

LONGHORN  
SECONDARY

# HISTORY AND POLITICAL EDUCATION

TEACHER'S

GUIDE 4



Ismail Ddumba

P. N. Kuteesa

APPROVED BY MoES, NOT FOR SALE

Adapted to the New Competence Based Curriculum

expanding minds





**Published by**

Longhorn Publishers PLC  
Funzi Road, Industrial Area  
P.O. Box 18033-00500 Nairobi, Kenya  
Tel: +254 02 6532579/81, +254 02 558551,  
+254 708 282 260, +254 722 204 608  
[enquiries@longhornpublishers.com](mailto:enquiries@longhornpublishers.com)  
[www.longhornpublishers.com](http://www.longhornpublishers.com)

Longhorn Publishers (Uganda) Ltd  
Plot 4 Vubyabirenge Road, Ntinda Stretcher  
P. O. Box 24745 Kampala, Uganda  
Tel: +256 414 286 093  
Email: [ug@longhornpublishers.com](mailto:ug@longhornpublishers.com)  
[www.longhornpublishers.com](http://www.longhornpublishers.com)

Longhorn Publishers (Tanzania) Ltd  
New Bagamoyo Road/Garden Road  
Mikocheni B, Plot No. MKC/MCB/81  
P.O. Box 1237 Dar es Salaam, Tanzania  
Tel: +255 714 184 465  
Email: [longhorntz@longhornpublishers.com](mailto:longhorntz@longhornpublishers.com)  
[www.longhornpublishers.com](http://www.longhornpublishers.com)

Longhorn Publishers (Rwanda) Ltd  
Remera opposite COGE Bank  
P.O. Box 5910 Kigali, Rwanda  
Tel: +250 784 398 098  
Email: [rwanda@longhornpublishers.com](mailto:rwanda@longhornpublishers.com)

© Ismail Ddumba, PN Kuteesa

First Published 2022

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the Copyright owner.

ISBN: 978 9913 012 84 3

Printed by Repro India Limited

# Preface

The demands of the present circumstances requires that we understand our past to predict how the future will unfold. Much as we live in the present, our worries and actions are about the future. History and Political Education is one area that will help us to understand how the past has evolved to create the present. It will also help us understand how we have evolved as people and society.

The Teacher's Guide has been written and sequenced to the Learners Book in line with the revised curriculum and history syllabus. Whereas the learners book equips the learner with knowledge and skills to make them competent people in the world of work, it's the teacher that will make this a reality. You are therefore encouraged to give learners the opportunity to learn, explore and understand historical concepts and learning activities. This will be achieved if you facilitate and guide learners to search, share and present knowledge in their own understanding to their peers. You will also need to guide learners in the use of primary or secondary sources of information to enable learners achieve their expectations.

You are also encouraged to support and build confidence in the learners as they discuss and make presentations to their fellow learners during classroom lessons and debates. Your main role in addition to facilitation will be to assess learners achievements in every chapter.

The Teachers guide provide some guidelines on how you will be to handle the various tasks in the learner's book. Most importantly you are encouraged to build learners ability to think critically and identify society problems using activities of integration.

You are encouraged to build on learners experiences and ideas to keep them motivated to learn and create new knowledge. Using examples from real life situations will enable the learners to appreciate the value of what is being taught. This will be one way of preparing learners for the world of work.

## Acronym

<b>EAC</b>	: East African Community
<b>PA</b>	: Pan Africanism
<b>WAMZ</b>	: West African Monetary Zone
<b>CFA</b>	: Cooparation financiare en Afrique
<b>ECOWAS</b>	: Economic Community of West African States
<b>SADC</b>	: Southern Africa Development Community
<b>OAU</b>	: Organisation of African Unity
<b>IDDRSI</b>	: Disaster Resilience and Sustainability Initiative
<b>ICPAC</b>	: Climate Prediction and Application Centre
<b>IDDRSI</b>	: Drought Disaster Resilience and Sustainability Initiative
<b>MSs</b>	: manufacturers Societies
<b>IGAD</b>	: Intergovernmental Authority on Development
<b>ICC</b>	: International Criminal Court

# Contents

Preface .....	iii
Acronym .....	iv
<b>Chapter 1 : Lessons from World Economic Transformations.....</b>	<b>1</b>
The Background for Growth of Capitalism and Socialism .....	2
Comparing Capitalism and Socialism .....	4
The Role of Cold War on Socialism and Capitalism .....	6
World Economic Transformations .....	8
The History of Economic Development of Singapore.....	8
The Development of Heavy and Chemical Industry 1973-1979.....	15
The History of Economic Development of Japan .....	17
Assessment Grid .....	23
<b>Sub - Chapter 2.1: Evolution of Pan Africanism .....</b>	<b>25</b>
The History and Aims of Pan Africanism .....	26
History of East African Community .....	29
Aims and Objectives of EAC .....	31
The East African Court of Justice .....	33
Achievements of East African Community .....	34
<b>Sub - Chapter 2.2: The Economic Organisation of West African States.....</b>	<b>35</b>
Brief History of ECOWAS .....	37
<b>Sub - Chapter 2.3: The Role of African Union in International Relations .....</b>	<b>43</b>
The Genesis of Organisation of African Unity and the African Union.....	44
The Aims and Objectives of Organisation of African Unity (OAU).....	47
The OAU Union Successes and Challenges.....	48
<b>Sub - Chapter 2.4: Inter-Governmental Authority on Development (IGAD) .....</b>	<b>53</b>
Establishment of Intergovernmental Authority on Development (IGAD) .....	54
The Structure of IGAD .....	56
The Aims and Objectives of IGAD.....	57
Achievements of IGAD .....	58
Assessment Grid .....	62
<b>Chapter 3 : Neo-Colonialism In East Africa .....</b>	<b>65</b>
What is Neo-Colonialism? .....	67
Manifestations of Neo-Colonialism .....	69

Impact of Neo-colonialism .....	73
Assessment Grid .....	76
<b>Chapter 4 : Globalisation</b> .....	79
Understanding Globalisation .....	81
Types of Globalisation .....	82
Benefits of Globalisation .....	84
Effects of Globalisation .....	86
Impacts of Globalisation in Uganda .....	88
Foreign Aid .....	92
Types of Foreign Aid .....	93
Uganda and the International Trade .....	94
Assessment Grid .....	98
<b>Chapter 5 : The Struggle and Liberation of South Africa</b> .....	101
The Apartheid Policy in South Africa .....	102
The Earliest Inhabitants of South Africa .....	103
The Arrival of Europeans in South Africa .....	103
The Mineral Revolution in South Africa .....	107
Introduction of Apartheid Policy in South Africa .....	110
The Fight against Apartheid .....	114
The Front line States .....	118
The Impact of Apartheid on South Africa .....	119
<b>Sub - Chapter 5.2: key Personalities in the Struggle and Liberation of South Africa</b> .....	121
Nationalism and Liberation Struggles in South Africa .....	123
Key Personalities in the Struggle for Independence in South Africa .....	124
Assessment Grid .....	129
<b>Chapter 6 : Peace and Conflict Resolution in East Africa</b> .....	131
Conflicts in East Africa .....	132
Forms of conflicts in East Africa .....	133
Major Causes of Conflicts in East Africa .....	140
<b>Sub - Chapter 6.1: East Africa Traditional Institutions in Conflict Resolution</b> .....	143
Traditional Cultural Institutions .....	144
Traditional and Modern Transitional Justice Mechanisms .....	145
Transitional Justice Mechanisms .....	147
Assessment Grid .....	147



## Key words

- communism
- capitalism
- socialism
- conglomerates
- cold war

## In this chapter, the learner will be able to:

- a) understand the background for the growth of capitalism and socialism
- b) know some world states that have used the above ideologies to excel
- c) appreciate the journey of Singapore's economic transformation from 3rd world to 1<sup>st</sup> world
- d) understand the history for economic development of Japan, Singapore and Korea
- e) understand the history for economic development of south Korea
- f) appreciate the contribution of south Korea, Japan and Singapore

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about capitalism and socialism. Build on the knowledge the learners have generated to introduce the two concepts of capitalism and socialism to keep the learners focused and motivated to learn.

To understand capitalism and socialism, local examples in the Ugandan contexts can be used to enhance students experiences on the subject matter.

Create a conducive learning environment for learners to enable them have free expression of their thoughts. Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The leaners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

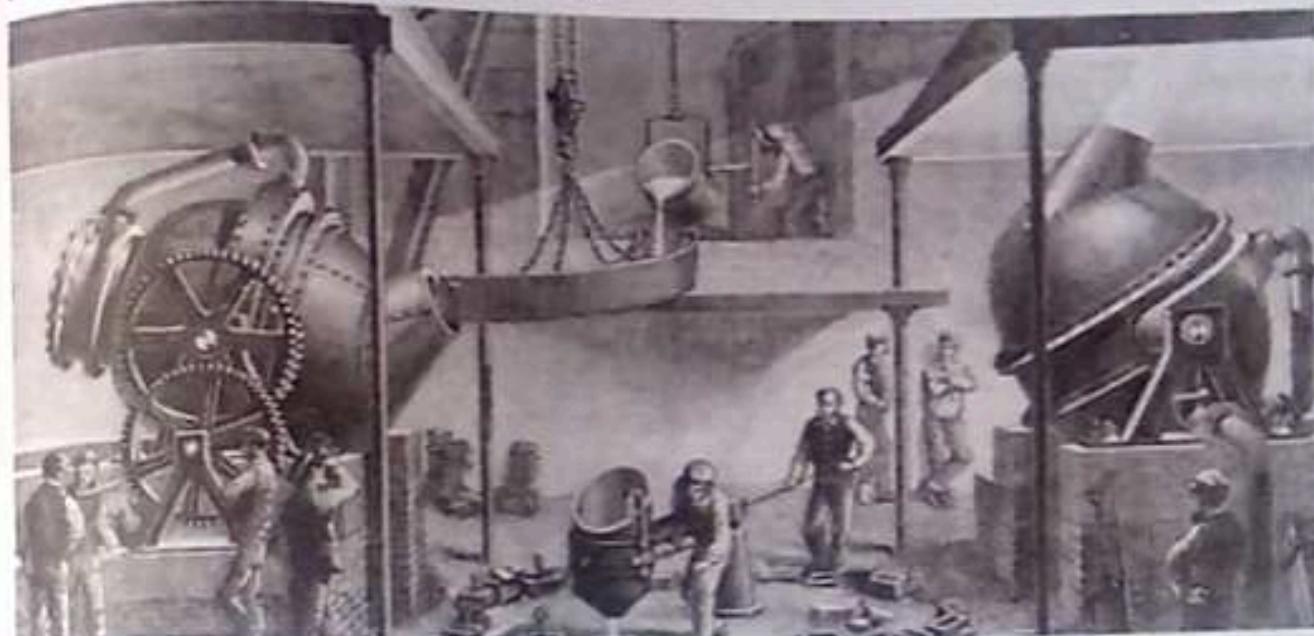
## **Introduction**

After studying this chapter, learners will be able to understand the world economic revolutions of selected countries from the cold war period to present times. They will be able to understand the growth of capitalism and socialism and how they have influenced some countries to excel economically. They will understand and appreciate the transformation of Singapore, Japan and South Korea to the present status today from 3<sup>rd</sup> world countries. Capitalism and socialism are economic systems that countries use to manage their economic resources and regulate their means of production.

## **The Background for Growth of Capitalism and Socialism**

The growth of capitalism is traced from the medieval time when the medieval feudal society were predominantly agricultural economies. During this time, peasants were forced to work the land in exchange for the right to have shelter and a small strip of land to cultivate.

As industries emerged, the craftsmen and their families controlled the production of goods. They aimed at eliminating competition through limiting production beyond a given point or hire more than the agreed number of employees. There were numerous restrictions to control the regional markets and ensure others remained relatively closed. Production was aimed at meeting immediate local needs as seen in the figure 1 below.



*Figure. 1.1: Industries were owned by craftsmen and their families using a lot of labour .*

The industrial revolution led to a number of new inventions and transformed the primitive factory system from human labour to machine power. This made production of goods and services to higher levels. The Industrial Revolution created capitalists who dominated the economies of many countries. It led to the rapid growth of businesses and create huge business corporations with capacity to monopolise and control production of goods and raw materials as seen in the figure 2 below.



*Figure. 1.2: The Industrial Revolution introduced the use of machines replacing much of the labour force.*

The Industrial Revolution brought many sweeping economic and social changes. As the factory owners became wealthy, many workers lived in increasing poverty labouring for long hours under difficult and sometimes dangerous conditions. The growing misery and poverty in the working-class people. It caused a lot of discontent and created a belief that relief would come from the establishment of socialism. Socialism began as a reaction to the excesses of capitalism and massive wealth enjoyed by the propertied classes against the miserable conditions of the workers. Socialism emerged as a response to the expanding capitalist system. It presented an alternative system to improving the conditions of working class and creating a more equal society. Socialism emphasised public ownership of the means of production as opposed to private ownership.

## Comparing Capitalism and Socialism

Capitalism, from the background of its growth, is an economic system in which there is private ownership and control the factors of production rather than the government. Capitalism allows people to invest capital in a business to produce a product or service that can be sold in a market at a profit. The investors share the profits made on sales after the costs of production.

Socialism is an economic system in which there is government ownership of goods. Production of goods and services are motivated by the need to share work and wealth equally among the members of a society. In socialism, production and distribution decisions are made by the government. The citizens depend on the state for food, employment, healthcare and others. Under socialism, everything that people produce, including services, is considered a social product. Everyone who contributes to the production of a good or to providing a service is entitled to a share in any benefits that come from its sale or use.

Whereas the focus in socialism is on benefitting society, capitalism seeks to benefit the individual. Capitalistic economy leads to inequality with unfair distribution of wealth as individuals use their power at the expense of society. Socialism strives to control the economy to avoid the problems inherent in capitalism.

The countries that used capitalism as an ideology for development include South Korea, USA, Japan, Singapore, Malaysia and Europe. While the countries that used socialism to excel include; the Union of Soviet Socialist Republics (1922-1991), People's Republic of China (1949-2019), Republic of Cuba (1959-2019), Mongolian People's Republic (1924-1992), Socialist Federal Republic of Yugoslavia (1943-1992), Lao People's Democratic Republic (1975-2019), and People's Republic of Bulgaria (1946-1990).

## World Map showing countries that practiced capitalism and socialism



**Capitalist States**

**Socialist states**

### Activity 1.1: Capitalism and Socialism/Communism States

In groups;

1. Using ICT or library, identify the features of capitalism and socialism
2. What advice would you give to a developing nation trying to adopt either system for its development

#### Possible responses to Activity 1.1

##### 1) Features of capitalism and socialism

###### *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 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 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. Socialism is sometimes associated with Keynesian demand-management attempts to stimulate the economy in times of slump. Keynes himself was not a socialist.

## **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 this can lead to shortages and surpluses.

## 2) Subjective responses

## **The Role of Cold War on Socialism and Capitalism**

- The Cold War was a conflict of ideology between socialism on the one hand and capitalism on the other. The conflict was between the two powerful world states of the Soviet Union and United States with their respective allies. The cold war broke out after World War II. However, it did not involve the use of weapons. It was mainly based on political and economic propaganda and a struggle for world dominance between the States.
- The Cold War conflict lasted from 1947 to 1991. The two super powers held economic and ideological influence over the world. The United States promoted

capitalism based on free markets and multiple political parties. The Soviet Union on the other hand, pushed for political dominance of socialism and the spread of its ideology in the whole world.

- The cold war created tension between the super powers. The two powers started to acquire and manufacture weapons to prepare for each other in case war broke out. This resulted in the manufacture of dangerous weapons that could be used to launch attacks on each other or their allies. The war created incidents that almost led the two superpowers to the brink of nuclear disaster.
- Independent African states benefited from the cold war as the two powers competed for loyalty of independent nations to fall on their side. Most countries received military and economic support for loyalty to develop and defend themselves against their enemies.
- However, this created prolonged civil wars in Africa where the two powers supported opposing factions to fight against each other. This was the case in Angola and Mozambique civil wars. The cold war also prolonged the end of apartheid in South Africa due to the support received from the Soviet Union by southern African states. The Apartheid government used it as an excuse to gain support from United States and Britain and fight its neighbouring nations. The cold war ended with the breakup of the Soviet Union into several republics.

### **Activity 1.2: The Role of Cold War on Socialism and Capitalism**

In groups;

1. Using ICT or library, identify the countries in Africa that belonged to either side of capitalism and socialism
2. Explain the significance of cold war on the political and economic development of Africa?

### **Possible responses to Activity 1.2**

- 1) *countries in Africa that belonged to either side of capitalism and socialism*  
Algeria, Angola, Central African Republic, Egypt, Ethiopia, Libya, Mozambique, Ghana, Guinea, Senegal and Tanzania<sup>1</sup>
- 2) *significance of cold war on the political and development of Africa Roles of cold war politics*
  - *The war helped build strong African nationalism, which resulted in a common goal for all Africans to fight for their freedom.*
  - *World War II led to decolonization of Africa by affecting both Europe and Africa militarily, psychologically, politically, and economically.*
  - *France and Britain the two largest colonial empires in Africa granted independence to most countries in Africa, Belgians followed suit*
  - *Some African nations started challenging their colonial masters for example, Egypt adopted an independent foreign policy, challenging British influence in the Middle East, helping the Algerian rebels, and buying weapons from the Soviet bloc.*

- In sub-Saharan Africa many people lost lives as the colonial powers started jailing, torturing, and killing Africans for example in Madagascar (1947-1948) and Kenya (1952-1956).
- It was a second scramble for Africa as the great powers (in this case the Soviet Union and the U.S.) wanted Africa simply to prevent each other from possessing it. African economic and political development was hindered.

## World Economic Transformations

### The History of Economic Development of Singapore

The city-state of Singapore was an undeveloped country in the 1960s. It is a small country with few natural resources but is one of the world's fastest-growing economies. Singapore was under British control but seceded from the British crown and merged with Malaysia to form the Federation of Malaysia in 1963.

Two years later, Singapore gained formal independence in 1965. Yusof bin Ishak served as its first president and Lee Kuan Yew as its prime minister. Singapore continued to experience problems after independence as people were unemployed. Much of its population was living in slums and squatter settlements. The territory was between two large and unfriendly states of Malaysia and Indonesia. Singapore's attempts to seek international assistance, to stimulate development and develop its infrastructure did not yield any positive results. Singapore was left only to fend for itself.



Singapore provided storing facilities for goods on the transit routes to different destinations in the world during the colonial period. This was however not enough to provide the required development funds to meet its development in the post-colonial period.



*Figure 1.3: Petrol chemical industries were among the strategic investments in Singapore development.*

Singapore embarked on a comprehensive program of industrialisation with a focus on labour-intensive industries to solve its economic and unemployment problems. Singapore like other many countries, did not have an industrial tradition. Neither was its population skilled or had the expertise to carry on industrialisation. The only option was for Singapore to look for opportunities beyond its borders that would help in its industrial development.



*Figure 1.4: Singapore has developed due to globalisation.*

Singapore began to experiment with globalisation. Lee and his colleagues connected with the developed world and convinced multinational corporations to manufacture in Singapore. Singapore created an environment that was safe to attract investments, free of corruption and low in taxation. The citizens of the country had to suspend a large measure of their freedom to secure this environment. The government became more autocratic to enforce the achievement of a conducive

environment. Laws were put in place to deter corruption and eliminate the trade in narcotics. Any offence in these areas were met with death penalty.

The government under Lee combined all labour unions. He consolidated them into a single umbrella group called the National Trade Union Congress under the control of government. This was meant to suppress any discontent that threatened national, political, or corporate unity. The country enacted business-friendly laws that were appealing to international investors. Singapore became a stable country compared to its neighbours. It became an ideal place to manufacture goods with its advantageous location and established port system. By 1972, Singapore's manufacturing firms were either foreign-owned or joint-venture companies with major investors from the United States and Japan. Singapore's climate, favorable investment conditions and the rapid expansion of the world economy enabled Singapore to experience economic growth. By 1970s, Singapore was exporting textiles, garments, and basic electronics. By the 1990s, the country had ventured in wafer fabrication, logistics, biotech research, pharmaceuticals, integrated circuit design, and aerospace engineering.



*Figure. 1.5: Singapore invested in specialised areas like the electronic manufacturing industries.*

Singapore government also focused on developing its human resources in addition to its infrastructure. The government set up many technical schools and attracted international corporations to train their unskilled workers in information technology, petrochemicals, and electronics.

The government enrolled those who could not get industrial jobs into labour-intensive un-tradable services like tourism and transportation. Today, Singapore is a modern, industrialised country with the world's busiest transshipment port and the world's second busiest port behind the Port of Shanghai. Singapore's tourism industry attracts more than 10 million visitors annually.

Despite its small size, Singapore is among the largest trading partners of the United States. It has strong trade agreements with several countries in South America, Europe, and Asia as well. Singapore is considered one of the best places to live on Earth if you don't mind the strict rules. Its model of sacrificing freedom for business have effectively delivered the country to its intended goals.

## Reasons for Economic Transformation of Singapore

Singapore was under the British colonial rule whose economic policy was based on laissez faire principles. Singapore became a self-governing state in 1959. Singapore was faced with few natural resources and characterised by internal ethnic strife and widespread poverty. The chances of the newly independent Singapore survival were to depend on economic development. This marked the beginning of state capitalism and the establishment of state enterprises in Singapore.

- The leadership in Singapore had to create a new economy and try new methods and schemes never tried before. The island best route to economic development was through attracting investment from Japanese, American and European manufacturers.
- The government established many state enterprises as part of the economic development strategy to ensure economic and political survival. The government through these state enterprises, participated actively in the economic planning of the nation. They participated in activities that were or could have been undertaken by the private investors. The state enterprises were credited with the creation of favourable opportunities and environment for economic growth. While the basic principles of a free-market economy were adhered to, the state never shied away from state planning or ownership where it deemed it important. State enterprises played a large role in the economy until. They were privatised in the 1980s. Economic planning was pursued, although often in line with and taking into account world economic trends.
- Singapore's success in attracting investment relied on huge investments in specialised physical infrastructure and generous tax incentives to attract capital. It also relied on politically docile labour, and efficient structured and administrative regimes. These combined to make this strategy hugely successful in generating economic growth and employment. International investment was encouraged and private property respected, while the labour force was disciplined and political dissent punished.
- The government accessed the funds for this infrastructure, not through international borrowing or printing money, but through using government-imposed savings. The state set up the Central Provident Fund (CPF), and citizens were expected to pay money into the CPF as a form of social security. These funds were also used in raising the skill of its workers and teaching them English. This further attracted foreign investment, and to created Singapore's world-renowned education system, which still receives strong government investment.

### Activity 1.3: Economic Transformation of Singapore

1. In groups, using ICT or library, identify the challenges faced by Singapore in its growth and the development.
2. Compare Singapore process of development with that of Uganda.

### Possible responses to Activity 1.3

- 1) Challenges faced by Singapore

- Singapore had few natural resources
  - There was internal ethnic strife and widespread poverty
  - There was a burden of ageing and slow population growth
  - The rising costs of raw materials
  - Singapore had weak innovation capacity
- 2) Subjective responses

### Project

In groups; research on socialism and communism in Cuba and China and the development of the nations and make a report. Present the report to the class.

## The History of Economic Development of South Korea



In the 1950s South Korea had an underdeveloped, agricultural economy that depended heavily on foreign aid. In the early 1960s, the military took over government and laid a foundation for economic development of South Korea. The military leadership was committed to economic development that later resulted in what became known as the miracle on the Han River. South Korea was transformed into an industrial powerhouse with a highly skilled labour force.

The growth of educational institutions, commercial and industrial enterprises, in and around South Korea's major cities, attracted an increasing number of rural people to urban areas. Ambitious programs were also undertaken to expand and modernise the country's transportation infrastructure. The economic development of South Korea was therefore attributed to social change, land reforms carried out in the early 1950s, and the spread of modern education.

The social change came about with the emergence of a middle class and the decline of the extended-family system. The rural-to-urban migration broke traditional family living settings. It created a population that tended to live in towns as nuclear families and having fewer children. The women actively campaigned for complete legal equality and property ownership rights. Women won the right to register as a head of family unlike in the old system where only men could register as family heads.



*Figure 1.6: Seoul the Capital of South Korea today.*

However, the rapid urbanization, the nuclear family system, and lengthening life expectancies had adverse effects on the economy of South Korea with a decreasing birth rate and an aging population.

The economic development of South Korea came in a phased approach of import substitution, export orientation and development of heavy and chemical industries.

## Import Substitution 1953-1961

This was a carefully constructed strategy for economic development. It was only aimed at protecting consumer industries such as food processing, textiles, and items such as toothpaste and soap. South Korea's exports in this period consisted mainly of small amounts of tungsten, rice, seaweed, iron, and graphite. Almost all of the nation's foreign exchange earnings came from the U.S. aid. Under Syngman Rhee import charges were raised and importers had to get a special permit to import products.

This policy led to the growth of powerful businessmen and development of big corporations owned by families. This policy however failed and led to the overthrow of Syngman Rhee the civilian president the military government of Park Chung-Hee.



*Figure. 1.7: The textiles industries were among the import substitution industries to be developed.*

However, under Syngman Rhee, educational opportunities were greatly expanded. South Korea under the Japanese colonial rule modern education system was introduced to Korea. However there were limited opportunities for Koreans particularly at the secondary and university levels. The introduction of higher education provided more opportunities and greater political awakening among the young. Korean youths were provided open access to democratic ideas at schools.

Prior to the independence, the majority of capital and land was owned by Japanese colonisers. The government enacted land reform law. Under this law, farmers became small landowners. The reform also brought about the decline of the landlord class that had formed the backbone of traditional Korean society for centuries and everyone in society was placed on an equal footing.

## Export Orientation 1962-1972

The military leaders that took over power with little political and administrative experience and lacking a developmental program. They turned to the economists and planners for guidance. In 1961, the Economic Planning Board was established and a program of rapid industrialisation based on exports was launched.

The Park Chung Hee military government gave priority to economic development, focusing on a combination of state planning and private entrepreneurship. First, he

tried to fight corruption and punish businessmen close to the previous government. Park's policies encouraged private entrepreneurs. Businesses were given powerful incentives to export. They received including preferential treatment in obtaining low-interest bank loans, import privileges, permission to borrow from foreign sources, and tax benefits. Some of these businesses later became the chaebol. The government encouraged private saving and borrowing of funds from abroad. Loans were issued to exporters by foreign banks under state guarantees and by the state through rationalised banks. The government encouraged exports and injected funds into industries in form of subsidies.

The taxes and restrictions on the import of intermediate goods that were to be used to produce export products were removed to enable existing industries to get raw materials.



*Figure 1.8: The manufacturing industries were at the heart of South Korea development.*

The Park regime required huge amounts of capital for developmental programs. The government turned to financial negotiations with other countries and normalised relations with Japan.

The normalisation of relations with Japan, brought Japanese funds in the form of loans and compensation for the damages suffered during the colonial era. Through negotiations, the government also acquired funding from other countries. The availability of funds and the increasing level of exports made it possible for South Korea to borrow in the open international market.

As the Korean businesses started to successfully compete abroad, the demand for new manufacturing investment rose. A number of foreign investors were attracted to South Korea. Foreign exchange earnings improved as export and foreign receipts rose.

## **The Development of Heavy and Chemical Industry 1973-1979**

The new economic strategy of diversification in production and trade proved successful in the 1970s. The government made a bold move to expand South Korea's heavy and chemical industries. It invested in steel, machinery, shipbuilding, electronics, chemicals, and nonferrous metals. The government constructed refineries for zinc and copper and modern shipbuilding facilities. South Korea began exporting automobiles to a few markets.

This plan prepared South Korea for competition in the world market and facilitated domestic production of weaponry.



*Figure. 1.9: Investment into heavy chemical industries boosted Korea's development*

The growth-oriented economic strategy emphasising exports produced a shortage of domestic consumer goods. That was worsened by the increasing demands as a result of rising wages and the advance in living standards. This resulted into inflation causing a serious problem.

The government adopted stabilisation measures. The government switched investment capital planned for heavy industries to light industries producing consumer products. It reduced price controls to encourage more production of consumer goods and assisted the poor. As a series of events continued to lead to a crisis, the government was forced to move from the support of specific companies to creation of more equal opportunities.



*Figure. 1.10: Ship building was among the areas Koreans invested in among the heavy industries.*

The government actively supported the export orientation and heavy industry development and intervened in the economy in both periods.

The exporters received preferences for compliance with export plans. When the state started developing heavy and chemical industries the policy of direct support of chosen industries and companies was introduced.

The industries enjoyed lower prices of materials, were provided with engineers and other skilled workers.

## The History of Economic Development of Japan



The governmental policy on industrial development was controlled by modern enterprises other than the government. The government only remained in joint-stock companies with equity participation with hundreds of investors. Japan later formed large corporations in several industry sectors controlled by the founding families.

#### Activity 1.4: Economic Development of Singapore, South Korea and Japan

1. Using ICT or library, compare the factors that favoured the growth and expansion of Japan and South Korea
2. In a table form compare the strategies used by South Korea and Singapore for economic growth and expansion
3. In group discussion, identify the factors that favoured the growth of one key historic industry in Singapore, Japan and South Korea
4. Identify and make notes on one president in Singapore, Japan and South Korea who contributed to its growth and expansion

#### Possible responses to Activity 1.4

- a) Factors for growth and expansion of Japan and South Korea
  - 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 industrialization.
  - 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.
  - Heavy investment in the education system
- b) Strategies for economic growth and expansion of South Korea and Singapore
  - 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 industrialization to cater for problems of unemployment
  - Export promotion through supporting firms that set up manufacturing facilities for export purposes

- 2) *Subjective responses*
- 3) *Subjective responses*

### Project

- a) Research and write a report advising government on how it can attain related levels of economic growth and expansion as was in the case of Singapore, Japan and South Korea
- b) Write the key issues for the development of Singapore, Japan and South Korea in your reflective journals

### The Lesson for African Countries

- ✓ The Asian experience shows that there is no set path or magic stick that can be levelled as the "Asian model" and applied elsewhere in development but developing nations like Uganda can take different ways they think development can take place as long such decisions can be sustained.
- ✓ It is not too late for developing nations like Uganda to discover and pursue their own economic development paths based on their own specific conditions and contexts and finally catch up with others. Developing nations should discover and pursue their own economic development paths based on their own specific conditions and contexts. They should not follow the models of development other developing nations have used as they may not suit their conditions
- ✓ For developing nations to transform and develop, they need to develop and sustain their technological capacity and learning. However, the state and leaders should play a big role to support different sectors at development stages for critical success. The Asia's experience also illustrates that openness works well for industrialization and transformation but only when complemented by strategic action and effective industrial policy.
- ✓ Therefore, the ambition of developing nations to industrialise and climb up the development ladder will not be possible unless there is sustained state support for technological development and learning. The leaders should provide an active and supportive role guided by a strategic industrial development policy direction.

### Sample Activity of Integration

When African countries won independence in the 1950s and 1960s, they theoretically gained the power to determine for themselves the nature of their political and economic systems.

Whereas the economic history of Uganda is not different from that of Japan, South Korea and Singapore, economic development in Uganda has not moved at the pace as its counterparts in Asia whose economies were the same at independence.



#### Instructions

1. Identify the bottlenecks to Uganda's achieving economic development to the level of the Asian countries
2. How can Uganda address the bottlenecks to achieve economic development?
3. As a history and political education student, what steps can Uganda take to achieve economic development like the Asian countries

## Assessment Grid

Output	Basis of evaluation	Relevance	Accuracy	Coherence	Excellence
An essay on Bottlenecks to Uganda's economic development	Identifying bottlenecks to Uganda's economic development	A learner will score 3/3 if he/she gives 4-5 relevant bottlenecks to Uganda's economic development in an essay	A learner will score 3/3 if he/she gives 4-5 correct bottlenecks to Uganda's economic development	A learner will score 3/3 if he/she gives 4-5 bottlenecks to Uganda's economic development 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 gives 2-3 relevant bottlenecks to Uganda's economic development	A learner will score 2/3 if he/she correctly gives 2-3 bottlenecks to Uganda's economic development	A learner will score 2/3 if he/she gives 2-3 bottlenecks to Uganda's economic development logically	
		A learner will score 1 if he/she gives 1 bottleneck to Uganda's economic development	A learner will score 1 if he/she correctly gives 1 bottleneck to Uganda's economic development	A learner will score 1 if he/she logically gives 1 bottleneck to Uganda's economic development	
	Ways of address the bottleneck to economic development in Uganda	A learner will score 3/3 if he/she explains 4-5 relevant ways how Uganda can address the bottlenecks to economic development	A learner will score 3/3 if he/she explains 4-5 ways how Uganda can address the bottlenecks to economic development correctly	A learner will score 3/3 if he/she explains 4-5 ways how Uganda can address the bottlenecks to economic development coherently in an essay	
		A learner will score 2/3 if he/she explains 2-3 relevant ways how Uganda can address the bottlenecks to economic development	A learner will score 2/3 if he/she explains 2-3 ways how Uganda can address the bottlenecks to economic development correctly	A learner will score 2/3 if he/she explains 2-3 ways how Uganda can address the bottlenecks to economic development logically	

		A learner will score 1 if he/she explains 1 way how Uganda can address the bottlenecks to economic development 3	A learner will score 1 if he/she explains 1 way how Uganda can address the bottlenecks to economic development correctly 3	A learner will score 1 if he/she explains 1 way how Uganda can address the bottlenecks to economic development 3	
Observations:	Steps taken by Uganda to achieve economic development	A learner will score 3.3 if he/she gives 4-5 steps Uganda should take to achieve economic development correctly	A learner will score 3.3 if he/she gives 4-5 steps Uganda should take to achieve economic development accurately	A learner will score 3.3 if he/she gives 4-5 steps Uganda should take to achieve economic development coherently	
		A learner will score 2.3 if he/she gives 2-3 steps Uganda should take to achieve economic development correctly	A learner will score 2.3 if he/she gives 2-3 steps Uganda should take to achieve economic development accurately	A learner will score 2.3 if he/she gives 2-3 steps Uganda should take to achieve economic development logically	
		A learner will score 1 if he/she gives at least one steps Uganda should take to achieve economic development 3	A learner will score at least 1 accurate steps Uganda should take to achieve economic development 3	A learner will score 1 if he/she gives at least one steps Uganda should take to achieve economic development 3	
Total score		9	9	9	28 scores

### Summary

The economic development of Singapore, South Korea and Japan were influenced by end of cold war ideologies of socialism and capitalism. Unlike those countries that opted for socialism, the economic development of these countries took a capitalistic approach that required them to take drastic reforms and structural adjustment to improve the economic development of their countries. It took the bold and able leadership to enforce reforms to achieve the current development in these countries.

## Chapter 2

# Evolution of Pan Africanism



### Key words

- Neo-colonialism
- Globalisation
- ECOWAS
- ECOMOG
- African union
- IGAD

### In this chapter, the learner will be able to:

- a) know the meaning and objectives of the term Pan-Africanism
- b) know the composition of Pan-African states
- c) understand the background, structure and objectives of the EAC
- d) appreciate the achievements of EAC in Eastern African states
- e) understand the impact and influence of the East African legislative assembly (EALA) in Eastern African States.

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about Pan Africanism. Build on the knowledge the learners they have generated to build the concept of Pan Africanism to keep the interest in the learners and stimulate motivation for learning.

Use local examples to bring learners on board. Use the photos, pictures and diagrams where applicable to guide the discussion and relate them to their environment to better understand the subject of discussion.

Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The leaners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

After studying this chapter, learners will be able to understand the composition and the influence of Pan Africanism in African States. They will be able to know the objectives of Pan Africanism, background and structure of the East African Community and appreciate its role in Eastern African States. By the end of the chapter, they will be able to understand the impact and influence of the East African Legislative Assembly in resolving matters of the East African Community.

## **The History and Aims of Pan Africanism**

Pan-Africanism is an ideology and movement that encourages the solidarity of Africans worldwide. It is based on the belief that unity is vital to economic, social, and political progress. Pan-Africanism is a worldwide movement that aims to encourage and strengthen bonds of solidarity between all indigenous and diaspora ethnic groups of African descent.



*Figure. 2.1: The struggles and achievements of black Americans against injustice. Civil Rights leader Martin Luther King Jr. was an advocate of civil rights of African-Americans.*

Pan-Africanism has its origins in the struggles of the African people against enslavement and colonisation. This struggle dates back to the first resistance on slave ships, rebellions and suicides and uprisings against the colonialists on the plantations. Pan-Africanism therefore was a reaction to the fever of racism and intolerance which gripped most of Europe and the West in the late 19th and early 20th centuries. The black people were increasingly excluded and discriminated against in the western hemisphere and Europe. They were looked down upon and belittled. Pan-Africanism therefore was an attempt to find some alternative.

Pan Africanism was developed by members of the African diaspora with substantial support base among the African diaspora in the Americas and Europe. Therefore, its origin and leadership were not African until the end of World War II in 1945.

The demands to liberate Africa from colonial status had begun as early as the end of World War I and the Versailles Peace Treaty.

The treaty was based on the ideal of self-determination and the belief that people should decide their own form of government.



*Figure. 2.2: Kwame Nkrumah was an advocate of Pan Africanism and Unity of Africa*

The treaty was based on the principle that no people should be ruled by an outsider. Shortly after the end of World War II the calls for independence by Africans began. Nkrumah became the main exponent of Pan-Africanism in the 1950s and 60s.

Nkrumah emerged as a major advocate for the unity of Independent Africa. He recognised the need to form a mass-based movement. He was a great believer in unity and the need for cooperation among Africans and he set out to build Pan-Africanism in Africa. In the early stages, the focus was on assisting all Africa to become independent and remained until every African nation was liberated.

Pan-Africanism under Nkrumah evolved past the assumptions of a racially exclusive movement associated with black Africa, and adopted a political discourse of regional unity. He was among the champions of creating the Organisation of African Unity (OAU). Pan-Africanism was the attempt to create a sense of brotherhood and collaboration among all people of African descent whether they lived inside or outside of Africa.

The primary goals of the Pan African Movement aimed, were to unite people of African descent in Africa and around the world. It aimed reminding them that they have a common culture and history, so they should work to the same goals. Secondly, it was aimed at ending colonisation by getting all African nations their own political freedom.

### **Activity 2.1: The History and Aims of Pan Africanism**

1. Using ICT or Library, identify the membership of the Pan African movement
2. How did Pan African movement contribute to the development of African nations?
3. As a student of history and political education, how did the formation of OAU contribute to Pan-Africanism?

---

#### **Possible responses to Activity 2.1**

##### **1) Membership of the Pan African movement**

- All the 53 independent states of Africa and Africans in the diaspora; Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, the Democratic Republic of Congo, Cote d'Ivoire, Djibouti, Equatorial Guinea, Egypt, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, the Kingdom of Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Saharawi Arab Democratic Republic, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Kingdom of Swaziland, Tanzania, Togo, Tunisia, Uganda, Zambia and Zimbabwe.

##### **2) Effects of the Pan African movement on the African nations**

- Helped to increase international awareness of racism and colonialism and laid the foundation for the political independence of African nations.

- Led to the formation of Black Consciousness Movement for anti-Apartheid activism in South Africa.
- United Africans to overcome ethnicity and work for the same goals.
- Ended European colonisation in Africa

### 3) Aims of the OAU

- to rid the continent of the remaining vestiges of colonisation and apartheid;
- to promote unity and solidarity amongst African States;
- to coordinate and intensify cooperation for development;
- to safeguard the sovereignty and territorial integrity of Member States and
- to promote international cooperation.

## The East African Community



### History of East African Community

The East African Community (EAC) is the regional intergovernmental organisation of the Republics of Kenya, Uganda, the United Republic of Tanzania, Republic of Rwanda and Republic of Burundi and South Sudan. Its headquarters are in Arusha, Tanzania.

The cooperation between Kenya, Tanzania, and Uganda has existed since the early 20th century. Inter-territorial co-operation between the Kenya Colony, the Uganda Protectorate, and the Tanganyika Territory was formalised in 1948 by the East African High Commission (EAHC). From 1948 to 1961, the three countries operated under EAHC and the East African Common Services Organization (EACSO) from 1961 to 1967 and the East African Community (EAC) from 1967

to 1977. The East African Community aimed at strengthening the ties between the members through a common market, a common customs tariff, and a range of public services to achieve balanced economic growth within the region.

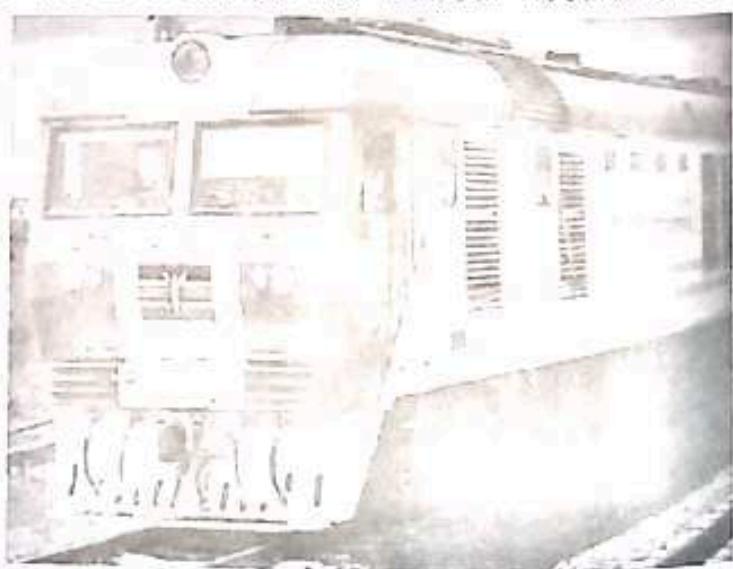
### Map showing the composition of EAC states



In 1977, the EAC collapsed following the demands by Kenya for more seats than Uganda and Tanzania in decision-making organs, the demands by Uganda that Tanzania as a member state of the EAC should not harbour hostile forces against Uganda and the disparate economic systems of socialism in Tanzania and capitalism in Kenya.

In 1993, the East African Co-operation was revived by Presidents of the three states under a treaty signed in Kampala with the establishment of a Tri-partite Commission for Co-operation.

This opened up the process for re-integration involving co-operation in political, economic, social and cultural fields, research



*Figure. 2.3: The standard gauge railway is expected to improve trade within the EAC.*

and technology, defence, security, and legal and judicial affairs. Full East African Co-operation operations started in 1996 when the Secretariat of the Permanent Tripartite Commission was launched at the Headquarters of the EAC in Arusha, Tanzania.

The EAC was revived in 1999, when the treaty for its re-establishment was signed and came into force in July 2000. Upon the entry into force of the Treaty, the East African Community came into being. Burundi and Rwanda joined the EAC in 2007. South Sudan joined the East African Community in 2016.

The EAC was established with a vision to set up a prosperous, competitive, secure, stable and politically united East Africa.

The community was to provide platform to widen and deepen Economic, Political, Social and Cultural integration to improve the quality of life of the people of East Africa. This was to be achieved through increased competitiveness, value addition, trade and investments.

## Aims and Objectives of EAC

The EAC aims at widening and deepening co-operation among the Partner States in, among others, political, economic and social fields for their mutual benefit.

The EAC aims to achieve prosperity, competitiveness, security, stability and political unification in East Africa.



*Figure. 2.4: There has been increased trade between the EAC countries.*

The EAC is also aiming at creating a political federation that would expand and reinforce economic, political, social and cultural integration.

To achieve this, the EAC countries established a Customs Union, a Common Market and subsequently a Monetary Union Protocol and it is expected that a Political Federation of the East African States will be next on the agenda. As one of the fastest growing regional economic blocs, the EAC is widening and deepening co-operation among the Partner States in various key spheres for their mutual benefit. These spheres include political, economic and social.

## The Structure of EAC

The main Organs of the EAC are the Summit, the Council of Ministers, the East African Court of Justice, the East African Legislative Assembly and the Secretariat.

### The Summit



*Figure. 2.5: The Heads of Government from the Partner States form the Summit of EAC (2012)*

The Summit is comprised of Heads of Government of Partner States. The summit gives strategic direction towards the realisation of the goal and objectives of the Community. The Summit meets at least once in every year and may hold extraordinary meetings at the request of any member of the Summit. The tenure of office of the Chairperson of the Summit is one year and the office of the Chairperson is held in rotation among the Partner States.

### The Council of Ministers

The Council of Ministers is the central decision-making and governing Organ of the EAC. Its membership is comprised of Ministers or Cabinet Secretaries from the Partner States whose portfolios are responsible for regional co-operation. The Council of Ministers meets twice a year. They provide a link between the political decisions taken at the Summits and the day-to-day functioning of the Community. They make regulations directives and decisions binding to partner states and to all other Organs and Institutions of the Community other than the Summit, the Court and the Assembly.

Under the Council, the Coordinating Committee co-ordinates the activities of the Sectoral Committees and also recommends to the Council about the establishment, composition and functions of such Sectoral Committees. Its membership is drawn

from Permanent / Principal Secretaries responsible for regional co-operation from the Partner States. The Sectoral Committees conceptualise programmes and monitor their implementation.

## The East African Court of Justice

The East African Court of Justice is the principal judicial Organ of the Community and ensures adherence to the law in the interpretation and application of compliance with the EAC Treaty. The Court has its Sub-registries in the Partner States, which are located in the premises of the National Courts. The Court is composed of ten judges, appointed by the Summit from among sitting judges of any Partner State court of judicature or from jurists of recognised competence, and the Registrar who is appointed by the Council of Ministers.

## The East African Legislative Assembly

The East African Legislative Assembly (EALA) is the Legislative Organ of the Community. Its cardinal function is to further EAC objectives, through its Legislative, Representative and Oversight mandate.

The Assembly has a Membership comprising nine members elected by each Partner State; ex-officio members consisting of the Minister or Assistant Minister responsible for the East African Community Affairs from each Partner State; the Secretary General and the Counsel to the Community.

## The Secretariat

The Secretariat is the executive Organ of the Community. It ensures that regulations and directives adopted by the Council are properly implemented. The Secretariat is headed by the Secretary-General and is also the Secretary to the Summit.

The Secretary General is appointed by the Summit upon nomination by the relevant Head of State under the principle of rotation, for a tenure of five years.

The Secretariat carry out the day-to-day work of the EAC as mandated by the Council.

### Activity 2.2: The Structure of EAC

1. Using ICT or Library, identify the benefits of the EAC Integration.
2. Explain how the EAC has achieved its objectives.
3. In groups, discuss the impacts of the East African Legislative Assembly.

### Possible responses to Activity 2.2

#### 1. Benefits of the EAC Integration

- A wider market with a combined population of over 160million people and GDP of about US\$170billion.

- Freedoms under Common Market.
- Safeguarding the region from international economic shocks.
- A Common External Tariff in place to protect the community's domestic industries.

## 2. EAC has achievements

- Increased trade among nation has led to achieve prosperity.
- Improved companies competitiveness in the market.
- Improved security and stability among nations.

## 3. Impacts of the East African Legislative Assembly

- Enacted laws and protocols for smooth operations of the EAC
- Settled disputes requiring legislation within the community
- Harmonised policies within the region

## Achievements of East African Community

- The EAC has been able to harmonise monetary and fiscal policies of partner states. Partner states have harmonised banking rules and regulations, regular sharing of information on budgets and reading of budget statements on the same day.
- The EAC has facilitated interstate road transport through reduced documentation for people and vehicles at border crossings. This has been done through harmonising requirements an individual need to submit for operation licensing and customs and immigration regulations. This has in turn improved trade by making it easier and quicker for traders from one member country to trade with traders from other member countries.
- The EAC has addressed education and skilling of East Africans. It has created centres of excellence in the community to provide top quality training and education aimed at meeting current and future skill needs and technical innovation in the regional bloc. It has provided free visas for students from member states to study at any university within this community.
- It has promoted joint tourism promotion initiatives. This is aimed at promoting East Africa as a single tourist destination to attract more tourists and increase the contribution of the tourism industry to the East African economy. It has also created a single East African Tourist Visa for the EAC countries.

## Chapter 2.2

# The Economic Organisation of West African States



### Key words

- cooperation
- ECOMOG
- ECOWAS
- Pan Africanism

### In this chapter, the learner will be able to:

- a) know the origin and membership of ECOWAS
- b) understand the aims and objectives of ECOWAS
- c) understand the success of ECOWAS since 1993
- d) know the failures of ECOWAS in West Africa
- e) know the factors that led to the establishment of ECOWAS
- f) appreciate the future trends of ECOWAS

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about economic integration. Build on the knowledge the learners have generated to explain the concept of integration to keep the interest in the learners and stimulate motivation for learning.

To understand economic integration you will need to use local examples like local SACCOS to bring them on board. Use the photos, pictures and diagrams where applicable to guide the discussion and relate them to their environment to better understand the theme and subject of discussion.

Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

After studying this chapter, learners will be able to understand the role of ECOWAS and propose ways of making it work more effectively. They will be able to explore the reasons it was formed, its aims and objectives and its membership. They will appreciate the role it has played for the West African countries and its future trends.

The Economic Community of West African States (ECOWAS) is a regional organisation of 15 West African countries established in 1975. Its main goal is the promotion of the economic integration among its members. It aims at promoting economic cooperation and development among member states in order to raise living standards. ECOWAS has also worked to address security issues among its member states by developing a peacekeeping force for conflicts in the region.

## Brief History of ECOWAS

ECOWAS, is a regional political and economic union of fifteen countries located in West Africa. The union was established in 1975, after the signing of the treaty of Lagos. With its clear mission was promoting economic integration across the region. ECOWAS was founded to achieve integration of member states of (economic and monetary union) into a single large trading bloc.

Before the creation of ECOWAS, the collective territory known as West Africa, was made up of an aggregation of states. The states had emerged from different colonial experiences and administrations which largely defined the boundaries of the 15 states in West Africa area. The first effort at integration dates back to 1945 with the creation of CFA franc (Cooperation financière en Afrique centrale or Financial Cooperation in Central Africa). That brought the francophone countries of the region into a single currency union. Then in 1964, Liberian president William Tubman, proposed an economic union for West Africa. This led to an agreement which was signed in 1965 by the four states of Côte d'Ivoire, Guinea, Liberia and Sierra Leone.



*Figure 2.2.1: The Summit of Heads of government of ECOWAS member states .*

However, it was not until 1972 that a proposal for a union of West African States emerged. That year, the Nigerian head of state Gen Yakubu Gowon and his Togolese counterpart Gnassingbe Eyadema toured the region in support of the integration idea and came up with draft proposals in 1973. These proposals formed the basis for the emergence of the treaty of Lagos in 1975 which established the ECOWAS. The treaty of Lagos was originally pushed as an economic initiative, but emerging political events led to its revision and the expansion of scope and powers in 1993.

ECOWAS nations signed a non-aggression protocol and a Protocol on Mutual Defence Assistance, in Freetown, Sierra Leone in 1981. The protocol provided for the establishment of an Allied Armed Force of the Community. In 1999, a Protocol for the Establishment of a Mechanism for Conflict Prevention,

Management and Resolution, Peace and Security was also signed. In 2000, five ECOWAS members formed the West African Monetary Zone (WAMZ) aiming to establish a strong stable currency. The creation of the new currency is the next step being prepared by the West African Monetary Institute based in Accra, Ghana.

### Possible responses to Activity 2.2.1

#### 1. Aims and objectives of ECOWAS

- Promotion of Cooperation and development
- Harmonization of Agricultural, Economic, Monetary and Industrial Policies
- Abolition of trade restrictions and Customs Duties
- Establishment of Common Fund
- Implementation of Infrastructural Schemes

#### 2. Role of ECOWAS

- Peace and Security,
- Developing Infrastructure,
- Policy harmonisation (to facilitate trade) and
- Good Corporate Governance.

### Objectives of ECOWAS

ECOWAS was created to promote cooperation and integration among West African states. While its objectives were initially limited to economic cooperation, emerging political events led to the revision and expansion of the AU's scope of cooperation to include the maintenance of regional peace, stability, and security through promoting and strengthening good neighbourliness.

#### Activity 2.2.1: History of ECOWAS

3. Using ICT or Library, read the treaty of Lagos and its revised version of 1993 and summarise the aims and objectives of ECOWAS.
4. Explain the role of ECOWAS in the development of West African member countries.

### Success Achieved by ECOWAS

Despite its very slow pace towards regional development and advancement, ECOWAS can also be given some accolades for some successes and achievements since its establishment in 1975.

ECOWAS has always taken into serious consideration, the issue of regional peace and security. This led to the formation of Economic Community of West African States Monitoring Group (ECOMOG) in 1990. However, the formation and establishment of ECOMOG was highly influenced by Anglophone (English speaking) ECOWAS members. This was in response to the civil war in Liberia, which spanned between 1989 to 1996. ECOMOG has also helped in providing peace and security in

ECOWAS member states that are experiencing war.

ECOWAS has made an achievement on road projects. ECOWAS as a regional organisation has been able to construct and rehabilitate various road networks within the ECOWAS region. One of such gigantic achievement of ECOWAS on road network is the Abidjan-Lagos High Way, which commences from Elubo, and stretches through Aflao to Lagos, Nigeria and the Lagos-Nouakchott High way.



**Figure 2.2.2:** ECOMOG has provided peace and security in ECOWAS member states.

ECOWAS has recorded some achievements in terms of communication. There is a direct telecommunication network among ECOWAS member states although citizens of ECOWAS member states have to pay a very high tariff for making use of such telephone communication. Previously, and before the emergence of direct telecommunication network among ECOWAS member states, direct telecommunication was channelled through Europe and re-routed to any other West African country.

There have also been a lot of achievements on the free movement of humans. ECOWAS has achieved a lot on the free movement of humans, services, and goods, without any hindrance, obstruction, barrier, and impediment within the ECOWAS region. This has been a successful and continuous process, as citizens of ECOWAS member states do not need a visa to travel within the ECOWAS region. Also, citizens of ECOWAS member states can move freely within the ECOWAS region, in as much as they have a valid ECOWAS International Passport. Citizens of ECOWAS member states can also reside in any other ECOWAS member states, outside of their own country of origin, and as long as it does not exceed more than ninety days.

ECOWAS has been able to drastically reduce the suspicion and mistrust between ECOWAS member states of the Anglophone (English speaking) bloc, and ECOWAS member states of the Francophone (French speaking) bloc. It has been able to provide an official and united platform for both blocs.

ECOWAS and its member states has been able to engage in trade, within the West Africa region under the ECOWAS Trade Liberalisation Scheme (ETLS). The ECOWAS Trade Liberalisation Scheme (ETLS) was established to meet the needs of a common market within the West Africa region, and among its member states

and to eliminate and eradicate customs duties by both importers and exporters. The elimination of non-tariff barriers created a free trade zone among member states of ECOWAS. This has boosted and strengthened entrepreneurial advancement within the ECOWAS region and intensified competition of ECOWAS member states within the global market. These trade policies undertaken by ECOWAS has somewhat advanced and contributed towards the economic advancement of the West African region.

ECOWAS has also been able to upgrade its responsibility towards the citizens and member states of ECOWAS, by the establishment of the ECOWAS Monetary Institute (EMI). Furthermore, ECOWAS and its member states has been able to advance, with the launching of the ECOLINK Scheme. The ECOLINK Scheme is meant to reconstruct, remodel, and thereafter perfect vital operations among member's states of the ECOWAS community.

## The challenges of ECOWAS

- The current challenges facing the region and the organisation include;
- Wide spread of small arms and light weapons: The presence of million arms that are easily and currently available throughout the community is one of the causes of extended conflicts.
  - Respect for Human Rights and Civil Liberties: Human rights and civil liberties abuses stem from bad governments. ECOWAS is building a network of National Human Rights committees with international partners to address respect for human rights.
  - Ensuring credible, transparent, free and fair elections: This is difficult because there are so many crises in this area and disappointing elections in terms of credibility at international standards.
  - West African youth do not see any future within the region and therefore are risking their lives to reach the EU or U.S. there are limited economic opportunities for the youth to stay and help develop the region.
  - West Africa is seen as a soft spot for drug trafficking where organised groups use the region as a transport point. ECOWAS is working with the UN Drug Control regional office in Dakar to address this issue.
  - The question of the Tuaregs in northern Mali and Niger is delicate because these are people with a very different culture to bring under the central control of states. Yet one cannot ignore the criminal elements who engage in trafficking of humans, cigars, arms and drugs.
  - ECOWAS has also had a challenge of political uncertainty and confrontations of graft and bribery among its member states. Politics among member states of ECOWAS is a personalised enterprise intended for personal gains. This has led to massive underdevelopment, corruption in high and low places of authority, looting of the people's wealth as well as electoral fraud in the ECOWAS region.

There are various degrees of social and political turmoil which often times lead to brutal and deadly wars. This has led to a prolonged economic decline and massive unemployment among the youths within the ECOWAS region. Because of unemployment the youth have become vulnerable to political money bags and have been used to engage in fighting wars, or get seriously involved in political upheavals. ECOWAS member countries like Liberia and Sierra-Leone suffered a lot from this same route. In the case of Guinea Bissau, the military got the President killed.

## The Failures of ECOWAS

- ECOWAS has failed in unifying and assimilating the ECOWAS Society. ECOWAS community have found it very difficult and impossible to integrate and unify the various ethnic, tribal, and religious groups into a single entity, which will at the end enhance a peaceful cohabitation among everyone. Unification or integration is a very necessary element towards the process of nation-building and development. The various member states of ECOWAS lack a proper and practical integration strategy of uniting their people.
- ECOWAS and its member states have not been able to work out on a fused telecom network to link the entire ECOWAS community and make telecommunications cheaper and easily accessible by its citizens. Currently, regional calls within and among ECOWAS member states, are charged at international rates, which makes it become too expensive for the most impoverished citizens of the region.
- ECOWAS have failed in improving regional trade as intra-regional trade looks very thin, or even non-existent. Trade as well as the market system within the ECOWAS region is monopolised, as there are no competitions among the member states of ECOWAS in either its market system or its economy. Most market and trade assets within the borders of member states of ECOWAS still remain under the firm control of the government forces and the customs of member states are very corrupt. Majority of the member states of ECOWAS generates revenue from export of raw mineral or natural commodities than industrial or processed products. ECOWAS as a community of different countries is not developing, but rather sliding more and more into abject poverty.
- Most member states of ECOWAS are regarded as the poorest and most impoverished nations on earth, as they also remain highly indebted to various international financial institutions like World Bank and IMF (International Monetary Fund). The rural economies of most member states of ECOWAS are in tatters as poverty and underdevelopment continue to spread like wild fire. The market system of member states of ECOWAS is very thin and narrow and has always posed a very serious threat towards the development of the economy of member states within the ECOWAS. The regional trade among member states of ECOWAS is also very tiny.
- ECOWAS has also had a challenge of political uncertainty and confrontations of

graft and bribery among its member states. This has led to massive underdevelopment, looting of the people's wealth and fraud in the ECOWAS region. This has led to social and political turmoil leading to brutal and deadly wars.

- ECOWAS have failed to execute or put into effect the various Acts and Decisions of the regional organisation due to lack of political will from member states. Due to lack of political will, most of the policies adopted by ECOWAS are stuck and are not implemented. One of the major setbacks that have seriously affected the development machinery of ECOWAS is the conflicting and different foreign policy goals of member states. This affects the dedication, loyalty, devotion, and allegiance of member states of ECOWAS regarding to ECOWAS's policies on integration.



*Figure 2.2.3: The market system of member states of ECOWAS.*

### Activity 2.2.2: ECOWAS and the future

1. Using ICT or library, discuss the advantages and disadvantages of ECOWAS to its members and in relation to the reasons it was formed.
2. In groups, discuss and propose ways in which ECOWAS can be strengthened further to serve its aim.

---

#### Possible responses to Activity 2.2.2

##### 1. Advantages of ECOWAS

- uniformity in prices,
- reduced costs of transaction,
- certainty for investors,
- improved competition,
- economies of large scale,

##### 2. Disadvantages of ECOWAS

- surrendering some degree of sovereignty.
- inefficient trade diversion from productive exporters to less capable exporters
- Employment shifts and reductions
- Dependency of weak states on powerful states

##### 3. Subjective response

## Chapter 2.3

# The Role of African Union in International Relations



### Key words

- AU
- OAU
- Pan Africanism
- summit

### In this chapter, the learner will be able to:

- a) understand how the African Union (AU) is fulfilling the aims of Pan Africanism
- b) know the origin composition and organisation of the African Unity
- c) suggest solution to the challenges facing the AU
- d) evaluate the impact of AU in Post-Independence Africa

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about African Union. Build on the knowledge the learners have generated to introduce African Union from the historical background of its formation to keep the interest in the learners and stimulate motivation for learning.

This chapter will be best taught using knowledge from colonization, colonial administrative systems and struggle for independence earlier covered in senior two. Use the photos, pictures and diagrams where applicable to guide the discussion and relate them to their environment to better understand the theme and subject of discussion. Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

### **Expected Learners Skills**

The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

### **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

### **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

After studying this chapter, you will be able to understand the role of African Union in international relations. You will understand how the African Union works to fulfil its Pan African aims, its organisation, structure. you will explore the challenges facing AU in fulfilling its work and evaluate its impact in Post Independent Africa. The Organisation of African Unity (OAU) was established in 1963 by African states that had achieved independence in Addis Ababa, Ethiopia.

The OAU was later transformed into African Union by the Sirte Declaration with a view to accelerating the process of integration on the continent and enable Africa play its rightful role in the global economy.

## **The Genesis of Organisation of African Unity and the African Union**

The Organisation of African Unity (OAU) was a postcolonial Africa's first continental association of independent states. It was founded by thirty-two countries on

May 25, 1963, and based in Addis Ababa, Ethiopia and became operational in September of the same year when the OAU Charter or its basic constitutional document came into force. All of Africa's fifty-three states became members with exception of Morocco, which withdrew in 1984 to protest the admission of the Saharan Arab Democratic Republic, or Western Sahara.



*Figure. 2.3.1: The founders of Organisation of African Unity, Kwame Nkrumah of Ghana and Haile Selassie of Ethiopia*

In the 1950s, African countries were pushing for independence while others had managed to get their independence. The Pan-Africanism spirit inspired the states of Africa to think through a political collective a means of preserving and consolidating their independence and pursuing the ideals of African unity. The Organization of African Unity was therefore established to promote the unity and solidarity of African countries and to defend the sovereignty of member states.



*Figure. 2.3.2: African Presidents and founder members of the Organisation of African Unity (1963).*

It was also established to eradicate all forms of colonialism that were still existing on the continent and promote international cooperation in respect of the UN Charter and the Universal Declaration of Human Rights. the organisation was to coordinate and harmonize the economic, diplomatic, educational, health, welfare, scientific, and defence policies of Member States as well.



*Figure. 2.3.3: The summit of African Union leaders.*

In 1999, leaders debated the need to amend the OAU's structures to reflect the challenges of a changing world. The Heads of State and Government of the Organization of African Unity called for the establishment of an African Union.

The vision for the Union was to build on the OAU's work by establishing a body that could accelerate the process of integration in Africa, support the empowerment of African states in the global economy and address the multifaceted social, economic and political problems facing the continent.

Several summits were held to facilitate the implementation of the African Union (AU). The Lome Summit (2000), the Lusaka Summit (2001) and the Durban of States of the African Union. The OAU was dissolved and African Union became African Economic Community (AEC) in 2002.

Whereas OAU Pan-Africanism political philosophy was aimed at mobilising the peoples of Africa against racism and colonialism, the political philosophy behind African Union is to achieve political unity in Africa through ideology and development.

**Activity 2.3.1: Organization of African Unity and the African Union**

1. Using ICT or library, identify the role of OAU/AU in the promoting the African Unity.
2. Explain how pan Africanism has helped OAU/AU to address challenges facing African states.

**Possible responses to Activity 2.3.1**

3. OAU/AU in the promoting the African Unity
  - *supported the liberation of South Africa and other liberation movements*
  - *development of regional economic communities*
  - *facilitated the unification of trade unions through the establishment of the Organisation of African Trade Union Unity*
  - *safeguarded the sovereignty and territorial integrity of Member States*
1. *subjective responses*

**The Aims and Objectives of OAU/AU**

Although the organization's primary motivation initially was the liberation struggle and the defence of the independence and territorial integrity of African states, the OAU later expanded its scope of activities to encompass economic cooperation and the protection of human rights.

The African Union objectives were expanded and more comprehensive than those of the OAU. The objectives of the African Union are:

**Activity 2.3.2: The Aims and Objectives of OAU/AU**

1. Using ICT or library, identify the expanded objectives of AU.
2. Explain the challenges facing AU in executing its mandate.
3. In groups, discuss the solutions to the challenges facing the AU and present them to class.

**Possible responses to Activity 2.3.2****1. Expanded objective of AU**

- *To achieve greater unity and solidarity between the African countries and the peoples of Africa;*
- *To defend the sovereignty, territorial integrity and independence of its Member States;*
- *To accelerate the political and socio-economic integration of the continent;*
- *To promote and defend African common positions on issues of interest to the continent and its peoples;*

- To encourage international cooperation, taking due account of the Charter of the United Nations and the Universal Declaration of Human Rights;
- To promote peace, security, and stability on the continent;
- To promote democratic principles and institutions, popular participation and good governance;
- To promote and protect human and peoples rights in accordance with the African Charter on Human and Peoples Rights and other relevant human rights instruments;
- To establish the necessary conditions which enable the continent to play its rightful role in the global economy and in international negotiations;
- To promote sustainable development at the economic, social and cultural levels as well as the integration of African economies;
- To promote co-operation in all fields of human activity to raise the living standards of African peoples;
- To coordinate and harmonise the policies between the existing and future Regional Economic Communities for the gradual attainment of the objectives of the Union;
- To advance the development of the continent by promoting research in all fields, in particular in science and technology;
- To work with relevant international partners in the eradication of preventable diseases and the promotion of good health on the continent.

## 2. Challenges

- Funding
- Unemployment of youth
- Political instability
- Corruption
- Terrorism

## 3. Subjective responses

# The OAU/African Union Successes and Challenges

One of the greatest successes of OAU was in relation to decolonisation. It aided liberation movements to overthrow colonial regimes, combating racism and apartheid and resolving boundary disputes among member states. It gave legitimacy to the liberation struggle against racism and colonialism in Africa, it provided independent African states with a machinery to supply the liberation movements with material and other assistance needed to wage their armed struggles, and solicited international support for the liberation efforts in Southern Africa. It restored the territorial integrity to many formerly-colonised states.



*Figure. 2.3.4: OAU facilitated the struggle to end Apartheid in South Africa.*

It encouraged the development of regional economic communities such as the Economic Community of West African States (ECOWAS), the South African Development Coordinating Commission (SADCC), the North Africa-Greater Area Free Trade Area and the Central Africa-Economic Community of the Great Lakes Countries. It led to the establishment of the African Economic Commission through a treaty signed in Abuja, Nigeria in 1991.

The OAU facilitated the unification of trade unions through the establishment of the Organisation of African Trade Union Unity (OATUU) and promoted youth organisations to further the leadership potential on the continent.

The OAU also attempted to deal more concretely with the issue of refugees by adopting the 1969 African Convention on Refugees and the African Charter on Human and People's Rights in 1981. The charter dealt with asylum and the obligation of states to provide asylum-seekers with at least temporary refuge.

## The African Union

As the successor to the Organisation of African Unity (OAU), the transition from OAU to AU was clearly intended to transform the organisation from mere talking to an action-oriented forum. In its first decade, the AU has clearly had reasonable successes.

The AU had managed to settle and minimise conflicts in some of the region's hotbeds, such as trouble spots in the Sudan, resolving post-election violent conflicts in Côte d'Ivoire and Kenya, and forcing military coup-makers to hand back power to civilian regimes.



Figure. 2.3.5: The AU has promoted Peace and Security in member states like Somalia.

The AU has the authority through decisions of its Peace and Security Council to interfere in member states to promote peace and protect democracy. It has deployed military force in situations in which genocide and crimes against humanity are being committed like in Somalia.



Figure. 2.3.6: The AU resolved post-election violent conflicts in Cote d'Ivoire and Kenya (photo 2019).

The AU has encouraged democracy and good governance through its Peer Review Mechanism where states are assessed by a team of experts drawn from other states. The AU has deployed observer missions to cover elections in all member states in accordance with the African Charter on Democracy, Elections and Governance. This has led to a drastic fall in conflicts and coups and the increasing number of successful elections in the region in the past decade.

The AU has put in place declarations and institutions to promote and support economic integration among its 54 member states as the pathway to sustainable development. It has worked with international partners and the UN to coordinate and harmonise development policies and programmes within the 5 Regional Economic Communities (RECs). The Regional Economic Communities are the Economic Community of West African States (ECOWAS), the East African Community (EAC) and the Southern Africa Development Community (SADC).

The AU has paid more attention to international development cooperation and relationship with international partners than has previously been the case. The most obvious in the case of China's ever-growing presence in Africa which the AU regards as a positive factor in the development of Africa. China provided the AU a magnificent multi-million-dollar complex in Addis Ababa as AU headquarters.

### **Activity 2.3.3: The OAU/African Union Successes and Challenges**

4. Explain the role of AU in pursuing peace and security in one of its member states.
5. In groups, discuss how the OAU/AU has promoted diplomacy and international relations to achieve its objectives .

---

#### Possible responses to Activity 2.3.3

##### **1. Challenges of OAU/AU**

- Funding
- Unemployment of youth
- Political instability
- Corruption
- Terrorism

##### **2. AU in pursuing peace and security**

- Burundi - succeeded in bringing the parties to a power-sharing agreement in 2001 that led to a three-year transitional government.
- Somalia - AU supported the Inter-Governmental Authority for Development (IGAD) in its efforts to achieve peace

- Supported peace keeping operations as well
- Sudan - AU peace intervention in Darfur

### 3. OAU/AU diplomacy and international relations

- Supporting cooperation between the UN and regional organisations
- Supporting regional organisations in conflict resolutions
- solicits international funding for AU operations
- diplomatic representation in world states

# Chapter 2.4

# Inter-Governmental Authority on Development (IGAD)



## Key words

- development
- disasters
- drought
- IGAD
- Intergovernmental

## In this chapter, the learner will be able to:

- a) know the origin and membership of IGAD
- b) understand IGAD institutional development
- c) analyse the key achievements of IGAD since its inception
- d) appreciate the contribution made by IGAD in Sub Saharan Africa

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about IGAD. Build on the knowledge the learners have generated to introduce the historical formation of IGAD and its objectives to keep the interest in the learners and stimulate motivation for learning.

Use the photos, pictures and diagrams on IGAD activities to guide the discussion and relate them to their environment to better understand the theme and subject of discussion.

Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The leaner's should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

After studying this chapter, learners will be able to understand the background organisation and roles performed by IGAD in Sub Saharan States. They will understand the reason behind its formation and membership. You will explore its achievements since its inauguration and appreciate its contribution to peace and development in Sub Saharan Africa.

## **Establishment of Intergovernmental Authority on Development (IGAD)**

The Intergovernmental Authority on Development (IGAD) was created in 1996 to succeed the Intergovernmental Authority on Drought and Development (IGADD) which was founded in 1986. IGAD was a multinational body founded by Djibouti, Ethiopia, Somalia, Sudan, Uganda and Kenya, with a focus on development and environmental control. Eritrea joined the organisation in 1993, upon achieving independence.

IGAD was established to address the recurring and severe droughts and other natural disasters that had affected the Eastern Africa region between 1974 and 1984 and caused widespread famine, ecological degradation and economic hardship.



*Figure. 2.4.1: Severe droughts and natural disasters cause widespread famine and economic hardship to the people.*

In 1995, the Assembly of Heads of State and Government amended the IGADD Charter to establish IGAD with expanded areas of regional cooperation and a new organisational structure.

The Intergovernmental Authority on Development (IGAD) was finally established and launched in 1996 in Djibouti. Intergovernmental Authority on Development (IGAD) is a body currently comprising seven countries in the Horn of Africa.

IGAD had started out as a regional response mechanism to address the twin problems of desertification and drought, which continued to press on the region despite national-level efforts and support received from the international community. IGAD has evolved over the past two decades from this role into a Regional Mechanism (RM) that plays an important role in mediations and peace-support operations (e.g., in South Sudan, Sudan, and Somalia).

The regional organisation based in Djibouti supports its member states in development efforts, especially in the areas of peace processes and food security. IGAD coordinates regional efforts to strengthen drought resilience in Eastern Africa. It also promotes cross-border programmes in selected countries to sustainably improve the food situation and water supply for humans and livestock especially those in favour of nomads.

#### Activity 2.4.1: IGAD Institutional Development

1. Using ICT or library research on IGAD institutional development areas and make notes in your books.
2. In groups, discuss the challenges to achieving IGAD development programmes

### Possible responses to Activity 2.4.1

#### 1. *IGAD institutional development areas*

- food security and environmental protection,
- economic cooperation,
- regional integration and social development,
- peace and security.

#### 2. *Challenges to achieving IGAD development programmes*

- Proliferation of small arms and light weapons
- Conflict and insecurity
- Environmental and Climatic Challenges
- Multiplicity of Regional Organisation with Overlapping Mandates
- Inability to completely Resolve Crises in Member States

## The Structure of IGAD

The Intergovernmental Authority on Development is comprised of four hierarchical policy organs:

**The Assembly of Heads of State and Government** is the supreme policy making and regulatory organ of the IGAD. It determines the objectives, guidelines and programmes for IGAD and meets once a year. A Chairman is elected from the Member States in rotation.

**The Council of Ministers** is composed of the Ministers of Foreign Affairs and one other Focal Minister designated by each member state. The Council formulates policy, approves the work programme and annual budget of the Secretariat during its biannual sessions.

**The Committee of Ambassadors** is comprised of IGAD Member States Ambassadors or Envoys accredited to the country of IGAD Headquarters. It convenes as often as the need arises to advise and guide the Executive Secretary.

**The Secretariat** is headed by an Executive Secretary appointed by the Assembly of Heads of State and Government for a term of four years, renewable once.

The Secretariat assists Member States in formulating regional projects in the priority areas, facilitates the coordination and harmonisation of development policies, mobilises resources to implement regional projects and programmes approved by the Council and reinforces national infrastructures necessary for implementing regional projects and policies.

## The Aims and Objectives of IGAD

Under its expanded mandate, IGAD has become active on almost all regional issues resting on six strategic pillars: agriculture; natural resources and environmental protection; economic cooperation and regional integration; social development; peace and security; and gender. The motivation for revitalising and expanding IGAD's mandate was to quicken the pace of regional economic cooperation and integration processes. Secondly, to address the peace and security challenges that continued to plague the region.



*Figure 2.4.2: IGAD played a constructive role in the ethnic and political conflict in South Sudan.*

IGAD activities have been most prominent in the sectors of agriculture, environmental degradation and climate change, and peace and security. According to the article of the agreement establishing IGAD, the aims of the organisation include the followings:

- Promote joint development strategies and gradually harmonise macro-economic policies and programmes in the social, technological and scientific fields;
- Harmonise policies with regard to trade, customs, transport, communications, agriculture, and natural resources and environment, and promote free movement of goods, services, and people within the region;
- Create an enabling environment for foreign, cross-border and domestic trade and investment.

- Initiate and promote programmes and projects to achieve regional food security and sustainable development of natural resources and environmental protection and encourage and assist efforts of Member States to collectively combat drought and other natural and man-made disasters and their consequences.
- Develop and improve a coordinated and complementary infrastructure, in the areas of transport, telecommunications and energy in the region.
- Promote peace and stability in the region and create mechanisms within the region for the prevention, management and resolution of inter-State and intra-State conflicts through dialogue.
- Mobilise resources for the implementation of emergency, short-term, medium-term and long-term programmes within the framework of regional cooperation.
- Facilitate, promote and strengthen cooperation in research development and application in science and technology.
- Provide capacity building and training at regional and national levels; and
- Generate and disseminate development information in the region

### Achievements of IGAD

The Intergovernmental Authority on Development has made some level of achievements since its inception.



*Figure. 2.4.3: IGAD has supported programs to enhance the free movement of people, goods and services.*

- IGAD under Trade, Industry and Tourism has supported programs to enhance the free movement of people, goods and services in the region; capacity building for national ministries to enhance access to markets for small scale producers and traders including those in the informal sector.

- It has assisted the manufacturers Societies (MSs) and stakeholders in the Tourism Master plans to market the region as a single tourism destination and common investment area; It has facilitated the harmonisation of bilateral and regional agreement on trade and bringing the private sector support to the regional integration agenda. It has also facilitated infrastructure projects by conducting studies on the feasibility of transport corridors to improve interconnectivity of the IGAD region and improve trade among member states.



*Figure. 2.4.4: IGAD has mediated in political conflict between Sudan and South Sudan.*

- Under the areas of peace and security agenda, IGAD has mediated in some of the conflicts in the region. It played a constructive and helpful role in ethnic and political conflict in South Sudan, which became independent in July, 2011 and the conflict between Sudan and South Sudan.
- IGAD developed a comprehensive plan to build a resilience of vulnerable communities in the member states. The plan has witnessed the establishment and operationalisation of the IGAD Drought Disaster Resilience and Sustainability Initiative (IDDRSI) Regional Platform; The development of the IDDRSI Strategy and its subsequent interpretation into Country Programming Papers (CPPs) and Regional Programming Paper (RPP).
- IGAD has also created several institutions, which help her tremendously in meeting its obligation to the member states. These include IGAD early Warning and Response Mechanism (CEWARN), the IGAD Security Program (ISSP), the IGAD Centre for Pastoral and Dry Land Development (ICPALD) and the IGAD Climate Prediction and Application Centre (ICPAC). (NEPAD Agency, 2015: ix). The activities of these bodies have contributed towards better enhancement of integration among IGAD member countries.

- IGAD through its Hydrological Cycle Observation System (IGAD-HYCOS) Project to develop a sustainable and integrated water resources management succeeded in strengthening regional and national capabilities for water resources management and helped member countries to design a strategic and optimum monitoring of network of surface water and ground water station. In Uganda for instance 12 surface water and 26 ground water stations were installed and in the whole region 199 stations were installed.



Figure. 2.4.5: IGAD has supported the vulnerable communities in the member states.

### Activity 2.4.2: Challenges of IGAD

- Using ICT or library, identify the challenges faced by IGAD in executing its mandate
- In groups, discuss how these challenges can be solved.

#### Possible responses to Activity 2.4.2

- Challenges faced by IGAD in executing its mandate*
  - Climatic hazards - drought and food insecurity
  - political commitment of the member states
  - funding challenges
  - insecurity in the region
- subjective responses*

## Sample Activity of Integration

After independence regional integration became a pillar of Africa's developmental strategy. Pan-Africanism became an ideology used to bring about continental unity and strong identification with anti-colonial struggles and focusing on Africa's development. The ideology sought to voice Africa's problems with much blame on former colonial powers without looking at the responsibility and accountability required of postcolonial African leaders. While colonialism played a role in Africa's lack of development, the policies adopted by post colonial leaders as well as their practices in power have continued to deny Africa room for growth and development. While other regions have successfully used their integration mechanisms to improve their economic welfare, Africa's integration efforts have lagged behind and failed to bear satisfactory fruit.



*Figure 2.4.6: African leaders meeting.*

### Instructions

In an essay

1. Identify the challenges of regional integration in Africa
2. How have these challenges have affected effective integration in East Africa?
3. As a student of history and political education, what could be the possible solution to these challenges.

**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 regional integration in Africa	Challenges of regional integration in Africa	A learner will score 3/3 if he/she gives 4-5 relevant challenges of regional integration in Africa correctly	A learner will score 3/3 if he/she gives 4-5 challenges of regional integration in Africa accurately	A learner will score 3/3 if he/she gives 4-5 challenges identifies 4-5 of regional integration in Africa coherently.	A learner will score 1 if he/she exhibits innovativeness and creativity in his/her write up in regard to the output
		A learner will score 2/3 if he/she gives 2-3 relevant challenges of regional integration in Africa	A learner will score 2/3 if he/she correctly gives 2-3 challenges of regional integration in Africa	A learner will score 2/3 if he/she gives 2-3 challenges of regional integration in Africa in a logical flow	
		A learner will score 1 if he/she gives 1 relevant challenge of regional integration in Africa /3	A learner will score 1 if he/she correctly gives 1 challenge of regional integration in Africa /3	A learner will score 1 if he/she logically gives 1 challenge of regional integration in Africa /3	
	Essay on challenges of integration in East Africa	A learner will score 3/3 if he/she explains 4-5 relevant challenges of integration in East Africa	A learner will score 3/3 if he/she accurately explains 4-5 challenges of integration in East Africa	A learner will score 3/3 if he/she coherently explains 4-5 challenges of integration in East Africa	

		A learner will score 2/3 if he/she explains relevant challenges of integration in East Africa	A learner will score 2/3 if he/she explains 2-3 challenges of integration in East Africa correctly.	A learner will score 2/3 if he/she explains 2-3 challenges of integration in East Africa logically.	
		A learner will score 1 if he/she explains 1 relevant challenges of integration in East Africa /3	A learner will score 1 if he/she explains 1 challenges of integration in East Africa correctly. /3	A learner will score 1 if he/she explains 1 challenges of integration in East Africa /3	
	An Essay on solutions to challenges of integration in East Africa	A learner will score 3/3 if he/she gives 4-5 relevant solutions to challenges of integration in East Africa	A learner will score 3/3 if he/she gives 4-5 solutions to challenges of integration in East Africa accurately.	A learner will score 3/3 if he/she gives 4-5 solutions to challenges of integration in East Africa coherently.	
		A learner will score 2/3 if he/she gives 2-3 relevant solutions to challenges of integration in East Africa	A learner will score 2/3 if he/she gives 2-3 solutions to challenges of integration in East Africa accurately	A learner will score 2-3 if he/she gives 2-3 solutions to challenges of integration in East Africa logically.	A learner will score 2-3 if he/she gives 2-3 solutions to challenges of integration in East Africa logically.

		A learner will score 1 if he/she gives at least one relevant way/solutions to challenges of integration in East Africa /3	A learner will score at least 1 accurate solution to challenges of integration in East Africa /3	A learner will score 1 if he/she gives at least one solution to challenges of integration in East Africa /3	
<b>Total score</b>		9	9	9	<b>28 scores</b>

### Summary

The economic development of Singapore, South Korea and Japan were influenced by end of cold war ideologies of socialism and capitalism. Unlike those countries that opted for socialism, the economic development of these countries took a capitalistic approach that required them to take drastic reforms and structural adjustment to improve the economic development of their countries. It took the bold and able leadership to enforce reforms to achieve the current development in these countries.

# Chapter 3

# Neo-Colonialism In East Africa



## Key words

- common wealth countries
- neo-colonialism
- debt burden
- multi-national companies
- re-colonisation
- cost-sharing
- privatisation
- IMF
- World Bank

In this chapter, the learner will be able to:

- a) understand the concept of neo colonialism
- b) understand the various manifestations of neo colonialism in East Africa
- c) appreciate the impact of neo colonialism to Post Independent East Africa

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about Neo Colonialism. Build on the knowledge the learners have on colonialism and build the concept of Neo colonialism to keep the interest in the learners and stimulate motivation for learning. This chapter will be best taught using students experience on the previous chapters. Use the photos, pictures and diagrams where applicable to guide the discussion and relate them to their environment to better understand the theme and subject of discussion. Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The leaners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

After studying this chapter, learners will be able to understand the influence of Neo Colonialism in East Africa. They will be able to understand the concept of neo colonialism its manifestations and appreciate its impact on East African states.

European countries like Britain, France, Belgium, and Portugal colonised a large number of African nations. They set up economic systems that allowed them to extensively exploit economic resources in these colonies. After the World War II, the colonialists granted political independence to their colonies in Africa, but still found a way to retain their economic influence and power over the former colonies.

Soon African nations realised that the economic and political atmosphere were still under some form of control of the former colonial masters.

The post-colonial Africa continued to experience the domination of the Western styled economic model that was wide spread during the period of colonialism. Neo-colonialism was nurtured during colonialism and implemented the moment independence was granted as interactions between former colonial masters and their former colonies continued to exist.

## What is Neo-Colonialism?

Neo-colonialism is the indirect control of the economic, political and socio-cultural life of less-developed countries by developed countries. It is a mechanism put in place by the European colonial masters to maintain control of their former colonies after independence. It is also a practice of using economics, globalisation, cultural imperialism and conditional aid to influence a country. Unlike in the previous colonial period where direct military control or indirect political control were used, neo-colonialism operates indirectly and secretly.

Neo-colonialism, therefore is the continued dependence of former colonies on foreign countries. For example, the ongoing interactions between France and Francophone African countries such as Cameroon, Togo and Ivory Coast, and others. Britain and Anglophone African countries such as Ghana, Nigeria and the Gambia, Uganda, Kenya and Tanzania.

Neo-colonialism is also a form of global power in which transnational corporations and global multilateral institutions like IMF, world bank, Exim bank and other combine to perpetuate colonial forms of exploitation of developing countries. It is a further development of capitalism that enables capitalist powers to dominate subject nations through the operations of international capitalism rather than by means of direct rule.

International financial institutions such as the International Monetary Fund and the World Bank give loans or other forms of economic aid that are conditional on the recipient countries. The loans are detrimental to their own economies. These corporations and institutions are part of an essentially new global order that represents continuity between the present and past.

Neo-colonialism is seen more generally as a coordinated effort by former colonial powers and other developed countries to block the growth in developing countries and retain them as sources of cheap raw materials and cheap labour. Neo-colonialism also operates through the investments of multinational corporations in underdeveloped countries to keep those countries as a whole in a situation of dependency.

The investments serve to cultivate underdeveloped countries as reservoirs of cheap labour and raw materials. A good example of neo-colonialism is when a poor country needs some money and a rich country provides it. In an effort to repay the debt, the former country loses its share of land and resources.

China is one example with huge investments in Africa and providing unconditional loans in which many countries are being enslaved by China. China has made big contracts and huge investments in Africa as shown in figure 3.1 below. China is providing unconditional loans in which many countries have been unable to pay back. Some countries have had to surrender their economic resources e.g Zambia, Madagascar, Angola, Ethiopia and others.



*China has dominated most infrastructural development projects in Africa. During the cold war, the United States government offered large amounts of money to any government that was prepared to accept U.S. protection from communism. The U.S. exploited the situation to extend its sphere of influence and placed some foreign governments under its control.*

The United States and other developed countries have also ensured the subordination of developing countries. They have been interfering in conflicts and helping in some ways to install regimes that are willing to act for the benefit of foreign companies and against their own country's interests.

The neo-colonialism of today is imperialism in its final and most dangerous stage. It is no longer possible to directly colonise countries as it was in the past. The independence granted to most countries are irreversible. Instead of colonialism as the main instrument of imperialism we have neo-colonialism where states are trapped in international sovereignty but the economic system and political policy are directed from outside.

### Activity 3.1: Neo Colonialism

1. Using ICT or library, research and differentiate between neo-colonialism and common wealth states.
2. Explain the reasons why independent countries have continued to be under new form of colonialism.
3. In groups, discuss the methods used by former colonialists to perpetuate their political, social economic and military influence on independent former colonial states.

#### Possible responses to Activity 3.1

##### 1) Definitions

- *The use of economic, political, cultural, or other pressures to control or influence other countries, especially former dependencies*

- *The Commonwealth states is an association of sovereign states consisting of Britain and a number of countries that were formerly under its rule.*

### **2) Reasons for neo colonialism**

- *Weakened Position of European Powers;*
- *Rise of Consciousness against Imperialism;*
- *The Needs of the Developed States;*
- *The Continued Dependence of the New States on Developed States;*
- *Impact of Cold War;*
- *The Policies of the USA and the (Erstwhile) Soviet Union*

### **3) Methods used by former colonialists**

- *Foreign aid and assistance*
- *Education*
- *Technology*
- *Cultural influence*

## **Manifestations of Neo Colonialism**

Over the years, neo-colonialism has manifested itself in Africa in several different areas. Which include political, economic and the socio-cultural systems. Ways and examples of these include military takeovers, uneven balance of trade, and the dependence of countries on their former colonial masters, influence of education system.

Since independence, Africa has been plagued by coup d'tats. The coups ousted several African leaders who carried out policies that do not favour former colonial masters. This was the case between the 1960 and the 1990. An example was the Congo crises in the 1960 which ended with the killing of Patrice Lumumba. Several African facts have had change of government as a result of this.



**Figure. 3.1: Such African tradition is considered barbaric and inferior (Circumcision).**

African countries have continued to depend on their former colonial masters for protection, financial assistance creating a dependency syndrome. Through financial institutions like the IMF and World bank, the colonial masters have used structural aids as a means of controlling their former colonies. For example, the structural adjustment program has been implemented (SAP) by the IMF in many developing nations including Uganda.

These policies have made Africa dependent on western countries for assistance and through these assistances the western countries have been able to indirectly maintain control over African countries.

The inferiority complex of many Africans or the superiority of the white race is another form in which neo-colonialism has manifested itself. The belief by Africans that their cultures, ideas and way of life is inferior to that of the Europeans.

This has made Africans believe that anything that comes from the west is better than the ones made in Africa. Africans continue to consume more of products titled made in the UK, made in France than those made in Africa. Western music, language, films, literature, games, new religions from the west have been adopted as new and civilised practices. The behaviour especially among young generation against the African tradition has led to. This has led to Violence, pornography and prostitution have destroyed African values.



*Figure 3.2: Traditional music, dance and drama is giving away to western music and film.*

The educational system of Africa is another manifestation of neo-colonialism. The education given to the Africans was meant to train some Africans to assist them in their work of administering the territory. This has not changed much in most African countries, but as contained to be the practice in most countries.

Technical education was neglected. In most countries in favour of secondary education to ensure that African schools do not produce skilled people and innovators who will produce goods and services that will rival their own. They ensured that certain skills had to be acquired in western schools. Africans get

indoctrinated when they go there to acquire such skills and come back when they are more of westerners than Africans.



*Figure. 3.3: Developing nations like Uganda are still dependent on technology imported from developed countries for development*

Technological dependence is another manifestation of neo-colonialism. African countries rely on developed countries for technology. They import technology in of machinery and other industrial consumables. When there is a breakdown in such technology, African countries import the spare parts from the developers and suppliers of that technology from developed countries. This dependence also applies to the importation of other technologies such as cars, television sets, laboratory equipment, chemicals and even medicine.

The trade imbalance between the African countries and the western countries is another form in which neo-colonialism has manifested itself. African countries produce raw materials and sell to the Europeans who take the raw materials, transform them and then send the finished products back to Africa.

The prices of such raw materials are usually determined by the Europeans. Contrarily, Africans are compelled to import the highly priced finished products from advanced countries. The African economy is not complimentary as Africans produce what they do not consume and consume what they do not produce. This system started during the colonial era.

Foreign political ideologies and practices is another manifestation African countries have adopted western models of democracy, institutions, political parties and procedures. In most cases this has failed in Africa. The ideologies and practices in most cases not compatible with African socialism. This has often contributed to political instability and crisis because of the internal conflicts created by these policies.



*Figure. 3.4: African states are still depending on their former colonial masters in training of their armed forces.*

Africa countries still depend on their former colonial masters for defence and protection e.g Former French and British colonies for the training of their armed forces, supply of weapons, and also for protection. Some of the Europeans have even established military bases in their former colonies like the British in Kenya.

### Activity 3.2: Manifestations of Neo Colonialism

1. Using ICT or library, identify the manifestations of neo colonialism in East African Countries
2. As a student of history and political education, how can the problems created by neo-colonialism be addressed?

#### Possible responses to Activity 3.2

##### a) Manifestations of Neo colonialism in East Africa

- Foreign aid
- Technology dependence

- Cultural influence
- Western education
- b) Subjective responses

## Impact of Neo-colonialism

The history of imperialism on the continent, the system of education placed in Africa after decolonization, and the psychological inferiority complex developed by the populations in Africa are some of the areas that have impacted the social economic and political aspects in East Africa.

Neo-colonialism has impacted the economic growth of East African nations to Leaders have been unable to change much of what the colonial economic legacy had left with the new independent states. The industrialisation which would have liberated East Africans was skewed towards their interests. Any attempt to reverse industrialisation to benefit Africans is always dependent on the loans, external experts and imported technologies.



*Figure. 3.3: Such infrastructure like roads acquired using loans from multinational companies and organisations*

The projects taken on by East Africa countries are not well conceptualised. They are expensive and inefficient resulting into chronic and heavy debts, poverty, uncontrolled urbanisation and weak investment in social sector.

The World Bank, International Monetary Fund (IMF) lend loans to African states with hard conditions and high interest rates with a view to control East African economies. East African states are among the most debt recipient countries in the world. The net wealth is owned by non-indigenous East Africans or foreigners.



*Figure. 3.4: Elections in most African countries are considered incredible when they are not observed by foreigners*

East African countries have remained dependents on their former colonial master in decision making. Political decisions for example during elections. They have to be endorsed by foreigners to make them credible are always present among the international observers to give credibility of elections and support multi-party systems in the disguise of democracy.



*Figure. 3.5: African way of dressing has given away to western styles of dressing.*

Neo-colonialism has continued to erode traditional African cultures in favour of western life styles. African values and beliefs have been replaced with western values through education and Christian religions. The naming of christian names along surnames in Africa has destroyed the purpose and the value in African names

The trend of cultural westernisation has become very prevalent in the young generation and African values and culture are considered as inferior. The nuclear family, single parents, fashion, dance and style are manifestations of the impact of neo colonialism. The East Africa states continue to face the problem of the dominant presence of Western civilization.

### Activity 3.3: Impact of Neocolonialism

1. Using ICT or library, identify the advantages and disadvantages of neo-colonialism
2. In groups, identify the challenges faced by East African states due to neo-colonialism and discuss the solutions to the challenges. Make a report on how neo-colonialism can be eliminated in East Africa.
3. In a debate session, compare the benefits of neo-colonialism and colonialism in East Africa.

#### Possible responses to Activity 3.3

##### **1) Advantages**

- Standardised products
- Aid for development
- Languages as a medium of communication
- Technical assistance

##### **3) Subjective responses**

##### **2) Advantages**

- Exploitation
- Debt burden
- Inferiority
- Dependence

### Sample Activity of Integration

Years after the proclamation of self-rule, African nations may have seen the political peace and sovereign recognition of their states. However, African countries have continued to depend on their former colonial masters for protection, financial assistance and most states appear to be still awaiting the true independence. Uganda adopted a policy of buy Uganda and build Uganda (BUBU) to promote locally manufactured goods but this policy has been fought by political leaders and business people who continue to trot the world for cheap goods and services from foreign countries.



#### Instructions

In an essay

- a) Identify the reasons why African nations like Uganda have continued to rely on foreign countries for imports and aid
- b) Explain how this challenge of dependency on foreign aid and imports can be addressed
- c) If you were the president of Uganda, What steps would you take to get out Uganda of this situation

**Assessment Grid**

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
Reasons for dependency on foreign aid	A write up on reasons for dependency on foreign aid	A learner will score 3/3 if he/she identifies 4-5 relevant reasons for dependency on foreign aid correctly.	A learner will score 3/3 if he/she identifies 4-5 relevant reasons for dependency on foreign aid correctly.	A learner will score 3/3 if he/she discusses 4-5 challenges identified 4-5 challenges in the reasons for dependency on foreign aid coherently.	A learner will score 1 if he/she exhibits innovativeness and creativity in his/her write up in regard to the output.
		A learner will score 2/3 if he/she identifies 2-3 relevant reasons for dependency on foreign aid	A learner will score 2/3 if he/she correctly identifies 2-3 reasons for dependency on foreign aid	A learner will score 2/3 if he/she identifies 2-3 reasons for dependency on foreign aid in a logical flow	
		A learner will score 1 if he/she identifies 1 relevant reason for dependency on foreign aid	A learner will score 1 if he/she correctly identifies 1 reason for dependency on foreign aid	A learner will score 1 if he/she logically identifies 1 reason for dependency on foreign aid	
		/3	/3	/3	

		A learner will score 3/3 if he/she discusses 4-5 relevant steps African countries can take to address the challenge of dependency on foreign aid and imports	A learner will score 3/3 if he/she accurately discusses 4-5 steps African countries can take to address the challenge of dependency on foreign aid and imports	A learner will score 3/3 if he/she coherently discusses 4-5 steps African countries can take to address the challenge of dependency on foreign aid and imports	
Addressing the challenge of dependency on foreign aid and imports	Essay on ways of addressing the challenge of dependency on foreign aid and imports	A learner will score 2/3 if he/she explains relevant steps African countries can take to address the challenge of dependency on foreign aid and imports	A learner will score 2/3 if he/she explains 2-3 steps African countries can take to address the challenge of dependency on foreign aid and imports correctly.	A learner will score 2/3 if he/she explains 2-3 steps African countries can take to address the challenge of dependency on foreign aid and imports logically.	
		A learner will score 1 if he/she explains 1 relevant way of addressing the challenge of dependency on foreign aid and imports	A learner will score 1 if he/she explains 1 way of addressing the challenge of dependency on foreign aid and imports	A learner will score 1 if he/she explains 1 change in the ways of addressing the challenge of dependency on foreign aid and imports	
09scores		/3	/3	/3	

Solutions to dependency on foreign aid and imports	An Essay on steps African countries can take	A learner will score 3/3 if he/she gives 4-5 relevant steps African	A learner will score 3/3 if he/she gives	A learner will score 3/3 if he/she gives 4-5
	to get out of dependency on foreign aid and imports	countries can take to get out of dependency on foreign aid and imports	4-5 steps African countries can take to get out of dependency on foreign aid and imports accurately.	steps African countries can take to get out of dependency on foreign aid and imports coherently.
		A learner will score 2/3 if he/she gives 2-3 relevant steps African countries can take to get out of dependency on foreign aid and imports	A learner will score 2/3 if he/she gives 2-3 steps African countries can take to get out of dependency on foreign aid and imports accurately.	A learner will score 2-3 if he/she gives 2-3 steps African countries can take to get out of dependency on foreign aid and imports logically.
		A learner will score 1 if he/she gives at least one relevant step African countries can take to get out of dependency on foreign aid and imports /3	A learner will score at least 1 accurate step African countries can take to get out of dependency on foreign aid and imports	A learner will score 1 if he/she gives at least one step African countries can take to get out of dependency on foreign aid and imports
Total score		3 9	3 9	3 9
				28 scores



### Key words

- imports,
- exports,
- foreign aid,
- multinational corporations,
- COMESA,
- PTA,
- NGOs,
- CBOs

### In this chapter, the learner will be able to:

- a) understand the key terms related to globalisation
- b) understand the concept of foreign aid
- c) analyse Uganda's imports and exports
- d) know the advantages and disadvantages of globalisation in Uganda
- e) appreciate the impact of globalisation on Uganda

## **Teacher instruction**

*Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about Globalisation. Build on the knowledge the learners have generated on the chapter to keep the interest in the learners and stimulate motivation for learning.*

*To understand Globalisation, you will need to use local examples and students experiences on the subject matter to bring them on board. Use the photos, pictures and diagrams where applicable to guide the discussion and relate them to their environment to better understand the theme and subject of discussion.*

*Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.*

### **Expected Learners Skills**

*The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience.*

*The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.*

### **Preparation of teachers**

*The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.*

### **Learning Materials**

*Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.*

## **Introduction**

After studying this chapter, learners will be able to understand the role of globalisation in the development of East Africa. They will understand the key areas of globalisation, the advantages and disadvantages of globalisation. They will take an analysis of Uganda's imports and exports and the concept of foreign aid in Uganda.

Globalisation is the interconnectedness of people and businesses across the world. It has enabled the people around the world to move and communicate easily with others all over the world. The technology enabled environment has enabled people to conduct business internationally. This has led to global cultural, political and economic integration.

## Understanding Globalisation

**Globalisation** is the speeding up of movements and exchanges of goods and services, capital, technologies or cultural practices all over the world. It has promoted and increased connections between different regions and populations around the world. Globalisation process has been influenced by several factors. These include; the improvements in transportation. The development of larger cargo ships has reduced the cost and time of transport. It has improved the movement of goods between countries.

The improvements in communications and technology. The development of internet tools like the mobile technology have allowed greater communication between people in different countries. This has made it easy to access information around the world in real time.

The formation of trading blocs has promoted free trade between countries. It has removed the barriers to trade between countries. International Organisations and regional blocs like the World Trade Organisation (WTO), ECOWAS, East African Community have promoted freedom of trade.



Figure 4.1: The development of transport has speedup movements of goods.

The availability of skilled labour has enabled the development of labour-intensive industries such as clothing and textiles. Such industries have taken advantage of cheaper labour costs and reduced restrictions in less economically developed countries. The more globalised the world has become, the more different regions of the world have become connected politically, culturally and economically. The advancements in technology have made possible and easier international interactions especially in transportation and telecommunications. It has allowed the flow of money, technology, materials and even people swiftly to move across national boundaries than never before. Advancements in technology have also enabled the flow of knowledge, ideas and cultures through the internet tools.



Figure. 4.2: Cultural exchange has increased due to globalisation.

### Types of Globalisation

There are three types of globalisation and these are economic, political and cultural globalisation.

#### Political globalisation

Includes areas like national governments and international institutions such as the International Monetary Fund and the World Trade Organisation. These deal with policies designed to facilitate international trade and commerce and the institutions that implement these policies.

#### Economic globalisation

Has focused on the unification and integration of international financial markets and multinational corporations to create significant influence on international markets.

#### Cultural globalisation

This is mainly focused on the social factors linking cultures together to ease communication and transportation through technology.

The main feature of globalisation is competition that has made companies and people to compete globally. Globalisation has also removed national borders.

to allow investment, production, and innovation across borders. It has also allowed relations among family and friends to be organised around a much more compressed space and time aided by internet and social media.

### Activity 4.1: Understanding Globalisation

1. Using ICT or library explain the difference between the terms; globalisation, dependency and interdependency
2. What role has NGOs and CBOs played in promoting globalisation
3. If you were a president of one of East African countries, how would you address the failing purpose of globalisation as a result of border relations among East African States

#### Possible responses to Activity 4.1

##### 1) Definitions

- *Globalisation is the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. It is the interaction and integration of people in different areas of the world.*
- *Interdependency means that what happens in one place increasingly has impacts on other places. Most countries are interdependent because they rely on other countries for supplying local demand and for selling local products.*
- *Dependency is a situation in which the economy of a certain group of countries is conditioned by the development and expansion of another economy, to which their own is subjected. the economic development of a state in terms of the external influences.*

##### 2) Role of NGOs and CBOs

- They work across national boundaries and beyond local and national initiatives
- They create transnational networks and coalitions to influence influential decision-makers
- They shape national and international policies
- They are closer to the grassroots, most often seen as the preferred channel for overseas development aid and most efficient agent of guaranteeing the success of sustainable development.
- They assist the people to be part of social change, and foster a feeling of belongingness and sense of responsibility among the marginalized segments of the society
- They have become a counter-weight to state power especially in the promotion and protection of human rights and community development.

##### 3) East African border relations

- The fear that the balance of power will change and self-interests are protecting the status quo.

- Limited movement of financial capital, production activities, and even workers in response to better opportunities
- Tariffs and other artificial barriers limit the movement of goods, services, and inputs with the intention of offering protection to domestic industries.

## Benefits of Globalisation

Globalisation has had several benefits as the conduct of business has changed in many different ways. The benefits include:

- Globalisation has led to the spread of technology and innovation to many countries around the world. The world remains constantly connected as there are advances in knowledge and technological travel quickly. The scientific innovations are easily accessed around the world in the shortest possible time.



Figure. 4.3: Technology innovation; Robots can do what man do.

- Globalisation has allowed easy access to foreign culture like food, movies, music and art. The free flow of information, people, goods, art, have made it possible for things like food to be delivered at your door steps, office as you listen to your favourite music or watch a movie or do other things.
- Because of globalisation, the cost of production has been lowered and this has allowed companies to source for lower costs of production. This has increased competition in the production of goods and services and eventually bringing down the prices. The consumers have a larger variety of choices to make choice thus improving the lives of people to live better on less money.



*Figure. 4.4: Goods and services can easily be accessed at a cheaper cost due to development of ports and harbours.*

- Because of globalisation, people can access new markets. Globalisation has enabled easy access of information on the products on the market. It has enabled creation new customers beyond boundaries. It has enabled companies to look for flexible and innovative ways to grow their business overseas. Many labour organisations in Uganda, have connected with other countries to access employment opportunities for Ugandans abroad without establishing a foreign entity abroad.
- Globalisation has allowed access to new talent. Nations and companies look for new specialised talent that is not available in their market. It has allowed nations to explore technology talent on markets and employ workers without necessarily having a legal entity abroad thus making global hiring easier.

### Activity 4.2: Benefits of Globalisation

1. Using ICT or Library, identify areas impacted by globalisation in Uganda .
2. Explain how Uganda has benefited from globalisation and its effects.
3. In groups, discuss how globalisation is important to the future generation of Uganda .

## Possible responses to Activity 4.2

### 1) Areas that have been impacted by globalisation

- Education sector
- Health sector
- Economic sector
- Agricultural sector

### 2) Benefits from globalisation

- Increased Flow of Capital
- Better Products at Lower Prices
- Collaboration and Shared Resources
- Cross-Cultural Exchange
- Spread of Knowledge and Technology
- Quick Technological Advances
- Increased Household Income

### 3) Importance of globalisation

- Access to New Cultures
- The Spread of Technology and Innovation
- Lower Costs for Products
- Higher Standards of Living Across the Globe
- Access to New Markets
- Access to New Talent

## Effects of Globalisation

- Globalisation effects have been manifested in the dependency of some nations on others in such areas like technology and information, the flow of foreign direct investment and global trade, the flow of capital and existence of multinational corporations.

The emergence of multinational governance organisations such as European Union, United Nations, World Bank have exercised economic and political power influence beyond their geographical areas through international agreements and conventions. For example millennium development goal declarations, environmental treaties, human rights instruments etc.

- Globalisation has shifted the power dynamics towards more developed nations than developing countries. For example, the terms of engagement development assistance for developing countries are set by industrialised nations and multinational corporations through their multinational institutions. These institutions control most of the economic mechanisms in terms of trade, development loans and foreign aid.

- It has created a highly unequal world full of inequalities. The inequalities are between those who globalise, those that globalised and those who are left out of the process of globalisation. The ones that globalise have focused on developing areas such as capital, resources, knowledge and the control of information. This gives them advantage over those who are workers and consumers of information and knowledge and are poor at creating them. For those with little or no access to information and knowledge and have no capacity even to absorb as consumers are left out and are irrelevant. For those nations and regions that are not exploiting sophisticated ICT infrastructures and its wide spread are disadvantaged economically. They have no access to the vast pool of knowledge and information neither do they enjoy the speed of communication and knowledge transfer that more fortunate nations have exploited.
- Globalisation has allowed the destruction of cultural identities and undermined many local norms and rituals governing important social spheres. The African traditional institution of marriage and its practices, parenthood /child relations and the woman submission in marriage have been eroded. Globalisation has raised a certain standard of cultural practices and promoted a world with cultural trends and styles that raises several questions in African societies.

### **Activity 4.3: Effects of Globalisation**

1. Using ICT or library, identify how globalisation has affected education and culture in Uganda.
2. Explain the advantages and disadvantages of globalisation to the people of Uganda .
3. In groups, discuss how globalisation can be promoted in East Africa.

---

#### Possible responses to Activity 4.3

##### **1) Effects of globalisation**

- *The internationalization of education improved quality of teaching and learning process.*
- *Interconnected and widespread education modes of delivery*
- *Increased access to education*
- *Enhanced teamwork and the exchange of ideas among students.*
- *Loss of uniqueness of local culture*
- *Loss of identity, exclusion and conflict.*

##### **e) Advantages and Disadvantages**

#### **Advantages**

- *Ability to tap into a wider talent pool*
- *New ideas due to cultural diversity*
- *Larger markets*

### **Disadvantages**

- *Unequal economic growth.*
- *Lack of local businesses.*
- *Increases potential global recessions.*
- *Exploits cheaper labour markets.*
- *Causes job displacement.*

### **2 Promoting globalisation**

- *Invest in information and communications technologies and systems*
- *Improve the transport systems*
- *Promote economies of scale*
- *Harmonise differences in tax systems*
- *Promote less protectionism*
- *Creating Transnational and Multinational Companies*
- *Developing fair trade agreements and trading blocs*
- *Improving financial systems*

### **Impacts of Globalisation in Uganda**

Uganda like any other nations has been impacted by globalisation. It has had economic growth through access to global tools such as the internet, technology and telephones. The global tools have opened opportunities for people to have access to information, markets, services and exposure to new cultures and traditions.



*Figure. 4.6: :Rural people stay connected even in their farms*

- There has been social economic improvement as a result of globalisation. Which has improved the lives of most Ugandans and specifically the people in the rural areas. There has been improvement in social services like schools, health centres and roads built with international support and funding. Majority of Ugandans live in rural areas and were earning a living through subsistence farming. People have adopted new methods of doing agriculture with knowledge acquired using global tools such as internet, benchmarking ,tours and trips.
- Globalisation has allowed competition among companies and lowering the cost of globalisation tools and increased access to them by many people. The technological improvement in communication has made gadgets like cell phones easily accessible to many rural and urban areas of Uganda. This has also allowed international and regional companies such as MTN, Airtel, Africell and others to invest in Uganda's telecommunication industry. This has made the service easily accessed to people in every corner of the country. The mobile telephone communication has enabled people to get first-hand information.
- The global tools of internet, telephone and improved transport means, has enabled people to access market for their products with ease. They have made it possible to conduct cross border trade to export more goods and services in many countries than never before. The income earned has changed their socio-economic position. It has exposed farmers and traders to the world outside Uganda resulting in better farming methods and good business practices.
- Globalisation has allowed easier access to market information through the mobile phones and internet. This has removed middle men in the marketing chain. brokers and traders took advantage of the ignorance of market trends to cheat and exploit producers of goods and specifically agricultural produce at a low cost.
- Globalisation has provided employment to the rural and urban poor through gainful employment. People are employed as agents or vendors for the major telecommunications companies transacting in mobile money and selling air time on commission. It has made it easier for people to transact business in transfer of funds from one place to another in real time. This has stimulated the growth of rural and urban business as they of transact in business deals.



Figure 4.7: Mobile money has eased business transactions and provided employment.

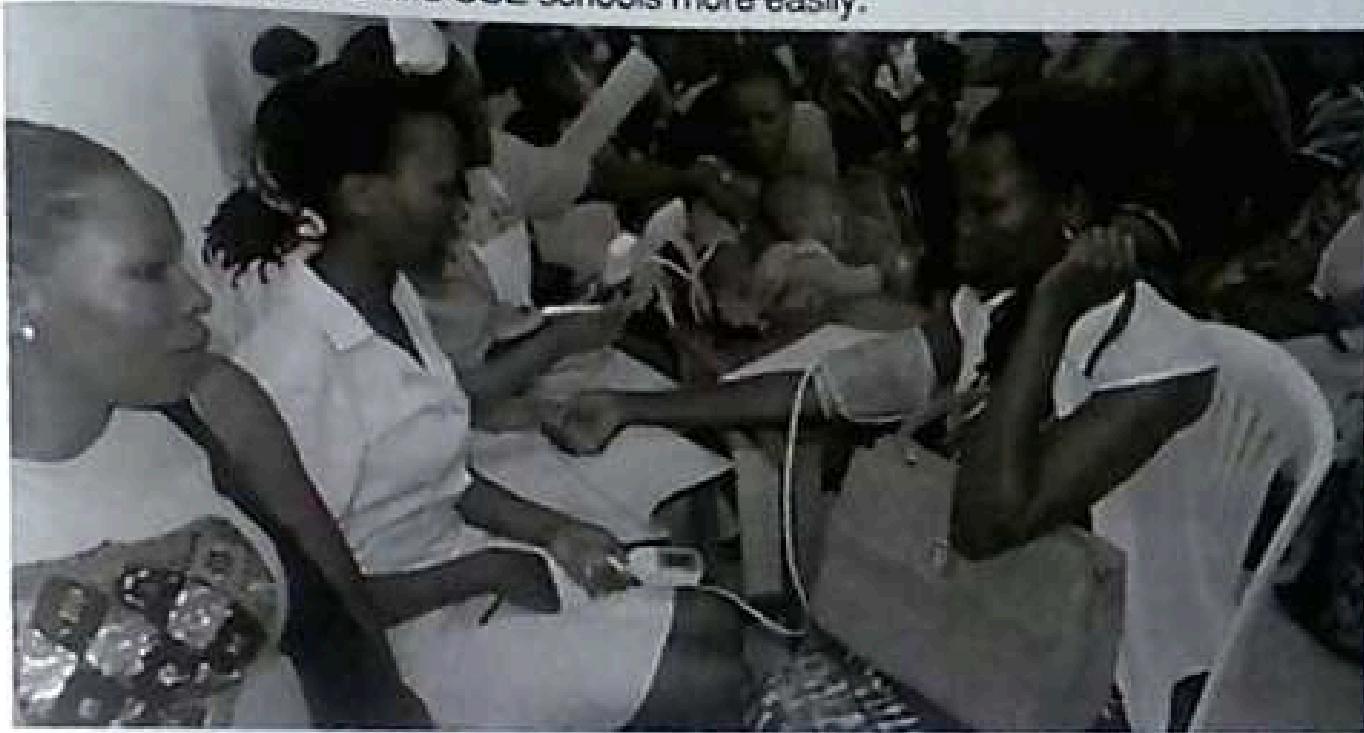
- The liberalisation of the media by government to catch up with the globalisation trends led to establishment of several radio and television stations in the market. The existence of radios and television in most areas of Uganda have empowered people with information needs in different aspects of life. Globalisation has made these globalisation tools affordable to most people through trade with other countries in the world. Access to information has influenced and exposed people to change from their traditional way of life to modern life to cope up with the global pace of life. The rural people in pastoral areas of Uganda have started to change their traditional and pastoral way of life and adopted modernise ways of farming techniques.



*Figure. 4.8: People stay connected with the world as they do their work.*

- Technology has closed the social distance among people and different relations to stay connected as they transact their business. Unlike in the past where people used to rely on expensive communication tools like expensive international phone calls, faxes, letters or face-to-face meetings, globalisation has created virtual space for communication and collaboration. It has created platforms like videoconferencing, sharing platforms like zoom, instant messenger, WhatsApp, Facebook and others that have made it easier for people to work as they communicate and share information despite their different locations in the opposite ends of the earth.
- Uganda has benefited from funding from global organisations such as world bank and world health organisation to improve social sectors like education and health

services specifically for the rural and disadvantaged groups. The Government has been able to put up social infrastructure like health centres and schools in every sub county. This has improved the health standards and education services to the rural people in Uganda. This has increased access to such facilities like health centres and UPE and USE schools more easily.



*Figure. 4.9: Support from Global organisations has improved health delivery in rural areas*

#### Activity 4.4: Impacts of Globalisation in Uganda

1. Using ICT or Library, identify the challenges of globalisation.
2. Explain how globalisation challenges can be addressed to benefit from globalisation.
3. In groups, discuss how globalisation can be achieved outside trade and politics in East Africa.

#### Possible responses to Activity 4.4

##### a) Challenges of globalisation

- Foreign worker exploitation
- High investment costs
- Unfavourable local systems
- Weak regulation
- Immigration challenges
- Loss in local jobs
- Global expansion difficulties

## **2) Solution to challenges**

- *Combating poverty and increasing incomes*
- *Investing in inclusive education*
- *Encouraging and promoting people-centred growth*
- *Eliminating corruption at levels of society*
- *Facilitating the mobility of labour within the country*
- *Focusing on small business to increase competitiveness across a wide population*
- *Adaptation of better national employment and skills policies and supporting workers in skills development*
- *Encouraging firms to be innovative*

## **3) Achieving social and cultural globalisation**

- *Improving the health of people*
- *Supporting the entertainment industry music, film and tv series*
- *Creating employment opportunities*
- *Reducing income inequality*
- *Liberalising the media industry*
- *Encouraging cultural diversity*
- *Better social and cultural policies*

## **Foreign Aid**

Foreign aid refers to assistance voluntarily transferred by one country to another. It can also refer to assistance given out by religious organisations, non-governmental organisations (NGOs), and foundations. Aid is usually given out in form of gifts, grants, or loans alternatively in form of food, relief supplies and services e.g., humanitarian aid to people in vulnerable areas, natural disaster, times of conflict, or during an economic crisis and military assistance.

Foreign aid is given under agreed terms or agreements between countries that require assistance. This is normally during times when the nation in need is experiencing some economic or political uncertainties under agreed repayment terms. Aid in such cases is provided in form of bilateral grants i.e., from one country to another or funding is in the form of loans channelled through non-governmental organisations and foreign organisations.

There are several reasons why countries offer Aid to other countries. Aid is one form in which countries use to improve their own security. They give out aid to discourage unfriendly countries from taking over the control of a friendly governments or setting up or using military bases of foreign friendly countries. For example, USA has many strategic and military bases in different countries for its security and countries hosting these bases have benefitted economically from the USA.



**Figure 4.10:** Foreign aid has assisted in putting up infrastructure like roads

Some countries offer aid with political interests such as gaining diplomatic recognition, gain respect in international institutions, or increasing its diplomats to foreign country. Foreign aid is one way in which some countries promote their exports or spread its literature, culture, or religion.

Aid common when countries are in distress resulting from man-made or natural disasters like drought, illness, and conflict that invokes aiding nations to over relieve with an aim of creating influence over the recipient of aid.

## Types of Foreign Aid

### Bilateral Aid

Bilateral aid is given directly by one country's government to that of another country's government. It occurs when money flows from a country with a developed economy to a country with a developing economy. Bilateral aid is directed by strategic, political, and humanitarian interests. This is meant to further foster democracy, economic growth, peace, and sustainability of long-term programs.

### Multilateral Aid

Multilateral aid is the support offered by several countries that share funds to foreign organisations such as the United Nations, the World Bank, and the International Monetary Fund (IMF). The funds are used for development, relief, budget financing to relieve hunger in developing nations.

### Tied Aid

Tied aid is a type of foreign aid that must be invested in a country that is providing support or in a group of chosen countries. A developed country can offer a bilateral loan or grant to a developing nation but will be required by the government to invest the money on goods and services produced in that country.

## Project Aid

The assistance is known to be project aid when the funds are used to support a certain project, such as a hospital or school.

### Activity 4.5: Foreign Aid

1. Using ICT or library, identify how Uganda has benefited from foreign aid.
2. In groups, discuss the challenges of foreign aid on developing nations like Uganda.

#### Possible responses to Activity 4.5

##### a) Benefits

- *Promotes long term economic growth and development.*
- *Fills up gaps in the domestic economy.*
- *It creates a stronger relationship for all the parties involved.*
- *It can reduce the impact of poverty.*
- *It provides economic opportunities for the recipient.*
- *It encourages national independence.*

##### 2) Challenges

- *Part of the money will not end up where it should be*
- *Foreign aid is often done with a hidden agenda*
- *High risks of Corruption*
- *Foreign aid does not offer a guaranteed benefit.*
- *Foreign aid creates dependencies when not correctly managed.*
- *May not be enough to solve structural problems*
- *Economic/Political Pressure to return the favour*

## Uganda and the International Trade

The political instabilities in Uganda shattered the stable and growing economy and development inherited at independence that was much better than most countries in the neighbourhood.

This crippled the participation of Uganda in both domestic and international markets. This was due to uncompetitive subsistence production system and international isolation. In early 1990s, Uganda's begun to pick up after the return of peace and social order.



*Figure. 4.11: Coffee exports from Uganda.*

The intervention of foreign international organisations such as World Bank salvaged the economic situation. The economy carried out reforms aimed at improving the country's trade policy with a primary focus on rejuvenating the export sector.

The reforms carried out through structural adjustment programmes increased Uganda's participation in international trade and improved trade balance.

The economic reforms provided a foundation through which sustained economic growth and expansion have been realised over the years. Since its liberalisation, Uganda's economy has opened its doors to foreign investments.

Uganda depends on imports and exports that mostly come and go through the Port of Mombasa in Kenya due to its landlocked nature. Most of Uganda's imports are from India and China and its exports are more to the local economic region of East African Community and the Common Market for East and Southern Africa (COMESA).

#### Activity 4.6: Uganda's International Trade

1. Using ICT or Library, identify Uganda's imports and exports.
2. Explain the advantages and disadvantages of imports to Uganda.
3. In groups, discuss how globalisation has improved trade in Uganda with other nations.

## Possible responses to Activity 4.6

### 1) Uganda imports and exports

#### Exports

Coffee, fish and fish products, tea, cotton, flowers, horticultural products, gold

#### Imports

Automobiles, Petroleum products, Industrial and domestic machinery, Agricultural inputs

Textiles, Building materials, chemicals etc.

### 2) Advantages and disadvantages of imports

#### Advantages of importing

- Reduction in Manufacturing Costs
- Cheaper goods or materials.
- Higher quality products.
- More variety of products to choose from.
- Faster access to new items.
- Helpful during Emergency Situations
- Better chance of negotiating discounts, exclusives and other benefits.
- Traveling to exotic locations while doing business.

#### Disadvantages of importing:

- Erosion of the domestic markets and national economies
- Outflow of Foreign Exchange
- Loss of jobs in the respective markets
- Importation can cripple growth of domestic industries
- Some goods imported may cause cultural risk and conflict in the domestic values

### I) How globalisation has improved Uganda's trade

- Accessed larger markets
- Increased earnings to the government and the people
- Increased investment and trade
- The East African Community has reduced trade and investment barriers across countries
- Has fosters Peace and Goodwill

### Sample Activity of Integration

Globalisation has addressed old problems of people traveling long distances in such of or delivering information, trading in goods and services.

It has created new solutions of virtual space served with global tools that has changed the pace at which business is done. However, in the globalisation process culture of many nations have been eroded creating a generation of people with intolerable morals.



*Figure. 4.13: Trending fashions for youth today.*

#### Instructions

In an essay

1. Identify the effects of globalisation on different cultures in Uganda
2. Explain how the effects on cultural values by is affecting the youth of today.
3. As a history and political student discuss how our cultures can be redefined to fit in the globalised world.

**Assessment Grid**

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
Effects of globalisation	A write up on effects of globalisation on different cultures in Uganda	A learner will score 3/3 if he/she identifies 4-5 relevant effects of globalisation on different cultures in Uganda.	A learner will score 3/3 if he/she identifies 4-5 effects of globalisation on different cultures in Uganda accurately.	A learner will score 3/3 if he/she identifies 4-5 effects of globalisation on different cultures in Uganda coherently.	A learner will score 1 if he/she exhibits innovativeness and creativity in his/her write up in regard to the output.
		A learner will score 2/3 if he/she identifies 2-3 relevant effects of globalisation on different cultures in Uganda	A learner will score 2/3 if he/she correctly identifies 2-3 effects of globalisation on different cultures in Uganda	A learner will score 2/3 if he/she identifies 2-3 effects of globalisation on different cultures in Uganda in a logical flow	
		A learner will score 1 if he/she identifies 1 relevant challenge in the historical globalisation process. /3	A learner will score 1 if he/she correctly identifies 1 challenge in the historical globalisation process /3	A learner will score 1 if he/she logically identifies 1 challenge in the historical globalisation process /3	
Effects of globalisation on cultural values of the youth of today	Essay on effects of globalisation on cultural values of the youth of today	A learner will score 3/3 if he/she explains 4-5 relevant effects of globalisation on cultural values of the youth of today	A learner will score 3/3 if he/she accurately explains 4-5 effects of globalisation on cultural values of the youth of today	A learner will score 3/3 if he/she coherently explains 4-5 effects of globalisation on cultural values of the youth of today	

		A learner will score 2/3 if he/she explains relevant effects of globalisation on cultural values of the youth of today	A learner will score 2/3 if he/she explains 2-3 effects of globalisation on cultural values of the youth of today correctly.	A learner will score 2/3 if he/she explains 2-3 changes in the effects of globalisation on cultural values of the youth of today logically.	
		A learner will score 1 if he/she explains 1 relevant effects of globalisation on cultural values of the youth of today /3	A learner will score 1 if he/she explains 1 effects of globalisation on cultural values of the youth of today correctly /3	A learner will score 1 if he/she explains 1 effects of globalisation on cultural values of the youth of today /3	
Redefining cultures to fit in the globalised world	An Essay on ways of redefining cultures to fit in the globalised world	A learner will score 3/3 if he/she gives 4-5 relevant ways of redefining cultures to fit in the globalised world	A learner will score 3/3 if he/she gives 4-5 ways of redefining cultures to fit in the globalised world accurately.	A learner will score 3/3 if he/she gives 4-5 ways of redefining cultures to fit in the globalised world coherently.	
		A learner will score 2/3 if he/she gives 2-3 relevant ways of redefining cultures to fit in the globalised world	A learner will score 2/3 if he/she gives 2-3 ways of redefining cultures to fit in the globalised world accurately.	A learner will score 2-3 if he/she gives 2-3 ways of redefining cultures to fit in the globalised world logically.	

		A learner will score 1 if he/she gives at least one relevant way of redefining cultures to fit in the globalised world /3	A learner will score at least 1 accurate way of redefining cultures to fit in the globalised world /3	A learner will score 1 if he/she gives at least one way of redefining cultures to fit in the globalised world /3	1
Total score		9	9	9	28 scores

**Summary**

Globalisation is a progressive historical process where exchanges and interactions between people from different parts of the world has existed but has only intensified over the years due to developments in technology. Globalisation has changed the mode of doing business through enhanced technology. Globalisation has affected the social, economic and political every aspect of every nation differently. Many countries have rippled benefits from globalisation while others have remained dependent on other nations.

# Chapter 5.1

# The Struggle and Liberation of South Africa



## Key words

- apartheid
- discrimination
- racism
- frontline states
- apartheid
- Bantustans

## In this chapter, the learner will be able to:

- a) know the life of people in South Africa before minerals were discovered.
- b) understand the concept on mineral revolution in South Africa.
- c) understand the meaning of the term apartheid rule .
- d) know how apartheid policy was exercised in different sectors.
- e) understand the strategies used by Africans to fight against apartheid rule
- f) understand internal and external factors leading to liberation of South Africa from apartheid.
- g) know areas in South Africa where Bantustan camps were located .
- h) appreciate the impact for the liberation of South Africa from apartheid rule.

## Teacher instruction

Take learners through the introductory session of this chapter. You may start by asking the learners what they know about South Africa and have a brainstorm on what they know about the subject. You will also need to build on the knowledge gained in the previous classes like the Ngoni migration, scramble and partition of Africa.

Build on the knowledge the learners have generated to develop keen interest in the learners and stimulate motivation for learning. Give a historical background of South Africa natural resources and their impact on socio-political issues.

Endeavour to use photos, pictures and diagrams from South Africa's Apartheid era to guide the discussion and relate them to the political situation in South Africa to better understand the theme and subject of discussion.

Create a conducive learning environment for free expression of thoughts and internalisation of knowledge about South Africa. Encourage learners to compare their own situation with what was happening in South Africa through interaction, discussion, and presentation where possible to build their knowledge and skills.

## Preparation of teachers

Possible teaching methods to be used include: Brain storming, Group discussions, experiential learning, etc.

## Learning Materials

Video clips, charts, newspaper cut-outs, documentaries, field tours, library sources. Expected Learners Skills: The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## The Apartheid Policy in South Africa

### Introduction

After studying this chapter, learners will be able to understand the colonial history of South Africa and the steps towards attainment of independence for South Africa. They will explore the history of South Africa before and after the discovery of minerals. They will understand the term apartheid and how it was used over South Africans and its implications on the people in South Africa. They will understand South African people's efforts to liberate themselves from apartheid using both internal and external factors and appreciate the impact of their efforts to liberate themselves from apartheid.

## The Earliest Inhabitants of South Africa

The San, or Bushmen were the earliest inhabitants of southern Africa. They were descendants of Late Stone Age peoples who lived a nomadic lifestyle across the southern African region, from the south-west to the north-east. They did not settle in one specific place but were highly mobile. They could easily adapt to any changing environments in the southern region.



*Figure 5.1.1: The San of south Africa.*

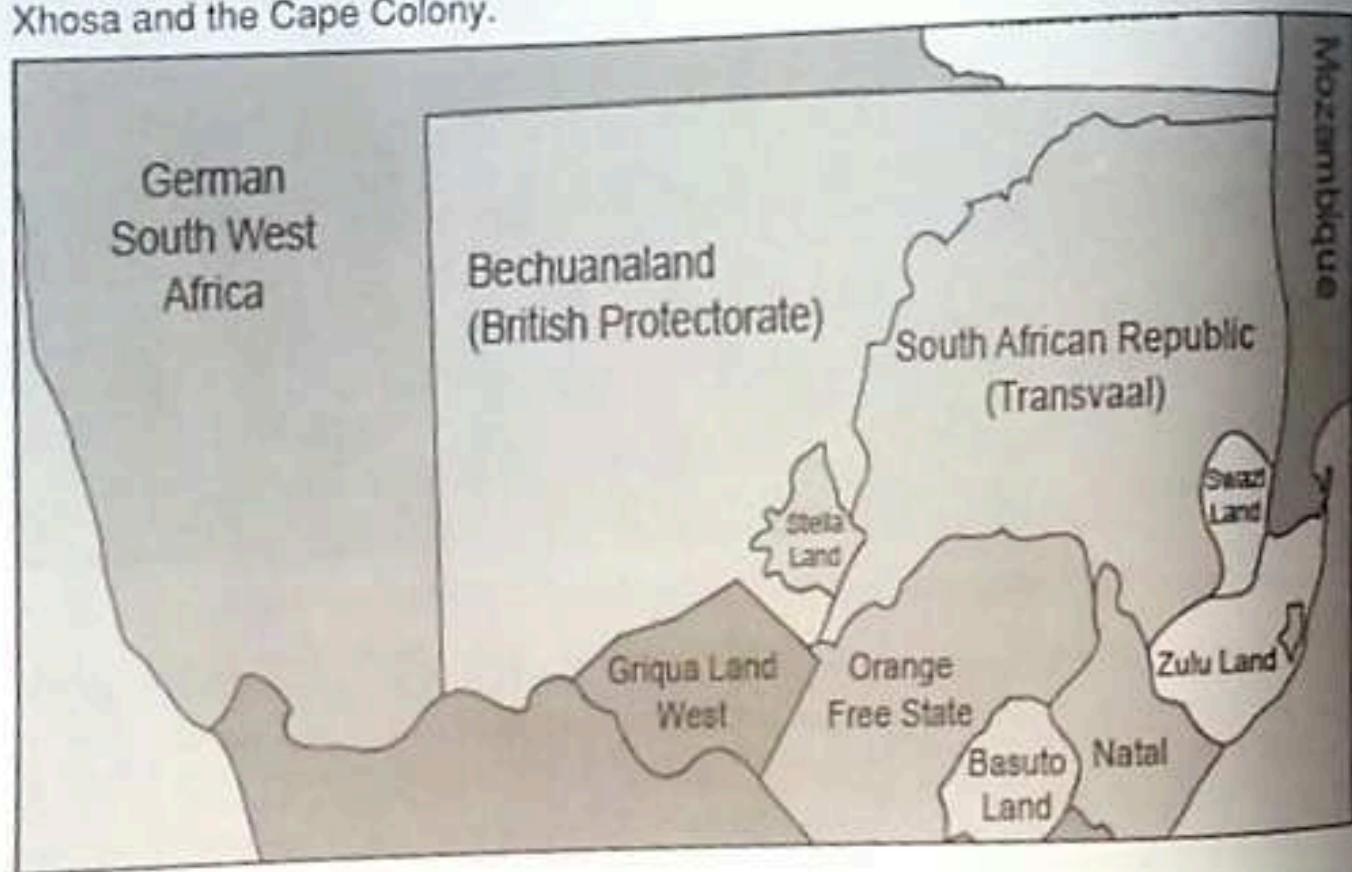
The region was later occupied by the Khoekhoe who were more settled than the San. They were hunters and gatherers but also practiced pastoralism as well. Cattle ownership and other live stocks among the Khoekhoe signified a sign of status and authority.

The Bantu speaking group were the third category of people to settle in South African region during the Middle Iron Age. They moved in a series of migrations to south from central Africa's Great Lakes region. The Bantu lived in socially complex communities practicing mixed-subsistence farming, pastoralism, hunting and trade. Among the Bantu speaking groups were the Nguni and the Sotho-Tswana.

## The Arrival of Europeans in South Africa

Southern Africa was first occupied by the Portuguese in the mid-sixteenth century. They settled at the Cape of Good Hope which was a strategic position on the trade route to Asia. The Cape of Good Hope later attracted more Europeans to the Southern African region. The Dutch followed the Portuguese under the Mercantilist Dutch East India Company which settled and built a fort and a small trading port in 1652. The port was to supply the ships that docked at the port with fresh produce

and meat. The Dutch immigrants followed and settled as farmers outside the port supplying the Dutch company with farm produce for sale to sailors and ship crews. As the trading port grew, so was the demand for labour. The port opened up to slave trade to provide the needed labour. The European migrant stock farmers population increased and moved into the interior. In the interior, they entered into conflict with the indigenous Khoekhoe and San (Khoisan) over the land and its resources. The indigenous Khoisan resisted the migrants but were over powered resulting in the loss of land and livestock to the Europeans and diseases as well. The migrants carried out a genocide campaign to exterminate the indigenous Khoisan in the wars that followed between the 1770s and 1780s between the Xhosa and the Cape Colony.



*Figure 5.1.2: The Cape Colony captured from the Dutch.*

The took over from the Dutch company and imposed their administration to the Cape. The British took over from the migrants. The British started by abolishing slaves to Cape Town in 1807 and dispatched missionaries to the region. This was in line with the anti-slavery campaign and humanitarian efforts arising out of the evangelical revival in Britain. The missionaries set up mission stations in the Cape Colony and beyond among the Xhosa in the east and among the San to the north. The missionaries campaigned for the rights of the indigenous Khoisan and Xhosa through evangelical and humanitarian networks. The missionary work shaped the relations between the indigenous, slaves and settlers. The missionaries introduced Christianity to the indigenous communities and introduced European goods as well.

When the British took over from the Dutch company, they imposed their administration to the Cape. They introduced labour reforms after the abolition of slavery. This forced the Boers who had thrived on slaves to leave the Cape Colony and moved further northwards into the interior. This was to escape further British interference in their affairs and established new states. Their migration into the interior was referred to as the Great Trek. The Trek that involved the movement of Boers and their belongings on animal driven wagons. Several thousand Boers migrated with their families, livestock, retainers, wagons and firearms. Along the way they clashed with the Ndebele as they moved northwards and took their land and cattle, women, and children as slaves. They established new states called the Boer republics of the Orange Free State and the Transvaal. These states were later recognised by British authorities in the early 1850s.



Figure. 5.1.3: The Boer migration to the North.

As the development of towns and new farms continued, the shortage of labour increased yet the British had abolished slave trading. To mitigate the shortage, the Anglo-Boers illegally raided and captured the Sans and other Africans for labour and many Africans lost their lives through such raids.

As the development of towns and new farms continued, the Anglo-Boers illegally raided and captured the Sans and other Africans for labour and many Africans lost their lives through such raids. The Africans were subjected to a hut tax to drive them into labour as the imperialists raised revenue to build roads and towns including paying rent on state land and European farms. The colonial aggression deprived Africans of most of their land throwing them into poverty and hopelessness. The indigenous Xhosa chiefs lost power to the imperialists and the great African states began to weaken by 1860s. The Europeans started to exploit Africans as labourers and acquired vast pieces of fertile land.

The British overhauled their labour policy in 1828 in line with the imperial antislavery philosophy they allowed Black labourers to work in the colony but with proper contracts and passes issued by soldiers and missionaries. This opened the door to the pass laws that were later introduced in the apartheid era.

### Activity 5.1.1: The Arrival of Europeans in South Africa

1. Using ICT or library, identify the reasons why Europeans were interested in the Cape Coast.
2. Explain how their occupation of the coast by Britain changed the history and life of South Africa.
3. In groups, discuss how the occupation of the Cape Coast by Europeans impacted the area.

#### Possible responses to Activity 5.1.1

1. *Reasons*
  - It was one of the strategic trade routes to India
  - The discovery of minerals, gold and diamonds
  - It was a vital base for Britain prior to the opening of the Suez Canal
  - To prevent post-revolutionary France from acquiring a foothold at the strategic Cape
  - 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
  - Ended slave trading that had been established at the coast by the Boers
  - Opened the door for Christian missionaries
  - Conflicts emerged between competing groups of settlers and the Dutch authorities and Africans
  - The economy expanded due to discovery of minerals
  - There was growth in agriculture by settlers
  - Hospitals and schools were built.
3. *Impacts of occupation*
  - The indigenous people lost their land through forced acquisition
  - There were wars between the British and the indigenous Xhosa groups and the Boers
  - It led to fall of great kingdoms and states like the Zulu, Ndebele, Xhosa, Basuto and others
  - It marked the start of racial segregation between the Coloureds, the whites and Blacks

## The Mineral Revolution in South Africa

The discovery of diamond at Kimberley in the 1870s and gold at Witwatersrand changed the history of South Africa. South Africa experienced a transformation as the economy changed from agriculture to industry. South Africa became the major supplier of precious minerals to the world economy. It opened the door to fortune seekers in mineral trade.



*Figure. 5.1.4: Discovery of Gold led to development of towns.*

With the discovery of minerals, the British took over control of all the British colonies, Boer republics, and African kingdoms under its control. A sequence of imperialist interventions were introduced in South Africa.

The mining industry was taken over by big companies by capitalists. The new class of mining capitalists created joint-stock companies like the De Beers Consolidated Mines controlled by Cecil Rhodes. The company bought out diggers and became the sole producer. Mining was mainly done by the Black migrant workers and the whites continued to work as overseers or skilled labourers employed by the company.

The discovery of minerals led to the creation of a union state of South Africa from the republics that existed to have efficient administrative structures. The Afrikaner politicians and mining capitalists developed a relationship to consolidate their economic dominance in the mining of gold. The union state came up with a new constitution that excluded Blacks from political power.

The discovery of minerals increased the dominance of the settler minorities over the Black majority. Introduced policies that encouraged racial segregation. The policies united the Afrikaner republican diehards, the Black nationalists and white workers and resisted the employers and government in the famous Rand Revolt of

1922. The protests ranged from passive resistance to armed rural revolt, strikes, and mass mobilisation against the new order.



*Figure 5.1.5: Black segregation became the common feature of the White's rule*

Under the formation of Union State, segregation became a distinctive feature of the political, social, and economic life in South Africa. The whites enacted laws that eliminated Africans from participation of economic activities, prohibited purchase or lease of land by Africans and restricted tenure on white-owned farms by Blacks.

The Native Act of 1923 segregated urban residential areas from blacks and created urban migration controls to reduce Black's access to cities. The Blacks were denied representation. They were only allowed to be represented by in the House of Assembly by white representatives elected by Blacks on a separate voters roll. This restricted African's mobility and opportunities and increased controls and exclusion from participation as citizens.

The segregation of Blacks by the white minorities, resulted into formation of mass movements and political groups to fight against it. The Blacks mobilised people under the political groups, Industrial and Commercial Workers Union (ICU) and linked with the rural dwellers to call for land and liberation.

### Activity 5.1.2: The Mineral Revolution in South Africa

1. Using ICT or Library, research and identify the effects of the discovery of minerals to the different categories of people in South Africa.
2. How did the mineral revolution change the future history of South Africa?
3. In groups, discuss how the black race in South Africa was affected by the mineral revolution .

#### Possible responses to Activity 5.1.2

1. *Effects on different categories of people in South Africa*

#### Africans

- *The discovery of minerals promoted racial segregation of Africans and laid ground for the Apartheid Policy in South Africa.*

- Some lucky Africans acquired jobs in the mines and industries and were able to send their children to school, thereby creating a new class of educated (elite) Africans e.g., Nelson Mandela, Albert Luthuli, Robert Sobukwe, Walter Sisulu, etc.
- Africans lost land especially where minerals had been discovered which resulted into displacement of Africans. Those who were displaced were forced to live in the reserves.
- There was a lot of slavery and enslavement as a result of confinement and mistreatment of Africans in the mines,
- There was loss of African cultures and traditional practices since many people adopted Western cultures especially those who went to towns.
- African rulers became powerless because they had lost their powers and control of their economy. African societies were defeated and lost their independence to the Whites.
- There were increased conflicts between Africans and whites that resulted into wars like the 1879 and 1906 Anglo-Zulu wars.

### **The Boers**

- Commercial agriculture was developed and this improved the Boer position further.
- There was development of transport network in the Boer republics like roads, bridges and railway lines E.g., the Delgado-Transvaal railway line (1877) and the Natal-Transvaal railway line (1891).
- New ports were built and steamer ships put on the major rivers like Vaal, Orange, etc.
- Social infrastructure was also improved such as schools and hospitals came into existence.
- There was growth of towns in the Boer republics like Pretoria, Johannesburg and Vereeniging.
- There were increased conflicts between British and the Boers as they competed for minerals.
- The Boers prospered because of taxing mining companies like De Beers Company of Cecil Rhodes.

### **The British**

- The discovery made the British more interested in penetrating into the interior where minerals had been discovered.
- The British started making plans to control the whole S. Africa hoping to find more minerals.
- The mineral discovery made the British more determined to create the union of S. Africa.
- The British got skilled employment in the mines and industrial centres.
- The discovery made the British wealthier and stronger e.g., the rise of Cecil Rhodes and his companies.
- The British then enjoyed improved standards of living because of minerals.

- The British started surrounding the Boer republics leading to their annexation

## **2. Mineral revolution effects**

- It stimulated the development of cash crop farming on the countryside around the mines. Hence the subsistence farming changed to commercial farming
- The economy also changed from agricultural to an industrial economy. Many industries grew up around the Diamond and Gold fields.
- A migrant labour system developed as men left their families to go and work on contracts in towns.
- The discovery of minerals promoted racial segregation of Africans and laid ground for the Apartheid Policy in South Africa.
- It led to the creation of new class of educated (elite) Africans e.g., Nelson Mandela, Albert Luthuli, Robert Sobukwe, Walter Sisulu, etc. who championed the rise of African nationalism that came out to oppose White mistreatment and fight for liberation and end of apartheid in South Africa.

## **3. Impact of the mineral revolution on the black race**

- The discovery of minerals promoted racial segregation of Africans as they were considered inferior and second-class citizens.
- The blacks became landless as they lost land to whites forcing many blacks to work as wage labourers in mines and on land, they had previously owned.
- The African labour was not rewarded the equivalent instead there was a lot slavery and enslavement as a result of confinement and mistreatment of Africans in the mines.
- Africans did not share the benefits of mineral wealth but were discriminated by the whites in employment and were given dirty and unskilled jobs only.
- The Africans lost their independence to the Whites and were segregated in all spheres leading to the introduction of Apartheid Policy in South Africa.

## **Introduction of Apartheid Policy in South Africa**

Apartheid was an ideology introduced in South Africa in 1948 by the National Party (NP) government. It did not differ much from the policy of segregation introduced after the mineral revolution in South Africa by previous governments before the National Party came to power in 1948. It was a political and social system that enforced racial discrimination and severely disadvantaged the majority of the population based on skin colour.

It was introduced by the minority whites who feared and were worried about losing their jobs, culture and language.

Apartheid was introduced at a time when other countries were moving away from racist policies. Racism was one the problems highlighted in the settlement of the second World War.

The world was turning away from such policies and encouraging demands for self-rule. Apartheid that was introduced in South Africa around this time, was characterised by an authoritarian political culture. It was exercised by the nation's minority white population over the Blacks and coloureds. It called for the separate development of the different racial groups in South Africa. Apartheid cruelly and forcibly separated people using the state apparatus to punish those who were opposed to the policy. The apartheid regime made laws that forced the different racial groups to live separately and develop separately.

The policy affected and stopped all inter-marriage and social integration between racial groups. The policy made it a crime to befriend someone of a different race because it created suspicion upon those involved.

Apartheid created distance between races and deep wounds among races in the country and the people. The struggle to bring the policy that had affected every facet of life to an end took decades to achieve freedom in a country locked in decades of discrimination and racism.

### **Activity 5.1.3: Introduction of Apartheid Policy in South Africa**

1. Using ICT or library, identify the reasons for the introduction of apartheid in South Africa.
2. Explain how apartheid affect the lives of different people in South Africa?
3. In groups, discuss the effects of apartheid on the black race in South Africa.

#### Possible responses to Activity 5.1.3

##### **1. Reasons for Introduction of apartheid**

- The National Party wanted to cement their control over the economic and social system. They wanted to maintain white domination while extending racial separation.
- They wanted to separate non-whites from each other and to divide black South Africans along tribal lines in order to decrease their political power.
- They wanted to limit black people in urban areas as black people outnumbered whites in major cities.
- Afrikaners believed that they were superior to the black people
- Afrikaners believed that God wanted to set the Boer Nation apart and were direct decedents of the Israeli Nation, "the chosen nation of God".

##### **2. Effects of apartheid on non-whites**

- Nonwhite South Africans (a majority of the population) were forced to live in separate areas from whites and use separate public facilities.
- It destructed social cohesion when it banned marriages between whites and

people of other races, and prohibited sexual relations between black and white South Africans.

### 3. Effects of apartheid on Africans

- It increased poverty, racism and violence and produced a generation of maladjusted children
- The destruction of black families during apartheid where families were broken up as a result of migrant labour - migrant laborers spent most of their lives away from their wives and children, which encouraged alcoholism, recklessness, and promiscuity.
- It created a generation of petty criminals and gangsters who engaged in violence against other gangs, against authority, and against women
- It stripped Africans of their citizenship and transferred them into citizens of Bantustans camps where they were plunged into poverty and hopelessness and excluding blacks from politics.
- It increased African nationalism against apartheid and liberation of South Africa

## Implementation of Apartheid Policy in South Africa

To achieve their agenda, the apartheid regime introduced numerous laws to enforce the creation of the apartheid state. Among the several laws that were created were the 1950 Population Registration Act. This law demanded that people be registered according to their racial group. It mandated the Department of Home affairs to have records of people according to race (white, coloured, black, Indian or Asian). This law made the government to treat people according to their population group. The Group Areas Act of 1950 was another law that made physical separation of people between races.

This law was mainly enforced in urban areas. The law called for the removal of some racial groups (especially Blacks) into areas that were set aside for specific groups. The Bantu Self-Government Act of 1959 allocated a small percentage of South Africa to the majority Blacks to live in homelands (Bantustan) and different racial groups live in different areas as well.

### Activity 5.1.4: Implementation of Apartheid Policy in South Africa

1. Draw the sketch map of South Africa and indicate the areas that were occupied by the Bantustan camps.
2. Explain how these laws were implemented during the apartheid period.
3. In groups, discuss the effects of apartheid laws on the history of South Africa

## Possible responses to Activity 5.1.4

1. The sketch map of South Africa showing areas occupied by the Bantustan camps



## 2. The laws

- *Population Registration Act, 1950* This Act demanded that people be registered according to their racial group.
- *Group Areas Act, 1950* This was the act that started physical separation between races, especially in urban areas.
- *Promotion of Bantu Self-Government Act, 1959* This Act said that different racial groups had to live in different areas.
- *The Race Classification Act*, which classified according to race every citizen suspected of not being European
- *Prohibition of Mixed Marriages Act, 1949*, which prohibited marriage between people of different races

### 3. Effects of these laws

- Racial discrimination was institutionalised. The Population Registration Act required all South Africans be racially classified into one of three categories: white, black (African), or coloured (of mixed decent)
- It restricted movement of black majority and other people of colour in certain areas forcing black people to reside in places where their labour would benefit white settlers. Blacks had to carry identification.
- It forced blacks to move to poor rural areas called Homelands. Blacks could not vote. Blacks were kept in low-paying jobs, put in poor schools, separate schools, restaurants, and hospitals were created for whites and blacks.
- The Bantu Homelands Citizenship Act of 1970 made every black South African a citizen of one of the homelands, effectively excluding blacks from South African politics
- The laws denied non-whites the fruits of commerce and industry
- Apartheid sparked significant internal resistance and violence against South Africa.
- The resistance led to negotiations to end apartheid, culminating the multi-racial democratic elections in 1994

### The Fight against Apartheid

The apartheid regime made majority of South Africans specifically the Blacks to suffer from widespread poverty, malnutrition, and diseases. The Africans struggled to survive despite the growth of the national economy.

The policy became a burden not only to Africans but also the coloureds. It created a wealth gap between the minority wealthy whites and majority Blacks and coloureds.



Figure. 5.1.6: One of the South Africans protest match against apartheid.

## Internal Resistance

The fight against apartheid gained momentum with the emergence of ANC Youth League in the early 1940s led by Albert Luthuli, Walter Sisulu, Oliver Tambo, and Nelson Mandela. Under their leadership, they organised defiance campaigns in 1952, against discriminatory laws by passively courting arrest and burning their pass books. Together with the Indians, Coloureds, and sympathetic whites they adopted a charter in which it was asserted that South Africa should be ruled based on the will of the people. They insisted that there was no justification for Government to claim authority over the people. It also asserted that South Africa belonged to all whether black or white and the will of the people should be supreme.

A group of Blacks who broke away from the ANC in 1959 led by Robert Sobukwe founded the Pan-Africanist Congress (PAC). PAC launched a fresh anti-pass campaign in March 1960 in which thousands of unarmed Blacks invited arrest by presenting themselves at police stations without passes. ANC and PAC leaders and some of their white sympathizers opted for armed resistance. They established armed wings called to fight against the government after realising that apartheid could never be overcome by peaceful means.

In 1972, Stephen Biko and other Black students founded the Black Peoples Convention (BPC). The Convention appealed to Blacks to take pride in their own culture and this proved attractive to the masses. In 1973, the Black trade unions organised a series of strikes demanding for higher wages and improved working conditions. In Cape Town more than 30,000 Blacks marched in a peaceful protest to the centre of the city. In rural areas rebellion also erupted beyond the control of homeland authorities. In 1976, thousands of children in Soweto African township demonstrated against the government's position to teach in English rather than in Afrikaans.

In all these circumstances, the government reacted by arresting people and charged them with high treason. The government also reacted by opening fire on the crowds killing and wounding the Blacks. In addition, the government mobilised the army to re-established control by force. The government captured many of the leaders of ANC and PAC including Mandela and Sobukwe and sentenced them to prison including other perpetrators in the acts of sabotage while others like John Harris who was white were hanged.

To prevent further reactions against the government, a Prohibition of Political Interference Act (1968) was passed banning the formation and foreign financing of non-racial political parties. ANC and the PAC were banned using this law and more than 11,000 people were arrested under emergency regulations. With the banning of many organisations more than 500 were killed including Biko. Through these actions, the government was able to contain the opposition for almost a decade.

The action by government energised thousands of workers to go on strike while hundreds of others fled the country and established bases outside South Africa they waged armed resistance against the government. ANC established its

headquarters in Zambia headed by Tambo. The reaction by police resulted into a nationwide cycle of protest and repression.

Because of wide spread violence and reaction by government on its people, the UN General Assembly denounced apartheid in 1973. The UN Security Council unanimously imposed an embargo on the export of arms to South Africa. This dealt a blow to apartheid regime shattering the hopes that it would bring peace in South Africa. The internal resistance dealt a blow on the economy leading to recession, high inflation and migration of many skilled whites. South Africa was isolated and became the focus of global criticism due to racial discrimination on the continent.

Feeling the pinch of isolation and economic recession, the government introduced some reforms in 1978. The reforms repealed the bans on discriminative laws including the pass laws. The Black trade unions were allowed to register to access the industrial court and legally express their rights like strikes. The government promulgated a new constitution which created separate parliamentary bodies for Indians and Coloureds but with great powers vested in an executive president.

In spite of the reforms, the Blacks remained disenfranchised and segregation remained in schools, health and welfare services for Blacks, Indians, and Coloureds. The white dominance in the parliamentary chamber remained and could override the Coloured and Indian chambers on matters of national significance.

### Activity 5.1.5: The Fight against Apartheid

1. Using ICT or Library, identify the methods used by South Africans to fight against apartheid in South Africa.
2. Explain the challenges encountered by blacks in ending apartheid.
3. In groups, discuss the contribution of internal pressure in ending apartheid in South Africa.

#### Possible responses to Activity 5.1.5

##### 1. *Forms used to fight against apartheid*

*Non-violent demonstrations, protests and strikes to political action and eventually to armed resistance.*

##### 2. *The challenges against apartheid*

- *The fight against communism. For most of the 1970s and 1980s, southern Africa was dominated by socialist countries (Angola, Zimbabwe, Zambia, and Mozambique), prompting South Africa to argue that it was fighting communism in the region.*
- *The existence of many laws which legalised and institutionalised the apartheid system.*
- *The Indemnity Act (1961) made it legal for police officers to commit acts of violence, to torture, or to kill in the pursuit of official duties. Later laws gave the*

police the right to arrest and detain people without trial and to deny them access to their families or lawyers.

- Apartheid imposed heavy burdens on most South Africans. The poor masses virtually were Black, Coloured, or Indian who suffered from widespread poverty, malnutrition, and disease.
- The harassment, imprisonment and killing of anti-apartheid leaders and activists
- Most South African states depended on South Africa for the survival of their economies, it remained difficult for these countries to enforce sanctions and isolate South Africa.
- South Africa's military might was used on more than one occasion to coerce African countries to submit to the will of South Africa.

### **3. Internal pressure and the end of apartheid**

- The political parties exposed the human rights violations of apartheid regime
- The killing of citizens en masse aroused external pressure from human rights activists
- Protests and strikes affected economic development and increased expenditure on riots
- South Africa was isolated both internally and externally

## **External Pressure**

In addition to internal pressure, the South African government faced increased external pressure from both neighbouring countries and the international community. Its neighbours started to fight the economic domination of South Africa in the region. There was mounting pressure on Britain and America to enforce sanctions against South Africa. Eventually the US passed the Anti-Apartheid Act that banned new investments and loans to South Africa. The act also ended air links and stopped the importation of goods from South Africa. The action taken by the US was followed by other governments across the world.

Amidst the crisis, the government increased the universal military service from nine months to two years for white males including the annual reserve duty. This was to contain opposition and pressure from neighbouring countries. The government started to restrain its neighbours from pursuing antiapartheid policies by supporting rebels against neighbouring countries in Mozambique and Angola. South Africa also conducted pre-emptive attacks on ANC groups and their allies in Botswana, Swaziland, Zimbabwe, Lesotho, and Mozambique.

With increased external pressure, South Africa adopted a new constitution of 1983 to address the concerns of the Indian and the Coloured. In this constitution, the Blacks were not considered for political rights outside the homelands. The Black communities organised strikes, boycotts, and attacked police and urban councillors forcing the government to promulgate a nationwide state of emergency in 1985 and carried out a campaign to eliminate all opposition. The Black townships, the Black

squatter camps were attacked and destroyed by the army and police. Thousands of Blacks were detained, abused, and killed. The government banned television, radio, and newspaper coverage to conceal their actions using the censorship laws introduced by government. Amidst the pressure, South Africa also conducted raids into neighbouring countries suspected of harbouring the rebels.

Under the prevailing circumstances, dissent did not stop even when the government deployed brutal force. Instead, resistance increased from Black workers and there were massive strikes by the National Union of Mineworkers. Prominent and influential people like Anglican Archbishop Desmond Tutu, intellectuals and influential Afrikaner clerics withdrew their support.

The costs of sanctions and administering apartheid dealt a severe blow on the economy in addition to military adventures in Namibia and Angola. The economy suffered severe strains and the costs became unbearable. This led to increased inflation and shortage of capital for investment. At the height of this crisis, the army suffered a military setback in Angola at the hand of Cuban troops and UN forces supervising the independence of Namibia.

The whites came to realise that South Africa could not be peaceful without incorporating Blacks in the political governance of the country. Under the circumstances, the Government began discussions with political dissents including imprisoned ANC leader Mandela. President Botha was forced to step down in 1989 by his party as both party leader and president because of his refusal to allow Blacks to participate in the political system. He was replaced by De Klerk a more liberal president who carried out radical change. He allowed the freeing of many political prisoners including Mandela from prison, the return of exiles to South Africa and repealed the basic apartheid laws and lifted the state of emergency.

### **The Frontline States**

The Southern African states called the Frontline States played a big role towards the collapse of apartheid and delivery of democracy to South Africa. The Frontline States were formed in 1970. They were formed to co-ordinate their efforts and have a uniform policy towards fighting apartheid government and supporting liberation movements. The front-line states included Angola, Botswana, Lesotho, Mozambique, Swaziland, Tanzania, Zambia and Zimbabwe. The formation of the Frontline States energised the liberation movement in South Africa in the fight against apartheid.

The Frontline States secretly supported the ANC military wing and isolated South Africa economically. They formed the Southern African Development Coordination Conference (SADCC) in the 1980s and freed themselves from South Africa's economic domination to promote their own development. This isolated South Africa further in addition to isolation from the international community. The European countries and the United States increased support for the SADCC forcing South

Africa to open dialogue with Liberation leaders. South Africa yielded to the pressure in 1994 and held its first non-racial democratic election.

### Activity 5.1.6: The External Pressure Against Apartheid

1. Using ICT or library, identify the challenges of front-line states in ending apartheid in South Africa .
2. Explain the role of OAU and other countries outside Africa involved in ending apartheid.
3. In a role play, dramatise a scene of confrontation between a blacks and white imperialists.

#### Possible responses to Activity 5.1.6

##### 1. Challenges of ending apartheid in South Africa by other countries

- South African was part of the Southern African economic complex and this forced many South African to maintain normal friendly with South Africa
- Most countries were economic partners with South African and were hesitant to enforce sanctions
- Southern Africa government economies were also directly tied to South Africa by the Southern African Custom Union
- The collective efforts of these countries could not match South Africa's military might and continuously discouraged the ANC from using their territories as bases to launch attacks against South Africa

##### 2. Role of OAU and other countries in ending apartheid

- It campaigned and supported the liberation movements against south African
- It mobilised for diplomatic pressure from non-African states and the UN to impose sanctions
- It encouraged countries to sever diplomatic relations with South African states
- It mobilised resources and logistics from member states for the fight against apartheid

##### 3. Subjective response

## The Impact of Apartheid on South Africa

After a long history of apartheid imposed by the National Party in 1948, the South African political, social and economic landscape continue to witness the effects of apartheid even after the end of the apartheid era.

The party officialised and intensified the push for racial segregation with laws put

in place which legalised a regime and a society based on racism.

The racist and separatist apartheid kept the black on the margins of mainstream economic activities. It made it impossible for blacks to access lucrative job or income generating opportunities.

Apartheid created a society in South African society of superior and minors at the bottom of the social chain. The whites became wealthier and Black African became poorer. This trend has not changed in South Africa. The Black Africans are still struggling economically to survive even after the end of apartheid. The whites have continued to dominate the economy of South Africa even when they are not in government.

However, apartheid created a generation of violent generation whose main preoccupation is crime and violence. South Africa has a high crime rate and violence and part of the reason is the long-lasting anger at the injustice committed by the whites against the blacks during the time of apartheid. Whites got all the best land and the best jobs while blacks had to carry internal passports called pass cards to be able to move around their own country. Instead, the Blacks were forcibly moved to tribal homelands that were the least-productive land. The Blacks still lack opportunity to advance economically and healing the effects of injustice seems to take a long time. The country is struggling to unite its people of different races all because of how the apartheid policy psychologically damaged the South African People.

Apartheid had an impact of the education of the Blacks. The blacks were fed with a doctored Bantu education curriculum separate from the whites. The education programs were crafted to keep blacks at the service of their white masters and was not compulsory as was the case for white children.

The Blacks had limited career opportunities in critical subjects such as science and math and languages where they would not be in a position to compete with their white counterparts. The mediocre education has kept majority black South Africans under poor standards of living in all the aspects of life with a low life expectancy.

Apartheid systematically led to a destruction of the family structure and entire cultural and social fabric of the black South Africans. Due to the separation of husbands and fathers from their families, children were brought up by largely struggling single mothers in the slums where the regulative father element was consistently missing. This has created a generation that has no respect for authority leading to continued incidences of crime in South Africa.

## Chapter **5.2**

# Key Personalities in the Struggle and Liberation of South Africa



### Key words

- nationalism,
- liberation struggle
- frontline states
- ANC
- PAC

### In this chapter, the learner will be able to:

- a) understand the meaning of nationalism and liberation in reference to South Africa.
- b) know the key parties and their leaders in the struggle for independence in South Africa.
- c) appreciate the role played by key personalities in the struggle for independence of South Africa.
- d) appreciate the contribution of these personalities in the struggle for South African independence.

## Teacher instruction

Take learners through the introductory session of this chapter. You may start by asking the learners what they know about South Africa and have a brainstorm on what they know about the subject. You will also need to build on the knowledge gained in the previous classes like the Ngoni migration, scramble and partition of Africa.

Build on the knowledge the learners have generated to develop keen interest in the learners and stimulate motivation for learning. Give a historical background of South Africa natural resources and their impact on socio-political issues.

Endeavour to use photos, pictures and diagrams from South Africa's Apartheid era to guide the discussion and relate them to the political situation in South Africa to better understand the theme and subject of discussion.

Create a conducive learning environment for free expression of thoughts and internalization of knowledge about South Africa. Encourage learners to compare their own situation with what was happening in South Africa through interaction, discussion, and presentation where possible to build their knowledge and skills.

## Preparation of teachers

Possible teaching methods to be used include: Brain storming, Group discussions, experiential learning, etc.

## Learning Materials

Video clips, charts, newspaper cut-outs, documentaries, field tours, library sources.

## Expected Learners Skills

The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## Introduction

After studying this chapter, learners will be able to understand the key personalities in the liberation struggle for South Africa. They will understand the parties and leaders that were involved in the struggle for independence and the key role they played to liberate South Africa from apartheid rule. They will appreciate the role of key personalities as nationalists and liberators of South Africans from apartheid rule.

## Nationalism and Liberations Struggles in South Africa

South African nationalism differed from other African nationalism. It sought to unite all the indigenous groups to fight for freedom, racism and discrimination that had evolved over time to make South Africa an all-inclusive state. Nationalism aimed at regaining the status, the rights and position of Africans lost to the white imperialism and conquest in their political actions and ideology.

Nationalists in South Africa dealt with putting an end to discrimination, inequality and barriers based upon race and healing a mixed and a racially divided society. It also struggled to transform the identity of Africans.

The formation of the ANC to unite all the indigenous peoples to fight for their freedom was a launch pad for self-determination. It ignited the formation of other political parties and movements.

The Pan Africanist Congress (PAC) formed later confronted the high handedness response of the state to the Africans and other marginalised groups. But neither of the political parties or movements survived the wrath of government until they were forced to change their tactics. They operated underground until freedom was achieved in South Africa. The most igniting incidence to the liberation struggle was the Sharpeville Massacre and its outcomes in which Blacks lost their lives.

The shooting incidence by police into the crowd left more than 250 people dead. The Sharpeville incidence of 1960 was one of the first and most violent demonstrations against apartheid in South Africa.

The state response to violent demonstrations was heavy-handed leading to the banning of Political movements such as the African National Congress (ANC) and the Pan Africanist Congress (PAC). The political movements were forced to establish underground structures to continue the struggle. Several members of political parties escaped the country and went into exile.

The action by government crippled political activities internally. However, it opened another chapter for parties to operate externally to establish military training bases and camps for the liberation struggle. It also allowed the formation of Anti-Apartheid Movement in Britain, Holland, Sweden and other countries. The external wing put pressure on the South African government until apartheid was dismantled.

### Activity 5.2.1: Nationalism and Liberations Struggles in South Africa

1. Using ICT or library, identify the causes of nationalism in South Africa.
2. Explain the role of political parties and organisations in the struggle to end apartheid in South Africa.
3. In groups, discuss the main challenges of ending apartheid in South Africa.

## Possible responses to Activity 5.2.1

### 1. Causes of nationalism in South Africa

- Discrimination, inequality and barriers based upon colour or race
- Colonial economic policies such as taxation, forced labour and compulsory growing of crops. The suffering of Africans under the white minority rule.
- The oppressive colonial experience under the white minority rule
- The ideology of Pan-Africanism
- The World Wars I and II and the League of Nations/United Nations.

### 2. Role of political parties

- United all non-whites to defend their rights and gain freedom.
- Acted as the mouth piece of all those who were segregated
- They defended the liberties and freedom of all those oppressed by apartheid
- They linked the blacks in South Africa to the rest of the continent
- They mobilized resources to sustain the struggle against apartheid
- They mobilized masses into defiance campaign of civil disobedience
- They created internal pressure against apartheid

### 3. Challenges

- The masses who were virtually Black, Coloured, or Indian were poor.
- The increased harassment, imprisonment and killing of anti-apartheid leaders and activists
- African states were economically weak and depended on South Africa for the survival
- South Africa was strong militarily and used it to coerce African countries to submit to their will.

## Key Personalities in the Struggle for Independence in South Africa

### Nelson Mandela

Nelson Mandela was born on July 18, 1918. His father was a chief of the Thembu people, a subgroup of the Xhosa people, who make up South Africa's second-largest cultural group. Mandela's father was stripped of his chieftainship, title, and land after defying a British magistrate. Mandela too, was stripped of his identity when his schoolteacher gave every child an English name on his first day in a segregated elementary school.

Mandela studied at the University of Fort Hare the only university for Black people. He later became an activist that earned him an expulsion after protesting the inactiveness of the student government. When he returned to his small village



Figure 5.2.1: Nelson Man-

on the Eastern Cape, the family sought to punish him for his inability to continue with education in an arranged marriage. He declined and fled to Soweto, South Africa's largest Black city in 1941.

While in Soweto, Mandela became a part-time law student at Wits University and practiced law with the nation's first Black law firm after completion. He later joined the African National Congress to agitated for the civil rights of Black South Africans. In the early stages of the struggle, they advocated for nonviolent methods like strikes and demonstrations to protest against apartheid. He encouraged Black participants to actively violate laws through defiance campaigns. This landed him in jail for violating unjust laws.

Mandela continued to lead protests against the government even after his release but was arrested along with others and tried for treason in 1956. He briefly left the country for military training but on his return, he was arrested and convicted for leaving the country without a permit. He was finally sentenced to life in prison in 1964. After his release, Nelson Mandela led South Africa out of apartheid and into an era of reconciliation and majority rule.

### **Frederik Willem de Klerk**

Frederik Willem de Klerk, was born March 18, 1936 in Johannesburg, South Africa. De Klerk was the son of a leading politician. He received a law degree from Potchefstroom University in 1958. He practiced law and became active in civic and business affairs.

He was a liberal politician and president who brought the apartheid system of racial segregation to an end and negotiated a transition to majority rule in South Africa. He became a member of Parliament for the National Party and leader of the House of Assembly in 1986. He held key ministerial portfolios, including mines and energy affairs, internal affairs and national education and planning.

He successfully opposed President Botha's resumption of office after his recovery from sickness when he was elected leader of the National Party and committed himself to speed up reforms begun by his predecessor. He initiated talks leading to a new post-apartheid constitution that incorporated the country's racial groups (white, Black, Coloured, and Asian).



Figure 5.2.2: Frederik Willem de Klerk.

He guided the governing National Party to reach a settlement with the ANC in 1993 on a transition government to majority rule. He participated in South Africa's first all-race elections in April 1994 under his party and joined a government of national unity after his party lost to ANC. He served as second deputy president in a government of national unity. He retired from politics in 1989.

### **Activity 5.2.2: The Struggle for Independence in South Africa**

1. Using ICT or Library, explain the role of Nelson Mandela and Frederik Willem de Klerk in ending apartheid in south Africa.
2. What lessons do we learn from the two leaders in the struggle to end apartheid in South Africa?

#### **Possible responses to Activity 5.2.2**

##### **1. Role played by Nelson Mandela**

- *Mandela and his fellow members of the ANC used nonviolent tactics like strikes and demonstrations to protest apartheid.*
- *Mandela helped escalate the struggle as a leader of the Defiance Campaign which encouraged Black participants to actively violate laws.*
- *Mandela was jailed for violating curfews, refusing to carry identification passes, and other offenses and 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.*

##### **2. 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.*

##### **3. Subjective responses**

## Desmond Tutu

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. Tutu was unable to afford training and instead became a schoolteacher in 1955. He resigned his post in 1957 and went for training in St. Peter's Theological College in Johannesburg where he was ordained an Anglican priest in 1961.

He peacefully opposed apartheid in South Africa and this earned him the Nobel Prize for Peace.

He emphasized nonviolent means of protest. He encouraged the application of economic pressure by countries dealing with South Africa. As the general secretary of the South African Council of Churches, he became a leading spokesperson for the rights of Black South Africans. He drew the national and international attention to the iniquities of apartheid.



*Figure 5.2.3: Desmond Tutu.*

## Winnie Madikizela-Mandela

Winnie Madikizela-Mandela, was born September 26, 1936, in Bizana, Pondoland district, Transkei now in Eastern Cape, South Africa. At an early age of nine, she tested injustices of racism. She was denied with her siblings entry into celebrations marking the end of Second World War. Only whites were allowed to attend as other black children were forced to remain outside with their parents as the white population enjoyed the celebrations.

This obvious injustice struck a deep blow on her and she grew increasingly sensitised to the inequality of the world around her.

Winifred Madikizela moved to Johannesburg in 1953 to study paediatric social work. After school, she became a social worker and activist considered by many Black South Africans as the Mother of the Nation. She was a wife of Nelson Mandela.

She was a victim of the apartheid regime. She was often restricted to travel, associate and speak for years. She was subjected to continuous harassment by the South African government and its security forces. She spent part of her life in jail and lived in internal exile from 1977 to 1985. During her years in jail, she did social and educational work and became a hero of the anti-apartheid movement. She became the president of the African National Congress Women's League, and a member of Parliament and deputy minister in South Africa's first multiracial government.

### Activity 5.2.3: Key Personalities in the Struggle for Independence in South Africa

1. Using Library or ICT, research and explain the role of Desmond Tutu and Winnie Madikizela-Mandela in ending apartheid in South Africa.
2. Research on the career and role of the following people in the struggle for independence and ending apartheid in south Africa
  - a) Steve Biko. b) Hellen Suzman. C) Mrs. Albertina Sisulu.

#### Possible responses to Activity 5.2.3

##### 1. *Role of Desmond Tutu and Winnie Madikizela-Mandela*

###### *Desmond Tutu*

- *He drew national and international attention to the iniquities of apartheid*
- *He campaigned for nonviolent means against apartheid like economic pressure by countries dealing with South Africa*
- *He headed the Truth and Reconciliation Commission, which investigated allegations of human rights abuses during the apartheid era*

###### *Winnie Madikizela-Mandela*

- *She campaigned actively for equal rights and became a symbol of struggle against apartheid*
- *She chose to serve the needy people and devoted her energy and skill to the struggle for equality and justice for all people in South Africa.*
- *She suffered harassment, imprisonment, and periodic banishment for her continuing involvement in that struggle.*
- *She actively participated and was imprisoned for anti-pass demonstrations*
- *She was a leading opponent of apartheid during the latter part of her husband's imprisonment.*

##### 2. *Subjective responses*

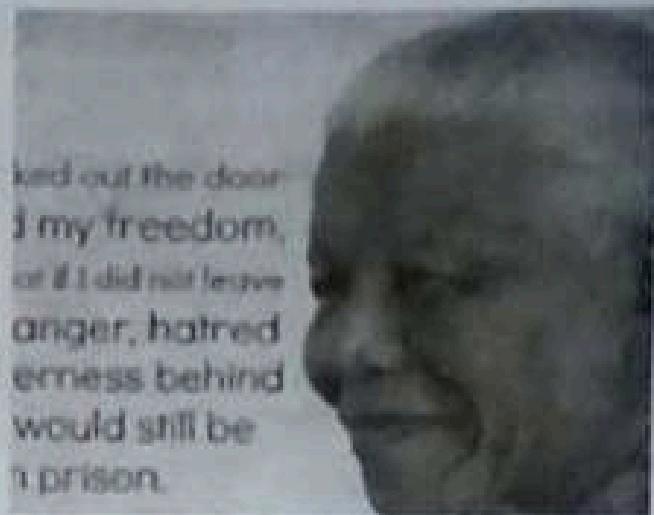
#### Sample Activity of Integration

The liberation of South Africa from racist tyranny and the national reconciliation that followed were the result of the struggle of the South African people and the international action promoted by the United Nations for almost half a century. While the minority racist regime was replaced by a non-racial democratic Government, and the main racist laws repealed in the process, the task of eliminating the leftovers of apartheid and its effects was left to the new Government. But the South Africans who survived the decades of punishing racial classification, humiliating work rules, forced relocation and arbitrary treatment by authorities

entirely new world, midwifed in large part by Nelson Mandela.

## Instructions

- Identify the role of UN in ending apartheid in South Africa
- Assuming you were made the president of South Africa after the end of apartheid, discuss how you would reconcile different races in South Africa to leave in peace and harmony and forget the bitter past.



led out the door  
of my freedom,  
or if I did not leave  
anger, hatred  
mess behind  
would still be  
in prison.

## 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 the role of UN in ending apartheid in South Africa	Ending apartheid in South Africa	A learner will score 3/0 if he/she identifies 4-5 relevant roles of UN in ending apartheid in South Africa	A learner will score 3/3 if he/she identifies 4-5 correct roles of UN in ending apartheid in South Africa	A learner will score 3/3 if he/she identifies 4-5 roles of UN in ending apartheid in South 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 identifies 2-3 relevant role of UN in ending apartheid in South Africa	A learner will score 2/3 if he/she correctly identifies 2-3 role of UN in ending apartheid in South Africa	A learner will score 2/3 if he/she identifies 2-3 role of UN in ending apartheid in South Africa in a logical flow	
		A learner will score 1 if he/she identifies 1 relevant role of UN in ending apartheid in South Africa	A learner will score 1 if he/she correctly identifies 1 role of UN in ending apartheid in South Africa	A learner will score 1 if he/she logically identifies 1 role of UN in ending apartheid in South Africa	

<b>Reconciling different races in South Africa</b>	<b>A write up on reconciling different races in South Africa</b>	<b>A learner will score 3.3 if he/she discusses 4-5 relevant ways of reconciling different races in South Africa</b>	<b>A learner will score 3.3 if he/she discusses 4-5 ways of reconciling different races in South Africa accurately</b>	<b>A learner will score 3.3 if he/she discusses 4-5 ways of reconciling different races in South Africa coherently</b>	
		<b>A learner will score 2.3 if he/she discusses 2-3 relevant ways of reconciling different races in South Africa</b>	<b>A learner will score 2.3 if he/she discusses 2-3 ways of reconciling different races in South Africa correctly</b>	<b>A learner will score 2.3 if he/she discusses 2-3 ways of reconciling different races in South Africa logically</b>	
		<b>A learner will score 1 if he/she discusses 1 relevant way of reconciling different races in South Africa 3</b>	<b>A learner will score 1 if he/she discusses reconciling different races in South Africa correctly 3</b>	<b>A learner will score 1 if he/she discusses reconciling different races in South Africa 3</b>	1
<b>09 scores</b>					
<b>Total score</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>19 scores</b>	

### Summary

The European occupation of South Africa was a result of the strategic position of Cape of Good Hope's on the trade route to Asia. The Dutch who settled there first supplied passing ships with fresh produce and meat after establishing a fort and a small trading port. The occupation by the Dutch and later on by the British disrupted the life of indigenous people.

The discovery of minerals changed the political and social economic aspects of both the immigrants and the indigenous people. The Africans lost their land and independence to the whites and racial segregation policies were adopted by the whites that separated South Africa people according to races and white supremacy (apartheid) was established discriminating other races. The apartheid policy led to the rise of nationalism in south Africa. Internal resistance and external pressure eventually led to the end of apartheid and white supremacy in South Africa.

# Chapter 6.1

# Peace and Conflict Resolutions in East Africa



## Key words

- conflict
- resolution
- peace
- justice
- dialogue
- prosecution
- reparation

## In this chapter, the learner will be able to:

- a) Understand the recent community conflicts in East Africa.
- b) Know different forms of conflicts in East Africa using timeline flowchart.
- c) Understand how conflicts can be caused and resolved in East Africa.
- d) Appreciate the impact of common conflicts and suggest how they can be avoided in East Africa.

## Teacher instruction

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about capitalism and socialism. Build on the knowledge the learners have generated to introduce the two concepts of capitalism and socialism to keep the learners focused and motivated to learn.

To understand capitalism and socialism, local examples in the Ugandan contexts can be used to enhance students experiences on the subject matter.

Create a conducive learning environment for learners to enable them have free expression of their thoughts. Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## Expected Learners Skills

The leaners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## Preparation of teachers

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## Learning Materials:

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## Conflicts in East Africa

### Introduction

After studying this chapter, learners should be able to apply critical thinking and analysis of causes for conflicts in communities and resolutions in East Africa. They will be able to understand community conflicts in East Africa that have happened in the recent past and mechanisms towards resolving those conflicts.

As you conclude the chapter you will appreciate the Impact of different conflicts and you will be in position to propose how such conflicts could have been avoided.

Peace means lack of conflict and there is freedom from fear of violence between individuals or groups. It implies social friendship and harmony in absence of hostility and violence.

On the other hand, a conflict arises when there is a clash of interest or a struggle between people conflicts are part and parcel of communities in the daily life.

Conflicts arise between individuals, races, political and economic as well. They may at time take national and international dimensions.

Most conflicts have taken a violent form though there are mechanisms of resolving them. They have inflicted life-long injuries on their victims and led to massive loss of lives in some instances. It takes more than one party to resolve the conflict where it has occurred.

Conflict resolution therefore, is a way in which two or more parties find a peaceful solution to a disagreement among them. Peaceful negotiations still remain the best option in resolving disputes.

Conflicts fall into two broad categories, internal and international conflicts. Internal conflicts arise where groups within a state or community oppose the authority within the borders and seek to use force to overthrow those in authority. International conflict or interstate conflicts involves more than one nation and forces of more than one state.

## **Forms of conflicts in East Africa**

Conflicts in East Africa have ranged from civil unrest, political conflicts to resource-based conflicts and of recent terrorism has become another source of conflict.

Political conflicts have arisen due to competition and struggle for control of power. Political conflicts when not controlled end up in abuse of political power and authority.

Political conflicts also come about when those in authority use state organs to out limit opportunities for effective political participation.

In East Africa political conflicts have taken the ethnic dimension and, in some cases, ethnic based and political party-based militias have been created to serve ethnic/political interests. In extreme cases political conflicts have resulted into removal of governments from power.

The conflicts of identity arise out of competing loyalties where there is segregation based on national, ethnic, religious and other lines. Ethnic and national identity define the social bonds of most people but most nations in East Africa and beyond have continued to suffer from conflict fuelled by identity issues. The colonialists politicised the ethnic identity to make some ethnic groups more privileged than others and marginalising others for their own political and economic benefits. Uganda still suffers from the identity conflicts where citizens still identify themselves on ethnicity other than nationality.

The resource-based conflicts are often linked to intra-states where conflicts arise out of competition for exploitation of natural resources. In the process of exploitation of resources, numerous conflicts have fuelled to destabilise, weaken or change regimes in some countries. In some other cases, people have been displaced where resources like oil and gem stones have existed.



*Figure. 6.1.1: Conflicts often lead to displacement of people from their areas.*

Civil unrests have often involved protests, riots, revolts, demonstrations and uprisings. They arise out of discontent or dissatisfaction by some groups of people in response to socioeconomic and political situation in the country. They are initiated, instigated by organised or unorganised groups or a section of the public targeting state and non-state institutions. Inequality and unemployment have been one the causes of such conflicts.

Of recent, terrorism has become another form of conflict. Groups of people are recruited from different nationalities or operate in multiple countries to cause mayhem for a just cause. It often takes a form of threats or violence to influence governments or intimidate the public for purposes of advancing the aims, ideology or agenda of the perpetrators.

### Activity 6.1.1: Community Conflicts

1. Identify the different forms of conflicts in your school
2. What are the main causes of conflicts in school?
3. If you were the head teacher, how would you minimise conflicts in your school?

#### 1. Possible responses to Activity 6.1.1

##### a) Conflicts

- Family wrangles
- Political protests
- Community dispute over land

- *Cattle rustling*

## **2. Causes**

- *Individual Differences*
- *Cultural Differences*
- *Clash of Interests*
- *Social Change*

## **3. Solutions**

- *Negotiate/discuss possible solutions*
- *Communicate/information*
- *Understand everyone's interests*
- *Mediation/leaders/elders*

## **Recent Conflicts in East Africa**

The East African region has experienced cycles of conflicts. The conflict have seen the influx of thousands of refugees fleeing from conflicts and moving from one place to another to find temporary but peaceful settlement.

Uganda is one of the countries hosting a number of refugees from different countries. The influx of thousands of refugees from Congo and Sudan have settled in West Nile. The Karamoja region has had conflicts from cattle rustling and conflicts over grazing land and access to water. Such conflicts have displaced traditional agricultural communities and people to concentrate in safer urban areas.

Cattle rustling has extended to the borders with Kenya and Southern Sudan. The ethnic groups involved use the porous borders to acquire arms and cause havoc, mayhem and insecurity among and neighbouring communities.

This has been part of the lifestyle for the Karamojong, Turkana and Didinga in Kenya.

The most recent conflict was the 20-year-old LRA rebel insurgency in Northern Uganda against the government. The conflict was a challenge to government authority over perceived marginalisation and exclusion. The conflict started from 1987-2007

## **Lord's Resistance Movement Armed Conflict**

The Lord's Resistance Armed Conflict was aimed at establishing a state based on the Ten Commandments. It was waged against the government of Uganda by the Lord's Resistance Army (LRA) led by Joseph Kony. They notoriously abducted and recruited children to serve as child soldiers and sex slaves.

The war aimed at scaring the Acholi and discredit government and was fuelled by the hostility between Uganda and Sudan supporting rebels on each other's territory. The war was also rooted in the history of the country of the North-South conflict created by the colonialists to divide and rule the protectorate.

The conflict affected the wider Acholi population through violence and indiscriminate killings, the abduction of children by rebels to recruit them as fighters and sex slaves. It took more than 20 years to bring the conflict to an end.

It involved different stakeholders both national and international to negotiate a peaceful settlement and to bring both sides to an amicable understanding.



*Figure. 6.1.2: Displaced people in Northern Uganda were forced to live in camps for safety and security*

### Activity 6.1.2: Ethnic conflicts In Uganda

1. Using ICT or library research and identify the reasons for the breakup of war in northern Uganda.
2. Explain the role of religious leaders, and traditional institutions in ending the conflict.
3. In groups, discuss the effects of the war on the people of Northern Uganda and Uganda at large.

---

#### Possible responses to Activity 6.1.2

##### 1. Causes

- *The post-colonial problems and challenges - Mistrust between the North and South*
- *Ideological and ethnic conflicts in Uganda*
- *Suspicion, mistrust and violence*
- *Instability generated in the region*

##### 2. Role of religious leaders, elders and other different groups

- *Provided moral and practical support to thousands seeking shelter from the violence*
- *They engaged government directly in peacebuilding*

- They participated in the peace talks between the LRA and the Government
- They were voices for those who could not speak for themselves
- They called for dialogue between the government and the LRA.
- They sought and negotiated for an amnesty and efforts at reconciliation through the Acholi traditional practice of mato oput
- They organised large rallies and other events to promote the peace agenda.

### 3. Effects

- Destroyed the culture and social fabric of the Acholi society
- Left large numbers of orphans to fend for themselves
- Violent deaths of people in the hands of various armed groups
- Rape and defilement of women and girls and abduction of young people
- Forced recruitment of people into rebel ranks
- It created an atmosphere of fear and disenchantment amongst people - mass displacement of our people
- Protected villages became breeding grounds for malnutrition and deaths resulting from cholera, measles and preventable diseases
- The war destabilized other parts of the country and contributed to other regional conflicts

## Political Ethnic conflicts in Kenya

Since independence, Kenya has been peaceful and has not experienced large-scale conflicts. It has experienced a high number of more local ethnic conflicts causing internal displacement of thousands of people and large-scale disruptions in the lives of people. Conflicts in Kenya have been more related to national and local based elections.

## The 2007 Post-Election Violence

The political actors in the 2007 elections in one way or another used ethnicity and the fear of ethnic dominance to mobilise support. This divided the country between rival ethnic camps that it was difficult to concede the outcomes of the elections. The contest was too close to call on both sides of the camp.

Ethnicity has played an undue role in Kenyan political life and has a long history of violence fuelled by grievances over land, privilege, and inequality.

The majority Kikuyu ethnic group have been favoured economically and politically by the colonial powers and successive governments against smaller ethnic groups, of the Luhya, Luo, Kalenjin, Kamba, Kisii and others.



**Figure. 6.1.3:** The election violence left many properties destroyed by rioters.

The announcement of Kibaki (a kikuyu) as a winner of the elections and hastily swearing him in was enough to cause the eruption of violent clashes with police in Odinga's home province of Nyanza and in the densely populated slums of Nairobi. The post-election violence was largely based on ethnic lines and directed primarily against Kikuyu. This was followed by reprisal killings against non-Kikuyus primarily in the Rift Valley towns of Naivasha and Nakuru.

There was widespread excessive use of force, murder, sexual abuse, and looting of people and their properties. The conflict came under control when leaders in the crisis agreed to a political compromise negotiated under intense international and domestic pressure.

### Activity 6.1.3: Ethnic conflicts in Kenya

1. Using ICT or library, identify the effects of post-election ethnic violence in Kenya
2. Explain how the 2007 Post-Election Violence impacted the political history of Kenya

#### Possible responses to Activity 6.1.3

##### 1. Effects of the 2007 Post-Election Violence

- Most of the victims of these clashes were left homeless, landless, destitute, injured, dead, abused
- There was loss of security in the clash-prone areas as the civilians took the law into their own hands, targeting perceived enemies.
- There was loss of life among the Kikuyu, Kalenjin, Luhya, Luo, Iteso, Kisii and others

- Land ownership patterns were permanently altered - the clashes allowed some groups of people and individuals to capitalise on the insecurity to usurp land or purchase it at throw-away prices from the victims
- There was a drop in food production, food supply and raw materials for the agro-based industries such as sugar, tea, coffee, cereal (maize), pyrethrum and other agricultural crops.

## 2. 2007 Post-Election Violence impacts

- Constitutional reforms
- Electoral reforms
- Judicial Reforms
- Devolution and Devolved Governance
- Increased public participation in political processes
- Unity government

## Political Ethnic conflicts in Tanzania

Conflicts in Tanzania intensified with the introduction of multi-party politics in 1992. Tanzania's nationalist leaders (first generation) had the vision of a free society, free of injustice and inequalities. The successive leaders have not been able to articulate this vision let alone act on their visions that promotes a just and free society.

The introduction of multipartyism triggered real and potential threats to peace. It took the form of racial, ethnic, religious and regional political expressions. The unequal development has also been played ethnically and regionally as the country is split into many ethnic development associations.

The introduction of multi-party politics in 1992 triggered real and potential threats to peace in Tanzania. Political openness and economic liberalisation caused local and national conflicts. Political expression took the form of racial, ethnic, religious and regional sentiments. Political power is contested on religious differences with a perception that Moslems are being marginalised by Christians.

There have been economic tensions between the black Tanzanians and the Arab Tanzanians who dominate the economy. The blacks have often called for black empowerment or Africanisation of the economy to effectively allow national unity. In addition, the south is seen as more developed than the northern regions.

### Activity 6.1.4: Ethnic conflicts in Tanzania

1. Using ICT or library research on how Julius Nyerere promoted a society free of injustice and inequalities in Tanzania.
2. Explain the current threats to peace in Tanzania after the departure of Julius Nyerere.

### Possible responses to Activity 6.1.4

- 1. How Nyerere promoted a free society without injustice and inequalities**
  - He collectivized village farmlands and carried out mass literacy campaigns, and instituted free and universal education.
  - He created political institutions that would be widely participatory and that would sustain the extraordinary sense of common purpose.
  - He emphasised the need for Tanzania to become economically self-sufficient rather than being dependent on foreign aid and foreign investment.
  - He worked towards building a just society in Tanzania, free of severe income inequalities, in which all would share the benefits of development.
- 2. Potential threats to peace after the departure of Julius Nyerere**
  - Harassment prosecutions against journalists, activists, and opposition politicians, perceived to be government critics.
  - Multipartyism threatening national unity and creating political divisions - Nyerere justified the one-party state as necessary for building national unity.
  - Political intolerance and repression - Nyerere was sometimes intolerant of criticism but he tended to respond with argument rather than force.

### Major Causes of Conflicts in East Africa

Conflicts in East Africa have their root causes in the colonial past. The divide and rule policy adopted by the colonialists divided and combined ethnic groups into rival groups to effectively administer them. However, other factors have fuelled conflicts including the political and social economic and cultural as well.



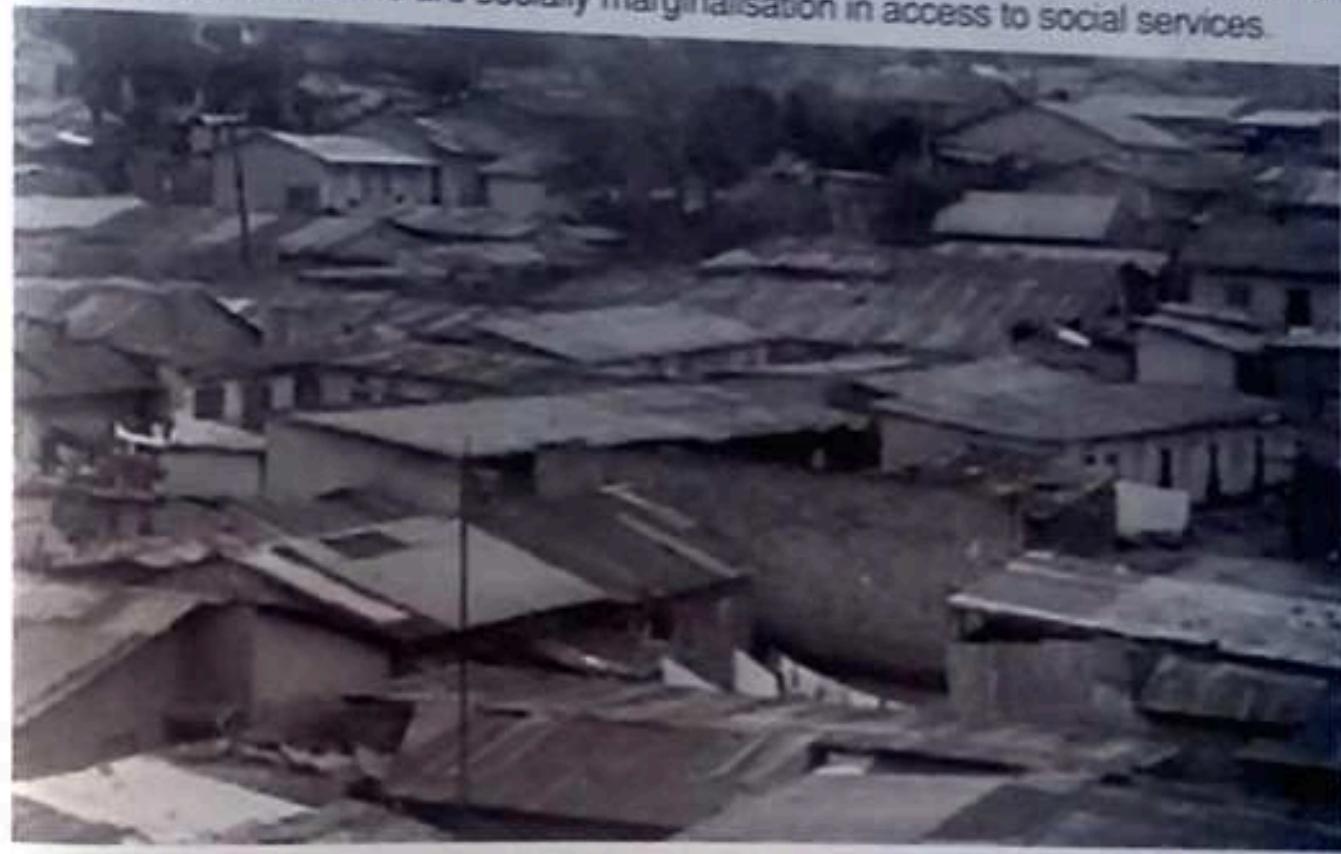
Figure 6.1.4: Land evictions are rampant in Uganda

The conflicts have also come about as a result of management of the political affairs of states. The various transitions from colonial period to the independent states and transitioning to democratic realities have attracted a lot of conflicts.

The land question has perpetuated conflicts since colonisation and the period after. The land policies have disadvantaged the majority and allowed certain groups to accumulate land to the disadvantage of others.

The widows and children are the most vulnerable in land conflicts between families and disputes in inheritance. There is no fairness where such conflicts are resolved using informal conflict resolution mechanisms such as community elders committees. The formal institutions like the land tribunals and other governmental institutions are always expensive and take time to arrive at a solution.

The classification and categorisation of people since colonisation has contributed to conflicts. People are classified as indigenous or foreigners, cultured or primitive regions, the oppressors and the oppressed and rulers and subjects. This attitude has often degenerated into mass ethnic violence, displacement and genocide as people lack respect for each other in terms of human life and private property. The Karamojong have lived a life style that does not respect their neighbours, while the Batwa have lost their traditional land and are socially marginalised in access to social services.



*Figure. 6.1.5: The increasing level of poverty are drawing people in towns to stay in slums.*

The increasing levels of poverty and the unequal distribution of resources. This has been compounded by bad governance and a fight for control of resources. The efforts to pull people out of poverty has taken a slow pace but leadership has only focused on greed for more power and resources.

The porous borders have allowed the infiltration of small arms across borders giving access to those involved in violent acts. The accessibility to arms has favoured the commitment of crimes and terrorist activities in the region.

The Global pressure on the East African states have pushed governments to engage in rapid economic and political reforms. This has often excluded some sections of population from economic participation and favoured others as was the case in Kenya where the Kikuyu and the Kalenjin have been favoured by previous regimes against other ethnic groups.

The rural to urban migration has led to urbanisation pressures. The increasing population in towns have resulted in violent forms of crimes due to lack of opportunities by the youth. There are increasing cases of clashes between the hawkers and traders, slum dwellers, developers and community authorities over land evictions.

### Activity 6.1.5: Major Causes of Conflicts in East Africa

1. Using ICT or Library, draw the map of East Africa and indicate places with conflicts
2. Explain how these conflicts have affected the areas where they have occurred
3. In groups, discuss conflicts can be resolved in East Africa.

#### Possible responses to Activity 6.1.5

1. Learners to draw the sketch map of east Africa

#### 2. Effects

- Social disorder
- Chaos and confusion
- Destruction of lives and properties

#### 3. Different forms of conflict resolutions

- Negotiation
- Mediation
- Arbitration
- Litigation

## Chapter 6.2

# East Africa Traditional Institutions in Conflict Resolution



### Key words

- transitional justice
- traditional leaders
- traditional institutions
- traditional justice

### In this chapter, the learner will be able to:

- a) know what a traditional institution is and its history in east Africa.
- b) understand the contribution of the tradition and modern transitional justice mechanisms in restoration of peace in east African states.
- c) appreciate the role played by traditional leaders in peace building process of any east African community.
- d) understand the various forms through which traditional transitional justice mechanisms can be delivered to communities.
- e) appreciate the role played by African traditional leaders in pursuing transitional justice in solving conflicts in East African Communities.

## **Teacher instruction**

Take learners through the introductory session of the chapter. Let the learners start with brainstorming on what they know about capitalism and socialism. Build on the knowledge the learners have generated to introduce the two concepts of capitalism and socialism to keep the learners focused and motivated to learn.

To understand capitalism and socialism, local examples in the Ugandan contexts can be used to enhance students experiences on the subject matter.

Create a conducive learning environment for learners to enable them have free expression of their thoughts. Encourage learner's interaction, discussion, and presentation where possible to build their knowledge and skills.

## **Expected Learners Skills**

The learners should be able to communicate in written, oral, and visual forms. Learners should be able to investigate and analyse, process information and present it to any audience. The learners should be able to make use of technology where possible to research, create written and visual materials and demonstrate the acquired skills and ideas.

## **Preparation of teachers**

The possible teaching methods may include: Brain storming, Group discussions, field guided tours, experiential learning, etc.

## **Learning Materials**

Video clips, charts, newspaper cut-outs, documentaries, library sources and any other.

## **Introduction**

By the end of this chapter, learners should be able to analyse the causes of conflicts in communities and various ways of resolving those conflicts using the traditional institutions in our communities. They will be able to know traditional institutions and their history and their contribution in administering justice to bring peace in our communities. They will be able to appreciate the role of African traditional leaders in peace building and how they pursue and administer transitional justice mechanisms in resolving conflicts in East African communities.

## **Traditional Cultural Institutions**

Before the colonial occupation of the area currently called Uganda, there were several indigenous kingdoms and chieftaincies with each having its own ruler and leadership system. In areas where there were no kingdoms and chieftaincies, there was a decentralised system of leadership with power in the hands of elders. As the colonialists came in, they fully studied the traditional leadership system for

which they adopted to establish dominion over them. This was done in a series of agreements signed between the chiefs and kings in these areas.

In traditional kingdoms and chieftaincies, conflicts ranging from domestic, community and cross boarder took a center stage in the administration of kingdoms and chieftaincies and peoples livelihoods as well. Land and its resources, domestic violence and tribal sentiments were the most prominent conflicts that needed the attention of chiefs and elders to resolve. The chiefs and elders used traditional mechanisms handed down from their ancestors through which conflicts were resolved keeping peace and harmony within communities.

Because of their role in resolving conflicts, chiefs or kings were symbols of African traditional institutions and influential people in the community. They used their ancestral authority handed to them to enforce customary laws and traditions and followed them to the dot to enforce discipline in their communities. The African traditional institutions were pillars of law and order on which governance and traditional livelihood was anchored.

### **Activity 6.2.1: Traditional Cultural Institutions**

1. Using ICT or Library, identify the different Traditional Cultural Institutions in Uganda
2. If you were the president of Uganda, how would you promote Traditional Cultural Institutions to resolve conflicts in the present-day situation

#### **Possible responses to Activity 6.2.1**

##### **1. Traditional Cultural Institutions in Uganda**

*The Acholi Chiefdom, Tieng Adhola Chiefdom, Alur Kingdom, Buganda Kingdom, Bunyoro Kingdom, Buruuli Chiefdom, Busoga Kingdom, Kooki Chiefdom, Lango Chiefdom, Teso Chiefdom, Tooro Kingdom and Ruwenzururu Kingdom*

##### **2. 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

## **Traditional and Modern Transitional Justice Mechanisms**

Various mechanisms have been instituted to bring peaceful co-existence in communities and foster national unity using both the traditional and modern justice systems. The traditional mechanisms continue to take care of the norms that have existed in communities to bind societies together in harmony and good neighborliness. The traditional mechanisms continue to work where the modern mechanisms have failed to bring a solution to conflicting parties.

Because a number of conflicts have left communities broken, wounded and disunited, there is no single mechanism that work in isolation to bring about peace. As conflicts have created mistrust and hatred among communities so has been suspicion of communities over the various mechanisms used to bring about justice and peace. A combination of both traditional and modern transitional justice mechanisms is important to bring about peaceful co-existence, foster national unity and reconciliation in the communities.

The role of traditional institutions, elders in the community, religious leaders, civil society organisations, community-based organisations and the Government are important in restoring peace and reconciling communities. Whether traditional or modern mechanisms are used, each has its own strength and weaknesses. They can be used interchangeably to deliver justice to the victims of violations and achieve sustainable peace.

### Activity 6.2.2: Traditional and Modern Transitional Justice Mechanisms

1. Using ICT or library identify the weaknesses and strength of the Traditional and Modern Transitional Justice Mechanisms
2. As a student of history and political education, what challenges do you find in both mechanisms in delivering justice to people
3. If you were the chief justice of Uganda, how would encourage the use of the two mechanisms to deliver justice to people

#### Possible responses to Activity 6.2.2

1. Weaknesses and strength of the Traditional and Modern Transitional Justice Mechanisms
2. Strength

<i>Modern justice system</i>	<i>Traditional justice system</i>
Justice is based on observance of formal procedures and documentation	Justice is quicker, cheaper, and more compatible with their indigenous cultural ideologies
Emphasises punishment as a deterrent to others and a corrective measure for the wrongdoer	Emphasises rehabilitative for the community as a whole
Unfair judgments by an individual lead to disunity and popular discontent	Impartial and fair
Aims at bringing about equality within the law	Aims at bringing about unity and harmony within the community
Promotes individual rights	Spiritual healing and cleansing

unities broken, wounded and work in isolation to bring about reconciliation among communities so has mechanisms used to bring about local and modern transitional justice co-existence, foster national unity

community, religious leaders, civil organisations and the Government are communities. Whether traditional has its own strength and weaknesses. Justice to the victims of violations and

### Transitional Justice Mechanisms

and strength of the Traditional and on, what challenges do you find in both a, how would encourage the use of to people

### Traditional and Modern Transitional Justice

#### Traditional justice system

is quicker, cheaper, and more compatible with their indigenous cultural values

as a rehabilitative for the community

cial and family

at bringing about unity and harmony in the community

cial healing and cleansing

### Weaknesses

Modern justice system	Traditional justice system
Justice takes a long process, expensive and based on individual rights than values in the community	Justice is not bound by procedural rules in adjudicating cases.
Unfair judgments by an individual lead to disunity and popular discontent	Popular decisions overlook individual rights
Politically co-opted and manipulative	Lacks legal representation
Very expensive	Lacks documentation
Does not promote cultural values	Male domination on leadership positions

#### a) Subjective responses

### Transitional Justice Mechanisms

**Transitional justice mechanisms** refer to ways in which countries emerging from periods of conflict and repression have addressed large-scale or systematic human rights violations. The violations have in most cases are so numerous and serious that the normal justice system will not be able to provide an adequate response. The primary objective of transitional justice is to end impunity and establish the rule of law.

Transitional justice is a response to systematic or widespread violations of human rights. It is aimed at promoting peace, reconciliation and democracy but also recognises the victims in the conflict. It is not a special form of justice but ensuring justice to societies transforming themselves after a period of persistent human rights abuse. Transitional justice may be administered soon after or after a period of time after the conflict.

Transitional justice asks the most difficult questions imaginable about law and politics aimed at restoring values on which any decent society can be built. It puts the concerns of the victims and their dignity first but at the same time ensures that ordinary citizens are safe in their own communities and safe from the abuses of their own authorities and effectively protected from violations by others.

In modern justice, Political and legal institutions are compromised and their service may be weak, unstable, politicised and under-resourced and may not bring out the root causes of the conflict. In most cases, the violations will have severely damaged the confidence that exists in the state and its organs to guarantee the rights and safety of citizens. In addition, communities will often have been torn apart in the process weakening the community social or political organisations. Therefore, the need to find legitimate responses to massive violations under these real constraints of scale and societal fragility is what defines transitional justice.

### Activity 6.2.3: Transitional Justice Mechanisms

1. Using ICT or library, identify the countries that have successfully used the Transitional Justice Mechanisms in Africa.
2. What were the benefits of using the Transitional Justice Mechanisms in those areas?

#### Possible responses to Activity 6.2.3

1. Countries that have used the Transitional Justice Mechanisms and the circumstances
  - Mozambique - Civil War (1976-1992) Magamba Spirits
  - Rwanda Genocide (7 April-15 July 1994) Gacaca Courts
  - Sierra Leone - Civil War (1991-2002) Kpaa Mende Tradition-based Practices
  - Uganda - LRA Insurgency (1991-2008) Mato Oput
2. Benefits
  - Established a historical record on the violent past
  - Led to institutional and legal reforms
  - Prevented the recurrence of violent conflict and brought peace
  - Provided justice to the victims of the war and insurgencies

#### Traditional Transitional Justice Mechanisms in Uganda.

The traditional mechanisms are still respected as means of resolving conflicts in our societies. It is delivered at no cost and the decisions arrived at are always binding and respected by parties in the conflict.

The traditional mechanism has continued to work even where the normal justice system has been adopted because of its role in resolving issues that cannot be resolved by the modern system. It does not have uniform rules because different cultures have different mechanisms through which they resolved the conflicts in their societies.

The traditional system emphasises reconciliation rather than condemnation of offenders and helps to keep and hold society together. Its administration maintains social cohesion or community harmony and it is administered by those considered to possess social and cultural legitimacy in the community. The traditional justice system has been used to resolve serious conflicts where the normal justice system has failed to provide adequate responses to conflicts.

The traditional mechanisms have been used in Uganda and beyond to stop the reoccurrence of violent conflicts and to allow societies and individuals to heal from the conflicts. Uganda has used it in the restoration of peace in northern Uganda after many years of war to reconcile communities affected by the conflict (Mato Oput). In Rwanda, it was used to try the genocide suspects using the gacaca community courts.

Through the traditional mechanisms in northern Uganda to resolve the conflict, the government was able to pursue an amnesty policy and offer a blanket and unconditional amnesty to all individuals who had engaged in anti-government insurgencies. This cooled the tempers on both sides of the conflict and allowed the people in northern Uganda to return to their normal lives.



Figure. 6.2.2: Performing the Mato Oput ritual in Northern Uganda.

#### Activity 6.2.4: Traditional Transitional Justice Mechanisms in Uganda.

1. Identify and explain how Traditional Transitional Justice can been used in your community.
2. In groups, discuss circumstances you would recommend the use Traditional Transitional Justice Mechanisms.

#### Possible responses to Activity 6.2.4

1. Subjective responses
2. *Subjective responses*

#### Role of African Traditional Leadership in Peace Building

- The traditional institutions have continued to play a role in resolving conflicts. As already noted, the northern insurgency caused by the LRA war had failed to come to an end until the Acholi community adopted traditional way of resolving the conflict. Whereas each side in the conflict was relying on the military might, the community fell victims of the conflict and the only way to get out of it was to go traditional.
- The Acholi people are traditionally peace-loving people and have always lived in

harmony with others and restoring broken social relations. The Acholi traditional culture has often encouraged individuals to accept their mistakes and take individual responsibility for their actions. Under the Acholi traditional culture, the Paramount Chief Rwot has guided his people in the administration of justice.

- One of the mechanisms for peace and justice has been the Mato Oput which is deeply embedded in the culture of the Acholi people. It is an intricate system through which people are subjected to restore relationships gone bad between clans and individuals. The offenders are subjected to drinking the bitter herb to wash away bitterness and compensate the victims for the harm inflicted upon them.
- The International Criminal Court (ICC) had become an obstacle to resolving the conflict in Northern Uganda in the eyes of many Acholi people. Its insistence to try Joseph Kony and his group in international court because of the atrocities committed was hardening the rebels to fight up to the last man. They preferred Kony and his group to be subjected to the traditional justice practice of mato oput and government to be held accountable, as well, for atrocities committed by the army.
- Through this process, the rebel forces were able to ask for forgiveness from the people they had victimised. The Acholi people were enthusiastic to receive the LRA rebels to voice their willingness to forgive only if the rebels came home to account for their crimes, make compensations and re-join the communities they had helped tear apart. Needless to say, the traditional mechanism of justice in the Acholi community became a stepping stone on which other negotiations to peaceful settlement was achieved.

#### Activity 6.2.5: Role of African Traditional Leadership in Peace Building

1. Using ICT or library, identify the challenges that hindered the end to the Northern Uganda conflict
2. Explain how the traditional institution Mato oput eased the tension of the conflict in Northern Uganda .

#### Possible responses to Activity 6.2.5

1. *Challenges that were hindering the end of Northern Uganda conflict*
  - Hostility between Uganda and Sudan who supported rebellions on each other's territory
  - The North-South conflict that marked Ugandan politics and society since independence.
  - The over reliance on military versus a negotiated solution to end the war
  - Lack of support from the local leadership and communities to end the insurgents
  - Lack of any clear political objective on the part of the rebels

- The ICC indictments to rebels became an obstacle to peace.
- 2. The role of traditional institution Mato oput in the conflict**
- It restored the relationships between clans that were affected by the insurgency.
  - It brought together the two conflicting parties to forgive and restore peace.
  - It made the rebel forces ask for forgiveness to the people they had victimized.
  - It made the Acholi people to receive and forgive the LRA and re-join the communities they had helped tear apart.

### Sample Activity of Integration

The war in northern Uganda was rooted in a popular rebellion against the government. The war later transformed into a brutally violent war in which civilians were the main victims.

People were displaced, and tens of thousands were killed, raped or abducted. The majority of the rebel force were made up of kidnapped children held against their will. While in northern Uganda had deep-rooted



grievances against the government, the rebels had a poor expression of the grievances and did not have popular support amongst the civilian population. The Acholi population felt the effects of violence and were yearning for a solution.

#### Instructions

In an Essay;

- a) the challenges in resolving the conflict between the Ugandan government and the insurgency in Northern Uganda.
- b) If you were the president of Uganda then, discuss how you would resolve the conflict and give justice to the people in Northern Uganda.

**Assessment Grid**

<b>Output</b>	<b>Basis of evaluation</b>	<b>Relevance</b>	<b>Accuracy</b>	<b>Coherence</b>	<b>Excellence.</b>
10 scores	Challenges of resolving conflicts	A learner will score 3/3 if he/she identifies 4-5 relevant challenges of resolving the conflict between the Government and the insurgency in Northern Uganda	A learner will score 3/3 if he/she identifies 4-5 correct challenges resolving the conflict between the Government and the insurgency in Northern Uganda	A learner will score 3/3 if he/she identifies 4-5 challenges of resolving the conflict between the Government and the insurgency in Northern Uganda 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 conflict between the Government and the insurgency in Northern Uganda	A learner will score 2/3 if he/she correctly discusses 2-3 challenges of resolving the conflict between the Government and the insurgency in Northern Uganda	A learner will score 2/3 if he/she discusses 2-3 challenges of resolving the conflict between the Government and the insurgency in Northern Uganda in a logical flow	/1
		A learner will score 1 if he/she discusses 1 challenge of resolving the conflict between the Government and the insurgency in Northern Uganda	A learner will score 1 if he/she correctly discusses 1 challenge of resolving the conflict between the Government and the insurgency in Northern Uganda	A learner will score 1 if he/she logically discusses 1 challenge of resolving the conflict between the Government and the insurgency in Northern Uganda	

09scores	<i>Resolving the conflict Giving in Northern Uganda</i>	<i>Essay on ways of resolving the conflict Giving in Northern Uganda</i>	<i>A learner will score 3/3 if he/she discusses 4-5 relevant ways of resolving the conflict Giving in Northern Uganda accurately in an essay.</i>	<i>A learner will score 3/3 if he/she discusses 4-5 ways of resolving the conflict Giving in Northern Uganda coherently in an essay.</i>	
			<i>A learner will score 2/3 if he/she discusses 2-3 relevant ways of resolving the conflict Giving in Northern Uganda correctly.</i>	<i>A learner will score 2/3 if he/she discusses 2-3 ways of resolving the conflict Giving in Northern Uganda logically.</i>	
			<i>A learner will score 1 if he/she explains 1 way of resolving the conflict Giving in Northern Uganda correctly.</i>	<i>A learner will score 1 if he/she explains 1 way of resolving the conflict Giving in Northern Uganda correctly.</i>	
<i>Total score</i>		<b>6</b>	<b>6</b>	<b>6</b>	<b>19 scores</b>

**Summary**

Conflicts have always existed in society. However, the conflicts in the east African region have its roots in the colonial history while others are as a result of social economic and political dynamics in the region.

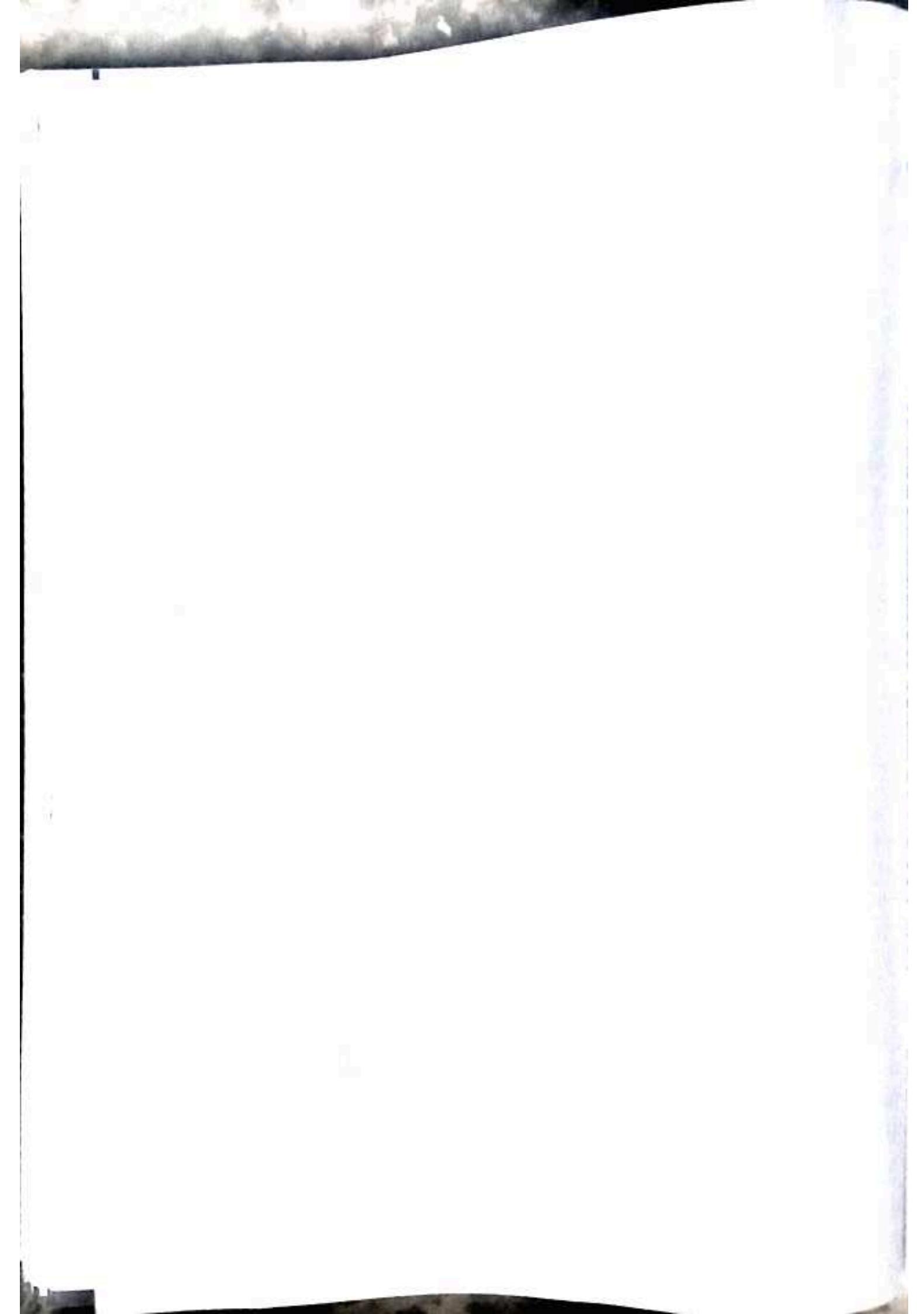
The most recent conflicts have been ignited by ethnic conflict causing loss of life. To some conflicts a comprehensive resolution beyond the modern methods of resolving conflicts were necessary to heal and reconcile the societies to stop the conflicts from recurring. The Traditional Transitional Justice Mechanisms have been helpful in restoring peace and reconciling the affected societies.

## Glossary

<b>apartheid</b>	: Segregation policies against nonwhites in South Africa
<b>bantustan</b>	: Forced settlements of blacks in South Africa
<b>bloc</b>	: A group of countries in an alliance/integration
<b>contrived</b>	: Artificially created and not natural
<b>demilitarized</b>	: Border barrier between North and South Korea.
<b>historical lessons</b>	: Important points learnt from the historical event.
<b>immigration</b>	: Becoming a permanent citizen of a country
<b>imperialism</b>	: A policy of extending a country's power and influence over another country.
<b>innovation</b>	: A new method, idea, action product.
<b>institutions</b>	: Professional organizations
<b>multiracial</b>	: People of many races e.g., Americans
<b>premier</b>	: leading, first in importance, upper order
<b>syndrome</b>	: Consistently occur together
<b>turmoil</b>	: Great disturbance

## References

- A Brief History of the Cuban Revolution <https://www.thoughtco.com/the-cuban-revolution-2136372>
- A history of Apartheid in South Africa <https://www.sahistory.org.za/article/history-apartheid-south-africa>
- African Responses to Colonialism [http://smu-facweb.smu.ca/~wmills/course317/8Pan\\_Africanism.html](http://smu-facweb.smu.ca/~wmills/course317/8Pan_Africanism.html)
- An Outline of The Rise of Modern Capitalism in Japan - <https://core.ac.uk/download/pdf/39255003.pdf>
- Andrea, E. (2018). The extent of IGAD S contribution to conflict and Resolution in Juba LAP LAMBERT. Mauritius, Academic Publishing Press.
- AU and Pan-Africanism: Beyond rhetoric <https://issafrica.org/amp/iss-today/au-and-pan-africanism-beyond-rhetoric#:~:text=The%20idea%20of%20uniting%20Africa,socio%20economic%20and%20political%20unity>.
- Avruch, K. (1998). Conflict Resolution, Cross Cultural Perspectives. Virginia, George Mason University, Praeger Press.
- Batista forced out by Castro-led revolution <https://www.history.com>this-day-in-history/batista-forced-out-by-castro-led-revolution>
- Beasley, W. G. (1987). Japanese Imperialism 1894-1945. Great Britain, Oxford University press.
- Caiger, J. G. et al (1997). A History of Modern Japan, Revised Edition; Tokyo, Tuttle Company.
- Comparing and Contrasting the Challenges and Successes of Ecowas as It Also Relates to the Challenges and Successes of ASEAN (Association of South-East Asian Nations) Osolase Ehikioya Hilary- <https://core.ac.uk/download/pdf/234668753.pdf>
- Conflict in Society: Definition, Causes, Types and other Details <https://www.sociologydiscussion.com/society/conflict-in-society-definition-causes-types-and-other-details/2202>
- Cuba and the possible socialism [https://www.scielo.br/scielo.php?pid=S0103-40142011000200018&script=sci\\_arttext&tlang=en](https://www.scielo.br/scielo.php?pid=S0103-40142011000200018&script=sci_arttext&tlang=en)
- Nelson Mandela & the Fight Against Apartheid: December 5, 2013; Mark Engler <https://www.morningsidecenter.org/teachable-moment/lessons/nelson-mandela-fight-against-apartheid>
- Neocolonialism <https://iep.utm.edu/neocolon/>



LONGHORN

SECONDARY

# HISTORY AND POLITICAL EDUCATION

## TEACHER'S

GUIDE 4

Longhorn Secondary History and Political Education, Teacher's Guide senior 4, is a new course teacher-Instruction Book that has been recommended by the Ministry of Education and Sports, for use in Uganda Secondary Schools. It fulfils all the goals and targets of the Lower Secondary History and Political Education Curriculum in Uganda, which the teacher must follow for effective execution of the course content.

Longhorn Secondary History and Political Education, Teacher's Guide senior 4, is unique, in that it allows a thorough implementation of all course content by the teachers, while using all learner-centered teaching methodologies, which in turn, promote the participation for all, in learning History and Political Education through:

- Well-organised topics which are sequentially presented, to allow transition from one concept to the next.
- Demonstrative integration of text and illustrations to boost understanding.
- Numerous indoor and outdoor activities which are investigative.
- Experimentation and demonstration using locally available materials.
- Work-to-do exercises within the activities and at the end.
- History and Political Education -related games which make learning History and Political Education interesting, and enjoyable for all.
- A user-friendly approach which is well-centred on the learner's own environment for easier understanding of the concepts.

Longhorn Secondary History and Political Education, Teacher's Guide Senior 4, is detailed and comprehensively covers all the Learning outcomes tabulated in the Senior 4 History and Political Education syllabus. The authors are experts in History and Political Education, and are classroom teachers, who have taught History and Political Education for many years. They have brought their vast experience into play in this book.

APPROVED BY MoES, NOT FOR SALE

Property of the Government of Uganda.

Adapted to the New Competence Based Curriculum

ISBN 978-9913-01-284-3

LONGHORN  
PUBLISHERS PLC

[www.longhornpublishers.com](http://www.longhornpublishers.com)



9 789913 012843