in their communities to the dot and were pillars of society governance and customary livelihood.

The traditional Kingdoms were Buganda, Bunyoro, Toro, Ankole, Busoga, Wang'a, Nyamwezi, Karagwe and chiefdoms like the Acholi Chiefdom, TiengAdhola Chiefdom, Alur chiefdom, Masai, Kikuyu, Tonga and others. The traditional institutions ensured cultural, economic, and political and military might of their people and also co-existed with other clans.



**Figure 6.2.1: On site land conflict resolution**



## Teacher Instructions

- *The Activity below is to help learners understand and appreciate the role of traditional institutions in resolving conflicts in our communities.*
- *Guide learners to use ICT resources such as google, google scholar and Emerald to find out the contributions of traditional institutions in our communities.*
- *Guide learners to give good responses to discovery, explanatory and application tasks in the activity below.*



## Activity 6.2.1:

### Traditional institutions

In groups, use ICT and library research to find out;

1. the roles of traditional institutions in resolving conflict in East Africa.
2. how the government can use traditional institutions to resolve conflicts in society
3. the values and features of traditional institutions that still exist today in our modern societies.

Present your findings to the class.

## Likely responses Activity 6.1.1: Traditional institutions

### 1. *Role of traditional cultural institutions*

- *Preservation of culture*
- *Promotion of unity within their ethnic groups*
- *Promotion of development within their areas*
- *Promotion of education within their areas*

## 2. **How the government can use traditional institutions**

- *Passing government rules and policies in kingdoms to the people.*
- *Permitting traditional institutional courts to operate.*
- *Training of traditional local leaders in government policies.*
- *Involving traditional institutions in managing land issues.*
- *Supporting the income generating activities of traditional institutions such as tax reductions.*
- *Setting up institutions to train people in issues of conflicts and resolutions.*

## 3. **Traditional values that still exist today**

- *The Baganda ladies kneel before their elders to greet or serving food.*
- *Respect for the back cloth wear in cultural functions.*
- *Respect for the kings*
- *Respect for the local languages such Luganda, Lunyoro, Ateso and Acholi.*
- *Respect for customary marriages.*
- *Respect for burial grounds and ancestral homes.*

## **Reasons for the Collapse of the Traditional Institutions in 1967 In Uganda**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

On 8<sup>th</sup> September 1967 the independence constitution was replaced with the new constitution revised under Dr. Milton Obote the then Prime Minister as he took over power from the then president Kabaka Mutesa II. At that time traditional institutions were stronger than the central government. Therefore, to consolidate power, Dr. Obote abolished all existing traditional rulers and the legislative assembly of the time 1993.

The historical attachment people had for their traditional institutions made the new president to abolish them. He wanted the people to work for development of the whole country but not the federal states that existed in the country at the time.

The desire to stop the post-independence administration in Uganda led to abolition of traditional kingdoms at the time. For example, the Kabaka of Buganda at the time Sir Edward Mutesa II was the president while the King of Busoga Nadiope was the deputy president. This made the traditional institutions very strong. To check their power, Dr. Obote had to abolish the traditional institutions.



**Figure 6.2.2 Edward Mutesa II**



**Figure 6.2.3: Dr. Milton Obote**

The post-independence land tenure system in Uganda, gave much land of the country to the traditional institutions of the time. This limited the powers of the central government to control land in Uganda. Therefore, to get powers over land in Uganda, traditional institutions had to be abolished.

Each institution tended to have its internal control over revenues, laws and full administration of its people. This undermined the central government. To solve this, traditional institutions had to be abolished.

Political hard decisions from the Lukiko parliament of Buganda had sat in a meeting and proposed the transfer of executive control of Uganda independent government from Buganda Kingdom. This annoyed Dr. Obote and subsequently lead to the abolition of traditional institutions.

With all above reasons, Dr. Obote, the command in chief of army at the time ordered Col Iddi Amin Dada to lead the army and attack the Kabaka's palace at Lubiri. This led to the 1966 Crisis where many people died and Kabaka Edward Mutesa II was exiled to London. The decision was taken to abolish Buganda and all other related monarchical leadership in Uganda.

## **THE RESTORATION OF TRADITIONAL INSTITUTIONS IN UGANDA**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

The traditional institutions that were abolished in 1967 were later restored by President Museveni in a conference at Gulu in 1993. This came along with all the property government had taken from these traditional institutions. Buganda began operating immediately before any other kingdom could. Key reasons for restoring kingdoms were:

The role played by the Buganda Kingdom in Luwero triangle war of 1981-1986; the reward was to restore the kingdom and install Kabaka Muwenda Mutebi as leader of the kingdom. In the process of rewarding Buganda, other traditional institutions also benefited.

The NRA government wanted to resurrect the traditional and cultural status of Ugandans. It aimed at creation of peace, unity and reconciliation among Ugandans: The relationship between the Baganda and Dr. Obote became strained after abolition of the kingdoms in 1966.



**Figure 6.2.4: President Milton Obote of Uganda in 1967**

The other reason was the desire to create good relationship between the state and the masses; People submit strongly to the demands of traditional institutions than the central government. Therefore, to capture the hearts of Ugandans the NRM government chose to restore the traditional institutions. It aimed at ending the roots of state-people conflicts in Uganda.

People very much respected the traditional justice mechanisms which was brought to an end with the abolition of traditional kingdoms in 1967. After 1993, these courts became operational due to the desire of some ethnic groups to have traditional justice courts.

## **THE TRADITIONAL TRANSITIONAL JUSTICE MECHANISMS**

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute. The methods of carrying out conflict resolution in the traditional East African societies include mediation, adjudication, reconciliation, arbitration and negotiation.

Use of cultural and traditional mechanisms like transitional justice is one way to informally resolve conflicts. Transitional justice refers to the combination of policies that countries transitioning from conflict to democracy may implement in order to address past human rights violations.

It also refers to the set of judicial and non-judicial measures that have been implemented by different organisations in order to redress the legacy of mass human rights violations, for example in northern Uganda. Successful transitional justice is measured in terms of living at peace, forgiveness, reconciliation, positive living, employment opportunity, improved health, and fairness.



**Figure 6.2.5: The symbol of justice**

Justice means a cardinal virtue which gives each person what fits him/her in society. Attainment of justice is a solution to conflicts. This can be achieved using a number of mechanisms like traditional cultures and modern court processes.

In East Africa, successful traditional methods have been used among the Acholi people in northern Uganda. This area suffered from a 20-year war (1985-2005) between the LRA (Lord's Resistance Army) headed by Joseph Kony and the northern Uganda tribes like the Acholi and Madi against NRM government.

## THE ACHOLI TRADITIONAL JUSTICE MECHANISMS

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*

This is the popular traditional approach to justice, forgiveness and reconciliation method recognised in East Africa.

The traditional Acholi culture views justice as a means of restoring social relations. In other words, justice in the traditional Acholi culture should be considered as restorative. Acholi people believe that the wounds of war will be healed if the Acholi practice their traditional law.

Their guiding principles include:

1. “Do not be a trouble maker”.
2. “Respect”, “sincerity”.
3. “Do not steal”.
4. “Reconciliation and harmony”.
5. “Forgiveness”.
6. “Problem solving through discussion”.
7. “Children, women, and the disabled are not to be harmed in war”.

## MATOOPUT METHOD

Most of the principles emphasise the need to live in harmony with others and to restore social relations. One of the mechanisms for forgiveness and reconciliation among the Acholi is the MatoOput (drinking the bitter herb).

*MatoOput* is both a process and ritual ceremony that aims at restoring relationships between clans that would have been affected by either an intentional murder or accidental killing.

In northern Uganda, the egg is used in a specific traditional cleansing ritual known as ***Nyono tong gweno*** or '***stepping on the egg***', which is a necessary step to subsequent reconciliation or truth telling process for returning of ex-combatants and others. (See figure 6.2.6 below.)



**Figure 6.2.6: Stepping on the egg.**

“Stepping on an egg”, is a key a cultural cleansing practice in northern Uganda. Those who return from the battle field are subjected to this. The Acholi conduct the *MatoOput* ceremony because they believe that after the ceremony the “hearts of the offender and the offended will be free from holding any grudge against each other. In *MatoOput*, a sheep provided by the offender (see figure 6.2.8 below) and a goat by the victim’s relatives is cut into halves and then exchanged by the two clans.



**Figure 6.2.7 Mato put in practice**



**Figure 6.2.8: Sheep symbol of restoring relationships**

The bitter herb, Oput, is then drunk by both clans to “wash away bitterness” (see figure 6.2.7 above). The drinking of the bitter herb means that the two conflicting parties accept “the bitterness of the past and promise never to taste such bitterness again”. Many Acholi believe that *MatoOput* can bring true healing in a way that formal justice system cannot. The victim or his/her family is compensated for the harm done, for example, in the form of cows or cash. Is this kind of compensation enough to satisfy people?

## MODERN COURTS OF LAW

***The teacher can choose to use some of the following methods:***

*brainstorming, group discussion, guided discovery, participatory class presentations, among others.*



**Figure 6.2.9: Modern court in session**

Here the decisions of judicial courts and their hierarchy, right from the village level to the high courts in the East African states will be respected. In Uganda, for example, depending on seriousness of the conflict, one starts from LC1, LC 2 and LC 3, and then on to district magistrates' courts, regional courts and high courts. If one is not satisfied, the case can then go to the court of appeal. Judgement is made by the magistrate or judge after listening to both sides. Sometimes the magistrate or judge will consult assessors before he or she takes decisions. This is the use of legal and state justice institutions to enforce the criminal law in accordance with the defined constitutional procedures, rules and regulations. It aims at giving accountability, serving law and justice and achieves reconciliation among the people using approved modern processes.



### Teacher Instructions

- Guide learners to create manageable groups under which he/she will carry out research on the modern and traditional courts of law.
- Guide learners to use ICT resources such as google, google scholar Emerald and library research to attempt the activity below.
- As the discussion goes on, guide the learner towards the most accurate responses



### Activity 6.2.2:

#### Impact of traditional justice mechanisms

Research and write notes on the following for presentation:

1. A comparison between the traditional justice mechanisms and the modern courts of law in delivering reconciliation among the people.
2. The advantages and the disadvantages of restoring the traditional institutions in Uganda.
3. Conduct a debate on the motion “**Traditional justice mechanisms serve people better than Modern courts**” take notes as the debate goes on.

## Likely responses to Activity 6.2.2: impact of traditional justice mechanisms

### 1. *Comparison of Traditional justice mechanisms and modern courts of law*

<b>Traditional Justice</b>	<b>Modern Courts of law</b>
<ul style="list-style-type: none"> <li>- Uses customary justice to resolve disputes</li> <li>- processes of conflict resolution are passed on from generation to generation</li> <li>- Primary goal is to maintain peace and harmony</li> <li>- Ultimate goal is reconciliation, to forgive, forget and move on</li> </ul>	<ul style="list-style-type: none"> <li>- There is use of a set of legal and social institution for enforcing the criminal law in accordance with the defined set of procedure, rule and limitations.</li> <li>- The judicial measures are implemented by the society in a special court to redress the large-scale abuses</li> <li>- The international criminal law is used on all offenders</li> <li>- It focuses on the punishment for the offender and as well as relationship between the offender and the victim.</li> </ul>

### 2. *Advantages and Disadvantages of restoring traditional institutions in Uganda*

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>- There have been good relations among the people</li> <li>- Good leadership and management of the institution's ideas</li> <li>- No competition for power between traditional leaders and government.</li> </ul>	<ul style="list-style-type: none"> <li>- It brought about tribalism</li> <li>- Brought about conflict between institutions such as Uganda and Bunyoro</li> <li>- Brought about disunity among the citizens.</li> </ul>

### 3. *Debate session*

*Subjective responses*

### **Sample activity of integration**

A certain tribe in Uganda believes that before any girl turns 15 years, she should undergo Female circumcision. According to scientists all over the world, female circumcision should be abolished since it is considered harmful to girls' reproductive health. Plan International, one of the NGOs in Uganda has collaborated with parents, community leaders, government authorities and children and young people to raise awareness, transform behavior and put an end to harmful traditional practices such as this. This intervention has failed, however, since reports still show that female circumcision is at an increase in that area.

### **Support Material**



***Figure 6.2.10: A notice in Kapchorwa town against female genital mutilation***

## Task

Imagine that you were one of the leaders of Plan International. Suggest alternative ways of how female circumcision can be put to an end in Ugandan communities.

*The task above is intended to evaluate the learners' ability to solve a given problem using all the knowledge and skills studied from this chapter. Encourage the learners to be creative and use all the resources at their disposal.*

*Expected product is a write up by each learner. And you can evaluate the learners' performance using the criteria below:*

## Assessment Grid

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevancy</b>	<b>Accuracy</b>	<b>Coherency</b>	<b>Excellency</b>
A write up on female circumcision	Ways of stopping female circumcision	<p>A learner scores 3/3 if he/she brings out related ways on how to end female circumcision in Ugandan communities which may include:</p> <ul style="list-style-type: none"> <li>• Implementing women emancipation programmes.</li> <li>• Sensitizing of the communities</li> <li>• Setting up poverty reduction projects.</li> <li>• Passing</li> </ul>	<p>A learner scores 3/3 if he/she brings out correct ways and applies them in ending female circumcision in Ugandan communities which may include:</p> <ul style="list-style-type: none"> <li>• Implementing women emancipation programmes.</li> <li>• Sensitizing of the communities</li> <li>• Setting up poverty reduction</li> </ul>	<p>A learner scores 3/3 if he/she brings out ways with logical flow of facts on how to end female circumcision in Ugandan communities which may include:</p> <ul style="list-style-type: none"> <li>• Implementing women emancipation programmes.</li> <li>• Sensitizing of the communities</li> <li>• Setting up poverty reduction projects.</li> </ul>	<p>A learner scores 1/1 if he/she brings out any exceptional facts about ending female circumcision in Ugandan communities.</p>

Output	Basis of evaluation	Relevancy	Accuracy	Coherency	Excellency
		<p>government laws against female circumcision.</p> <ul style="list-style-type: none"> <li>• Promoting girl child education.</li> <li>• Setting heavy punishments for the actors.</li> <li>• Use of media to de campaign the act.</li> </ul>	<p>projects.</p> <ul style="list-style-type: none"> <li>• Passing government laws against female circumcision.</li> <li>• Promoting girl child education.</li> <li>• Setting heavy punishments for the actors.</li> <li>• Use of media to de campaign the act.</li> </ul>	<ul style="list-style-type: none"> <li>• Passing government laws against female circumcision.</li> <li>• Promoting girl child education.</li> <li>• Setting heavy punishments for the actors.</li> <li>• Use of media to de campaign the act.</li> </ul>	
		<p>A learner scores 2/3 if he/she brings out between 4 – 5 related ways on stopping female circumcision.</p>	<p>A learner scores 2/3 if he/she brings out between 4-5 correct ways and applies them in ending female circumcision.</p>	<p>A learner scores 2/3 if he/she brings out between 4-5 ways with logical flow of facts on how to end female circumcision</p>	/1
		<p>A learner scores 1/3 if he/she brings out any way that can be used to stop female circumcision in Uganda.</p> <p>/3</p>	<p>A learner scores 1/3 if he/she brings out any correct way and applies them in ending female circumcision in Uganda.</p> <p>/3</p>	<p>A learner scores 1/3 if he/she brings out any way with logical flow of facts on how to end female circumcision in Uganda.</p> <p>/3</p>	
<b>Total</b>					<b>10 scores</b>

## Chapter Summary

In this chapter the learner learnt about:

- the meaning of traditional institutions and how they help to restore peace and promote reconciliations.
- the meaning of the modern courts of law and how they help to restore peace and promote reconciliation.
- the contributions of traditional institutions in the peace building process especially in among the Acholi in northern Uganda since 2003.

## GLOSSARY

**Aggression: Feelings** of anger and readiness to attack

**Apartheid: Segregation** policies against nonwhites in South Africa

**Bantustan: Forced** settlements of blacks in South Africa

**Bloc:** A group of countries in an alliance/integration

**Comparative advantage:** A nation ability to produce a commodity at lower cost.

**Contrived:** Artificially created and not natural

**Demilitarized:** Border barrier between North and South Korea.

**Gross Domestic Product:** Goods and services produced in a country in a given period of time.

**Historical lessons: Important** points learnt from the historical event.

**Immigration:** Becoming a permanent citizen of a country

**Impeached:** A charge with a misconduct in a company

**Imperialism: A** policy of extending a country's power and influence over another country.

**Indispensable:** Quite important

**Innovation:** A new method, idea, action product.

**Institutions:** Professional organisations

**Multiracial:** People of many races e.g., Americans

**Premier: leading,** first in importance, upper order

**Sops:** Standard Operating Procedures

**Syndrome:** Consistently occur together

**Turmoil: Great** disturbance

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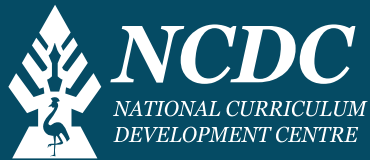
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MONUSCO Urubatt armored vehicles patrolling streets of Goma for civil protection. SOURCE: wikipedia



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