

## **UNIT 1**

### **THE LOCAL ENVIRONMENT**

**SS/1/1**

## **INTRODUCTION**

Dear Student,

Welcome to Unit 1 of Social Studies module 1. The Unit is entitled the local environment.

This unit on the local environment is the first unit in the Social Studies Education module 1. Study it carefully because it will provide important background knowledge that will help you understand other units in the module.

## **AIM**

This unit is aimed at enabling you understand the local environment and utilize it for sustainable development.

## **OBJECTIVES**

By the end of this unit you should be able to:

1. Give the meaning of physical features, and draw the map of your local area.
2. Categorize the social and political set up of your environment.
3. Identify the resources in your local environment.
4. Find out the local history and the ethnic background of the people in your local area.
5. Measure and record the aspects of weather conditions in your local area.
6. Identify customs and traditions of your local environment.
7. Identify different types of administrative units and structures in your local area
8. Find out social services provided in your local area.
9. Find out the seasonal activities in your local area, and their impact on the environment.

This unit is divided into 3 topics

### **Topic 1: The physical environment.**

- (a) The meaning, scope and composition of the environment.
- (b) Physical features of the local area.
- (c) Mapping of the local area.
- (d) Weather, elements, measurement and recording.

**Topic 2:        Exploitation and use of resources in the local area.**

- (a)    The nature and type of resources.
- (b)    Land practices
- (c)    Abuse of the environment.
- (d)    Care for the environment.
- (e)    Seasons and climatic changes and their relationship with economic activities.

**Topic 3:        The social and political set up.**

- (a)    Ethnic composition and local history.
- (b)    Customs, traditions and legends.
- (c)    Administrative units and structures in the local area.
- (d)    Social services in our local area.

$\pi$         **SUBJECT ORIENTATION**

We expect you to study this unit diligently and discuss with your friends the major issues. You may visit some of the offices in your local area and find out some of the information.

$\pi$         **STUDY REQUIREMENTS**

Reading alone is not easy, so we advise you to get a pen, pencil, note book, coloured pencils, a time-table, quiet room with a reading table and chair. We also expect you to read newspapers and get information from knowledgeable people.

***Enjoy your study of this unit.***

## TOPIC 1: THE PHYSICAL ENVIRONMENT

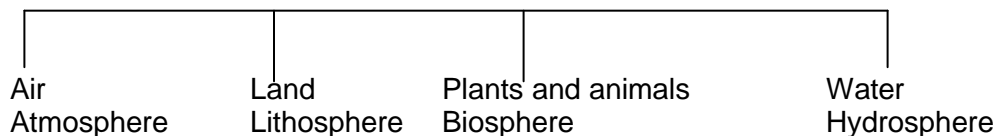
In this topic you will learn about:

- The meaning, scope and composition of the environment.
- Physical features of the local area.
- Mapping of the local area.
- Weather elements, measurement and recording.

### (a) The meaning, scope and composition of the environment.

Environment means the physical, social, political and economic set up of an area. (the surroundings).

The natural environment is divided into 4 main parts or components.



### Atmosphere

This is a layer of air that surrounds the earth. It is made up of a number of gases. Without the atmosphere there would be no life on earth.

### The Lithosphere

The lithosphere or earth's crust is the outer skin of the earth consisting of rocks and minerals. Beneath the earth's crust are two other parts known as the mantle and the core. The earth's crust is the most accessible part of the earth's structure. The rocks include:

- Igneous: fire formed-rocks-formed by the cooling down of molten magma, derived from deep in the earth's interior by volcanicity.
- Sedimentary: formed from sediments or materials worn from an original rock, transported and later re-deposited together with chemically and organically formed material.
- Metamorphic: formed from sedimentary and igneous rocks as a result of intense heat and pressure.

### Biosphere

Biosphere is the world of plants and animals. It is the world of life. Plants depend on animals and animals depend on plants.


## Hydrosphere

This is the area of the earth's surface covered by water; it mainly consists of large water bodies like oceans and seas. Water is essential for human life. Without water plants and animals cannot survive.

### (b) Physical features of our local area

Physical features are natural objects found in the landscape.

The physical features of our local area include the mountains, plateaus, uplands, lowlands, lakes, rivers, rift valleys, valleys and water falls.

 In your environment, which of these features are very common? Of what importance are they to your environment?

You will learn more about physical features in Unit 2.



### ACTIVITY SS 1/1-1

Take a nature walk in your immediate environment, to observe the nature of the landscape. The following may guide you.

- (a) List down each category of physical features, using the names that the people in your local area call them.
- (b) Remember, the four categories i.e. the components of the environment (Atmosphere, Biosphere, Lithosphere and hydrosphere) Tabulate the physical features observed in these categories.
- (c) Discuss the uses of each of the features observed in the landscape and identify problems man faces in using them.

### Example:

The most commonly used component of the biosphere are swamps.

Swamps are drained off to create land for cultivation; settlement; livestock farming and industrial development.



### **ACTIVITY: SS/1/1/-2**

1. List down the 4 components that make up the natural environment.
2. Define each one of them.
3. What do you understand by physical environment.
4. What are the effects of people's activities on the physical environment?



Check your answers with those at the end of the Unit.

***Well done!***

### **(c) Mapping of the Local Area**

#### **The Components of a Map**

Maps have 5 basic features.

- a) **Key:** A key shows what is contained in the map. It shows the meaning of the symbols used in a map.
- b) **A frame:** A frame gives shape to a map and also shows the demarcations of the map being drawn.
- c) **Scale:** Scale shows the distance on a map and how it is represented on the ground e.g. 1cm: 40km. This means 1 cm on a map represents 40 km on the ground.
- d) **A compass:** This is used to show direction. It has 4 cardinal directions, North, South, East and West.
- e) **Title:** This shows what the map is about.

#### **Data collection in the local area**

In order for you to find out more about the local area, its important to get involved in collection of information (data collection) on several issues or aspects of environment.

Data could be collected in several ways:

#### **(i) Use of questionnaires**

These are printed out lists of questions, which call for specific answers (closed questionnaires) or open responses /opinions (open questionnaires).

(ii) **Use of Interviews**

This is a face-to-face interaction with a person in bid of finding out responses to given issues. You can conduct an organized (formal) discussion or an informal one depending on the kind of information you desire.

(iii) **Observation**

You can collect information by observing the activities, performances, landscape, behaviour patterns, objects, artifacts etc. Sometimes you could participate in an activity so as to find out the procedures undertaken in performing a task (participant observation). When the information you want is trivial, you can secretly observe the incidences as they occur, taking note of pertinent issues.

(iv) **Text books (Printed/written information)**

Information can be collected by consulting/ reading from the written sources.

(v) **Electronic devices**

This is the most dominantly used device today; it involves getting information from the Internet, TV and radio programmes.

(vi) **Maps, photographs and pictures**

Data can be collected by analyzing sketches of maps drawn, representing various information. It could also be got by analysis and interpretation of photographs and pictures.

**Ways of Recording Information**

In the study of the local environment one can record information through;

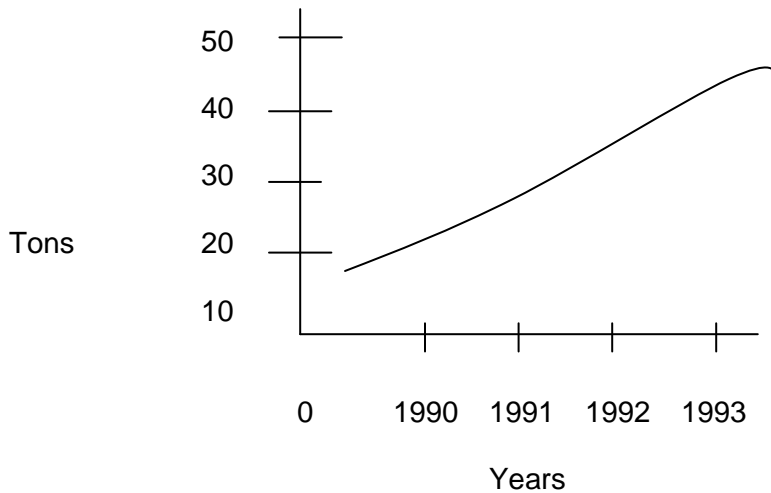
- Taking field notes.
- One may list things in a table.

**TABLE 1: RATE OF PRIMARY SCHOOL DROP-OUTS IN KAKITA COUNTY**

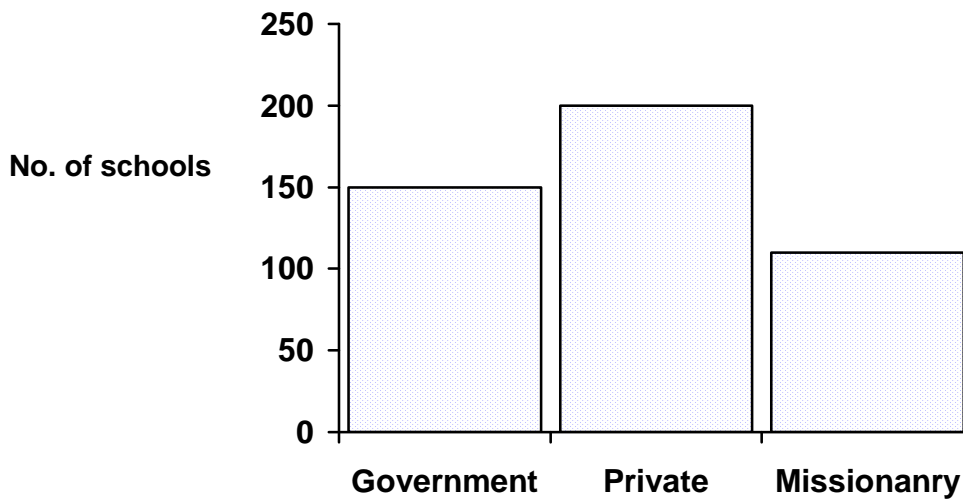
YEAR	ENROLMENT	DROPOUTS
1995	864	79
1996	918	241
1997	993	118
1998	1620	423
1999	2574	127

- Information can be recorded on a line graph

**Figure 1.1: Tons of Coffee exported between 1990 and 1993**



The information can as well be shown on a bar graph e.g. Number of schools in my local area.



**Figure 1.2 Schools in my local area.**

Information can as well be shown using a sketch map.



#### (d) Weather, elements, measurement and recording

Weather is the condition of the air in the atmosphere

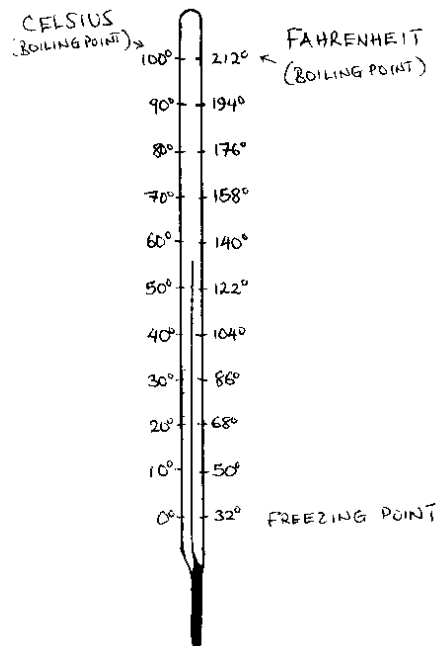
The elements of weather are;

- Temperature
- Wind
- Sunshine
- Rainfall
- Clouds
- Humidity

##### (i) Temperature

Temperature is the amount of heat we receive i.e. the amount of heat at any given time. The warmth of the sun's rays cause the air temperature to rise. In some areas temperatures rise very high during the day and fall below freezing point at night.

We measure temperature using Celsius Scale. It has  $0^{\circ}\text{C}$  at which water freezes and  $100^{\circ}\text{C}$  boiling point. Sometimes temperatures are measured using a special thermometer called maximum and minimum thermometers. These thermometers show the highest and lowest temperatures at the same time. Another scale that may be used is Fahrenheit on this Scale water freezes at  $32^{\circ}\text{F}$  and the boiling point is  $212^{\circ}\text{F}$ .

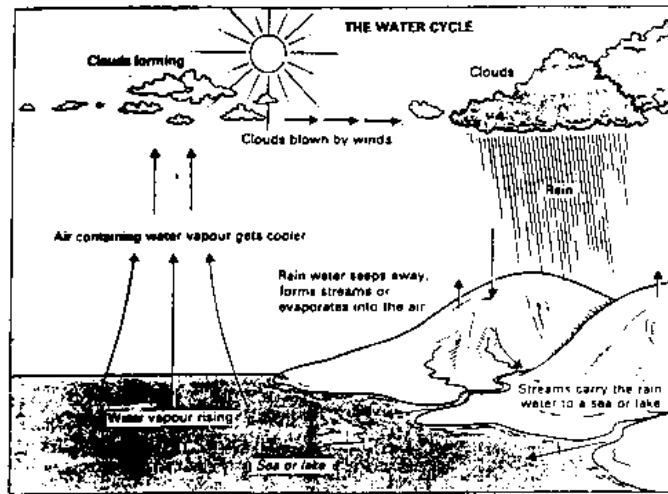


**Figure 1.3: Thermometer**

##### (ii). Rainfall

Rainfall is formed as a result of a process. The sun's heat causes the ground and water body to warm up. The moisture evaporates and the water vapour condenses

to form the clouds. The clouds finally let off the rain drops into the earth surface as rainfall.



**Figure 1.4 The water cycle**

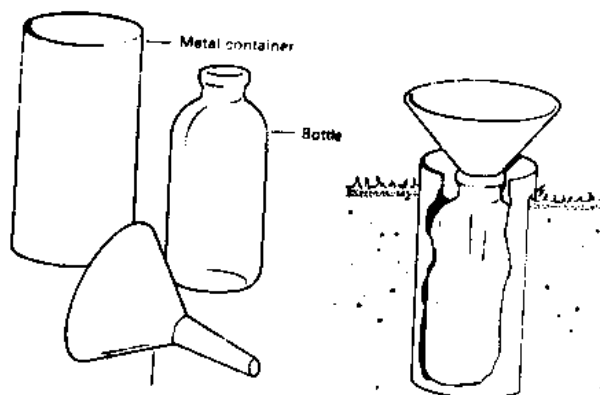
### (iii) Clouds

There are 5 different types of clouds.

- (i) Cumulus clouds: These are fluffy like cotton wool. They do not bring rain.
- (iv) Nimbus clouds are very dark and low. They give rain.
- (v) Stratus clouds are grey. They stretch across the sky without any breaks.  
Sometimes very dark stratus clouds bring drizzly rain.
- (vi) Cumulo-Nimbus clouds; these are low clouds, whose summits rise like mountains.
- (vii) Cirrus clouds are very high. They sometimes look like white bars in the sky.

The amount of rainfall in a day is measured by the rain gauge and it is measured in millimeters.

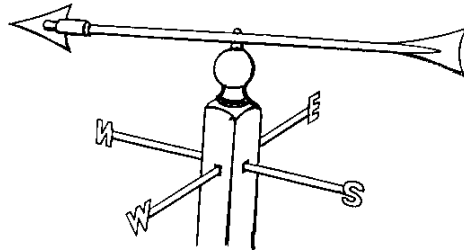
**Measuring the amount of rainfall using a rain gauge.**



**Figure. 1.5 A rain gauge**

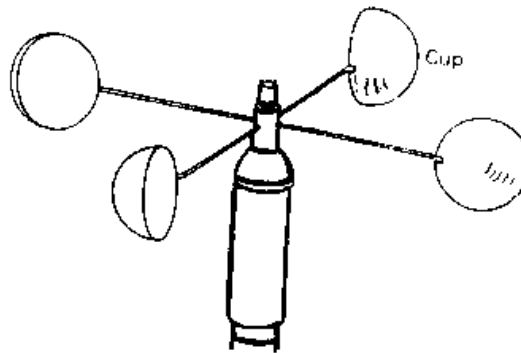
#### (iv) Wind

Wind is moving air. Winds occur because of the change in the atmospheric pressure. The direction of the wind affects the rainfall in an area. You measure the direction of the wind using a wind vane.



**Figure 1.6 Wind vane**

The speed of the wind is measured by an instrument called Anemometer.



**Figure 1.7: Anemometer**

#### (v) Atmospheric Pressure

The atmospheric pressure is the weight of the air pressing on the earth. It is measured by an instrument called Barometer. It is measured in units called millibars. The pressure of the atmosphere decreases as altitude increases.

#### (vi) Humidity

The moisture in the air is the humidity. Where there is a lot of moisture in the air, there is high humidity and when the air is dry there is low humidity.

#### Climate Divisions

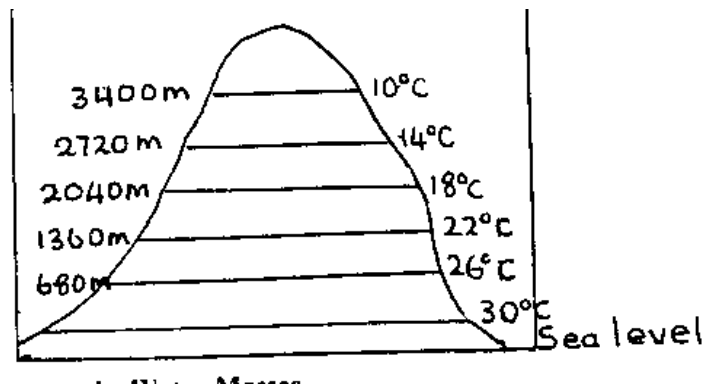
Variations in climate over the earth surface, depend on a number of factors. These include;

a) **Distance from the Equator**

Far away from the equator the climate is likely to be cool. Nearer to the equator the climate is warm and hot.

b) **Altitude**

Places on high altitude are cooler than those of the low altitude. They even receive more rainfall. Those areas always receive relief rainfall (Orographic).



**Figure 1.8 Relationship between altitude and temperature**

c) **Nearness to the Water Masses**

A place situated near the lake or river is likely to have more rainfall. This is because there is moist air over the water. Such areas receive conventional rainfall.

d) **Wind systems**

The climate of an area may be affected by the movement of winds. If the winds pass over dry area they carry with them the dry air. But if they are blowing over a lake or a big river, they carry humidity and therefore helping that area to get rains.

e) **Vegetation cover**

A lot of vegetation cover helps in the formation of rainfall. Therefore places which have a lot of trees receive a lot of rain while those with scanty trees receive less or no rainfall.



### ACTIVITY SS/1/1-3

1. List down 5 features of a map.  
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  2. In one sentence explain each of them.  
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  3. Write down the elements of weather.  
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  4. Discuss the constraints you face while collecting and recording data.  
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- ✓ Check your answers with those at the end of the unit.

***Best wishes as you continue to read!***

## **TOPIC 2: EXPLOITATION AND USE OF RESOURCES**

- The nature and type of resource.
- Land practices.
- Abuse of the environment.
- Care for the environment.
- Seasons and climate changes.

### **a) The nature and type of resources**

A resource is any material man assembles and uses for improving his/her welfare.

#### **Types of Resources:**

Resources can be divided into two types; natural and man-made.

Natural resources are those which exist by nature as a result of the interaction of inter-related systems of physical, biological and socio-cultural components. Examples of natural resources are wildlife, plants, mineral rocks, fossils, forests, land, water bodies (Lakes, rivers, oceans) etc.

Man made resources refer to any possession or avenue on which development can be based. It is anything man owns and makes for a purpose. Examples of man-made resources include buildings (factories, industries, schools etc) machines, roads, canals, weaponry; etc.

### **b) Land Practices**

Different areas have various ways through which land is being used. This also depends on the climate of the area.

Some of these practices include:

- Use of land for crop production. Land is cultivated and crops grown.
- Land is used purely for rearing of animals such as cattle, goats, sheep.
- Stone quarrying can also be done in places where rocks exist.
- Digging up of sand to be sold for construction (sand mining).
- Clearing of forests for fuel-wood and charcoal burning.
- Reclamation of land for settlement and development purposes.

Land is mostly used on communal terms where everyone is free to utilize a given portion. There is no permanent ownership in some areas. There is individual ownership where land is leased and a title given.

#### **Examples of land practices**

##### **Agriculture**

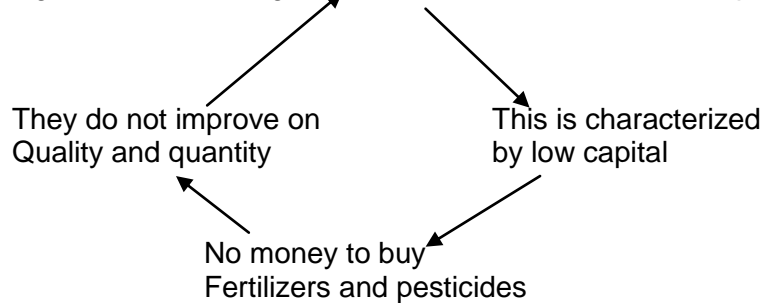
Many people who live in rural areas are farmers because food is a basic human need. In some areas where they do not grow enough food, their children suffer from malnutrition which may result to famine.

In some of our areas people produce food for themselves and their families. This type of farming is called subsistence agriculture. However, some have farms where the outputs are sold for commercial purposes. This is commercial farming.

In some areas where there are no trees and soils are poor, people have suffered because of famine.

An illustration of a vicious circle of poverty

Farmers grow what is enough for their families and have no surplus to sell.



The above is characteristic of some of our districts e.g. Kabale, Mbale where the population is high and land is shared among very many people.

In these areas agricultural production may be increased by:

- a) Sensitizing people on the methods, types of farming and providing agricultural implements.
- b) Improving the transport systems so that the farmers are able to transport their goods to the nearest markets.

## Forests

Is your college situated near a forest?

What are some of the economic activities carried out there?

### Uses of trees in our local area

Timber	Paper
Wind break	shade
Medicine	to protect soil
Habitat for wildlife	firewood

- Many farmers use carefully chosen trees along the contours of sloping land to stop soil erosion.
- Some trees are planted to provide fruits for food and income.

- Some trees are planted with crops to provide fertility e.g. cariantra.
- Some are planted in coffee plantations to provide shade.

## **Fishing**

Is your college situated near a lake, river, pond, swamp, papyrus swamp, or stream? If so then fishing is a prominent activity which you might have practiced because:

- Fish is a source of protein.
- A source of income.
- A learning aid for educationists.
- Fish is a raw material for food processing factories.
- Some fish feed on others.
- Some fish can cure some diseases like measles.

Some of the fish caught in our local environment include:

Sardine, Mackerel, lung fish, tilapia, Nile perch, mud fish.

Which of the above is found in the waters near your college?

Some fishermen in most of our local areas use; Traps, hooks, nets and baskets for catching fish.

Please discuss with a friend the advantages and disadvantages of each method.

## **Mining**

This is the extraction of minerals from the ground. The minerals are found in rocks in form of ores.



What type of mineral is mined near your school?



Discuss with your fellow teachers the importance of that mineral.



What problems are encountered in mining?

### **What to consider when one is going to extract minerals.**

- The quantity of the mineral.
- The depth at which the mineral is found.
- The nature of the rocks that have to be mined in order to extract the mineral.
- The cost of transporting the mineral to the market.
- Labour costs.
- The technology available.



- The nature of infrastructure.

## **Smelting**

Most of the mined ores have a lot of impurities. Therefore the ore has to be refined to remove the impurities and to reduce transport costs e.g. Iron ore is smelted to get pure iron.

## **Advantages of Mining in Local Areas**

- It provides employment.
- Transport systems are provided in those areas where the minerals are found.
- The country gets money from the sales.
- Minerals may be used to produce goods or raw materials for industries.
- Mining causes settlements to grow.
- In a mining area, a manufacturing industry may develop.

## **Industries/Factories**

Most of our local areas have small scale or craft industries for:

Bricking making	Carpentry
Charcoal burning	Pottery
Making mats/baskets/trays	



Where do these industries get raw materials?

Labourers?

Capital?

For any industry to develop, it requires: Labour, raw materials, land, capital and power.



Is your school in an urban area?

When the government wants to develop large industries it has to:

- Allow individual entrepreneurs and foreign companies to participate.
- Provide assistance to those companies and entrepreneurs.
- Develop education and training programmes to sensitize the public.
- Encourage small scale industries.
- Provide power, transport, labour and raw materials that industry requires.

## **Tourism**

Invisible trade, where local and foreign tourists go to view the physical features, game parks, game reserves, cultural sites and sports/games.



#### ACTIVITY SS/1/1-4

1. List some of the uses of trees in your local area.  
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  2. What do fishermen in your local area use to catch fish?  
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  3. What do you consider when you are going to extract a mineral?  
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- ✓ Check your answers with those at the end of the unit.

#### (c) Abuse of the environment

The elements that are involved in abuse of the environment include: erosion, deforestation, pollution, frost, floods, drought, earthquakes, pests and diseases.

#### What causes environmental degradation?

There are a number of activities that lead to environmental degradation. These are;

##### 1. **Overgrazing caused by overstocking.**

This has caused the removal of vegetation cover. When the soil is left bare, it is removed by wind and sometimes washed away by water.

##### 2. **Over-cultivation:**

When one type of crop is grown in a soil year after year without adding manure, the soils lose the minerals. The soils become light and erosion sets in.

- The soils may be over used especially in areas where population is high e.g. Kigezi and Mt. Elgon areas.
- When artificial fertilizers are used they pollute the soils, leaving the area unsuitable for crop production.

### 3. **Deforestation**

Forests and woodlands are cut down to provide fuel, timber and land for cultivation and settlement.

### 4. **Swamp Drainage**

Swamp drainage has resulted into serious water shortages. The drained areas soon become unproductive and many birds and animals lose their habitat.

### 5. **Bush Burning**

- Exposes the top soil to wind and running water causing erosion.
- Destruction of worms which contribute to soil formation.
- Destruction of humus and soil structure.
- Development of fire resistant bush or grass which are not nutritious to livestock.

### 6. **Pollution**

Dumping of industrial and domestic wastes in lakes and rivers.

- Endangering the fish industry.
- Car washing at river banks or lakes pollute water and kill fish.
- Land pollution because of polythene papers and chemical waste.
- Polluted water used for irrigation may transmit diseases.
- Vehicle fumes pollute the atmosphere and transmit air borne diseases and Tuberculosis (T.B)

### **Natural causes of environmental abuse**

Environmental abuse sometimes occurs through natural factors. These are;

#### 1. **Biological Causes**

Weeds, pests and diseases spoil the crops.

- Plant pests e.g. caterpillars, aphids, locusts destroy crops.
- Plant diseases e.g. coffee rust, cotton stains are destructive to crops.
- Nagana, East cost fever, rinderpest, foot and mouth diseases kill a lot of animals.
- Human diseases e.g. malaria, dysentery, tuberculosis, cholera and AIDS reduce labour in production.
- Weeds e.g. water hyacinth has lead to the death of fish.

## 2. Climatic Hazards

- Drought: it is the cause of food shortage and may kill people.
- Floods: Wash away the rich soil and also damage crops.
- Hail storms: destroy vegetation and human life.
- Rain storms: destroy crops or other human and non-human resources.

## 3. Geographical and Geomorphic hazards

These include: avalanches i.e. fall of a mass of snow or ice down on a mountain slope e.g. on Rwenzori, earthquakes and land slides as in Mbale, Western Uganda areas.



### ACTIVITY SS/1/1-5

1. Outline causes of environmental degradation.
2. Which climatic hazards lead to environmental degradation?
3. Discuss with your friends, land practices in your local area.

✓ Check your answers with those at the end of the unit.

## (d) Care for environment

- Caring for our environment is very important. It will enable us utilize it for our survival.

The following steps can be taken to combat environmental deterioration.

- Use proper farming methods e.g. crop rotation, mulching and agro-forestry.
- Afforestation and re-afforestation programmes should be launched to provide fuel, charcoal, control soil erosion and modify climate.
- People should be encouraged to use hydro-electric power, solar energy and energy saving stoves to reduce clearing of forests.
- Control overgrazing and overstocking.
- Carry out environmental education to the public through radio and T.V.
- Proper use of wetlands or swamps.
- Reduce population pressure on land by encouraging migration.

- Institute by-laws on use of resources and environment.

(e) **Seasons and climatic changes and their relationship with economic activities.**

The day to day weather changes in our local environment makes up the seasonal changes.

There are two main seasons we experience in our local environments: hot and dry, warm and wet. Sometimes we may categorize these weather changes as; rainy, windy, sunny or cloudy.

The hot/dry or sunny spell is caused by the prolonged sunny season for more than six months. This season is characterized by activities like: harvesting, bush burning, clearing land for cultivation, cultural ceremonies, construction of shelter, trade, etc.

The warm/wet seasons something cloudy and rainy are punctuated by prolonged hours of rain for over six months. During this period we carry out activities like planting and weeding of crops, trade transactions, etc.

In the recent past our local environments experienced the two seasons twice a year i.e. two hot/dry and two warm/wet. To date the climatic patterns are changing accordingly. This is largely due to human activities in our environment.

The seasonal changes dictate the type of clothes put on i.e. when it is a rainy season, heavy or woolen clothes may be preferable while during a sunny one lighter clothes could be sought for.

Seasons determine man's economic activities. In the wet season, people in the local area settle down to agriculture. They grow a variety of crops. Their participation in agriculture is mainly subsistence though to a small scale commercial.

During the dry season, harvesting of crops is done. It is when land is prepared for the next season. Seeds for planting when the rains come back are sorted and stored. Some of the surplus harvest is sold in the local markets. It is during this season that most people engage in petty trade as a source of income. Hunting in the forests and fishing in the swampy areas is done in some areas. Pastoralism is also evident since cattle keepers will have to move from one place to another in search of pasture and water for their animals.

Climatic changes affect man's activities. This affects crops yields because of the unpredicted change. It therefore results to serious losses and thereby the income of the local people is affected.

Discuss with your friends, the activities which the people in their community perform in specific seasons and climatic changes.



### **ACTIVITY SS/1/1-6**

1. What steps can be taken to combat environmental deterioration?
2. List activities done during the dry season in your local area.
3. Discuss with your friends the effect of climatic changes on man's activities.

✓ Check your answers with those at the end of the unit.



## SUMMARY

In this unit we have looked at the physical environment and have seen that our environment consists of the atmosphere, lithosphere, biosphere and hydrosphere. We have also discussed the effects of man's activities on the environment.

We also have looked at the physical features in our local area, the nature and type of resources and their importance in our local area. We further have learnt the elements of weather and how weather affects human activities.

We have looked at exploitation and use of resources in our area, abuse of environment and steps taken to combat environmental deterioration. We have also seen how seasons and climatic changes affect economic activities.

Finally, we have learnt the various ethnic groups in our area and the social services provided in our area and their importance to us.

***We hope you have benefited a lot from this unit!***

### TOPIC 3: THE SOCIAL AND POLITICAL SET UP

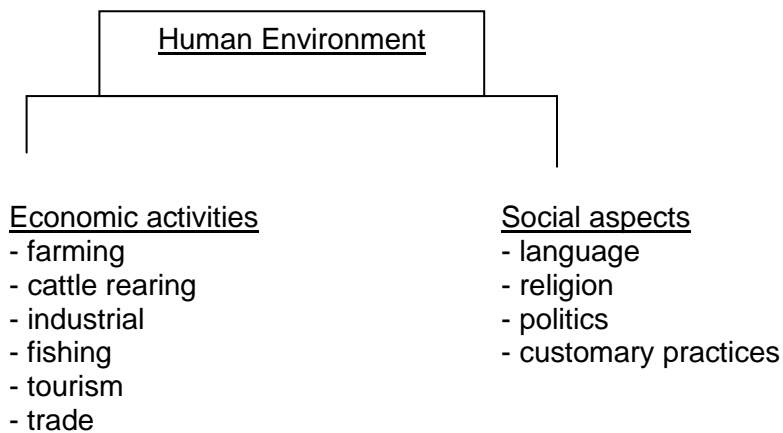
In this topic you will learn about;

- Ethnic composition and local history.
- Customs, traditions and legends.
- Administrative units and structures in the local area.
- Social services in our local area.

The social and political set up of the local area consists of the human, economic and social environment..

#### Human Environment

The human environment means the world which has been made by people. The natural environment can survive on its own but human environment cannot. People cannot survive without nature. If we do not take care of the natural environment, it may suffer or even disappear. People use their skills to overcome difficulties created by the environment e.g. they make bore-holes in dry areas in order to get water. They make bridges to cross rivers.



#### Economic activities

Activities found in our local area

Farming	weaving	rearing cattle	smelting
Industrial	brick making	tourism	trading
Fishing	transport		



Think about some more activities carried out in the local area and add them on the list.

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## Social activities

The natural and the human environment have a strong link with the social environment. The people need to talk to one another hence use a Language. They need to live in groups, forming a society.

- In your college find out the language commonly used.



Which religions are practiced in your college?



Discuss with a friend the political activities that take place in your college.

- List down some activities done in your school which make up the culture of the school.

### (b) Ethnic Composition and Local History

Ethnic group is a national, racial or tribal group that has a common cultural tradition of people. Your institution is situated in any of these regions.

Region	People	Language
Central	Baganda, Baruli, Baziba	Luganda, Luziba
Southern, Western	Banyankore, Bafumbira, Bahororo, Banyoro, Batoro, Bamba, Bakonjo	Runyankore/Rukiga/Runyoro/Rutoro
North Western	Alur, Madi Jonam, Kakwa, Lugbara	Madi, Luo, Kakwa, Lugbara
Northern	Acholi, Langi	Luo
North Eastern	Karamojong, Suk, Labwor, Tepeth, Dodoth, Sabiny	Akarimojong, Kupasabiny, Lep-tur
Eastern	Iteso, Kumam, Bagisu, Bagwere, Banyole, Basoga, Jopadhola, Bakenyi	Ateso, Kumam, Lugisu, Lugwere, Lunyole, Lusoga, Adhola, Lukenyi

Discuss with your friend the different types of people that live in your environment. Find out how they came to that area. Trace their local history in terms of the activities carried out, pattern of organisation, food, and beliefs.

### (c) Customs, Traditions and Legends

#### (i) Legends

These are stories which concern a past that is less remote than that of myths.

Legends are regarded as true by the people who tell and hear them, they are secular rather than sacred. Legends tell of migrations, wars and victories, deeds of chiefs and kings, and succession in ruling dynasties. Most often they justify the relative social position of an ethnic group and lineages.

#### Case Study

Kintu is believed to have been the first man in Buganda. His wife was Nambi, the daughter of Gulu. Gulu lived in heaven. Walumbe was the jealous brother of Nambi.

He came down from heaven to live with Kintu and Nambi. Each time he could snatch one of Nambi's children in a bid to return to his father. This is how and why death came to Buganda (earth).

## **(ii) Customs**

Customs are usually generally accepted and long-established pattern of behaviour or doing things. Customs include beliefs, values and art which one can perform. Every community has its own customs so do institutions. In the school where you are employed there may be some specific practices which are regarded supreme by your community yet such practice may not be of great importance to the curriculum.

i.e. Prayer days in the chapel.

- Welcome sessions for new people in the school.
- Farewell party/graduation party for P.7 leavers.

The social institutions like religion, marriage, education, etc are practiced according to the customs of a specific ethnic group and tribe.

Share experiences with fellow teachers of a different tribe on how institutions above are practiced in their custom.

## **(iii) Traditions**

A tradition is a process of passing on beliefs or customs from one generation to the next. In most communities the new born child is welcomed into the community in a special way; in some communities, a ritual of naming involves a lot of drinking, dancing and eating. Yet in another community it may be a simple prayer. The young ones therefore grow up with traditions and customs passed to them by the elders throughout their life times.

Traditions are regarded as supreme by most societies: evading practice of a specific tradition often leads to disorders. There are clan leaders in every community responsible for carrying on the practice.

People in an area form the traditions and customs according to how they perceive them. Most people will always practice and adopt those which suit their lifestyle and reject the enforced ones. Customs and traditions vary from society to society. However people of different areas and background may have the same customs and traditions as a result of interacting with each other through performance in various activities. Sometimes customs and beliefs may be determined by the physical environment e.g. in Gisu society Mt. Masaba has always been regarded as a high god. Customs, religion and education may be carried on by use of language (oral tradition) from one generation to another.



### ACTIVITY SS/1/1-7

1. List down peoples found in your local area and the language they speak.

People

Language

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

2. How are customs and traditions passed on to the young generation in your local area?

.....

.....

.....

.....



3. Discuss with your colleagues the positive and negative effects of customs and traditions.

4. What do you think is the relevance of studying legends, customs and traditions as a component of the social environment?

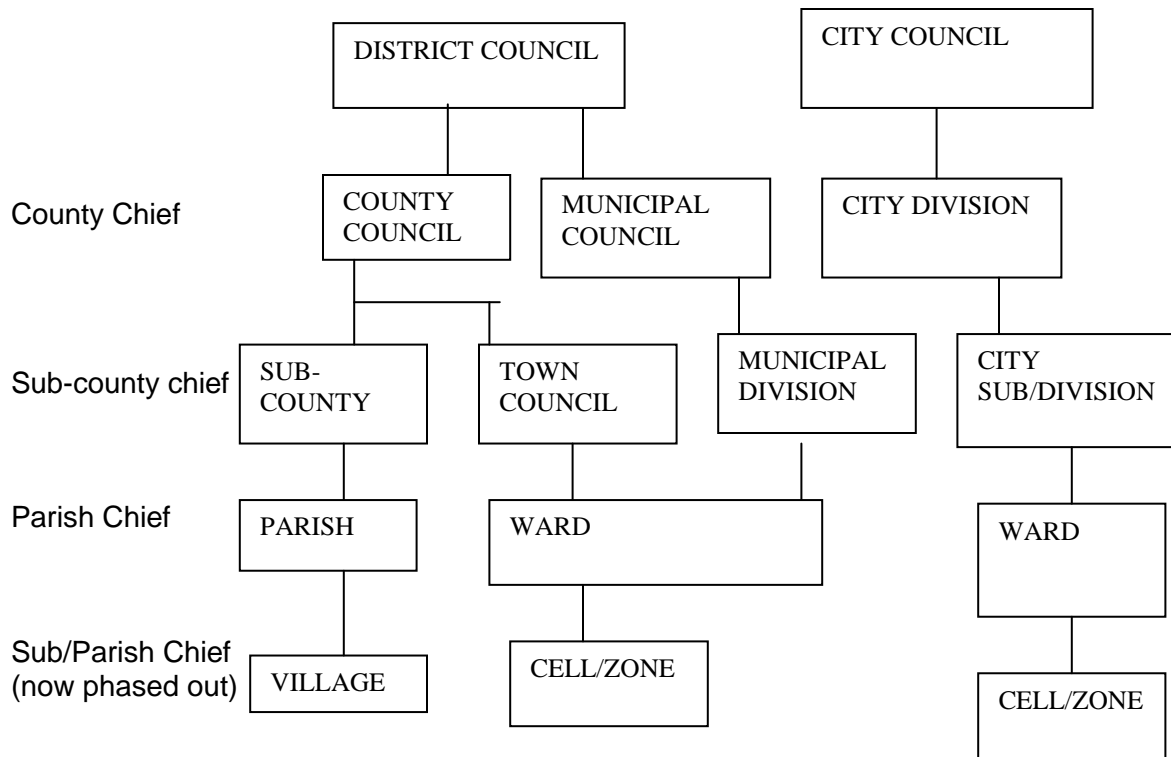


Check your answers with those at the end of the unit.

#### (d) Administrative units and structure in the local area

The smallest administrative unit in the local area is the village council known as Local Council 1 (LC. 1). This hierarchy grows up to Local Council 5 at District level.

## THE CORRELATION OF THE LOCAL GOVERNMENT UNITS



The LC 2 is parallel to the Parish Chief

LC 3 is parallel to sub-county Chief

LC 4 is parallel to the County Chief

 How many members make up the Local Council Committee? (LC 1 – LC 5)

### Roles of the Council

- To exercise all political and executive powers.
- Provide services.
- Protect the constitution.
- Ensure the implementation of government policies.

At each LC level the committee will have a:

- Chairperson
- Vice Chairperson who is also the secretary for Child Welfare.

- General Secretary
- Secretary for Information, Education and Mobilization.
- Secretary for Security.
- Secretary for Finance.
- Secretary for Production and Environmental Protection.
- Chairperson of the Youth Council at the Parish who will be Secretary for Youth.
- Chairperson of the organisation of persons with disabilities.

1/3 of the Executive Committee must be women.

List them down in your notebook.



Discuss with your colleague the roles of each committee member.

#### d) **Social services in our local area Education (Schools)**

There are two types of education in Uganda. Formal and non-formal education. Non-formal education takes place at home and in the society one is living in.

In this type of learning, children learn by doing what adults do.

Formal education is acquired at school. It is the key to development. Children are trained to acquire skills to enable them do the jobs they train for. In Uganda all educational needs and planning are provided by the Ministry of Education and Sports.

### **Types of Schools**

#### a) **Nursery or Pre-primary**

Some children in Uganda attend nursery schools. The schools are privately owned. The Ministry of Education does not have a direct say in the running of the nursery schools.

#### b) **Primary School**

This takes 7 years. Some schools are day and others are boarding. After P.7 pupils sit for the primary leaving examination (PLE). The government is planning to extend the duration to 8 years according to the White Paper on education.

c) **Secondary School**

This is a six-year course. Candidates are awarded Uganda Certificate of Education after 4 years and the Uganda Advanced Certificate of Education (UACE) after 2 years.

d) **Tertiary Institutions**

These provide to candidates who have completed their UCE or UACE. They include;

- Teacher Training Colleges at different levels.
- Agricultural Institutions.
- Schools of hygiene
- Technical colleges.
- College of Commerce.
- Nurses Training Schools.
- Survey school at Entebbe
- Police Training School

There are a number of universities in Uganda. Some of them are public and others private. The public universities include Makerere, Mbarara, Gulu and Kyambogo.

## **HEALTH (Hospitals)**

Health services are provided by the government and religious institutions. Every district has a hospital except those which have been created recently.

There are dispensaries, sub-dispensaries and health centres.

The biggest hospital in Uganda is Mulago. It is also a major training hospital for doctors. The blood donors usually give the blood to the Blood Bank which is a body entrusted with the responsibility. Immunization is provided in all hospitals and dispensaries throughout the country. The immunization is usually carried out against the six killer diseases. The Uganda National Expanded Programme for Immunization (UNEPI) is the body responsible for that.

## **COMMUNICATION**

(i) **Radio**

Many people in Uganda use radios. The home service of Radio Uganda broadcasts 22 local and international languages: The different languages are managed under different departments.

Apart from Radio Uganda, there are other radio stations.

(ii) **Television**

It is a system which involves producing images and sound on screen. At present there are several other television networks in Uganda, UTV is the main founder. More TV stations include WBS, Multichoice, Light House, Top TV.

(iii) **Newspaper**

There are national and regional newspapers and magazines. The major ones are: The New Vision, The Monitor, The East African, Rupiny, Orumuri, Etop, Bukedde, The Tribune, The People, The Analyst, The Observer.

(iv) **Telephone**

This is available throughout the country. Mobile telephone services are provided by three (3) organisations. These include: Celtel, MTN and UTL (Mango).

## **TRANSPORT**

(i) **Road transport**

Here vehicles are used e.g. cars, pick-ups, buses and lorries. The roads in Uganda are tarmac and murrum. Road transport is the main type of transport used.

Some roads are managed by the central government and others by the local government.

(ii) **Railway Transport**

This is transport by trains. There are 2 types i.e. the passenger and goods trains. The Tororo to Pakwach line transports cotton, tobacco and cattle. Kampala to Kasese was built to transport copper.

(iii) **Water Transport**

This is used on lakes and rivers. Canoes, motor boats, ferries and steamers are used. Uganda is a land-locked country. It has inland ports like Port Bell on Lake Victoria, Bukoba on Lake Albert.

(iv) **Air Transport**

This is the quickest and most expensive means of transport. Uganda Aviation Authority is responsible for running air transport. Uganda's International Airport is at Entebbe. There are also air-fields and air-strips in many parts of the country.

Usually when one is going to travel from one place to another you select the method of transport basing on:

- Cost of transport
- Income of traveller
- Comfort of the transport
- Distance to be travelled
- Time available for the journey

- Availability of methods of transport

## **BANKS**

Banking is an important social service. All the money in the country is controlled by the Central Bank in this case BANK OF UGANDA. They provide savings and loan services to its customers.



### **ACTIVITY SS/1/1/-8**

1. (a) What is the importance of the media?  
(b) Why is the media less effective in the rural areas?  
.....
2. Why should Banking activities be taken to the rural areas?
3. What factors do you consider when choosing the means of transport to use?

✓ Check your answers with those at the end of the unit.





## SUMMARY

In this unit we have looked at the physical environment and have seen that our environment consists of the atmosphere, lithosphere, biosphere and hydrosphere. We have also discussed the effects of man's activities on the environment.

We also have looked at the physical features in our local area, the nature and type of resources and their importance in our local area. We further have learnt the elements of weather and how weather affects human activities.

We have looked at exploitation and use of resources in our area, abuse of environment and steps taken to combat environmental deterioration. We have also seen how seasons and climatic changes affect economic activities.

***We hope you have benefited a lot from this unit.***

## NOTES AND ANSWERS TO UNIT ACTIVITIES

### ACTIVITY SS/1/1-1

Compare notes with your colleagues.

### ACTIVITY SS/1/1-2

1.
  - atmosphere
  - lithosphere
  - biosphere
  - hydrosphere
2.

Atmosphere is the gas or vapour envelope which surrounds the earth.

  - Lithosphere is the outer skin of the earth consisting of rocks and minerals.
  - Biosphere is the world of living organisms, which dwell on land, in water and in the air we breath.
  - Hydrosphere is the liquid portion of the earth.
3.

Physical environment consists of the features found in the landscape.
4.
  - deforestation
  - pollution
  - soil erosion
  - swamp reclamation
  - desertification
3.
  - quantity
  - depth of mineral
  - nature of rocks.
  - transport costs.
  - labour costs.
  - technology

- nets

### ACTIVITY SS/1/1-3

1.
  - key
  - frame/margin
  - scale
  - compass direction
  - title
2.

Key shows what is contained in the map frame and demarcates the map.

Scale expresses actual distance on the ground to that on the map.

Title shows what the map is about.

#### **ACTIVITY SS/1/1/-4**

1.
  - windbreaks
  - windrows
  - fuel wood
  - timber
  - climate modification
2.
  - traps
  - hooks
  - baskets
3.
  - temperature
  - wind
  - sunshine
  - rainfall
  - clouds
  - humidity
4.
  - insecurity
  - language barrier
  - poor weather
  - inadequate time.

#### **ACTIVITY SS/1/1/-7**

1. Talk to elders to verify your answers.
2.
  - initiation ceremonies
  - stories
  - participation in traditional activities
  - training by elders
3. Discuss with your tutor or elders in the local area.
4.
  - behaviour change.
  - appreciation of the practices.
  - adopt good practices and drop bad ones.

#### **ACTIVITY SS/1/1-8**

1. (a)
  - information delivered
  - messages sent
  - sensitization/mass education
  - entertainment
- (b)
  - cost involved
  - illiteracy/ignorance

- availability
  - attitude of people
2.
    - encourage saving
    - access loan facilities to the people
  3.
    - comfort
    - distance to travel
    - time available for the journey
    - cost of travel

#### **ACTIVITY SS/1/1-5**

1.
  - overgrowing
  - poor methods of farming
  - pollution
  - swamp reclamation
  - bush burning
  - deforestation
2.
  - drought
  - floods
  - hailstorms
  - rainstorms
3. Share your ideas with the local people.

#### **ACTIVITY SS/1/1-6**

1.
  - better farming methods.
  - afforestation and reafforestation.
  - other sources of power.
  - reduce overgrazing.
  - sensitization.
  - population control.
2. Harvesting, hunting, fishing, petty trade etc, depending on the area involved.
3. Discuss with your peers and facilitator.

### **ASSIGNMENT**

1. Discuss the effects of peoples' activities on the environment.
2. Trace the cause of environmental degradation and steps that can be taken to solve those problems.

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## **ANSWERS TO END OF UNIT ASSIGNMENT**

### **1. Effects of peoples' activities on the environment**

Desertification, Deforestation, Soil erosion, Pollution, Swamp reclamation, Development of social services e.g. hospitals, schools, communication, Reafforestation, Terracing

### **2.(a) Cause of Environmental Degradation**

- Overgrazing
- Bush burning
- Deforestation
- Poor methods of farming
- Pollution
- Floods
- Drought
- Hail storms
- Plant diseases

### **b) Steps to take to solve these problems**

- Use proper farming methods.
- Reduce population pressure on the land.
- Use proper disposal of industrial wastes.
- Pass laws against burning bushes.
- Carry out environmental education to the public through mass media.
- Use H.E.P and solar energy instead of charcoal.
- Have proper use of wetlands and swamps.



## LEARNING OUTCOMES

You have now completed Unit 1 of Module SS/1. Below are the learning outcomes. You are required to show your competence by ticking the column that reflects your learning.

LEARNING OUTCOMES	SATISFACTORY	NOT SURE
I can explain the physical environment of my local area.		
I can explain the social and political set up of my environment.		
I can explain the factors for environmental conservation and degradation.		
I have enjoyed the study of this Unit.		



If you have a tick in the 'not sure' column, read again the relevant part of this unit to reinforce your learning. If you find you are satisfied with all the areas, well done!. If you find you are not satisfied with some areas, discuss them with your peers or tutor when you meet.

***Well done***



## **UNIT 2**

### **BACKGROUND TO THE EVOLUTION OF UGANDA**

**SS/1/2**

## **INTRODUCTION**

Dear Student,

You are welcome to Unit 2 of Module SS/1 in which you are going to learn about the background to the evolution of Uganda. Uganda being your homeland, I am sure you are going to be interested in knowing the events and issues surrounding its evolution.

### **AIM**

At the end of this unit you should be able to comprehend the background to the evolution of Uganda.

### **SPECIFIC OBJECTIVES**

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

1. Identify aspects which make Uganda a state and a nation.
2. Identify national symbols and show their importance to Uganda.
3. Draw up the administrative structure and functions of Uganda's local and central government.
4. Describe the physical features of Uganda.
5. Classify different types of climate and vegetation of Uganda.
6. Identify ethnic groups in Uganda.
7. Explain reasons for population distribution and migration in Uganda.
8. Describe the relationship between pre-colonial states in Uganda.

### **The Unit is divided into 3 topics**

#### **Topic 1: Introduction to Uganda.**

- a) Uganda as a nation and state.
- b) Structure and organs of government and their functions.

#### **Topic 2: The Physical Environment**

- a) Location of Uganda.
- b) Physical features of Uganda.
- c) Climate and vegetation.

### **Topic 3: The people of Uganda**

- a) Ethnic groups and their distribution.
- b) Population
- c) Migrations and settlements.
- d) States of pre-colonial Uganda.

#### **SUBJECT ORIENTATION**

This Unit will help you understand the background to the evolution of Uganda and the information in it will help you in teaching primary school pupils. In all your study try to look at your environment and associate the physical features in your local area with those you read about in the textbooks and your study material.

#### **π STUDY REQUIREMENTS**

You will need a Note book, pen, pencil, coloured pencils, a dictionary, an atlas, time-table, quiet room, a reading table and a chair.

You will also need some text books. You will be required to use the environment and knowledgeable people in your local area.

***I wish you a good time in your study of this unit!***

## **TOPIC 1: INTRODUCTION TO UGANDA**

In this topic, you will learn about:

- a) Uganda as a nation and state.
- b) Administrative structure and organs of government.

### **The Concept of a Nation**

A nation is an area where the people identify themselves as belonging together. It is a group of people where each one is willing to conform to the interests of other members of the group. People in a nation are identified as one people. They may speak one language and are bound together by a common heritage and sharing one historical experience.

Uganda is a heterogeneous nation because it has a number of different ethnic groups who are of different cultures, historical backgrounds and with different languages.

### **The Concept of a State**

A state is an organized body of people living within a territorial boundary with a set government system to control its members. It is the supreme body in a nation and the only one to use force to enforce law and order.

A state is characterized by:

- people who are the citizens
- territory with clearly marked boundaries, this gives the members identity.
- government which is the agent of a state which exercises authority.
- sovereign power divided between the three organs of government.

Uganda as a state has a number of functions it plays, these are:

- defend its citizens against foreign invasion.
- promote people's welfare and happiness.
- collect taxes so as to provide social services.
- maintain good international relations.
- keep internal security and peace.



### ACTIVITY SS/1/2-1

1. What are the characteristics of a Nation?

.....

- 2.(a) Why is Uganda a heterogeneous nation?

.....

- (b) What would be the elements of a Monolithic Nation?

.....

3. What obligations does the citizen have to the state?

.....



Check your answers with those at the end of the unit.

#### d) **Symbols of a Nation**

These are symbols of national unity. In the case of Uganda, they replaced those of the British we were using during the colonial period.

They include the Uganda National Flag, the Uganda National Anthem, the Uganda Coat of Arms, the Parliament and Uganda currency.

##### (i) **The National Flag**

The government of Uganda like any other country has a flag (The Uganda National Flag). It is a symbol for national unity and all Ugandans respect it. It is hoisted on all government offices e.g. Parliament, Government Banks, and all other banks, institutions of learning. The national flag should not touch the ground when one is going to hoist it because this may signify lowering the country's status.



**Figure 2.1 The National Flag**

There are 3 main colours on the national flag. Black, Yellow and Red; with a white colour surrounding the Crested Crane in the middle.

- The black colour on the flag stands for African international brotherhood. It is a sign of solidarity not only among Ugandans but the African race.
- Yellow stands for Uganda's climatic conditions specifically the abundant sunshine.
- Red stands for the same blood and the unity of mankind.
- The white colour with a Crested Crane in the middle stands for peace enjoyed in Uganda and the gentility of the Ugandan peoples.

The National flag should always be flown when the crested crane is facing the flag pole. When an important person dies the flag is flown at half-mast. The Crested Crane is standing on one leg as an indication that Uganda is moving forward.

#### (ii) **The Uganda Coat of Arms/National Emblem**

This is one of the symbols of the nation. Uganda started using it in 1962 at independence. The coat of arms is found on the national currency, parliament, official documents, presidential seal and it qualifies the above objects to be legal.



**Figure 2.2 Coat of Arms**

- The Crested Crane is a symbol of our emblem. It represents the gentility of Ugandans. It is a national bird which was selected because of its peaceful nature and because of having the three colours of the national flag. It represents the different bird species in the country.
- The Uganda Kob stands for wildlife of Uganda.

- The drum stands for Uganda's culture.
- The shield and spears are symbols of national defence which represent Uganda's traditional weapons for defence.
- The blue strip at the top of the shield stands for waters of Uganda, rivers and lakes.
- The blue strip at the bottom flowing out of the shield stands for the source of River Nile.
- The green colour at the bottom stands for Uganda's vegetation.
- The black colour on the shield stands for African heritage of the people of Uganda.
- The two crops, cotton and coffee stand for a rich agricultural land (Uganda's main cash crops).
- The sun on the shield stands for abundant sunshine and the related favourable climate.
- Uganda Motto "FOR GOD AND MY COUNTRY" shows the existence of different religions practiced by Ugandans. It is an indication that Ugandans are God-loving citizens.

### **(iii) The National Anthem**

This was composed by George W. Kakoma in 1962. It is usually sung on important occasions e.g. independence anniversaries, opening parliament sessions, on school assemblies and other big occasions.

On these occasions the national anthem can be sung by the people or played by a band. It has three stanzas. As it is played or sung all people should stand up. The lame should raise up their right hands. For those in uniforms like girl guides, boy scouts, police and the army should salute.

The first stanza is usually sung and when the President is present at a function the first two stanzas are sung.

If a President or Vice President dies all the three stanzas are sung. And at closing time of the Uganda Television station at night all the three stanzas are played.

### **The Uganda National Anthem**

Oh Uganda May God uphold thee,  
We lay our future in thy hand,  
United free for liberty  
Together we'll always stand.

Oh Uganda the land of freedom,  
Our love and labour we give,  
And with neighbours all,  
At our country's call  
In peace and friendship we'll live.

Oh Uganda the land that feeds us,  
By sun and fertile soil grown,  
For our own dear land,  
We shall always stand,  
The Pearl of Africa's crown.

#### **(iv) Parliament**

Uganda like other countries has a parliament. It is a symbol of the nation. It promotes unity among citizens as they respect each other. It is where Ugandan proposed laws (Bills) are debated and later passed as laws. It is where the President's Office is. It is highly respected by everyone in the country.

#### **(ii) The Currency**

The currency is one of the symbols of the nation and it is used in the transactions of business. It is known as the Uganda Shilling. It is controlled by the Central Bank (Bank of Uganda). If you want to buy something outside Uganda, you do not use Uganda currency because it is "SOFT CURRENCY" only for our country. You first convert it to HARD CURRENCY which is convertible on international trade.





### ACTIVITY SS/1/2-2

1. Describe the meaning of the colours of a National flag.  
.....  
.....
  2. What does each verse in the national anthem mean?  
.....  
.....
  3. Sing with your friend or your pupils the National Anthem.
  4. Do you know where the Uganda Parliament is? What takes place in there?  
.....  
.....
  5. Who controls the Uganda currency?  
.....
- ✓ Check your answers with those at the end of the unit.

### (b) The Administrative structure and organs of government

Government activities and operations are organized around three basic institutions known as organs or branches or arms. These arms are:

- The executive
- The legislature
- The judiciary

Each arm of government has specific functions, however, their roles are complementary.

(i) **The executive:** this arm of government is made up of the following:

- The President.
- Cabinet ministers.
- Civil servants.
- The President: is the Chief of State and Head of Government

The President has the following powers and responsibilities.

- Defending the constitution.
- Ensuring the rule of law
- Protecting the citizens through providing security.
- Spokes person of this country.
- Appointment of public servants.
- Chair cabinet meetings.
- Assenting to bills of parliament so that they become law.

- The Cabinet: Uganda's cabinet is made up of the President, Vice-President, Prime Minister, all Ministers and Attorney General who also serves as Minister of

Justice. The Prime Minister is the Head of Government business and assists the President in the supervision of the cabinet.

The cabinet is appointed by the President from among the legislators and in some cases from outside parliament. The cabinet plays the following roles;

- Advise the President on policy issues.
  - Formulation of policies for the running of government.
  - Implementation of government decisions.
  - Presentation of government bills in parliament.
  - Performing delegated duties.
  - Defending government policy through collective responsibility.
- The civil servants: these are made up of all the Central Government ministries. The administrative head in a ministry is the Permanent Secretary who is the accounting officer. The minister is only a political head. The civil service is headed by the Permanent Secretary in the Ministry of Public Service.

Note that the Public Service (public sector) includes all employees of organisations directly under the state. These are teachers, parastatal employees, the army, and the civil servants. The roles played by civil servants include;

- Implementation of government policy.
- Explaining and interpreting government policy to the people.
- Advising ministers on matters of policy.
- Attending to people's needs.
- Accounting for government resources under them.

ii) **The legislature:** this is the National Assembly. At present it is called parliament.

The composition of Uganda's Parliament is as follows;

- Directly elected members by popular vote. These represent their counties and municipalities in Parliament - 214
  - Nominated by legally established special interest groups.
- |            |    |
|------------|----|
| - women    | 56 |
| - army     | 10 |
| - disabled | 5  |
| - youth    | 5  |
| - workers  | 5  |
- Ex-officio members who became members of parliament by virtue of being appointed as ministers but were not elected members of parliament. Ex-officio members do not vote on motions.

Parliament in Uganda has the following roles;

- Make and amend laws.
- Discuss proceedings of previous debates.

- Control government revenue and expenditure.
- Monitor government activities/programmes.
- Present peoples' interests.

For Parliament to carry out the above roles, it has some important officials:

- Speaker who presides over all debates.
- Clerk to Parliament who is not an MP but civil servant who does administrative work.

iii) **The Judiciary:** This is the arm that enforces the law through courts. In Uganda, the court system is as below:

- Court of Appeal by judges.
- High Court by judges
- Chief Magistrates Court by Chief Magistrate.
- Magistrates Court.

The Judicial Department is headed by the Chief Justice and consists of Judges and Magistrates. It is under the Ministry of Justice.

#### **The Judiciary:**

- Settles disputes and conflicts.
- Interprets the law to the people.
- Gives punishments to law breakers.
- Swears in government officials.



#### **ACTIVITY SS/1/2-3**

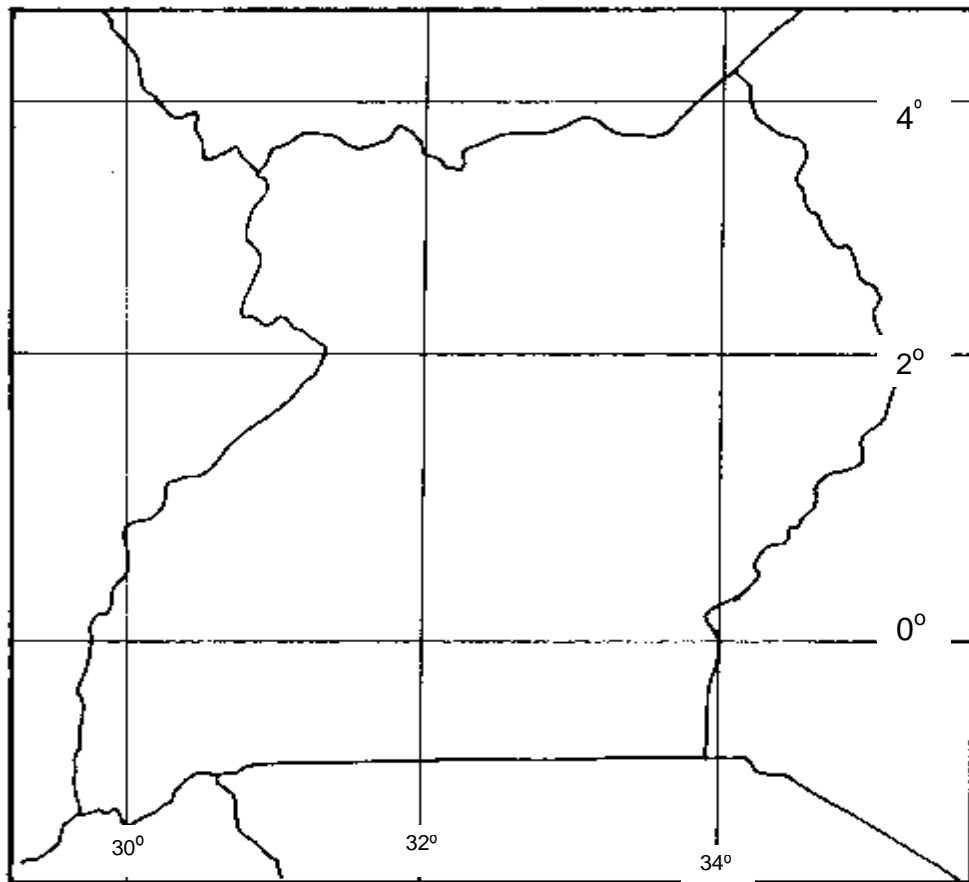
1. List down the role of each of the 3 major organs of the Central Government.
  2. What are the functions of the Courts of Law?
  3. What role does the Speaker of Parliament play?
- ✓ Check your answers with those at the end of the unit.

## TOPIC 2: THE PHYSICAL BACKGROUND

- Location of Uganda.
- Physical features of Uganda.
- Climate and vegetation.

### A) Location of Uganda

Uganda is one of the countries that make up the continent Africa. It is located in the eastern part of Africa.



**Figure 2.3 Location of Uganda**

Uganda lies between  $29.5^{\circ}$  E and  $35^{\circ}$  E of Greenwich (Longitude  $0^{\circ}$  or Prime meridian), and between  $4.2^{\circ}$  N and  $1.3^{\circ}$  S of Equator (Latitude  $0^{\circ}$ ).

Uganda's neighbours are; Sudan to the North, Kenya to the East, DR Congo to the West, Tanzania to the South and Rwanda to the South West. In terms of Geographical regions/divisions of Africa, Uganda is part of the following:

- East Africa
- The Nile Valley/Basin
- The Great Lakes Region
- The Kagera Basin

Name other member countries in each of the geographical divisions above.

.....

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Uganda covers approximately 243000 square kilometers. It is the smallest of the three East Africa countries. It has no access to the sea or ocean thus it has no harbour and hence is a landlocked country.



#### **ACTIVITY SS/1/2-4**

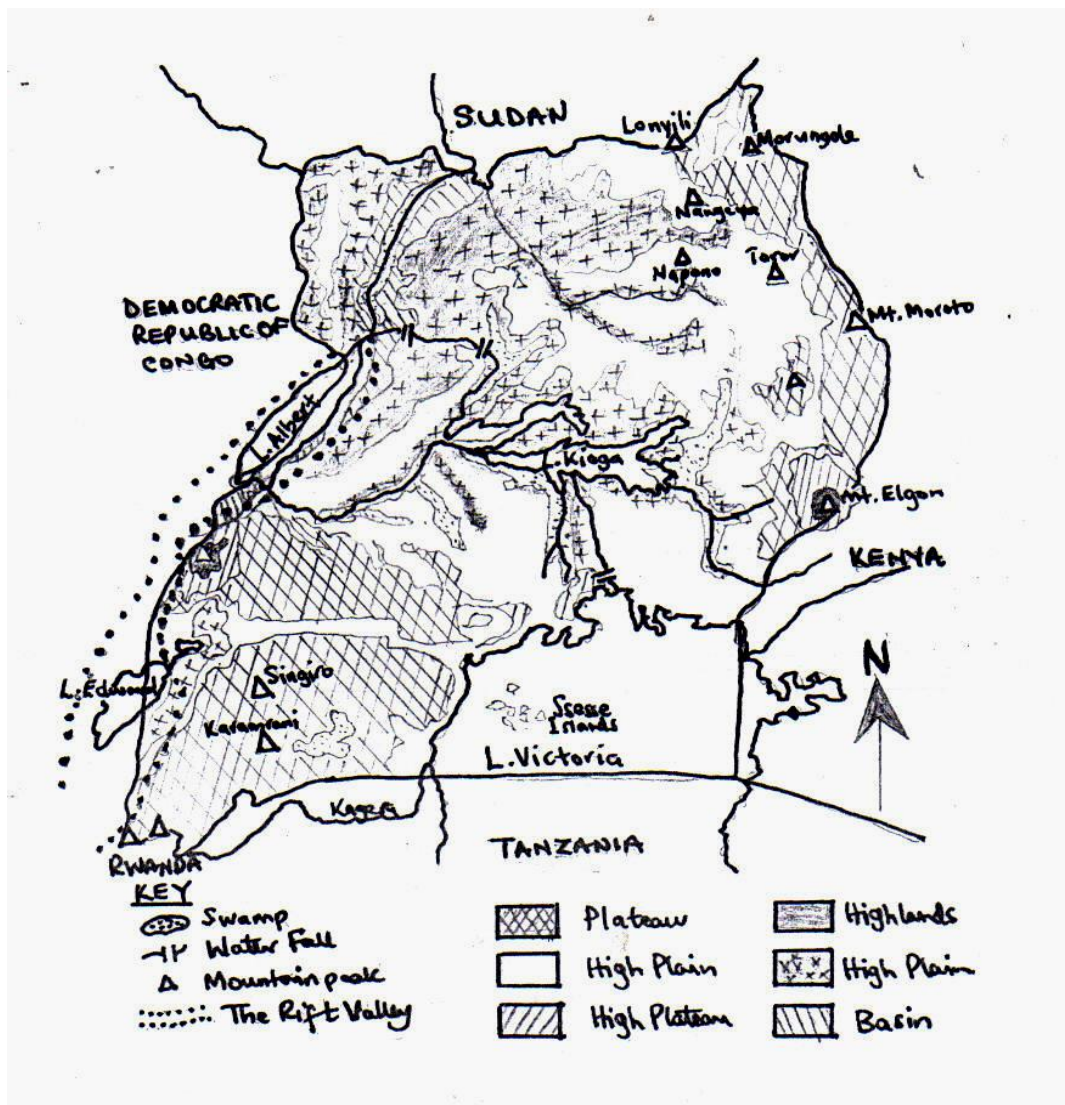
- 1.(a) Differentiate between longitudes and latitudes.
  - (b) What methods would you use to help your P.5 pupils describe the location of Uganda?
  - 2.(a) What problems does Uganda experience as a result of being a landlocked country?
  - (b) How can the problems above be overcome?
- ✓ Check your answers with those at the end of the unit.

#### **B) Physical features of Uganda**

These are natural phenomena existing on the earth's surface. They are also referred to as landforms of the environment.

Uganda's major physical features include:

- Highlands and mountains.
- Lakes and rivers.
- Plateau
- Rift valley



**Figure 2.4 Uganda's Physical Features**

### I. Highlands and mountains

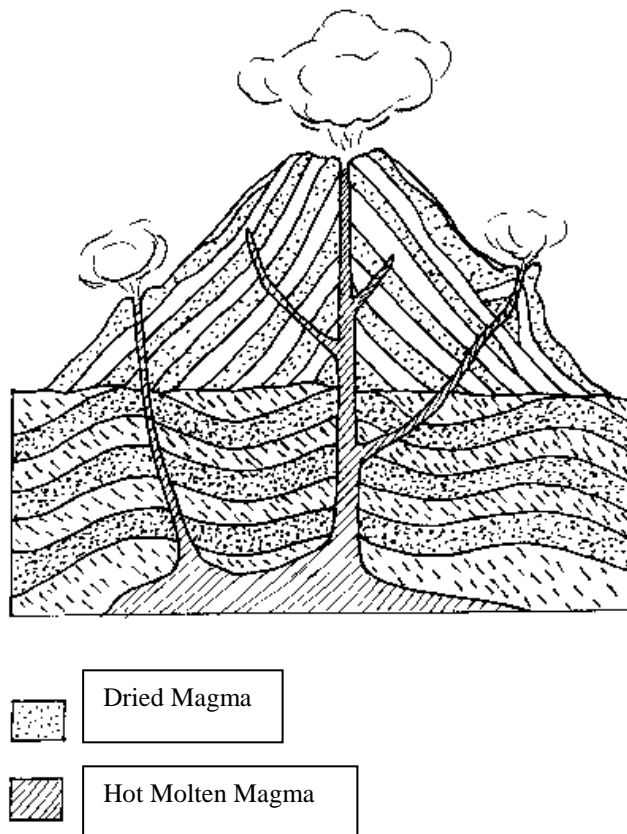
These are features which rise above the plateau surface. They vary in altitude, age and formation. These highland features are scattered all over the country with significant existence near or at border areas.

The origin of Uganda's mountains is through:

- volcanicity
- faulting

- (i) Those that are formed as a result of volcanic eruption like Mt. Elgon, Mt. Mufumbira, Kadama, Moroto and Napak.

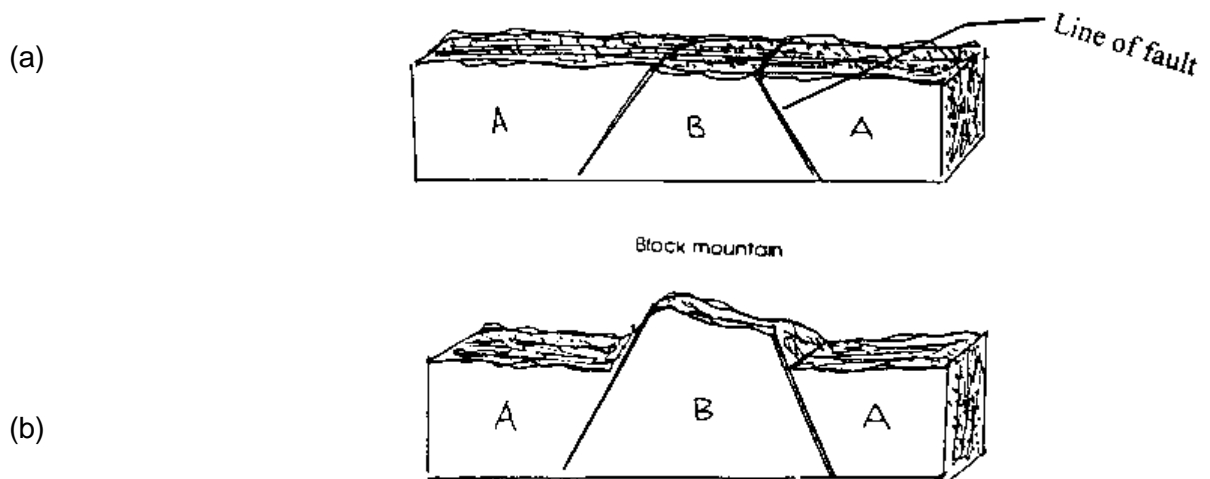
On some of these mountains like Kadama in Moroto, a caldera is formed.



**Figure 2.5 Lava from the inner layers of the earth**

The compression of underground rocks makes the rocks melt. The molten material goes up through the vent and the atmospheric air cools it to form lava ashes.

(ii) Those that are formed as a result of faulting. The rocks break and move apart. The fracture is known as a fault. If the land on either side slips down a horst mountain is formed like in the case of Rwenzori.



**Figure 2.6 A sinks down leaving B up**

## Importance of Highlands and Mountains

- There are a lot of agricultural activities and terracing is practiced on very high slopes e.g. on Mt. Elgon, Mufumbira, Moroto and Rwenzori.
- Those highlands and mountains provide settlement especially on the lower slopes e.g. in Kabale and Mbale districts.
- There is mining especially of copper and cobalt from Mt. Rwenzori. Phosphorous is also found on Mt. Elgon.
- These highlands are generally cool and receive relief (orographic) rainfall which makes the area ever green with very fertile soils.
- Tourist attraction hence foreign exchange.
- Existence of dense forests hence lumbering, fuel wood, biomass research.
- Fishing in the volcanic lakes and rivers formed.

## Plateau

This refers to an area of fairly level high ground with undulating sides (gently sloping), which covers most of Uganda.

The plateau in Uganda lies between 900 – 1500 m in altitude. It is higher in the western than in the eastern and central parts of Uganda with a northward slope facilitating the flow of the Nile.

Residual hills are scattered within the plateau, their existence is a result of erosion.

## Economic Importance

- Agricultural mechanization i.e. crop farming on estates with a variety of crops grown.
- Ranching and dairy farming due to tropical climate and savana grasslands.
- Nomadic herding of cattle, goats and sheep.
- Extraction of materials for construction , e.g. sand, stones.
- Settlement due to ease of clearance.



Discuss with your peers other ways thorough which the plateau lands are useful to man.

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### III) Drainage features

Uganda is endowed with a number of drainage features. These include lakes, rivers and swamps. They cover a great part of Uganda, occupying approximately 42,000 sq.km.

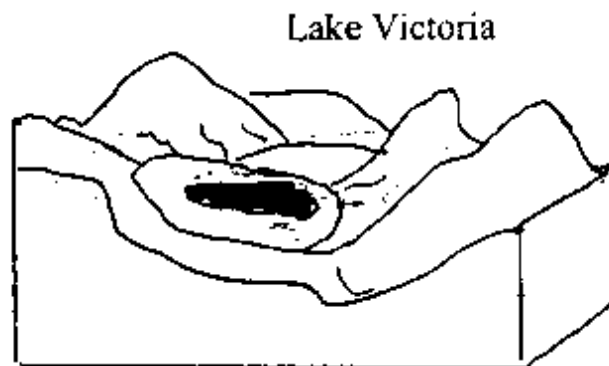
#### a) Lakes

These are water bodies collected in depressions or basins on the earth's crust. Most lakes in Uganda are drained by rivers resulting into having fresh water. Some lack outlets hence have salty water.

We have two types of lakes in Uganda.

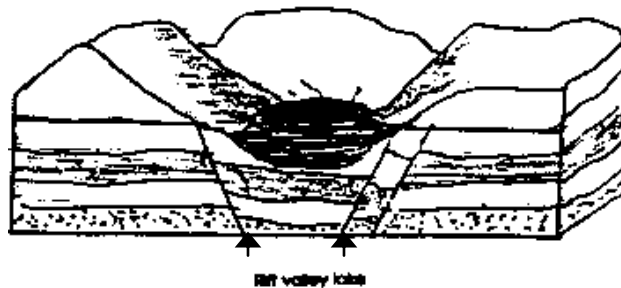
- i) Those that are formed as a result of down warping e.g. Lake Victoria and Kyoga.

The up lift on both sides leaves a basin where water collects forming a lake.



**Figure 2.7**

- ii) Those that are formed as a result of faulting like those found in the rift valley e.g. Lake Edward, George, Albert, Bunyonyi. When there is a fault line, some parts are uplifted while some are depressed leaving a very deep depression.



**Figure 2.8 Rift Valley Lake**

## **b) Rivers**

A river is a natural stream of water flowing in a channel. Uganda has a good network of rivers some of which are permanent and others seasonal. These rivers originate from lakes, highlands or plateaus.

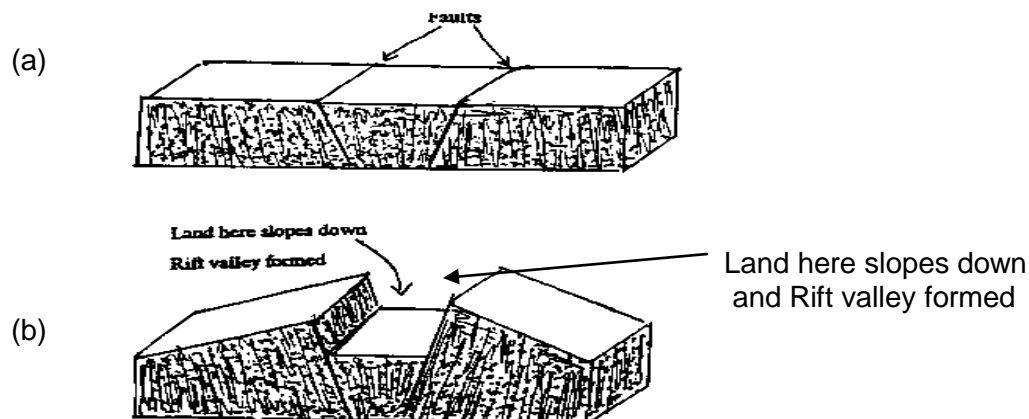
Uganda's major rivers are: Victoria Nile, Aswa, Moroto river, Depeth-Okok, Pager, Albert, Nile, Mayanja Kato, Nkusi Katonga, Mpologoma.

### **Importance of Lakes and Rivers to Man**

- Provide water used in our homes for drinking, cooking etc.
- Used for industrial purposes e.g. washing, mixing, cooling etc.
- They provide transport and this has led to the development of Ports like Jinja, Entebbe and Pakwach.
- They make it possible to generate hydro-electric power.
- Irrigation is carried out and makes farming easy.
- Rivers attract tourists especially where there are water falls.
- Papyrus and other swamp materials at lake shores provide materials e.g. paper, card boards, papyrus mats etc.
- They provide fish e.g. L.Victoria, Kyoga, Albert, George, Edward etc. Rivers like Semiliki, Kagera, Katonga, Aswa, Kafu, etc.
- Moisture from the big lakes provide rainfall (conventional rainfall).
- Sand and clay at the shores is used for construction and making of bricks.
- They may be used for recreation (leisure).

## **IV) Rift Valley**

This is the land that down warped because of the earth's movements. As the two sides pull apart, the central area drops down forming a rift valley.



**Figure 2.9 Rift Valley**

In Uganda it covers the Western part from Lake Albert to Kisoro in the South. This faulting resulted into the formation of Lakes Bunyonyi, Edward, George, Albert and also the formation of the horst mountain (Rwenzori) which was formed as a result of the land on both sides slipping down.

The Western Rift Valley is part of the Great Rift Valley which stretches from the Jordan River Valley to Port Beira in Mozambique. The arm runs from L.Malawi in Tanzania to L.Albert in Western Uganda.

The features in the Western Rift Valley in Uganda include:

- Lakes : Albert, George, Edward, Katwe
- Rivers : Semiliki
- Mountains : Rwenzori, Mufumbira

### **Importance**

- Lakes have saline water hence salt is obtained.
- Well shaped and attractive ridges hence tourist attraction.
- Pastoralism in the rift valley.
- Valuable minerals in some parts especially where eruptions have occurred.
- Dry areas reserved for game parks e.g Semiliki, Kabalega, Queen Elizabeth.
- Rift Valley lakes and rivers modify climate.

Think about other uses of the rift valley.

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Discuss with your peers.

There are however, a number of problems that hinder maximum utilization of Uganda's rift valley. These include:

- Difficulty in transport and communication.
- Coldness due to fogging in the morning hours.
- Breeding place for insect pests and disease vectors.
- Prone to earthquakes.
- Lack of fresh waters.
- Soil erosion.



#### **ACTIVITY SS/1/2-5**

1. What problems arise out of man's interaction with highlands and mountains?
2. Explain four obstacles to the development of Uganda's plateau lands.
3. (a) Outline the characteristics of;
  - i) crustal warping lakes.
  - ii) Fault lakesb) What factors have hindered the development of water transport on Lake Kyoga?
4. (a) Give any two characteristics of each stage of a river.
  - i) Youth
  - ii) Mature
  - iii) Senileb) Identify the problems water bodies pose to man.

✓ Check your answers with those at the end of the unit.

Dear student, now that you know the physical features of Uganda, how they are formed and their importance, you can go on to study the climate and the vegetation of Uganda.

## **C) Climate And Vegetation**

### **1. Climate**

Climate is the average weather conditions of a place over a long period of time. The elements of weather that make up the climate are: temperature, wind, atmospheric pressure, humidity, sunshine, clouds, precipitation.

- Temperature: This is the degree of hotness or coldness.
- Winds: Refers to the air in motion.
- Atmospheric pressure: The weight that the atmosphere exerts on the earth's surface.
- Humidity: The amount of moisture in the atmosphere.
- Sunshine: The amount of sun rays reaching the earth's surface.
- Clouds: Condensed water vapour in the atmosphere.
- Precipitation: Different forms of water falling from a cloud

### **Factors influencing the climate of Uganda**

The climate of Uganda is mainly influenced by:

#### **(i) Water Surfaces:**

Large lakes mainly lose water through evaporation which after reaching the atmosphere condense and later falls as rain. In such areas we get conventional rainfall.

#### **(ii) Altitude**

This is the height of land above sea level. High areas usually are cool and wet because temperatures usually decrease as you go up. ( $1^{\circ}\text{C}$  for every 150 metres). Such areas are Kigezi highlands, Mt. Rwenzori and Mt. Elgon areas.

#### **(iii) Relief**

This includes the height of the land above sea level, its shape, appearance and drainage system.

High areas do not allow the wind to move freely, leaving one side of the hill or mountain to remain dry. The rain usually falls on the windward side leaving the lee ward side dry. That is why areas of Kasese, Mubende, some parts of Bunyoro on the Lee ward side of Mt. Rwenzori are dry.

#### **iv) Location**

Uganda is crossed by the Equator therefore it receives the equatorial type of climate cool, wet and humid throughout the year.

v) **The Wind System**

The climate of Uganda is affected by the north east and south east trade winds. The north east trade winds blow from a dry area to the north eastern part of Uganda making that area to be very dry while the south east trade winds bring rain to most of the parts around Lake Victoria.

vi) **Vegetation Cover**

Forests help in the formation of rainfall. Therefore all those areas which are near the forests receive rainfall throughout the year. In Uganda such areas are found around Bugoma, Budongo, Mabira, Kibaale.

vi) Influence of man's activities e.g. farming, industrialization, fuel collection (charcoal burning), swamp reclamation.

**Climate of Uganda**

Uganda has a tropical climate which provides plentiful sunshine, moderated by relatively high altitude of most areas of the country. Temperatures range from 16°C in the South Western highlands to 25°C in the North West. In the North East, however, temperatures exceed 30°C

Rainfall is generally well distributed throughout the country except for the Northeastern corner. The mean annual rainfall around Lake Victoria exceeds 2100 mm, the mountainous regions of the Southeast and Southwest receive more than 1500 mm, the lowest mean annual rainfall is about 500 mm.

The climate of Uganda is sometimes divided into sub-regions with slight variations from one region to another. These sub-regions are:

a) True Equatorial which covers the Lake Victoria shores extending to Lake Kioga. It is characterized by:

- Heavy rainfall between 1250 – 2200 mm per annum and evenly distributed throughout the year.
- No marked dry season
- First rain heavier than the second with April being the wettest month. (two rainfall maxima).
- High temperature 22°C - 32°C with a small temperature range of about 2°C.
- High amounts of humidity.

b) Modified Equatorial which this is the tropical climate known as the rainy season savanna. It covers areas around L. Kyoga, W.Nile, Kigezi highlands, Bushenyi, part of Mbarara and the Rwenzori regions. It is characterized by:

- Rainfall ranges 1000 mm – 1500 mm per annum.

- Clear distinct seasons with long rain season and short dry season.
  - Two rainfall maxima i.e. April and October.
  - Temperatures are high and above 25°C
- c) Drier Equatorial which is experienced around Lake George and Edward in South Western Uganda.  
It is characterized by:
- total rainfall per annum is 750 mm – 875 mm
  - two wet and two dry seasons.
  - temperature at over 35°C
- d) Tropical Northern which covers areas of Northern Uganda and parts of W.Nile. It is characterized by:
- One wet and one dry season.
  - Rainfall between 1000 mm 1500 mm per annum with August as the wettest month.
  - Temperature between 22°C – 28°C
  - End of year tends to be dry for almost three months.
- e) Semi-desert which is experienced in the Karamoja region. It is characterized by:
- Rainfall total of 325 mm – 620 mm per annum.
  - Six to eight dry months.
  - Temperatures above 35°C.
  - One rainfall maxima.
  - Low humidity.
  - Cloudless skies hence very hot much of the day.

Having looked at the climate divisions in Uganda and their characteristics, can you now identify possible economic activities that can be carried out in each division.

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You may need a separate sheet or note book. Discuss with your peers and remember to present your findings in the next face-to-face session.

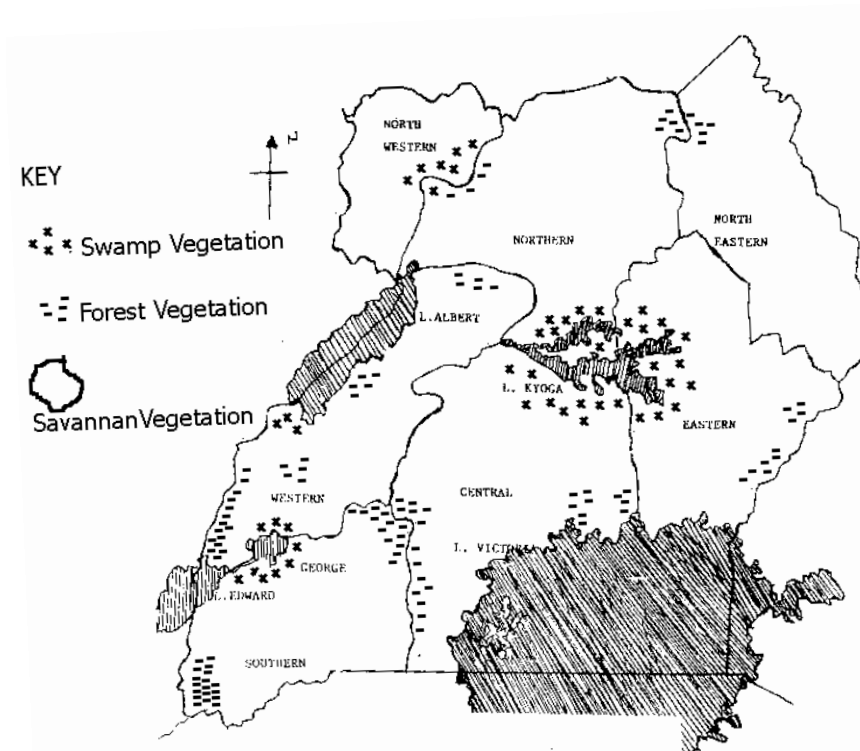
## II) **Vegetation**

Vegetation is the plant cover of an area. The vegetation in a place depends mainly upon;

- climate because different plants need different amount of heat and moisture. The amount of rainfall also determines the type of vegetation in an area.
- Soil factor i.e. fertility, feature, moisture, content.
- Relief (topographic factors) i.e. nature of altitude, nature of slope, and aspect in relation to incoming solar radiation.

- Biotic factors:
  - Man's activities (destructive and beneficial)
  - Other animals e.g. grazing, seed disposal etc.
  - Pests and diseases.
  - Government policies on wetlands and forests.

**A map of Uganda showing vegetation distribution**



**Figure 2-10**

**(i) Equatorial Rain Forests**

This is an area that is very wet and is covered by forests. The equatorial rain forests are found in Western Uganda and areas around Lake Victoria. Examples include;

- Budongo and Bugoma in Western Uganda.
  - Karinja, Maramagambo, Kibaale and Bwindi in South Western Uganda.
  - Mabira in Central Uganda.
- These forests are tall with thick undergrowth with many climbing plants.
  - They have different species e.g. Mahogany, Musizi, Muvule, Eucalyptus.
  - The trees are ever green because of the favourable conditions.
  - Trees are very high because they compete to get sunlight and fertile soils.
  - There is little undergrowth because of the canopy leaves which shut out sunshine to reach the lower levels.



- The tree branches spread out to form canopies.
- Broad leaved so as to trap sunlight.
- Buttress and aerial roots to support plants.
- Climbers (lianas) due to struggle for light.
- Leaves retained throughout the year.

### Land use practices

The following activities are being done by man in areas with equatorial vegetation.

- Forestry i.e. preservation and conservation of forests for both direct and indirect benefits to man.
- Lumbering i.e. cutting down of trees for timber.
- Growing of perennial crops such as sugarcane, coffee, tea, due to high rainfall totals.
- Settlement since it supports agriculture.
- Dairy farming i.e. keeping of cattle for dairy products like milk.
- Tourism since forests are a tourist attraction
- Botanical and zoological research studies due to the environment.
- Herbal industry from forests.
- Handicraft industry in swamp lands.



Think about other economic activities that can be carried out in the equatorial vegetation.

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### (ii) Savanna Vegetation

Some parts of Uganda have the Savanna type of vegetation, which varies from the amount of rainfall received and the length of dry season.

The type of vegetation is characterized by:

- Trees are umbrella shaped.
- The Savanna vegetation varies with seasons. During wet season the vegetation is green while in the dry season, the vegetation dries.
- The grasses in these regions vary in height depending upon the amount of rainfall received in that area. Generally tough coarse short grasses which dry up during the dry spell.
  - The trees are deciduous in shade their leaves so as to minimize water loss during day season.
  - Vegetation is fire and drought resistant as an adaptation to the seasonal dry conditions.
  - Trees have deep roots to assist them search the deep water table.

In these areas cattle rearing and ranching are practiced. Some cultivation is done and cereal crops are grown e.g. millet, sorghum, maize, beans and cassava. Cotton and tobacco are grown as cash crops. There is tourism attraction in these areas because they form the habitat of many species of wild life e.g. the Lake Mburo Game Park.

What other land use practices are possible in the Savanna vegetation?

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Your list could probably include the following:-

- Lumbering on the woodlands.
- Nomadic pastoralism due to pasture and water shortages.
- Bee keeping (apiary).
- Hunting of grass eating animals.
- Settlement due to ease of clearing.

### (iii) **Semi Desert Vegetation**

This is mainly found in the North Eastern Uganda. It is influenced by the North East trade winds which reach this area when they are dry, causing that area to be very dry.

#### **Characteristics**

- The grass cover is very low.
- Bushes are widely spaced.
- Thorny acacia trees are common.
- Plants which are adopted to arid conditions are common. These are characterized by having long roots, shiny or no leaves, and fire resistant.

#### **Land use practices**

Regardless of the harsh climatic conditions in the dry regions of Uganda, man has had to adapt to the conditions man has been able to do the following:-

- Animal rearing i.e. nomadic pastoralism of Karamoja.
- Tourism in those areas has been gazetted into national park.
- Growing of drought resistant crops e.g. sorghum.
- Hunting of wild animals.

### (iv) **Swamp Vegetation**

This type of vegetation is found in areas that are permanently flooded especially along lakes and rivers e.g. on shores of Lake Victoria, Lake Kyoga and along Albert Nile. Some of these swamps are good for farming because they retain water and moisture.

They as well provide materials for domestic industry e.g. Papyrus for mats and thatching. Mulch and compost can also be got from its vegetation. Grazing and fodder for livestock can also be got from swamp vegetation.



#### **ACTIVITY SS/1/2-6**

1. What factors influence the humidity of a place?
  2. What role does vegetation cover play in modifying climate?
  3. (a) Identify problems affecting the development of Uganda's Savanna areas.  
  
(b) Suggest possible solutions to the problem above.
  4. Account for the poor vegetation in Uganda arid regions.
- ✓ Check your answers with those at the end of the unit.

### TOPIC 3: THE PEOPLE OF UGANDA

In this topic you will learn about:

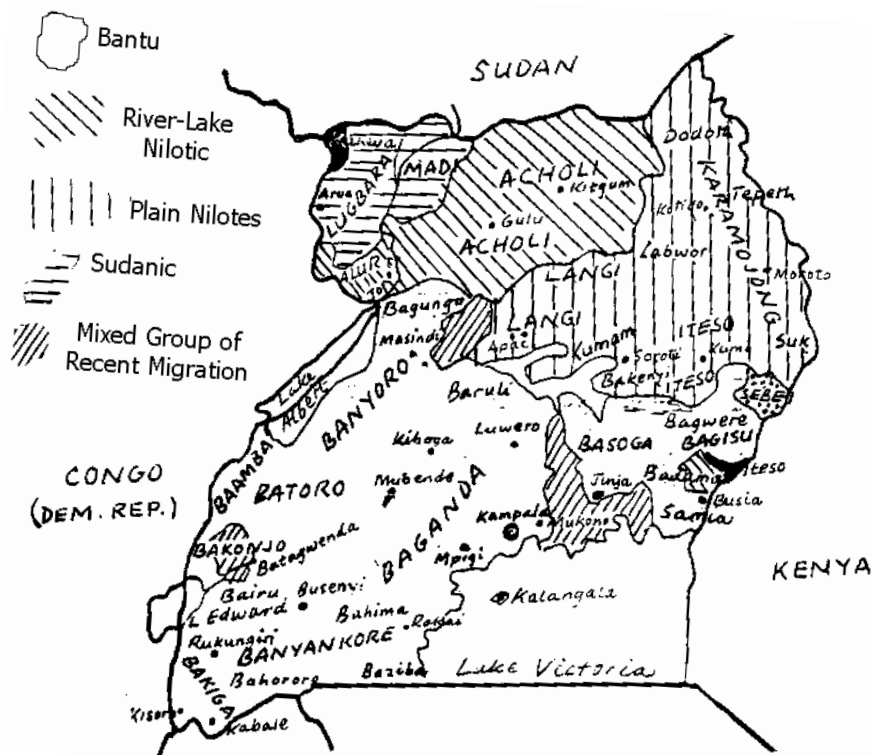
- Ethnic groups and their distribution.
- Population.
- Migration and settlement in Uganda.
- States of pre-colonial Uganda.

#### a) **Ethnic groups and their distribution.**

The people of Uganda are divided into five groups basing on their origin, migration, settlement and culture.

These groups are:

- ♦ **Bantu:** These make up the largest population and largely occupy central, southern and western Uganda. Bantu people in Uganda include: Baganda, Basoga, Banyoro, Batooro, Banyankole.
- ♦ **River-Lake Nilotes:** these are also known as the Luo speakers and mainly occupy Northern Uganda. They are Acholi, Alur and Jopadhola.
- ♦ **Plain Nilotes:** these were originally known as nilo-hamites, they inhabit parts and Eastern, and Northern and North-Eastern Uganda. These people are Iteso, Kumam, Lango and Karamojong.
- ♦ **Highland nilotes:** These are represented by the Elgon Kalenjin groups. In Uganda they are the Sabiny (Sebei) in eastern Uganda.
- ♦ **Sudanic speakers:** These mainly inhabit West Nile region e.g. Madi, Lendu, Okebu, Lugbara, Kakwa.



**Figure 2.11 Ethnic groups of Uganda**

## b) Population

Population is the number of human beings living in a given area at a point of time.

In order for one to know the correct size of a population, a population census has to be conducted. Population census refers to the enumeration of people living in a country. It is therefore the official physical counting of the people living in a country in a given period of time. This is normally done every after 10 years.

It is usually important for a country to conduct population census for a number of reasons which include;

- Adequate planning for goods and services.
- Determine the growth rate so as to be able to estimate the population.
- Establish the emigration and immigration.
- Administrative purposes i.e. determine districts, towns etc.
- Know the quality of the population i.e. literacy rates.
- Establish size of the labour force and dependants.
- Know the life expectancy.

Establishing the number of people in a country, therefore, enables a country to effectively plan for her citizens. It is population data that governments base on when making decisions during the day to day running of a country's activities.

The population of Uganda has been changing with time. Below is a summary of population census results from 1949.

Census Year	Population
1949	4,958,520
1959	6,536,616
1969	9,535,051
1980	12,636,179
1991	16,671,705
2002	24,748,977

There are a number of problems that inevitably arise out of the conduct of a population census. Think about these and list them below.

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Compare your list with the one below:

- Language barrier on the part of the enumerators.
- Illiteracy and ignorance of the people.
- Political
- Instability.
- Shortage of manpower.
- Limited capital.
- Poor infrastructure.
- Strong cultural traits.
- Social malpractices.
- Possible double counting.



Discuss with your peers how each of the above problems affects the census results. What can be done to minimize such problems?

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Study the tables below:

a) Table of population per region.

Region	1991	2002
Central	4,843,594	6,683,887
Eastern	4,128,469	6,301,677
Northern	3,151,955	5,345,964
Western	4,547,687	6,417,449
<b>Total</b>	<b>16,671,705</b>	<b>24,748,977</b>

- Calculate the rate of increase from 1991 to 2002 for each region.
- Which region has the;
  - highest population increase rate?

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- lowest population increase rate?

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b) Table of population by sex (2002)

Region	Male	Female	Total
Central	3,305,153	3,378,734	6,683,887
Eastern	3,076,723	3,224,954	6,301,677
Northern	2,620,689	2,725,275	5,345,964
Western	3,122,176	3,295,253	6,417,449
<b>Total</b>	<b>12,124,761</b>	<b>12,624,216</b>	<b>24,748,977</b>



By what percentage are the females more than the males in each region and overall?

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c) **Population per sex**

Year	Male	Female	Total
1991	8,185,747	8,485,958	16,671,705
2002	12,124,761	12,624,216	24,748,977



Calculate the rate of increase in population per sex from 1991 to 2002. Which sex had a higher rate of increase?

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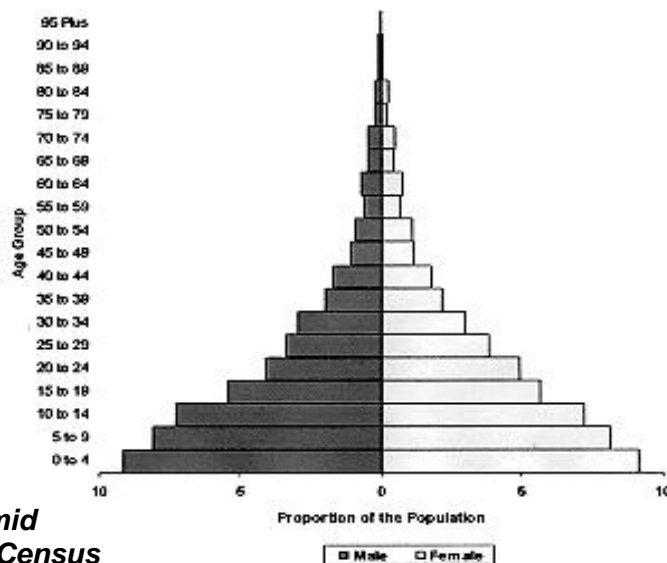
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• **Population Structure**

Consider the members of your family. How many members are males and how many are females? How many members are aged between 0 and 4 years? How many of these are males, Females? How many members are aged between 5 and 9 years? How many of these are females? How many members are aged above 10 years? How many of these are males? Answers to these questions will give us population structure of members of your family.

People are described in terms of age and sex. If people are grouped by age or sex then this is the age or sex structure of population. Usually there are slightly more females than males. The age structure of countries can be different. Some countries have large numbers of old people while others have a lot of young people. Population pyramid is normally used to show the age and sex structure of a people. Divisions or age groups are called cohorts. Their age and sex structures are shown below:



**Figure 2.12 Population Pyramid for Uganda 2002 Census**





1. What does the population pyramid like the one given for Uganda Population tell us?

2. Which is the cohort (age group) in which most of the people fall?

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3. Most people in Uganda below 15 and those at 75 or above are dependent. Approximately what percentage of Ugandans are the dependants?

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4. People engaged in meaningful production fall between the ages of 15 and 55. What percentage of Uganda total population do these form?

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### **Birth, Growth and Death Rates**

How many babies are born in your village every year? How many people die in your village every year?

If you subtract the number of people who die every year from the number of babies born in your village, you will get the number by which population grows in your village.

**Birth rate** is the number of births per thousand of population per year. For example Uganda's birth rate 46.31 per 1000 (2004 estimate).

The factors which determine high birth rate include:

- Early marriages.
- Negative attitude towards family planning.
- Little or no education.
- Nature of diet.
- Importance of children as a source of labour and wealth.
- Search for desired sex.
- Cultural ties i.e. keep names of ancestors in existence, heirs in future.

What other factors determine high birth rate? List them below:

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Discuss them with your peers.

**Death rate** is the number of deaths per thousand of population per year. In Uganda death rate is 16.61 per 1000 (2004 estimate)

The factors leading to high death rate (mortality rates) and thus low life expectancy include:

- Poor and inadequate health services.
- Poverty hence poor living conditions.
- Insecurity due to conflicts.
- Calamities e.g. accidents.
- Diseases e.g. malaria, AIDS.
- Ineffective public programmes e.g against vaccination.
- Poor hygienic measures.
- Low levels of education.
- Traditional beliefs e.g. use of herbs and witchcraft.
- Social costs e.g. pollution.
- Poor working conditions e.g. in factories.

**Growth rate**, also called natural increase of population is the difference between birth and death rates. It is also given per thousand and expressed as a percentage. Uganda's growth rate is 2.97% (2004 estimates)

### **Reducing Birth Rate**

To reduce birth rate, couples need to be convinced to carry out family planning to:

- Produce only those children they can look after adequately.
- Produce these children at reasonable intervals. i.e. when they feel they are ready to produce children.

This not only reduces the birth rate but also improves the quality of life for both parents and children.

### **Reducing Death Rate**

Use of improved medicine which cures diseases such as diphtheria and tuberculosis. People get drugs which protect them from many diseases.

- Access improved hygiene with improved sewerage and good water to prevent many waterborne diseases such as cholera and typhoid.
- Make use of improved food quality and diet. People fed on balanced diet in adequate quantities are more resistant to diseases and do not die prematurely due to diseases.

- Awareness of and prevention habits against HIV and AIDS. AIDS has no cure for the time being. If people avoid ways of catching it, they live their normal life and eventually die naturally.



### ACTIVITY SS/1/2-7

1. Explain what country A and B are facing:

Country A: birth rate 71 per 100

Death rate 61 per 1000

Country B: birth rate 56 per 1000

Death rate 13 per 1000

2. What measures can be used to reduce increasing population?
3. Why should countries undertake population census regularly?
4. Identify problems met when conducting a population census.



Check for your answers with those at the end of the unit.

### Population Distribution

Uganda's population is largely rural. About 90% of Uganda's population live in rural areas, this is because Uganda is basically an agricultural country.

Ugandans are involved in different economic activities and this in a way determines their distribution. Areas which are fertile and have high rainfall and good water support agriculture. These areas attract many people because more than 80% of Ugandans are engaged in agriculture. Such areas include land within about 100 km of Lake Victoria, highlands of Kigezi, Ankole, Bugisu and Sebei and areas of West Nile. Areas around Mt. Rwenzori also fall into this category. Population in these areas is very high, in some places going beyond 300 per square kilometer.

Areas with moderate rainfall and fertile soils and fairly moderate temperatures also support agriculture though at a less extent. Such areas support medium concentration of population. The Central areas of Northern Uganda, South Masaka, East Ankole, East Toro and Central Bunyoro fall into this category. A lot of cotton is grown in these areas. Maize, millet, simsim and a lot of beans are grown.



(What other economic activities are people in these areas involved in?)

.....  
 .....  
 .....

Areas of long drought with sometimes uncertain rainfall hold low population concentration. These include Kotido and Moroto in Karamoja, the corridor between fertile crescent and the Ankole-Kyoga, and the game and forest reserve areas. These areas are mostly used by cattle keepers. The Karamojong and Bahima, the most known cattle keepers, live in these areas. The following map summarise the areas described.

### Map of Uganda showing population distribution

Map of Uganda Showing Population Distribution

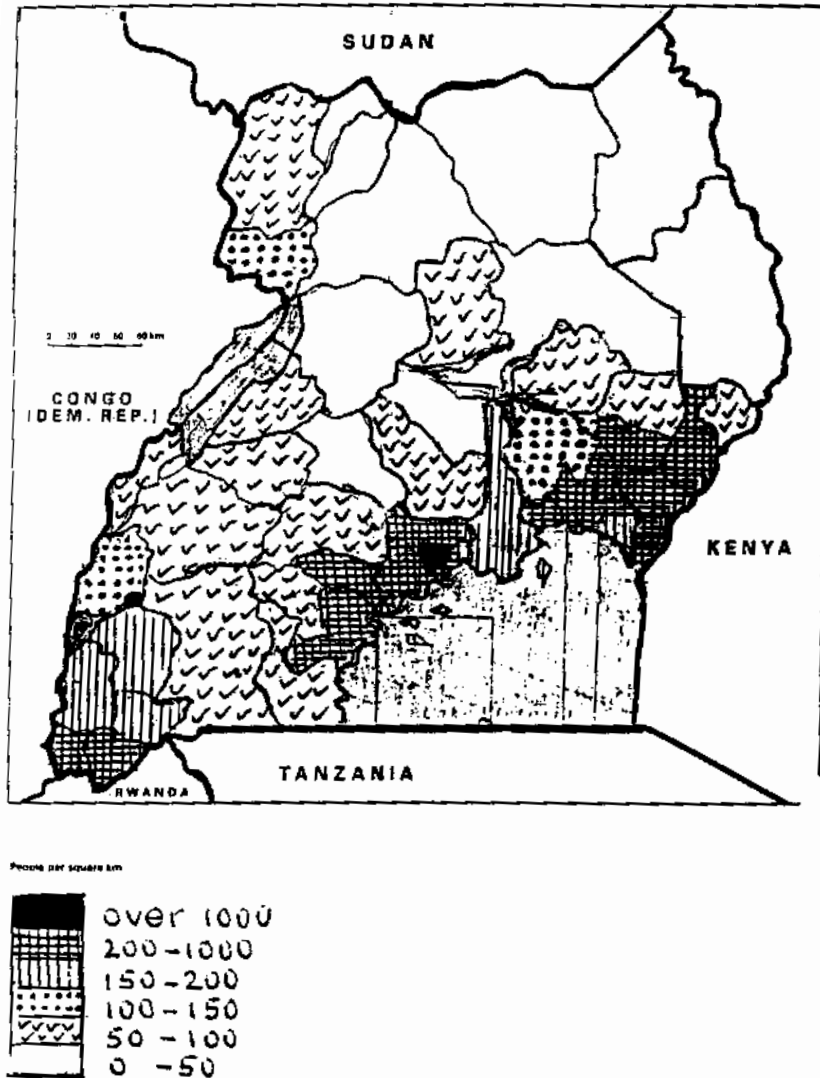


Figure SS/1/3.2 Population Distribution in Uganda

Figure 2.13 Population distribution in Uganda



### ACTIVITY SS/1/2-8

1. Which ethnic group do the following groups belong?
  - (i) Alur
  - (ii) Bafumbira
  - (iii) Dodoth
  - (iv) Kakwa
2. What factors are responsible for population distribution in Uganda?
3. Why is cattle keeping the economic activity in Karamoja?



Check your answers with those at the end of the unit.

## Social Ways of Life and Economic Activities

Agriculture accounts for over 80% of Uganda's income. In areas where soils are fertile and rainfall is adequate, growing of crops is a major activity. In drier areas of the country, the major activity is cattle raising. In Uganda growing of both cash and food crops is done.

### Food Crops

Some food crops are also cash crops. They are called non-traditional cash crops, bananas, maize, wheat, sim sim and potatoes are in this category. The major food crops grown in Uganda are bananas, cassava, millet, sorghum, potatoes (both sweet and irish), wheat and groundnuts.

(Which food crop is abundant in your area?)

Another economic activity carried out in Uganda is manufacturing in industries. Processing of foods and other agricultural products, manufacture of items ranging from plastics, mattresses to assembling of motor cars and processing of minerals are carried out.

## Population Problems and Challenges

Uganda's population growth rate is high. This means that the population is relatively higher than available resources. This has had effects both positive and negative.

Let us first consider how Uganda benefits from her high population. These include;

- cheap labour is available.
- ready market for goods and services.
- innovations and creativity among the people thus leads to efficient utilization of resources.
- people are encouraged to invest and save so as to be better off in the future.

- source of government revenue in form of taxes.
- increased infrastructure because of the high demand.

Think about other ways through which Uganda benefits out of her large number of people.

.....

.....

.....

.....



Discuss with your peers and have your ideas ready for presentation during next face-to-face.

Uganda experiences a number of problems arising out of the high population. These include;

- wide spread unemployment.
- much pressure on land resulting into environmental, degradation, land fragmentation.
- prices of commodities will be high leading to inflation.
- social and political unrest e.g. quarrels over land.
- Standards of living are generally low.
- social costs e.g. traffic jams, pollution
- crime rate.
- increase in dependence burden leading to low savings and investments thus increase in poverty levels.
- provision of education facilities leading to raise in cost and decrease in standard.
- unequal distribution of income.



What other problems is Uganda likely to experience due to the high population?

.....

.....

.....

.....



Have your points ready for discussion during the next face-to-face session.

There are a number of measures that Uganda can put in place to reduce on increasing population.

- Restricting child labour so that people fear to produce many children given the difficulty in bringing them up as they will not be allowed to work.
- Income redistribution policies so that people can earn more or less equal income. People should be taxed according to income levels.
- Institute laws which require economic ability to support a family before being allowed to marry. This would help postpone marriage.
- Practice family planning i.e. contraceptive technology.
- State legislation.

- marriage age limit.
  - legalizing abortion.
- Encourage education for girls and family life education.
  - Incentives to people with small families.



#### **ACTIVITY SS/1/2.9**

1. What are the effects of under population?
  - a) Advantages
  - b) Disadvantages
2. What are the effects of optimum population?
  - a) Advantages
  - b) Disadvantages



Check your answers with those at the end of the unit.

### **c) Migration and Settlement in Uganda**

In this sub-topic, we shall consider early migrants and settlement which date back to AD 1000 and then recent migrants in the 20<sup>th</sup> century.

#### **Early Migrants**

Migrations which date back to AD 1000 involved five major ethnic groups. These were the Bantu, Nilotes who included the Western, the Eastern and the Southern. Then there were the Sudanic people. Examples of Western Nilotes, also called River-Lake Nilotes are the Luo, that of the Eastern Nilotes are the Karamojong and that of Southern Nilotes are the Kupsabiny. The minor group are the Bahima of South Western Uganda who are believed to be a result of intermarriage between a people known as Hamites who arrived much earlier than AD 1000 from the direction of Ethiopia and the Bantu. The Tutsi of Rwanda and Burundi are related to these people and they formed the rulers of the Bantu Kingdoms of South Western Uganda.

#### **Bantu**

Of the five groups, the Bantu were the first to immigrate into what is now Uganda. Their origin is said to be the general area of Nigeria and Cameroon, particularly on the confluence of Rivers Benue and Niger. The “parent area” from which they moved to Uganda is said to be in the South East Congo (present Democratic Republic of Congo.)

By AD 1000 they had started to arrive in Uganda, passing through the area between Lakes Albert in the North and Kivu in the South. They settled in areas which came to be districts of Kigezi, Ankole, Toro, Bunyoro, Busoga and the Kingdom of Buganda.

For a long time Bantu lived in small family or clan villages, each running its own affairs, this being the outcome of different ways of life those people followed. Need to appoint chiefs arose out of dispute of pastures. Chiefs ruled over few people but groupings expanded with cattle keeping groups from the North taking lead. By AD 1300 Bantu were organized in kingdoms and mostly people of northern origin such as Batembuzi were the rulers (kings). In southern Uganda there arose Hima kingdoms. Their line of rulers, the Gabu, the Ranzi and the Chwezi, the last of whom were most powerful are described in the traditions of Bunyoro. Another set of traditions in Buganda describe the legendary hero Kintu said to have come from beyond Mt. Elgon.

Before people start to migrate, there must be a reason for moving. For example people migrated from Kigezi to Mitooma in Bushenyi in the 1950s. They did so because they had run short of tillable land, consequently they did not have enough food to eat.

The Bantu people had possible causes for their migration.

- Since they were mainly cultivators, they could have migrated to look for areas of fertile soils and adequate rainfall for their crops.
- They could have migrated to find better pastures for their livestock, since they also kept animals.
- They could have moved to avoid overpopulation in order to get new free areas for settlement.
- Drought and famine could have been another drive behind their migrations.
- They could have also been running away from diseases and epidemics of both human and livestock.
- They could have moved away as a result of conflicts and wars.

It is worth noting that the Bantu had centralized chiefdoms, some of which, developed into kingdoms. They (Bantu) were mainly cultivators but they also kept livestock, mainly cattle, sheep and goats.

### **The Nilotes**

As we mentioned earlier, there are three groups of the Nilotes who migrated into Uganda. The Western Nilotes, also known as River-Lake Nilotes. Example of this group are the Luo. There are the Eastern Nilotes, also known as Plain Nilotes example of whose are the Karamajong, and Iteso. There are the Southern Nilotes, known as Highland Nilotes. Many of these people are in Kenya but an example of these in Uganda are the Sebei (Kupsabiny).



## **The Western Nilotes**

These are the River-Lake Nilotes, named so partly because of their activity of fishing and partly because they settled in areas near River Nile and Lake Kyoga. These people arrived in Northern Uganda after AD 1400 and the largest group, after the Bantu, to arrive in Uganda. Their original home was the area South-West of .Bahr el Ghazal in Southern Sudan.

They were predominantly pastoralists and moved with their livestock upstream along the White Nile. They kept near the river because there were adequate pastures for their animals and also the river offered ground for fishing. When they eventually entered Uganda, they proceeded to the place called Pubungu where separation took place. Some of these people moved to West Nile. The Alur are some of these. Other crossed the Nile into Bunyoro and yet others crossed into Acholi-land and became the Acholi. Many continued from Acholi through Lango and South East to Bukedi where a number settled and these became the Jopadhola. Others continued South East into Kenya and became the Kenya Luos. So the Alur, Acholi, Jonan and Jopadhola all belong to the Luo group.

The Langi are a result of intermarriage of the Luo and the people they found in the area of Lango as they moved South Eastwards. .

Reasons behind their migration include external pressure due to conflict with neighbours. To avoid further confrontation with their enemies, these Nilotes moved away. Another reason was that they themselves had conflicts among themselves which caused further separation. A case in point is the conflict between brothers, Gipir and Labongo who were leading the group. The two conflicted over the spear and royal beads which resulted in the killing of their child over royal beads. The two separated at Pubungu, Gipir moving West thus leading the Alur and Labong moving East thus leading the Acholi.

As the Luo got integrated in the areas they entered, they slowly abandoned their pastoralism and adopted cultivation of crops although they still kept some livestock as well. Besides, they kept on with fishing along the Nile and later in the new areas especially Lake Kyoga. They did not form kingdoms though they joined forces to create a clan leader, the Rwot, who was mainly to help resolve conflicts.

## **The Eastern Nilotes**

These are the Plain Nilotes whose cradleland was just north west of L. Rudolf in the direction of Ethiopia. From the late seventeenth century this group moved south westwards and occupied areas around Suk Hills in Karamoja. Between 1652 and 1733 the group divided into two. The Iteso moved South Westwards and settled in areas of Kumi, Soroti, Katakwi, Pallisa and Tororo. These readily adapted agriculture from purely pastoralism. Part of these intermarried with the Langi to form the Kumam who occupied Kaberamaido. The group that remained around Suk Hills became the Karamojong.

Originally the whole group lived pastoralistic type of life; keeping cattle, donkeys, camels, goats and sheep. Later the Iteso and consequently the Kuman adopted settled agriculture in which case crop farming became as important as cattle keeping. The Karimojong remained pastoralists and of recent they raided almost all the cattle the

Iteso, Kumam and their neighbours owned, to leave them to entirely depend on crop farming. These people lived in clan units, settling their disputes through their Etem, a clan meeting. Later the Iteso adapted a paramount clan leader whom they call Emorimor.

### **The Southern Nilotes**

These are Highland Nilotes and originate from the area known as Kapoeta, north west of L.Rudolf. Big groups of these people who include the Kalenjin, live in Kenya. The group of Highland Nilotes who live in Uganda are the Sebei (Kupsabiny) who are found on Mt. Elgon. The Sebei are primarily cultivators and live around Mt. Elgon. They also keep some cattle. These people are known for their culture of circumcising their female members, a habit Uganda is discouraging because it sometimes results into deaths of the victims. (Female genital mutilation)

### **The Sudanic People**

These people are said to have originated in areas around Juba in southern Sudan. They migrated into Uganda before the Luo. Around AD 1000 this group, then known as Madi-Moru, were attacked by another people from eastern of southern Sudan. They were eventually forced to move southwards and arrived in parts of North Western Uganda. Some of these people settled in areas forming present Uganda-Sudan boundary, and in what came to be Madi District. Others continued their move to the south west, into West Nile. They settled in areas then occupied by a clan known as Lugbari and adopted the Lugbara language. These are the Lugbara of West Nile. Others yet moved on to Kakwaland where they settled. They came to be called the Kakwa. In all this group comprises of the Madi, the Lugbara and the Kakwa.

These people were cattle keepers and fishermen. They also grew crops as they settled in fertile land.

Like the Western Nilotes, the Sudanic people did not form kingdoms but were organized in clans which could unite to beat off attacks from hostile neighbours.



#### **ACTIVITY SS/1/2-10**

1. List down activities carried out by all the people who migrated into Uganda during the period referred to:
2. Why is it that the Bantu organized themselves into kingdom and the others into units going out beyond clans?
3. In your opinion, why is it that people were migrating into Uganda and not out of it?
4. What were the effects of migration of peoples into Uganda?



Check your answers with those at the end of the unit.

## **Recent Migrations**

When a person shifts from Kabale and settles in Hoima, or moves from Mbale and settles in Kampala City, we call this internal migration. But when a person or group of people shift from the Democratic Republic of Congo to Uganda or individual people or groups leave Uganda to settle in Kenya, we call this international migration.

Recent migrations include both internal and international migrations. Considering internal migrations, some people move from rural to urban centres due to disparities as far as amenities and job opportunities are concerned. For example some Ugandans, especially the educated group move from rural to urban areas to share the use of telephones, electricity, TV, radio and entertainment. Yet others move because of insecurity.

Rural-rural migrations are caused by shortages of farming land and insecurity. Shortage of land is caused by population pressure as is the case of Kigezi area in Uganda where people have migrated to Ankole, Toro, Bunyoro, Kibaale, Buganda especially in Sembabule, Rakai and Nakasongola. Insecurity is also a cause for rural-rural migrations. In Northern Uganda some people have migrated to other areas like Soroti where there is relative peace to avoid insecurity of the North. In Kasese a number of people have migrated to areas of Bushenyi and Mbarara to avoid cross-fire between Uganda Peoples Defence Forces and rebels fighting Uganda Government.

Both earlier and recent migrations have had important impacts on Uganda. In the first place different ethnic groups intermarried and have contributed to what are now Ugandan people. Secondly, with mixing of different ethnic groups, people have learnt from one another, more about culture and skills of survival. People are now able to adapt important skills from their new comers or their hosts so that they can improve on what they had to make their lives better.

On the recent international migration, Uganda experienced between 1959 and 1969 immigration from the Democratic Republic of Congo (Zaire), Rwanda, Tanganyika (Tanzania), the Sudan and Kenya. The number of immigrants rose from 680,000 in 1959 to 750,000 in 1969. This migration was twofold; it was partly economic with immigrants seeking cash employment in Uganda. It was also partly political with immigrants entering Uganda as a haven of peace and stability from surrounding areas of uncertainty and violence. Over half of this population was found in Buganda area. The period 1971 to 1979 was dominated by reversal migration with many people leaving the country due to instability created by the harsh military rule. The period 1980 to 1989 both immigration took place but from 1989 to date many people both Ugandans and investors have flocked into the country, showing that there was relative peace. Flocking in of investors was accelerated by the government's decision to return the Asian property which the military government had confiscated.



### ACTIVITY SS/1/2-11

1. What are the advantages of having a large number of ethnic groups in Uganda?
2. What problems are associated with ethnicity in Uganda?
3. How have governments in Uganda tried to solve these problems?



Check your answers with those at the end of the unit.

#### d) **States of Pre-Colonial Uganda**

Under this sub-topic, pre-colonial states of Buganda, Bunyoro, Toro, Ankole, Busoga, Lango, and Acholi are discussed.

##### **Buganda**

By AD 1650 Bunyoro's greatness started to weaken and Buganda started to rise. Buganda's king then was Kabaka Kateregga, a determined leader in war. He made it possible for the kingdom to expand its territory to all the lakeside (of L. Victoria) area from the mouth of River Kagera to the exit of River Nile.

The bananas played a big role in strengthening of Buganda. Banana bunches by their nature can be harvested throughout the year. Men could afford to leave the task of ensuring supply of food to women and embark on development and war, all the year round. The Kabaka could now call on many warriors who would be available for service any time.

Buganda was ruled through chiefs, many of whom were semi-hereditary but the Kabaka was supreme. This helped maintain unity and resolved disputes.

After 1700 Katikiro (prime minister), had a new role. He, together with Mugema (senior chief among Bataka section heads) controlled choice of a new Kabaka from a number of contenders in the event of the death of a Kabaka. This lessened conflict.

Economically Buganda controlled trade routes to the coast. Kabaka could access a lot of imports from India and could sell ivory to Swahili traders. Buganda's wealth lay in livestock, slaves and ivory which were secured through war. Buganda, however, lacked iron and therefore imported hoes from Bunyoro. By the time of colonization Buganda was nearly as strong as Bunyoro itself. Buganda was the first kingdom to get in touch with foreigners in Uganda and cooperated with the British against Bunyoro and other areas during colonial consolidation by the British.

##### **Bunyoro**

When the Luo arrived from the North, groups of them settled in the fertile country of Bunyoro and merged with local people and planned the overthrow of the Chwezi rulers.

By AD 1500, the Chwezi were displaced by a new line of kings, those of Luo origin called Bito. These took over the Empire of Bunyoro-Kitara.

When Babito took over from the Chwezi, the once vast kingdom started to disintegrate because states which once recognized the overloadship of the Chwezi kings, did not recognize the Bito rulers. What remained of Bunyoro was ruled by the Bito as Bunyoro kingdom which the British later found and conquered.

From the middle of the 17<sup>th</sup> century Bunyoro started to lose territories. First to Buganda, then to Ankole and to Toro in 1830.

In 1870 Bunyoro had a new king (Omukama) Kabaregga who had a vision to return Bunyoro to its former glories. He aroused new enthusiasm among the people and quickly attacked Toro, Ankole and areas which Buganda had taken from Bunyoro. He had some success. Lugard's arrival in Kampala hailed Kabaregga's advances. He (Lugard) restored Kasagama to Toro's throne (having been deposed by Kabaregga) and conquered Bunyoro declaring Uganda Protectorate in 1894.

Economically, kings in Bunyoro got tributes from chiefs. The chiefs collected tributes in their separate localities and in turn passed them (tributes) to the kings. Kings also received direct tributes from small regions around the capital. Livestock, crafts, and agricultural produce were all used as tributes. They were important, not only as support for political establishment but also as a symbol for loyalty.

It should be noted that at one time Bunyoro had Ankole, Toro, Buganda and Busoga as part of the kingdom, then known as Empire. This symbolized the oneness that was used during the making of Uganda as one country/nation.

## **Toro**

Toro was part of Bunyoro kingdom until 1830 when Prince Kaboyo, an elder son of Bunyoro's ruling Omukama decided to rebel and create his own kingdom. This action contributed to the decline of Bunyoro kingdom. When Kabaregga became Omukama in 1870 he was not happy with the separation of Toro from Bunyoro and was determined to regain the territory. He actually attacked and drove away the Toro king who took refuge in Buganda where Mwanga was Kabaka. Because of the rivalry between Bunyoro and Buganda, Mwanga supported the Toro king Kasagama back to Toro throne. Kasagama continued to be driven away every time Mwanga returned him until when the British arrived. And with force Kasagama this time was returned to Toro, now bigger than the original kingdom.

One of the economic assets Toro kingdom had was the salt which lay in Lake Katwe. This lake later became a contentious issue in the rivalry between the British and the Belgians.

## **Ankole**

Ankole kingdom was named so by the British. What existed before their arrival was the kingdom of Nkore which occupied Kashari, part of Isingiro, parts of Nyabushozi and large areas of Kabula. There were other smaller kingdoms of Igara, Buhweju, Buzimba, Bunyaruguru and Ibanda. These small kingdoms were conquered and added to the

kingdom of Nkore to make what came to be Ankole by the British. They did this for fear that the Germans would take it into their area of influence during the scramble and consolidation of territorial gains.

Nkore and these other smaller kingdoms were connected to the Great Bunyoro Empire by tribute. As long as they paid tribute to the rulers of Bunyoro, they were left to rule themselves. Inhabitants of the kingdoms spoke the same language and had almost same culture except with minor differences. That is why it became easier and quicker to unite them in one kingdom of Ankole.

### **Busoga**

Busoga just like Ankole did not exist under the name or organisation until the colonial days. It existed under separate small kingdoms, some of which were Bugabula, Kigulu, Bulamogi, Luuka, Bugweri, Bukedi, Bunyori, Busiki and Butembe. These small kingdoms were part of the Empire of Bunyoro-Kitara and were bound to the empire by tribute.

They were ruled by the kings as long as these kings paid tribute to the kings of Bunyoro.

During colonial consolidation the kingdoms were amalgamated into the Busoga territory under Kyabazinga. The work of amalgamation of the territory was done mostly by Kakungulu acting on behalf of the British.

### **Lango**

Among the Langi, the clan or Ateker was the basic unit and retained its name however separate or scattered its people might have become. A clan leader was known as Rwot or Rundi. Clan leaders were not particularly powerful figures.

War was an important aspect among the Langis. It was a source of wealth and prestige. They acquired a great reputation as fighters. They fought for Kabaregga of Bunyoro and prevented an armed invasion from Egypt from capturing Lango in 1872.

By the 19<sup>th</sup> century they were especially organized for war and had an overall war leader called “witong” who coordinated all military activities, they were distinguished servants with Kabaregga’s Abarusura. They also resisted the British and took time to subdue to their agent Semei Kakungulu.

### **Acholi**

The Luo formed small centralized states in Acholi though not all the Acholi people were under the leadership of one paramount ruler. The growth of the Luo states was helped by their growing numbers and their ability to absorb and adapt.

In Acholi, a Rwot or Chief led a group of clans which made up these states. These states had their rituals and regalia. The Rwot appointed village chiefs or jago who collected taxes and tributes to support the Rwots and maintain the security of the state.

The Luo had several states which were independent of each other. They were familiar in structure and style due to the influence of their culture. One such state established by the Luo in Acholiland was the kingdom of Paimol.

### **Relationship between states of Pre-Colonial Uganda**

The states of Buganda, Bunyoro, Toro, Ankole and Busoga had something in common; during the time of Bunyoro Kitara Empire, they were all bound to that empire.

Many of the states were tribute bound to Bunyoro and in some of these later after the Empire of Bunyoro weakened the rulers were related, i.e. Bito origin rulers of Bunyoro, Buganda and Ankole. Buganda used to trade with Bunyoro by importing iron crafts like hoes. They also imported salt.

Toro separated from the Bunyoro kingdom and was ruled by the son of the king of Bunyoro. Kabaregga had a dream of returning Toro to Bunyoro but was time barred as the British at the same time wanted both Bunyoro and Toro into their territory of Uganda. The arrival of the British made the work of Kabaregga impossible.

Buganda under Kabaka Mwanga was expanding while Kabaregga also wanted parts which Buganda had taken. The British favoured Buganda and so was the source of the “lost counties”.

Mwanga had good relationship with the king of Nkore because when he (Mwanga) was running away from the British, he was hidden by the king of Nkore near Isingiro and later provided guides to lead Mwanga to Bunyoro.



#### **ACTIVITY SS/1/2-12**

1. What factors led to the rise of Buganda?
2. What did the economy of Bunyoro depend upon?
3. What relationship was there between states of pre-colonial Uganda?



Check your answers with those at the end of the unit.



## SUMMARY

Thank you so much for coming to the end of unit two of this module. I hope you have had a good reading and done all the in-built activities.

In this unit, we learnt what a nation and state are and their characteristics. We also examined the symbols of a nation, their meaning and significance. You now know the organs of government in terms of structure and roles.

We have also covered the physical features, climate and vegetation of Uganda. I am sure you can explain the factors and significance of each.

As we came to the end of the unit, we looked at the people of Uganda, their origin, migration and settlement.



### **END OF UNIT ASSIGNMENT SS/1-2**

This assignment is intended to help you consolidate what you have learnt in this Unit. You are requested to read the whole unit again before you start to answer the questions.

1. Show how Uganda is both a nation and state.
2. Describe a population pyramid of a country that has a healthy population growth.
3. A country might be having a lot of reserve in resources and yet become poor. Suggest possible reasons for this. Can you identify reasons which could apply to Uganda.

## **GLOSSARY**

Coherent	:	an age-group on population pyramid.
Fault	:	a break in the continuity of rock masses, caused by disturbances of the earth's crust and resulting in a wide variety of surface features.
Horst	:	a portion of the earth's crust slightly elevated from the surrounding tracts by faults.
Larva	:	melted rock issuing from a volcanic crater in the earth's surface.
Leeward	:	the direction toward which the wind blows.
Pyramid	:	a chart showing population by age groups called cohorts.
Windward	:	the direction from which the wind blows.

## NOTES AND ANSWERS TO ACTIVITIES

### 1. **ACTIVITY SS/1/2-1**

1.
  - has people
  - identity and belongingness
  - common interests
  - language
  - common heritage
  - historical background
- 2.(a) Uganda is a pluralistic society. It has a number of different ethnic groups.(ethnic diversity).
- (b) This is a nation with people of the same historical background, language and culture e.g. Korea, China.
3.
  - obey law and order
  - pay taxes
  - serve the interest of the state
  - protect the state
  - contribute to the development of the state.

### 2. **ACTIVITY SS/1/2-2**

1.

Black	-	African international brotherhood.
Yellow	-	abundant sunshine
Red	-	same blood and thus human unity.
2.
  - (i) stanza one  
prayer to God  
belief in God  
people are united
  - (ii) Stanza two  
peaceful people who love their country and neighbours.
  - (iii) Stanza three  
people are ready to defend their motherland, they depend on their land for survival.
3. Sing all the three stanzas.
4. Bills are debated and passed as Acts of Parliament.
  - Houses the president's office.
5. Central Bank (Bank of Uganda)

### **ACTIVITY SS/1/2-3**

1. Executive - controls the affairs of a Nation  
Legislature - makes laws
2. Judiciary - interprets laws and settles disputes  
- interpret the law to the people  
  
- hearing of cases  
  
- judgement of cases  
  
- punishing law breakers.
3. Presiding over Parliamentary plenary sessions

### **ACTIVITY SS/1/2-4**

1. (a) Longitudes: or meridians divide the earth into units east and west (imaginary great circle that goes through both poles).  
  
Latitudes: are imaginary lines that divide the earth into units North and South of the equator.  
  
(b) longitudes and latitudes  
  
neighbouring countries  
  
regions/divisions of Africa i.e. East Africa
2. (a) - no authority over sea ports.  
- high costs of imported goods.  
- likely damage and destruction of goods  
- smuggling which reduces taxes.  
- delays in supply of goods.  
- lack of secrecy on classified goods.  
  
(b) - maintain good political and trade relations.  
- use other means of transport.  
- proper and prior planning.  
- diversify economy  
- regional organisations

### **ACTIVITY SS/1/2-5**

1. - destruction of life and property through landslides.  
- soil erosion  
- climatic barriers i.e lee wardness.  
- pose engineering problems  
- transport and communication difficulties.

- tedious agricultural activity e.g. terracing.
- 2.
- climatic changes
  - political will
  - insecurity
  - poverty i.e. lack of capital
  - inaccessibility
3. a)
- (i)- shallow
    - large in size
    - many inlets and outlets
    - fresh water
    - swampy surrounding
  - (ii)- long and narrow
    - deep
    - steep sided
    - salty water
    - no inlets and outlets
4. a)
- (i)- rapid flow hence waterfalls
    - forms steep sided valleys (gorges)
    - short and swift tributaries
    - destructive i.e. carries movable objects
    - facilitate vertical erosion
    - ideal for HEP generation.
  - (ii)- gentle flow
    - begins meandering
    - forms flood plains
    - longer and gentle flowing tributaries
    - ideal for agricultural development.
  - (iii)- long and slow flowing tributaries
    - forms oxbow lakes
    - forms alluvial plains
    - navigation and irrigation possible
    - forms deltas
- b)
- flooding
  - breeding of disease vectors
  - harbour dangerous as animals
  - water weeds
  - risky form of transport

#### **ACTIVITY SS/1/2-6**

- 1.
- temperature
  - source of water vapour
  - nature and distribution of vegetation
  - nature of soil

- ocean currents
  - time of the day
  - wind system
  - relief and aspect
2.
    - controls surface albedo
    - conserving water and air in the soil.
    - checking wind movement
    - improves on soil texture and structure
    - regulates and monitors temperature
  3. a)
    - climate variation
    - lack of water
    - tropical pests
    - infrastructure
    - inadequate government policy
    - nature of land ownership
  - b)
    - reduce effects of drought
    - planting trees
    - establish infrastructure network
    - review land tenure
  4.
    - high temperature 35°C and above
    - low rainfall i.e. 300 – 600 mm
    - short rain season
    - unreliable rainfall.

#### **ACTIVITY SS/1/2-7**

1.
  - a) Birth rate is very high but also death rate is very high. The population is sick.
  - b) Birth rate is high and death rate is very low. Therefore there is high population growth. Care needs to be taken or else resources might not cope with the growing population.
2.
  - contraceptive technology
  - incentives and disincentives
  - legalizing abortion
  - family life education
  - strengthening marriage laws
  - discourage traditional beliefs
  - state legislation (policy)
3.
  - to check growth rate.
  - to help in planning for population.
  - to identify the country's potential in human resources.
  - to get information on level of development.
  - know emigration and immigration.
  - administrative purposes i.e. determine districts, towns, cities etc.

- size of labour force and dependants.
  - sex composition
  - population distribution and density.
  - quality of the population i.e. education
4. language barrier  
illiteracy and ignorance  
political instability  
shortage of manpower  
limited capital  
hostile tribes e.g. Karamojong and Bakonjo  
strong cultural traits  
poor infrastructure  
social malpractices – corruption  
possible double counting

#### **ACTIVITY SS/1/2-8**

1. Alur - River-lake Nilotes (Western Nilotes)  
Bafumbira - Bantu  
Dodoth - Plain Nilotes (Eastern Nilotes)  
Kakwa - Sudanic
2. - rainfall distribution  
- soil fertility  
- climate  
- vegetation cover  
- infested areas  
- basic requirements e.g. food, water  
- physical conditions and terrain  
- infrastructure e.g. schools, hospitals  
- political factors e.g. insecurity
3. - unreliable rainfall  
- nature of vegetation

#### **ACTIVITY SS/1/2-9**

1. a) Advantages
  - high standard of living.
  - Less environmental degradation
  - Limited unemployment
  - High quality goods

- b) Disadvantages
    - resources remain unexploited
    - low production levels.
    - shortage of labour
    - high rate of taxation
- 2.
  - a) Advantages
    - high s.o.l
    - proper exploitation of resources
    - ready market for goods
    - good service delivery
    - enough manpower
  - b) Disadvantages
    - slight increase in population will lead to starvation.
    - Limited foreign exchange earnings.
    - Needs proper planning by government.
    - Slight decrease in resources leads to conflict.

#### **ACTIVITY SS/1/2-10**

- 1.
  - cultivation/crop farming.
  - cattle keeping.
  - fishing
- 2. Centralised system of administration while others were decentralised.
- 3.
  - availability of land for settlement.
  - absence of violent tribes.
  - suitable climatic conditions.
  - fertility of the soils.
- 4.
  - adoption of other cultures.
  - formation of new languages and peoples.
  - increase in population.
  - introduction of new ideas.
  - displacement of other tribes.

#### **ACTIVITY SS/1/2-11**

- 1.
  - variety of cultures which help in development.
  - potentials of knowledge.
- 2.
  - tribalism
  - competition for power on tribal basis.
  - different levels of development due to cultural drawback.
- 3.
  - enacted laws that cut across ethnicity.
  - making districts and ensuring authority in them.
  - treat citizens equally in terms of employment, education and development.



1. **ACTIVITY SS/1/2-12**
  - Centralised administration.
  - Organized and equipped army.
  - Trade i.e. fire arms and ivory.
  - Fertile soil.
  - Location i.e. shores of Lake Victoria.
  - Able leadership.
  - Collaboration with Arabs and Europeans.
2. - pastoralism
  - agriculture
  - iron smelting
  - salt making
  - pottery
  - trade
3. - rulers were Bito origin
  - trade in iron, salt
  - collaboration and hostility



## LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed Unit 2 of Module SS/1. Below are the learning outcomes. You are required to show your competence by ticking the column that reflects your learning.

LEARNING OUTCOMES	SATISFACTORY	NOT SURE
1. I can outline and state the significance of each symbol of a nation.		
2. I can define the roles of each organ of government.		
3. I can explain why Uganda is a nation as well as a state.		
4. I can draw a map of Uganda showing the main physical features.		
5. I can list the influences of climate of Uganda.		
6. I can describe different types of vegetation in Uganda.		
7. I can name and locate the ethnic groups found in Uganda.		
8. I can give reasons for population distribution and migration in Uganda		
9. I can describe the relationship between pre-colonial states in Uganda.		

If you have a tick in the “Not Sure” column, read again the relevant part of this unit to reinforce your learning. If you find you are satisfied with all the areas,

***Well done!***

If you find you are not satisfied with some areas, discuss them with your peers or tutor when you next meet.

***Thank you***

## **UNIT 3**

### **FOREIGN INTRUSION AND INFLUENCE IN UGANDA**

**SS/1/3**

## INTRODUCTION

Dear Student,

You are welcome to Unit 3 of Module SS/1.

The unit is entitled Foreign intrusion and influence in Uganda. It deals with the first contacts between the people of Uganda and non-Africans from around 1800 to the period of Independence 1962.

## AIM

This unit aims at helping you to analyse the nature reaction to and impact of foreign intrusion on the people of Uganda.

## OBJECTIVES

By the time you complete working through this unit, you should be able to:

- List the groups of foreigners who came to Uganda in different periods.
- Describe the activities they engaged in.
- Explain the impact of those activities.
- Explain how the people of Uganda responded to foreigners' activities.
- Explain the colonial economic and administrative policies and their effects on the people of Uganda.
- Describe how Uganda's boundaries evolved between 1894 and 1926.
- Explain the stages followed to achieve political independence.

## TOPICS TO BE COVERED

The unit is divided into 4 topics.

### **Topic 1: Intrusion and impact of foreigners.**

- a) The meaning and identification of foreigners.
- b) Why foreigners left their home countries.
- c) Foreigners' activities and their impact on the people of Uganda.
- d) How the people of Uganda responded to the intrusion.

### **Topic 2: The Scramble for and Partition of Uganda**

- a) Factors for colonial interest in Uganda.
- b) The Berlin Conference; 1884 – 1885: Purpose and Results.
- c) The Scramble for and Partition of Uganda; 1886 - 1890

### **Topic 3: The Colonisation of Uganda**

- a) Process of Colonisation
- b) Responses of the people of Uganda to British Colonisation.

- c) How the British extended their colonial administration over Uganda Protectorate.
- d) The evolution of boundaries, 1894 – 1926.

**Topic 4: Colonial Economic and administrative policies**

- a) Economic policies.
- b) Administrative policies in Uganda.
- c) Educational, Health and other social policies in Uganda.
- d) The struggle for Independence in Uganda.

$\pi$  **SUBJECT ORIENTATION**

Before studying this unit, you are advised to revise units 1 and 2 again. You should for example be very clear about the vital physical, social and cultural features of Uganda. You should have answers to questions such as:

- Which are the ethnic groups of Uganda?
- Which are the outstanding physical features of Uganda?
- Which are the critical resources of Uganda?
- What are the climatic conditions of Uganda?

These aspects provide background information to this unit. They will help you to understand why contacts between foreigners and the people of Uganda delayed and what finally led to their interest in Uganda..

**STUDY REQUIREMENTS**

As you prepare to study this unit, you need to have a note-book, pens (blue, black and red), a good dictionary, a good atlas, an appropriate time-table, chair and a quiet room for serious study. Try as much as possible to understand rather than cram. Also do activities asked of you and use the new knowledge in your teaching.

Ask your friends, or tutors for assistance as and when need arises. Do not feel shy to confess ignorance.

Please avoid studying when you are already tired or/and upset.

***Good luck!***

## **TOPIC 1: INTRUSION AND IMPACT OF FOREIGNERS**

Welcome to topic 1 of unit 3.

In this topic, you are going to learn about.

- a) Groups of foreigners who came to Uganda.
- b) Why the foreigners came to Uganda.
- c) The activities and impact of the foreigners.
- d) How the people of Uganda responded to the foreigners.

### **a) Groups of foreigners who came to Uganda.**

The first contacts between the people of Uganda and foreigners originating from outside Africa were in the 19<sup>th</sup> Century – much later than the rest of East Africa. These groups were:

#### **Traders**

The first group of foreigners to come to Uganda were traders. As early as A.D 850, Arab traders had started settling at the East African Coast and by AD 1200 they had established prosperous commercial towns along the coast, where trade with Asia flourished.

Later, Arab traders started moving into the interior. The first Arab trader to reach Uganda was Ahmed Bin Ibrahim who reached Buganda through Unyanyembe (near modern Tabora in Tanzania) in 1844. More groups of Arab traders from the coast followed.

Another group of Arabs who were more of raiders than traders were the Khartoumers who came from the Sudan and Egypt. They mainly operated in Northern Uganda where they dealt in slaves.

#### **Explorers**

Groups of explorers mainly from Europe also came to Uganda. These were: John Speke who reached Buganda in 1862, James Grant who together with Speke reached Bunyoro, Sir Samuel Baker, who reached Bunyoro in 1864 and Henry Morton Stanley who reached Mutesa 1's palace in 1874. Apart from Sir Samuel Baker who entered Uganda from the direction of the North having travelled from Egypt, the others used the coastal route.

#### **Missionaries**

The first missionaries to come to Uganda also originated from Europe. The Rev. C.T. Wilson, Shergold Smith and Alexander Mackay arrived in 1877. They were Anglican missionaries belonging to the Church Missionary Society based in England. They were followed later in 1879 by Catholic missionaries namely; Father Simon Lourdel and

Brother Amans. They were French missionaries belonging to the White Fathers Society. More Anglican missionaries arrived in 1879. These were Pearson, Felkin and Litchfield. They used the Nile route. More Catholic missionaries namely Giraut, Barbot and Livinhac arrived in 1879. They belonged to the White Fathers Society.

### **Colonialists**

The first colonialists to take interest in Uganda came from Egypt and were agents of Khedive Ismail of Egypt. These were Sir Samuel Baker (British) General Gordon (British) and Emin Pasha (German). Baker entered Bunyoro in 1872, while Gordon sent envoys like the American Chaille Long (1874), the French Ernest Linet de Bellefords (1875) an Egyptian Nuchr Aga (1876) Emin Pasha (1876) to Mutesa 1.

Later when European colonialists picked interest in Uganda, colonial agents like Carl Peters of the German colonization society, Fredrick Jackson of the IBEACO and Captain F.D. Lugard came to Buganda in 1889, 1890 and 1890 respectively.



#### **ACTIVITY SS/1/3-1**

1. Discuss the factors that delayed contacts between Uganda and foreigners from outside Africa compared to the rest of the East African region.



Check your answers with those at the end of the unit.

### **b) Factors to account for the foreigners' interest in Uganda**

#### **Traders**

The interest of the Arab traders in Uganda was obviously motivated by trade. As the trade between the East African Coast and Arabia and Asia intensified around AD 1500, there was need for travelling into the interior in search of ivory, skins, slaves, gold and other items. The growing trade in Pemba and Zanzibar's cloves had increased the demand for slaves.

It must be noted, however, that the volume of trade in slaves in the territory of modern Uganda was much smaller than the rest of the region. It certainly is not true that spread of Islam was a motive behind the coming of this group to Uganda. Later the abolition of the slave trade made Uganda a very attractive destination as a source of goods for legitimate trade.

#### **Explorers**

The explorers' interest in Uganda was for exploration purposes. The renaissance and the industrial revolution in Europe had increased interest in and the latter provided the means for exploring new lands and new knowledge.

The formation of academic societies like the Royal Geographical Society which were keen in collecting new scientific and geographical data and were ready to sponsor expeditions for the purpose, was a major driving force behind the explorers' journeys.

Uganda being the land of the by then mysterious lakes, rivers and rich tropical flora and fauna was an attractive destination for the explorers.

Stanley who was a journalist was specifically sent by the American newspaper The New York Herald to look for David Livingstone.

### **Missionaries**

The reports made by the early European travelers to the interior of Africa like David Livingstone attracted the attention of missionary societies. He wrote about the havoc of slave trade and the need for introducing European civilization and ways of life to what he and others called "the dark continent."

In the case of Uganda, missionary interest was particularly the result of Muteesa 1 of Buganda's 1875 letter sent to Queen Victoria of England through Stanley, inviting missionaries to his kingdom. The major interest of the missionaries was to convert to christianity the people of Uganda who had already been introduced to Islam or were still practising traditional beliefs.

### **Colonialists**

Khedive Ismail's intentions were to expand further southwards across the Nile beyond his Equatorial province which extended as far as present day Northern Uganda. The different British colonial agents had similar motives only that they served British and German interests. These interests will be further discussed under Topic 2.

### **c) Activities of the foreigners and their impact**

The foreigners engaged in various activities related to their motives for coming to Uganda.

#### **Arab Traders**

The Arab Traders were mainly interested in trade. Their activities, therefore, were dominated by trade, where they exchanged goods like cloth, beads, porcelain in exchange for ivory and slaves. They used the northward route which started at Bagamoyo on the coast passed through Tabora, Karagwe to Buganda and Bunyoro. This was mainly in the 1870's when Arab commercial activities in Uganda intensified. One of the most prominent early Arab traders was Snay Bin Amir.

The Khartoumers on the other hand raided for slaves as far southwards as Bunyoro.

#### **Impact of the Traders**

- (i) Arab traders were responsible for introducing Uganda to the long distance trade network of East Africa, which linked the interior to the coast, Arabia and Asia.



- (ii) For the first time, the people of Uganda received goods hitherto unknown e.g. cloth, guns, beads, porcelain, silk.
- (iii) Interaction with Arabs introduced the people of Uganda to Islam and Arabic culture.
- (iv) The Arabs also introduced Uganda to a money economy for the first time. Instead of the traditional barter trade, currency in the form of cowrie shells was introduced.
- (v) Unfortunately, the raids of the Khartoumers created havoc and insecurity in Northern Uganda.

### **Explorers**

The following is a brief account of the travels of the explorers in pre-colonial Uganda.

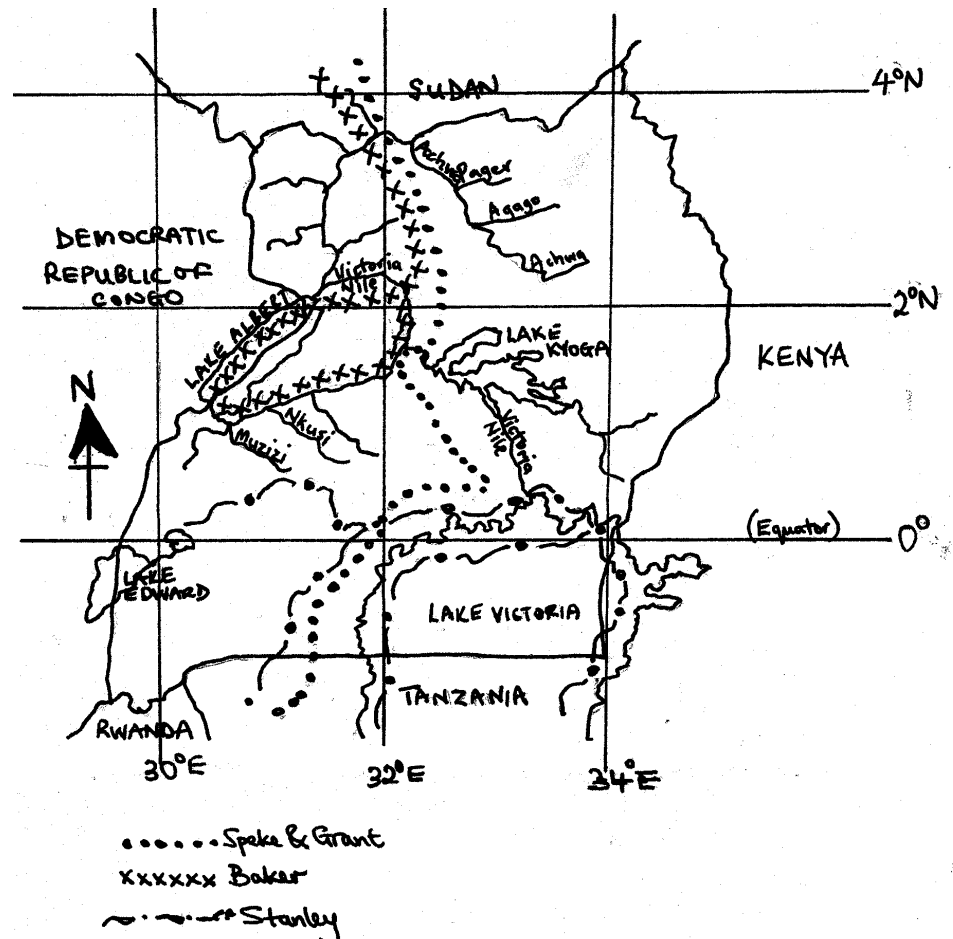
- Speke reached Buganda in 1862 and visited Muteesa 1's Court. He was the first European to reach Uganda. He had earlier traveled with Richard Burton up to Mwanza on L. Victoria in modern Tanzania. He determined that River Nile originated in L.Victoria. He was later joined by Captain James Grant and together they traveled to Bunyoro and as far North as Gondokoro.
- Sir Samuel Baker was the first European to use the Nile route into Uganda from the North. He saw and named L.Albert and the Murchison Falls in 1864.
- Stanley traveled to Buganda in 1875. He sailed round L.Victoria and proved Speke's earlier findings.

### **Impact of the Explorers' activities**

The travels of the explorers did not have a direct physical impact on Uganda but they had significant consequences.

- (i) Uganda's physical features were included on the world map as facts about her lakes, river and mountains hitherto unknown to the outsiders were discovered.
- (ii) The revelations of the explorers pointed to the strategic importance of the region of Uganda especially as the source of the River Nile. This, together with information on her economic potential later increased the interest of colonialists in Uganda.
- (iii) More information was provided about the people of Uganda and this was the basis for the missionary interest. Stanley particularly played an important role as he delivered Muteesa 1's invitation of missionaries to Queen Victoria.
- (iv) The accounts of the explorers provided a written record about the 19<sup>th</sup> Century people of Uganda although some of their reports were faulty and biased.

- (v) The reports of these people also created the wrong impression of the existence of uncivilized and underdeveloped societies which provided the British government and politicians the justification to intervene and establish control.
- (vi) Some information influenced the later approach used in colonial conquest e.g. information on the hospitality and influence of Baganda, and her rivalry against Bunyoro, probably helped the British colonialists to use Buganda as allies in the process of defeating Bunyoro.



**Figure 3.1 Map showing explorers' journeys in Uganda.**



#### ACTIVITY SS/1/3-2

- Using the map trace the travels of each of the explorers.
- Name the physical features, resources and peoples they possibly saw on their respective journeys.
- How did the activities of the explorers influence later events in Uganda?

## **Missionaries**

Early missionary work in Uganda was concentrated in Buganda where both the Catholic White Fathers and Anglican Church Missionary Society set up camp. They were accommodated near the Kabaka's capital and this explains why many of their first converts were servants from the royal palace. Gradually, however, as more missionary groups arrived, mission stations were opened in Western, Eastern and Northern Uganda. The missionaries combined their work of converting the people to Christianity with introduction of Western formal education and medical work. Dr. Cook's Uganda's first hospital at Mengo and missionary schools like Gayaza (for Chiefs' daughters), King's College Budo, Namityango and St. Mary's College Kisubi are testimony of the early missionaries work. Missionary work had a significant impact.

- (i) It was due to their work that the progress of Islam was checked and Uganda came to have a lot of Christian converts.
- (ii) Their work was also responsible for producing the first "readers" who went through their schools.
- (iii) Their medical work was instrumental for checking and treating many tropical diseases.
- (iv) Unfortunately the missionaries were against African cultural values and decampaigned them although some were actually harmless and could have been accommodated by Christianity.
- (v) Rivalry and conflicts between the Anglican and Catholic missionary groups created divisions among the people of Uganda which even culminated into the religious wars in Buganda in January 1892 where Lugard supported the protestants against the Catholics.
- (vi) Missionaries are also part of the reasons that put pressure on the British government to officially take over Uganda as a protectorate since their protection and consolidation of their work would be seriously threatened in the event of withdrawal of IBEA Co. In 1892 as the IBEA Co. prepared to withdraw from Uganda due to financial constraints, Bishop Tucker of CMS who had succeeded the late Mackay raised £ 15,000 which enabled the company to stay in Uganda for an extra year.
- (vii) The Missionaries provided information that stimulated colonial interest in the territory of Uganda.

## **Colonialists**

There are 3 groups that expressed colonial interest in Uganda:

- (i) Egypt under Khedive Ismail who became its ruler in 1863 had interests in extending his influence further southwards. By 1869, he had extended his influence to as far as what is Northern Uganda today. He named this area the Equatoria province. In 1872 he appointed Sir Samuel Baker as its governor.

Baker set up his post at Gondokoro and made attempts to annex Acholi and Bunyoro. Omukama Kabalega resisted this attempt and at the battle of Masindi, Baker was defeated and forced to withdraw northwards. Baker was succeeded by General Gordon. From his headquarters at Patiko near modern Gulu, Gordon sent envoys to Muteesa 1 of Buganda asking him to accept Egyptian protection. Muteesa, however, could not commit himself. Gordon was succeeded by Emin Pasha but the Equatoria project was abandoned when Sudan rebelled against Egypt, cutting off Equatoria from the North.

- (ii) The second group of colonists were individuals who were interested in their country's acquisition of the territory of Uganda. In February 1890, Carl Peters of the society for German colonization (a society started in 1884 for the purpose of acquiring territories for Germany in East Africa) signed a treaty with Mwanga of Buganda. Later, Sir Fredrick Jackson of the Imperial British East Africa Company also attempted to sign an agreement with Mwanga but the latter refused.
- (iii) The third group of imperialists were the officials of the Imperial British East Africa company who took up the early administration of Uganda on behalf of the British government which although interested in the territory was not yet willing to take up administration. Fredrick Lugard reached Buganda in 1890 and signed a treaty with Mwanga where the latter recognized the authority of the IBEA CO.

Lugard's immediate pre-occupation was to defeat the Muslims who had been involved in war with the Christians. He helped Kasagama of Toro against Kabalega and established him as Omukama. He built forts on the Toro-Bunyoro border to protect Toro from any future aggression. Later in 1892, he was involved in the Catholics – Protestants' war in Buganda.

In 1893, Sir Gerald Portal was sent to Uganda to study the prospects of retaining this territory by the British. He signed an agreement with Mwanga where the latter accepted British protection. Portal recommended the retention of Uganda.

In November 1893, Colonel Colville was sent as the new commissioner. He fought and defeated Kabalega. In August 1894, a British Protectorate was officially declared over Uganda.



### ACTIVITY SS/1/3-3

1. Read through the part on the activities of the colonialists again and;
  - (i) Write a summary of these activities.  
.....  
.....
  - (ii) Discuss the impact of these activities.  
.....  
.....
2. How did the work of explorers, missionaries and traders facilitate the process of colonization of Uganda?



Check your answers with those at the end of the Unit.

**d) How the people of Uganda responded to foreign intrusion**

The initial response of the people of Uganda to the Arab traders, the missionaries and the explorers was positive and friendly. Even the imperialists were positively received since the people perceived them as part of the influx of foreigners. They therefore peacefully participated in commercial activities of the Arabs and embraced Christianity in response to missionary work. Local rulers like Mwanga signed several agreements with the imperial agents. Inevitably, however, there were several exceptions to this positive reception.

(i) Omukama Kabalega rejected the colonialists right from Khedive Ismail's agents up to the British ones. He took over a weak and declining Kingdom in 1869 which he re-organized and revived its once legendary strength. He was therefore far from willing to surrender it to the British who in his eyes were allies of his arch rival, Buganda.

(ii) Although the missionaries had received an initial warm reception in Buganda, the tide turned against them during Kabaka Mwanga's period (1884 – 1889) who ironically, had started by maintaining his predecessor (Mutesa 1) positive attitude to them and never at one time or another converted to christianity.

Having failed to get the military assistance he had expected from them against Bunyoro, and continuously seeing them as turning his subjects away from him, he turned against them. In 1885, he ordered the execution of Bishop Hanington who on his way to take up his post in Uganda as Bishop of Eastern Equatorial Africa. Unfortunately the Bishop took the Eastern route to Uganda where traditional beliefs had it, the conquerors of the Kingdom would come from. Later in 1886 a big number of Christian converts were also executed (the Catholic and Anglican Uganda martyrs).

***Are we still together? Good!***

## **TOPIC 2: THE SCRAMBLE FOR AND PARTITION OF UGANDA**

Welcome to Topic 2.

In this topic, you are going to learn about:

- a) The factors which stimulated European colonial interest in Uganda.
- b) The Berlin Conference and how it influenced the process of colonization of Uganda.
- c) How Germany and Britain “Scrambled” for Uganda and how Uganda was finally partitioned.
- d) How the partition affected the people of Uganda.

### **a) Factors for colonial interest in Uganda**

From the outset, we need to state that the European states that showed the highest interest in Uganda were Britain and Germany. The following are the factors that attracted them.

- The industrial revolution that started in Britain in 1860 and gradually spread to the rest of Europe created two urgent needs
  - (i) increased production required more raw materials.
  - (ii) It also required markets outside Europe as outlets. Explorers and missionaries' reports about Uganda had indicated that Uganda had more than enough potential to satisfy both needs.
- For Britain, the opening of the Suez Canal in 1869 provided the most convenient route to their Eastern Asia Commercial Empire in place of the rather long route round the Cape of Good Hope. This made Egypt and the entire Nile Valley of significant importance. Egypt the home of the canal depended on the Nile. Uganda the source of the Nile was therefore of strategic importance to Britain. It became even more important when Britain took over the administration of Egypt in 1882.
- Germany's interest in Uganda was based on the fact that unlike Britain which had an established commercial Empire, Germany which only came into being in 1870 was a young state with no colonies. Therefore, to fulfill her commercial needs, she required territories like Uganda and indeed when the German government delayed the campaign for acquisition of colonies, her merchants demanded it.

In addition, acquisition of territories would help Germany to take up a prestigious position among the already established states of Europe.

- Reports of early European travellers like the explorer missionary David Livingstone had pointed out the horrors of slave trade. This also coincided with the movement for abolition of the trade. The abolitionists believed that the process would be faster if territories dealing in slave trade were taken over and protected to enable missionary and other humanitarian work to take place. It would also certainly pave way for a conducive environment where trade that would benefit the new industrial order in Britain, for instance, would take place.

Thus it was necessary to take over the coastal slave trade areas as well as the hinterland that fed them.

**b) The Berlin Conference and Berlin act and how it influenced the process of colonization of Uganda:**

In order to bring order to the process of colonization, Bismarck the German Chancellor, invited European states interested in colonies to the Berlin Conference this ran from November 1884 – February 1885 and culminated into the Berlin act of 1885. The provisions of this act relevant to the colonization of Uganda were that the powers agreed that any territorial claims had to be backed by effective occupation and administration by the claimant.

By this period, British claims over Uganda were not backed by anything significant other than presence of missionaries who were not even official colonial representatives of Britain.

If Britain was to lay claim to this territory, therefore, it had to lay urgent strategies. Moreover, the Berlin treaty had accelerated the pace of the European scramble for African territories.

**c) The Scramble for and Partition of Uganda**

The process of acquisition of Uganda and other African colonies was done with such haste that it earned the term “Scramble” which literally means struggling for or attempting to grab in a rush. In the case of Uganda the European states that scrambled for Uganda were Germany and Britain. The “Scrambling” can be identified from Carl Peters rush to sign an agreement with Mwanga which alarmed the British who had considered this region at least nominally British and were further alarmed when Fredrick Jackson’s attempt to get a similar agreement from Mwanga were fruitless.

The scramble itself should be understood in the context of Britain’s and Germany’s acquisition of territories elsewhere in East Africa. By the treaty of October 1886 between Britain and Germany, the two agreed that the Sultan of Zanzibar would retain control over Zanzibar, Pemba, Mafia and Lamu and a 10 mile wide strip of the coast while the territory of modern Kenya and modern Tanzania were British and German spheres respectively. Ownership of the area of modern Uganda was not defined, hence the scramble over it.

The treaty of 1890 between Britain and Germany resolved this deadlock and settled the rivalry between the two. It declared the territory of modern Uganda a British sphere of influence.



#### ACTIVITY SS/1/3-4

- (i) Explain the difference between “Scramble for” and “Partition” of Uganda.
- (ii) Why is the 1890 Anglo-German Treaty sometimes referred to as the Heligoland Treaty?
- (iii) Discuss the factors which attracted foreign interest in Uganda.



Check your answers with those at the end of the unit.

#### d) How the partition affected the people of Uganda

The process of mapping out the boundaries of what would comprise the territory of Uganda affected the people of Uganda in the following ways.

- (i) It meant that all the formerly independent states and people within this boundary would now be British colonial subjects.
- (ii) It as well marked the beginning of the state of Uganda at least in the geographical sense.
- (iii) Whereas in the past there had been no strict restrictions to movement or trade between the people of East Africa, this partition now put a limit to this free movement. The boundaries specified in the partition process put an end to it.
- (iv) The partition was as well responsible for cutting across tribal groups especially in the East and assigning them to different colonial states.  
**Which communities in Eastern Uganda are as well found in Western Kenya?**
- (v) Uganda was now officially recognized as a British sphere of influence not only by Germany but by all the colonial powers. It meant that the people of Uganda were British colonial subjects and Britain had the mandate to set whatever policies she wished however unfair, over them without interference from elsewhere. The partition therefore, condemned the people of Uganda to the injustices of colonialism . However, it also obliged Britain to take care of the welfare of her colonial subjects in the area.





### **ACTIVITY SS/1/3-5**

1. Make a list of the following which were transferred from Uganda as a result of border re-arrangements made up to 1928.  
  
(i) physical features (ii) communities (iii) territories (Use their modern names)
2. Name communities which are found in Uganda and other neighbouring countries as a result of the border re-arrangements during the colonial period.

### **TOPIC 3: THE COLONISATION OF UGANDA**

In this topic, you are going to learn about:

- a) How Uganda was colonized by Britain.
- b) How the British extended their colonial administration over the entire country.
- c) How the people of Uganda responded to British colonialism.
- d) How the boundaries of Uganda took shape.

#### **a) The process of colonization of Uganda**

Although we have been using the term “colony” in reference to Uganda, the reality is that Uganda was a protectorate rather than colony. The process of colonization kicked off in the year 1890.

Although the issue of British possession of Uganda had been finalized, Britain was still not ready to officially take over its administration. This responsibility was passed on to the Imperial British East Africa Company. This company had started as the British East Africa Association formed by Sir William Mackinnon in 1887. In 1888, it was given a royal charter which mandated it to administer British East African territories on behalf of the British government. It aimed at establishing administration, encouraging trade improving communications and maintaining law and order. The 1890 Heligoland treaty, therefore, extended its jurisdiction to Uganda and Captain F.D. Lugard arrived in Buganda in December 1890 as IBEACo representative. He set up his headquarters at Kampala (Present day old Kampala).

Between 1890 up to 1894 when the IBEACo, administration ended, the company made the following achievements:

- (i) It ended the Muslim – Christian and Catholic – Protestant religious wars.
- (ii) It signed a series of agreements with Buganda’s Kabaka Mwanga, and firmly established Buganda as the nucleus of what gradually became the colony of Uganda.
- (iii) It also provided the initial colonial administration of the territory.
- (iv) The company built forts along the borders of Toro and Bunyoro to stop Bunyoro’s attacks.
- (v) It overcame Kabalega and Mwanga’s resistance. Kabalega had resisted the British right from the onset of colonialism. Mwanga who had first accommodated it realised how his traditional authority was eroded and rebelled in 1897. In 1899 he joined forces with his long time rival Kabalega but they were defeated by the British and exiled to the Seychelles.

- (vi) It improved the process of opening up Uganda to the outside world as the eastern route from the coast to as far as the Kingdom of Toro was now much more firmly established and safe for caravans.

However, the company had a string of problems:

- (i) It had insufficient capital yet Uganda or indeed the entire East African region where it operated, had no immediate and dependable sources of revenue. By 1893, it was bankrupt and was only bailed out by a personal contribution from Sir William Mackinnon (£25.000) and the CMS (£ 15.000), which sustained it for an extra year.
- (ii) The rebellions in Bunyoro and Buganda further strained its resources.
- (iii) It had limited manpower (administrators) and these were inexperienced.
- (iv) Although it had been chartered to take up administration, it was still a business oriented company looking for profits. This divided up its concentration or focus. Moreover, the representative of the British government in East Africa who by then was the Consul at Zanzibar had little awareness of what was happening in the interior.
- (v) Uganda's being land locked and in addition to its lack of communication facilities, made administration an uphill and expensive task.

By 1892, it was evident that the company could no longer sustain the administration. In 1893, Sir Gerald Portal who was then Consul in Zanzibar was sent to study whether Uganda should be retained as a British Colony. He recommended retention. Colonel Colville who had been sent as new commissioner in 1893 later declared a protectorate over Uganda in August 1894.



#### ACTIVITY 1/3/3-6

- (i) What is the difference between a colony and a protectorate?  
.....
- (ii) What role did F.D Lugard play in the process of colonization of Uganda?  
.....



Compare your answers with those at the end of this unit.

#### b) How the British extended colonial administration over Uganda.

When a protectorate was declared over Uganda, it must be realised that in reality the British presence was only in Buganda. The task that now followed was to extend it beyond. This process was done through the following ways.

- (i) Use of military force: this applied to Bunyoro where Kabalega was defeated in 1899.
- (ii) The construction of military forts: this was done in Northern Uganda for Lango and Acholi, Karamoja in the East and the line of forts along the Toro-Bunyoro border, and between Kibiro on L. Albert to Hoima in the West. These garrisons actually amounted to military occupation of such areas.
- (iii) The British also used agreements to extend colonial rule. This was the diplomatic medium. It was first used with the Germans in 1890. This provided the international recognition of Uganda as a British sphere. Locally, Buganda, (1900), Toro (1900), Ankole (1901) and later Bunyoro (1933) signed agreements which confirmed colonial rule over them.
- (iv) Local colonial agents were also used to extend colonial rule especially to Eastern regions of Busoga, Bukedi, Teso and Bugisu by the Muganda General Semei Kakungulu. In Bunyoro and Kigezi, Baganda agents were also used as administrators.
- (v) The areas of West Nile and South Western Uganda (Kisoro) were added to the protectorate from the Sudan (1914) and Belgium Congo (1911) respectively

### **c) Response of the people of Uganda to British Colonisation**

The response of the people of Uganda to colonization took two forms.

- (i) resistance
- (ii) collaboration

### **Resistance**

Resistance was the rejection of colonization. It took two forms. Primary resistance was the rejection at the period of conquest. In this category we have Omukama Kabalega and his Bunyoro Kingdom whose resistance we have repeatedly referred to. Secondary resistance took place after conquest and imposition of colonial rule and was therefore resistance against colonial administration. In this category we have Mwanga of Buganda, the Nyangire rebellion of 1907 in Bunyoro and Chief Awich's rebellion (the Lamogi rebellion) in Acholi which also spread to Lango and Teso in the period 1911 – 1912. Let us use the example of the Nyangire rebellion to examine the nature of secondary resistance.

### **Causes of the Nyangire rebellion**

The Nyangire rebellion of 1907 took place in Bunyoro. It was a rebellion against the Baganda agents (Chiefs) who had been posted to Bunyoro to serve colonial administration. Probably because of their earlier resistance, the British did not trust Banyoro Chiefs and used Baganda Chiefs and Kiganda administrative structures. This was unacceptable to Bunyoro. The name of the rebellion itself loosely translated means "I have refused or rejected (the Baganda)"

The rejection was not only because the Baganda were colonial agents, it was as well because the Baganda and the Banyoro had always been perennial rivals. More

recently, the army that defeated Kabalega even had some Baganda. There was no way the Banyoro could tolerate the humiliation of their former rivals as rulers.

Although Bunyoro had its own centralized political system not very different from that of Buganda, her chiefs and structures were ignored.

The Buganda agreement of 1900 had confirmed Buganda's retention of the counties conquered from Bunyoro with British help. This did not help matters any more.

In addition the Banyoro considered it an insult to have Luganda as the official language used in official documents and in the church. This amounted to cultural imperialism. They also had grievances against some chiefs who were accused of being harsh.

The Banyoro revolted against the Baganda Chiefs and demanded their removal. The British did not immediately do this but gradually no more Baganda Chiefs were appointed. They came to be replaced by local chiefs with time.

The Nyangire rebellion is an example of the several major revolts against colonial rule. There were, however, some smaller scale negative reactions like the 1905 murder of the sub-commissioner of Ankole H. Galt. In the Kigezi region, there was the Nyabingi rebellion against the British.

### **Collaboration**

Collaboration was accommodation of colonialism. Either whole societies like Buganda cooperated with the colonialists or individuals like Sir Apollo Kaggwa, Semei Kakungulu did. The latter are also sometimes referred to as career collaborators. Both categories probably saw better opportunities in succumbing to, rather than resisting colonialism.



#### **ACTIVITY SS/1/3/3-7**

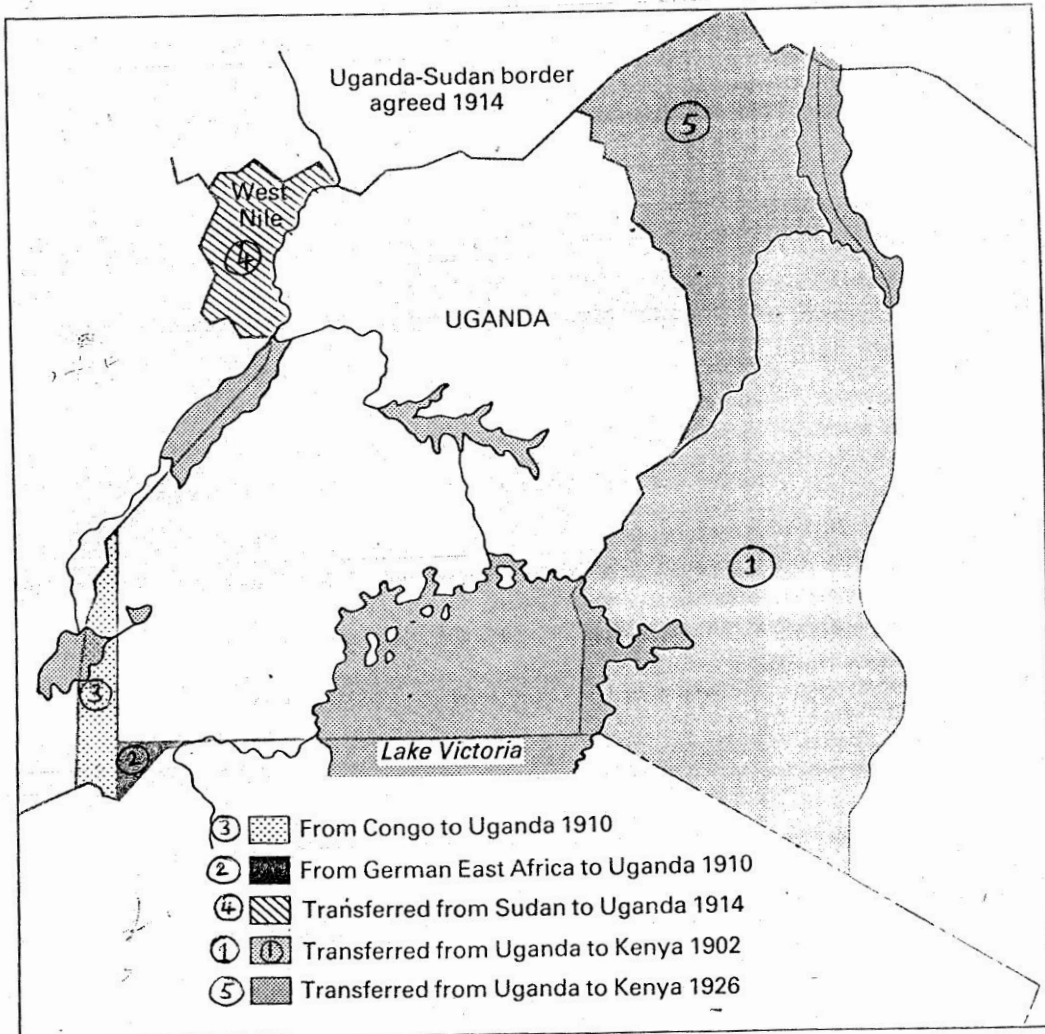
- (i) What circumstances influenced collaboration with the British in Uganda?
- (ii) Identify societies that peacefully submitted to British colonialism.
- (iii) It has sometimes been argued that societies which collaborated with colonialist were the traitors while the resisters were the true nationalists. What are your views?
- (iv) Read about the Buganda, Toro, Ankole and Bunyoro agreements, from the reference books listed at the end of this unit.
- (v) Read about the Lamogi and Nyabingi rebellions in Acholi and Kigezi respectively.



Check your answer with those at the end of the unit.

### How Uganda's boundaries took shape.

The evolution of Uganda's borders to their present status was in phases and various border changes had special reasons to account for them.



**Figure 3.2 Evolution of Uganda's borders.**

The very first border demarcation arose out of the 1890 Anglo-German Treaty which partitioned Uganda. Hence by the time of the declaration of a protectorate over Uganda in 1894, Uganda extended from Gondokoro Eastwards to L.Turkana and Southwards through Naivasha to the Northern Border of German East Africa. It ran along this border from Kilimanjaro to L.Victoria at 1<sup>0</sup>S, and continued westwards to the 30<sup>th</sup> meridian of longitude.



Trace these boundaries with the help of an atlas.

The subsequent changes that took place can be seen on the Map (Fig. 3.2) and are also summarized in the table below which as well suggests reasons to explain the adjustments.

Period	Territory affected	Transferred to/from	Factors for adjustment
1902	Eastern province of Uganda (Modern Rift Valley Province of Kenya)	From Uganda to Kenya (East Africa Protectorate)	<ul style="list-style-type: none"> <li>To keep the railway (which by then had reached Kisumu) under a single administration.</li> <li>To provide this land for white settlers to boost production to sustain the unprofitable railway.</li> </ul>
1914	West Nile District	Transferred from Sudan to Uganda	<ul style="list-style-type: none"> <li>To have the entire River Nile lie within the British sphere of influence.</li> </ul>
1914	Gondokoro and Nimule Districts (present day Southern Sudan)	Uganda to Sudan	<ul style="list-style-type: none"> <li>In exchange with the W.Nile District transferred from Sudan to Uganda.</li> </ul>
1915	Kigezi area (running between Mt. Mufumbira to Rwenzori mountains)	Transferred from DRC (Congo free state) to Uganda	<ul style="list-style-type: none"> <li>To have natural boundaries separating Uganda from Belgium Congo</li> </ul>
1926	Area between Morungole to L.Turkana	From Uganda to Kenya	<ul style="list-style-type: none"> <li>It was more convenient to control the warrior communities of this area (e.g. Turkana) by Kenya other than from distant Entebbe.</li> </ul>

***You are doing fine . Keep it up!***

## TOPIC 4: COLONIAL ECONOMIC AND ADMINISTRATIVE POLICIES

In this topic you are going to learn about:

- a) The colonial economic policies
- b) Provision of social services during the colonial period.
- c) Administrative policies.
- d) The struggle for independence in Uganda.

### a) **The Colonial Economic Policies**

The British colonial economic policies were influenced by the major motive typical of most colonial motives, namely; maximizing exploitation with minimum cost. They also aimed at fulfilling the economic motives behind colonialism especially getting raw materials and markets for their industrial goods.

- Priority was given to production of crops to provide raw materials. Sir Hesketh Bell, Commissioner and later Governor 1905 – 1909 adapted a policy where Uganda unlike Kenya would depend on crop production by the colonial subjects rather than settlers. Cotton was introduced by V. Borup a CMS missionary and the protectorate government 1903 – 1904. It soon became Uganda's leading export and foreign exchange earner. Coffee was also introduced and coffee exports were soon only next to cotton in terms of volume and value. Other crops were also introduced e.g. rubber, sugar, tea. However, since these required commercial plantation scale they did not do as well as cotton and coffee.
- Minerals were also exploited. Copper deposits were discovered at Kilembe in 1927 and tin was discovered in Ankole in 1925.
- Other than processing the crops and minerals to reduce their weight, they were exported in their raw forms hence they attracted lower prices. The colonial government was not eager to start industries that would compete with and affect market for their home industrial goods.
- Marketing of crops was dominated by Indians who served as middle men between the peasants and the exporters. The latter were British firms.
- Taxes were introduced in order to cover administrative costs but also to induce the production of crops.



## **b) Social Services**

The protectorate government introduced various social services and developed infrastructure.

- The road network was expanded and improved especially during the administration of Sir Hesketh Bell. This opened up the country to commerce.
- The railway line was extended from Kisumu to cover as far as Kasere in the West and Pakwach in the North. This eased the transportation of raw materials to the coast and also reduced the operational costs of exports. This made the exported crops more competitive. It should be noted, however, that the infrastructure was mainly for facilitating exploitation and this explains why it was concentrated and better developed in the more productive areas.
- For a long time, medical and education services continued to be provided by missionaries.
- The opening of the HEP dam at Owen Falls Jinja in 1954, improved Uganda's potential for industrial development.

## **c) Colonial Administration in Uganda**

The 1902 order in council established the administrative structure of the protectorate. It put administration of the protectorate in the hands of the commissioner (later in 1907 the Governor) who was the direct representative of the Queen/King of England. The Governor, the executive council and the Legislative council were the central organs responsible for the administration of the protectorate.

The Legislative Council was established in 1921 as the Legislature (Parliament) of the protectorate. It originally comprised of 6 members nominated by the Governor. They were all whites. Later in 1933 two Indians were nominated. The first African representatives were nominated in 1945.

For purposes of easing administration, the protectorate was demarcated into 4 provinces, namely; Buganda, Northern, Eastern and Western. They were further sub-divided into Districts. At local level, there were provincial commissioners, district commissioners, native councils and then local chiefs.

For local administration, the British Colonial administration adapted the system of indirect rule. This was a system where local traditional leaders and structures were retained within the structure of colonial administration. They served roles like collection of taxes, keeping local order, supervising cultivation of crops and trying simple cases. They were however answerable to the British colonial administrators. The system was tailored for centralized states where hierarchies of local leadership existed. Elsewhere where they did not e.g. in Bukedi, Kigezi, Teso, agents especially from Buganda were posted. Although Bunyoro had her own local rulers, Baganda Chiefs were posted there as well.

The system of indirect rule had a number of benefits for the British colonial administration.

- (i) It made up for the lack of adequate British administrators.
- (ii) It saved on administrative costs as the local rulers were paid much less than Europeans would have been paid.
- (iii) It reduced on incidences of rebellion since the colonial subjects had impression that they were under their local rulers.
- (iv) In case of rebellion breaking out, the local rulers and not the British officials would be directly affected.
- (v) The British argued that indirect rule would preserve traditional political systems and to enable the Africans to acquire leadership skills in preparation for self rule. In reality, however, indirect rule eroded the powers of the traditional rulers, and marginalized them.



#### **ACTIVITY SS/1/3-8**

1. Make a list of areas where the British used local traditional rulers and where they used agents for local administration.
2. The Legco was Uganda's first legislature. How was it different from Uganda's legislature today?
3. How did the colonial economic and administrative policies affect the people of Uganda?

#### **d) The struggle for Independence in Uganda**

The struggle for independence in Uganda started when the people of Uganda realised the true intentions of the colonialists. Kabarega and Mwanga were the pioneers of this struggle. They wanted to defend the independence of their kingdoms and people but were defeated.

Later, the struggle was for restoring this independence. It was the direct response arising from desire for independence and also a reaction against the injustices of colonial rule. It started as a demand for social, economic and political reforms. Later the call was for self government and finally independence.

Grievances of the people of Uganda mainly originated from colonial economic and administrative policies. For instance, we have already seen that areas like Bunyoro where Baganda chiefs were posted resented this and even rebelled in 1907. They were also aggrieved on the issue of the lost counties. There were local grievances in Buganda from the Bataka whose ancestral land had been lost after the 1900 agreement. Educated but landless young people were also bitter as apart from owning no land, they

were not nominated to the Lukiiko. The people were also dissatisfied with the policy where Africans were kept out of business especially marketing of crops which were dominated by the Indians. African representation in the Legco which was only granted in 1945 was another grievance.

It must be noted that the struggle for independence in Uganda was beset by problems. First of all, unlike Kenya where land and settler problems were nationwide concerns and precipitated national opposition against colonial rule, Uganda had mainly local rather than national grievances. It was rare issues like the exile of the Kabaka in 1953 that attracted countrywide concern.

As a consequence, the activities and efforts of the people as a response to these grievances tended to be more local and if the colonial government addressed them, that would be the end of the matter. When they were not settled, the dissatisfaction remained local. This undermined the coming up of national movement for independence and it explains why the first parties that came up to demand for redress of grievances were local in nature. The majority were in Buganda e.g. the Bataka Federation and the Uganda Farmers Union.

On top of this, were the colonial government's deliberate policies to frustrate the independence movements. Laws like barring civil servants from politics and curtailing union activities and sometimes resorting to detention or exiling of dissenters did not help matters at all. The policy of divide and rule, for instance granting Buganda social and political privileges, undermined unity.

Nevertheless, there were some factors which assisted the rise of national movements in Uganda especially after the Second World War. The Ugandan veterans who served in the war were exposed to new experiences and ideas. They noted that contrary to their perception of the British as an invincible people, they were actually vulnerable and could be defeated as evidenced by the defeat they were subjected to in battle. Above all, there was the frustration of sacrificing for a war that was purported to be in defence of democracy and freedom which were never extended to colonial subjects.

The first nationalist party to come up was the Uganda National Congress formed in 1952 by I.K.Musazi. It aimed at unifying all the people of Uganda for the common cause of independence. It also struggled for putting control of the economy in the hands of Ugandans. Above all it demanded for self government.

Other parties subsequently came up: The Democratic Party (1954), the progressive party (1955), the Uganda People's Union (1958), The Uganda National Movement (1961). The Uganda People's Congress which was a merger between a splinter group from the UNC and the Uganda Peoples Union came into being in 1960. Later, Kabaka Yekka (KY) was formed to promote Buganda's interests.

### **Contribution of the parties to the Independence struggle**

- The parties brought together people from diverse backgrounds for a common cause.
- They mobilized the masses and sensitized them on the colonial injustices for instance through rallies.

- They provided Africans with the political skills and direction to oppose colonial rule.
- They criticized the colonial government and put pressure on it to grant political, social and economic reforms and later, self government and independence.
- They sponsored candidates to the legislative council.
- Their members participated in making the independence constitution.



#### ACTIVITY SS/1/3-9

1. What problems did the pre-independence political parties face in the struggle for independence?  
.....
2. Other than political party activities, how else did the people of Uganda struggle for independence?  
.....



Compare your answers with those at the end of this unit.

#### Uganda's Road Map to Independence

- 1958: Election of representatives to the Legco. Buganda and Bunyoro boycotted as they were opposed to direct elections. The results were: UNC 4 seats, DP 1 seat, Independents 4 seats.
- November 1958: Constitutional Committee headed by J.V. Wild set up to draw plans for next elections due 1961. It recommended direct elections for the whole country based on universal adult suffrage, and the party winning the elections would form the government.
- Buganda and other Kingdoms demanded delay of elections until their status was settled. They were still opposed to direct elections.
- 1961 elections: Buganda boycotted the elections. They were contested by DP, UNC and UPC. DP won 43 seats (with 20 of the 21 seats in Buganda alone where elections were generally boycotted), UPC won 35 seats and UNC 1 seat. Benedicto Kiwanuka leader of DP became Chief Minister.
- London Lancaster Constitutional Conference of 1961 held. Key elements of the constitution were:
  - Buganda to have federal relationship with Central Government with control over internal security, judiciary, education, health veterinary and agricultural services.
  - Other kingdoms were to have a semi-federal status.
  - National Assembly to be put in place to replace Legco.
  - Buganda given liberty to elect directly or indirectly her representatives to the Legco.

The constitution came into force on 1<sup>st</sup> March 1962 and internal self government was granted with DP's Kiwanuka as the first Prime Minister.

- April 1962: Independence elections held contested by DP (won 24 seats), UPC (won 37 seats), KY (won 21 seats). A UPC and KY coalition attained majority and Obote formed government as new Prime Minister.
- 9<sup>th</sup> October 1962: Uganda attained Independence.
- 1963: Sir Edward Muteesa nominated by National Assembly as first President.



## SUMMARY

Congratulations! You have made it to the end of unit 3 of this module. In this unit, you have studied about the coming of foreigners to Uganda, response of the people of Uganda to the foreigners' presence and impact of the foreigners' activities on the social, political and economic development of Uganda. You have also traced the events that led to the emergence of modern Uganda.

***I Hope you found the unit interesting.***

### **END OF UNIT ASSIGNMENT SS/1/3-10**

1. Justify the view that colonial rule brought about an economic and political revolution in Uganda.
2.
  - (a) Discuss the causes of the Lamogi rebellion.
  - (b) Describe its course.
  - (c) What were its consequences?



## LEARNING OUTCOMES – SELF CHECKING EXERCISE

You have now completed Unit 3 of Module SS/1. The learning outcomes are listed below. You are expected to confirm your competence by ticking the column which reflects your learning.

LEARNING OUTCOMES	SATISFACTORY	NOT SURE
I can list the groups of foreigners who came to Uganda.		
I can describe the activities they engaged in.		
I can explain the impact of these activities.		
I can explain how the people of Uganda reacted to foreign intrusion.		
I can explain the colonial economic and administrative policies and their effects on the people of Uganda.		
I can describe how Uganda's boundaries evolved.		
I can describe the stages followed to achieve political independence in Uganda.		

If you have a tick in the 'Not sure' column, read through the information in this unit to reinforce your learning.

If you feel you are not alright in some or all areas, discuss them with your peers and tutor.



## ANSWERS TO ACTIVITIES

### ACTIVITY SS/1/3-1

Factors which delayed contacts between Uganda and foreigners:

- Geographical barriers; access to the interior was difficult due to thick tropical forests, mountains, rivers etc.
- The presence of war like tribes between Uganda and the coast e.g. the Turkana, Masai, Karamojong. This partly explains why for a long time the first foreigners preferred to enter Uganda through Tanzania.
- The tropical diseases were a big threat especially to European foreigners whose resistance was weak and yet prevention and cure were unknown.
- Although the Arabs and Portuguese knew a lot about the coast, they had little information about the riches in the interior.
- Even after learning about the potential of the interior, they still considered its riches not worth venturing into the interior.

### ACTIVITY SS 1/3-2



Discuss with your colleagues.

### ACTIVITY SS/1/3-3

- (i) The activities were mainly those which promoted the interests of their respective countries.e.g.
  - Signing treaties with local rulers.
  - Sending military expeditions against possible opposition.
  - Taking up the early colonial administration of Uganda on behalf of the British.
- (ii) The group that had the most significant impact were the representatives of the IBEACO who successfully retained Buganda for the British and extended the British sphere beyond Buganda to Bunyoro, Toro and Ankole. The net effect of their activities was that Uganda lost her independence to the British colonialists thanks to their ground work.

2. Read through the module again and discuss with your colleagues.

### ACTIVITY SS/1/3-4

- (i) Scramble refers to the rush by which Britain and Germany attempted to acquire Uganda. Partition was the orderly process by which boundaries of the territory of Uganda were demarcated out and Britain and Germany agreed it was a British sphere of influence. Therefore, while the scramble can be precisely dated to

February 1890, the partition took place later in the year and firmly ended the scramble.

- (ii) As part of the deal for Germany to give up claims over Uganda, Britain exchanged with Germany Heligoland a small island in the North Sea off the coast of Germany.
- (iii) Read through 1 (b) and 2 (a) again. Make a summary of the factors.

#### **ACTIVITY SS/1/3-5**

- 1.(i) Examples of physical features transferred from Uganda as a result of border re-arrangements (note that you need to keep in mind the extent of Uganda's borders at different times).
  - To Kenya (East Africa Protectorate) 1902: L.Nakuru, L.Elmenteita, L. Baringo, L.Naivasha, R. Nzoia, Eastern Shores of L.Victoria, Eastern Slope of Mt. Elgon, Western Kenya Highlands (Laikipia, Uasin Gishu, Nandi, Kavirondo).
  - To Congo: part of L.Albert transferred.
  - To Sudan (part of Lado enclave), the White Nile 1910
  - To Kenya: L.Turkana 1926
- 2. Communities found in Uganda and other neighbouring countries (as a result of splits brought about by border re-arrangements. The Samia in Kenya and Uganda, the Bagisu (Uganda) and Babukusu (Kenya) the Bakonjo (Uganda and DRC) the Bafumbira (Uganda and Rwanda)

#### **ACTIVITY 1/3/3-6**

- (i) A colony is territory taken over by the colonial master and is considered to perpetually belong to the colonial master. A protectorate on the other hand is programmed to attain independence from the colonial master in future.
- (ii) F.D. Lugard played the following role in the process of colonization of Uganda.
  - Defeated societies like Bunyoro and forced them to submit to colonial rule.
  - He also used diplomacy to secure territories thereby consolidating colonial rule e.g. restoring Kasagama of Toro, and signing an agreement with Mwanga (1890) which placed Buganda under British rule, and another with Ankole (1891).
  - He established the first British colonial, authority and administration in Uganda with headquarters of the IBEACO at Kampala, thereby fulfilling the requirement of effective occupation set by the Berlin Treaty.
  - He intensified divide and rule in Uganda which denied the people of Uganda the unity to resist colonial rule e.g. by allying with the Christians against the Muslims

and later, the protectorate against the catholics and also allying with Buganda against Bunyoro.

- He established a chain of forts in the West. This military occupation made up for the scarce colonial officials. The garrisons provided military occupation that kept this area firmly under British control.
- Helped in restoration of order in Buganda by suggesting a compromising position where key positions were shared out between catholics and protestants. Prevalence of order in Buganda was important as it was the nucleus or centre of British colonialism in Uganda.
- He also joined the effort to campaign for British retention of Uganda.
- He initiated the idea of indirect rule which was later used as a system of colonial administration in Uganda.

#### **ACTIVITY SS/1/3/3-7**

1. Different factors and circumstances to explain why societies accepted and accommodated colonialism.
- Pre-colonial rivalry between societies e.g. Bunyoro VS Buganda and Bunyoro against her conquered territories of Toro and Ankole. Buganda, Toro and Ankole regarded the British as potentially useful allies against their rival Bunyoro.
  - Expectation of protection from external threats e.g. Egyptian colonial interest over Buganda influenced the latter's collaboration in expectation of British protection against Egypt.
  - The liberalizing influence of the Christian Missionary work could also explain Buganda's peaceful submission. Probably the colonialists were also taken in the same category of harmless, Europeans like the travellers and missionaries before them.
  - The defeat of powerful societies like Bunyoro could also have influenced the peaceful submission of societies that were brought on board later.
  - The system of indirect rule in Buganda, Toro and Ankole created the wrong impression that local rulers were still in control.

#### **ACTIVITY SS/1/3-8**

Read through the module again and discuss with your colleagues.

#### **ACTIVITY SS/1/3-9**

1. Problems faced by political parties.
- The parties were formed and dominated by middle class elites in positions of leadership. They were, therefore, alienated from the peasants.

- The first parties were also started by Baganda and took long to attract and be accepted by other people.
  - Rivalry between them reduced their effectiveness in the struggle for independence.
  - Also wrangles within the leadership affected them.
  - Inadequate funding.
  - Hostility from the protectorate government against the parties leading to imprisonment of party leaders and sometimes banning the parties e.g. UNM.
  - Parties also bred disunity as they were identified as being either protestant or catholic e.g. the D.P and UPC.
  - Mobilising an illiterate society was not easy.
  - Communication facilities by then were not as well developed as now.
2. The struggle for independence was also through.
- Writing critical articles in the newspapers.
  - Riots and boycotts e.g. the 1945 and 1949 riots in Buganda.

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## **UNIT 4**

### **ISSUES IN THE POLITICAL DEVELOPMENT OF UGANDA SINCE INDEPENDENCE**

**SS/1/4**

## **INTRODUCTION**

Dear Student,

Welcome to Unit 4 of Module SS/1. In the previous unit, you studied the coming of foreigners, their activities and influence on the people of Uganda up to the time of independence. In this unit, you are going to look at the issues in the political development of Uganda since independence.

### **AIM**

To analyse the events and issues in the political development of Uganda since independence.

### **OBJECTIVES**

By the time you finish working through this unit, you should be able to:

1. Identify problems facing Uganda at the time of Independence.
2. Trace the political developments 1962 – 1971.
3. Analyse the role and effects of the military 1971 – 1979.
4. Spell out the political changes and the return to democracy 1980 – 1985.
5. Analyse the NRM revolution and the return to constitutionalism in Uganda 1985 – present.

This unit is divided into 5 topics.

#### **Topic 1: Problems facing Uganda at Independence**

- (a) The 1962 Constitution Pitfalls.
- (b) The lost counties.
- (c) The Religious and Political parties.
- (d) Adaptation to new roles.

#### **Topic 2: Political development 1962 - 1971**

- (a) Aspects of separatism.
- (b) KY/UPC marriage of convenience.
- (c) Buganda VS Central Government.
- (c) Developments after 1966.

### **Topic 3: The role and effect of the military 1971 - 1979**

- (a) Obote's manipulative methods.
- (b) Amin's Coup and reasons behind it.
- (c) Amin's Political and Economic policies.
- (d) Effects of military rule.

### **Topic 4: Political changes and the return to democracy**

- (a) Prelude to Obote II Regime
- (b) Lule's and Binaisa's Rule.
- (c) UNLA and the Military Commission.
- (d) Obote II Regime and Democracy.

### **Topic 5: The NRM revolution and the return to constitutionalism 1985 - 1996**

- (a) The NRM revolution.
- (b) Problems and challenges of the NRM.
- (c) Achievements of the NRM.

### **Subject Orientation**

In previous units, you read about the developments which led to the creation of the Uganda nation. First were the movements of communities both from outside and within the present Uganda. Some settled in areas which later developed into Kingdoms while others continued to live in small societies. While all these developments were taking place then came the intrusion of foreigners on the Ugandan scene. Ugandans had to fight hard to win their independence. The story of Uganda's independence and what the country went through during the first decade of independence is what is covered in this unit.

### **Study requirements**

You are quite aware of the problems of studying alone at home or place of work especially if you are not well prepared. One piece of advice is for you to have things you need to use such as note books, pens, a good dictionary, an atlas and obviously a time table.

***Wishing you good study of the unit.***



## **TOPIC 1: PROBLEMS FACING UGANDA AT INDEPENDENCE**

In this topic you will learn about:

- The 1962 Constitution pitfalls.
- The lost counties.
- The Religious and Political parties.
- Adaptation to new roles.

### **(a) The 1962 Constitution Pitfalls**

The process of drafting the 1962 constitution was guided by two consultations. The Wild Committee of 1959 and the Munster Commission 1961. The result was a compromise which was reached upon during the two Constitutional Conferences in London. The first one at Lancaster House (18<sup>th</sup> September – 9<sup>th</sup> October 1961), and the second one at Marlborough House in June 1962. The details of the two conferences were then debated and approved by the British Parliament the same year and approved before handing over independence to Uganda.

There were many elements in the 1962 Uganda Constitution which became obstacles for its smooth execution. Most important among the obstacles were the articles and sections which prescribed the structure of government to take a federal, semi-federal and unitary arrangement. The Kingdoms of Buganda, Bunyoro, Tooro and Ankole, were given federal status differing in kind and magnitude from one another. The territory of Busoga was given semi-federal status and Mbale was made a territory too. The remaining areas were named district and were under the unitary structure. These included the Districts of Acholi, Bugishu, Bukedi, Karamoja, Kigezi, Lango, Madi, Sebei, Teso and West Nile. This kind of arrangement made it difficult for the Central Government to administer and to have full control over all the areas.



### ACTIVITY SS/1/4/1

1. What kind of Government structure did the 1962 constitution spell out?  
.....
2. Name 4 Kingdoms and type of status they got.
  - a) .....  
Status .....
  - b).....  
Status .....
  - c).....  
Status .....
  - d) .....
3. Name the places where the Constitutional Conference took place.
  - a) .....
  - b).....



Check your answers with those at the end of the unit.

***Well done!***

#### (b) **The lost counties**

Part of Bunyoro's territory which came to be known as the "Lost Counties" was given to Buganda as a reward for Buganda's role as a British ally in the wars to subdue Bunyoro's King Kabalega. The territory was composed of six counties namely; Bugangaizi, Buwekula, Buyaga, Rugonjo (North Singo/Bulemezi), Buruli, and Bugerere (Bunyara).

On November 19<sup>th</sup>, 1896 the then British Commissioner, Mr. E.J.L. Berkeley handed over the lost counties to Buganda.

The many campaigns to restore the counties back to Bunyoro were not heeded by both the British and the Buganda governments. The lost counties' issue had been a subject of contention even at the Constitutional Conference.

Rather than outright return of the counties to Bunyoro, the new Constitution left the issue to be settled in a referendum that would be held when the Independent Government took over from the British.

The Lost Counties issue continued to be hotly contested between Buganda and Bunyoro even after achieving independence. Buganda under the Kabaka would not agree to lose such a big area of over 6000 square miles.

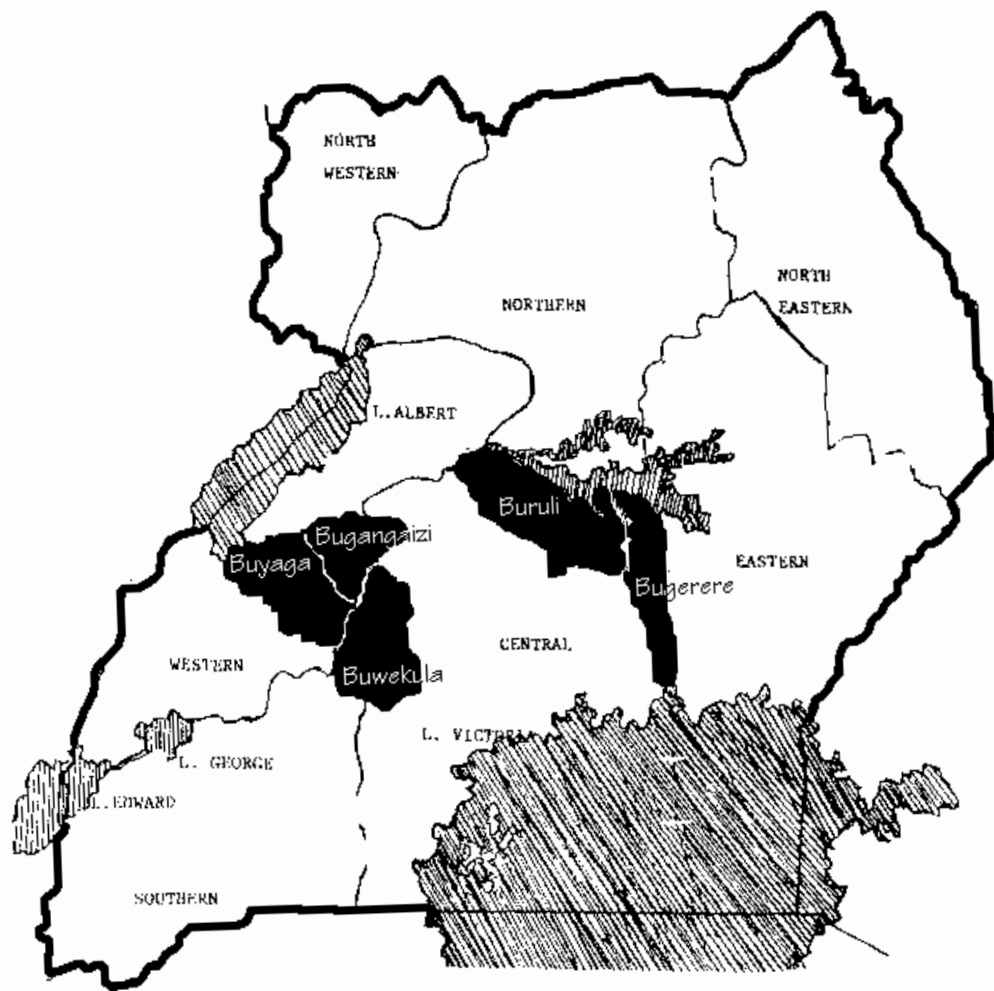
In 1963 some changes were made in the 1962 Constitution by introducing the Post of President and Vice President to be the ceremonial Heads of Uganda. Sir Edward Muteesa II, the Kabaka of Buganda was made the first President of Uganda and Sir Wilberforce Winyi Nadiope the first Vice President.

The Independence Government was given the duty of effecting the Referendum after it had taken power. The matter was made even more complicated, for Muteesa II, the Kabaka of Buganda had been made the Constitutional Head of State and was the one to sign and seal the Referendum. It became obvious he would not be party to the approval of a referendum that would result in part of his Kingdom being cut off to be given to another Kingdom. He as President, had two conflicting roles which were difficult to compromise.

The situation was made complicated when Muteesa II opted for federalism as a means of retaining Kingdom powers. This was when the Prime Minister took administrative steps intended to install a powerful centralized government in order to control the traditional rulers who were a hindrance to the smooth way of running the government.

On October 9<sup>th</sup> 1964 the Prime Minister, Mr. Milton Obote called for a referendum to be carried out among the peoples of the Lost Counties. The Banyoro, being the greatest majority, voted for the counties to be taken back to Bunyoro and they won the day. The decision was proclaimed the following day and the Prime Minister handed the counties back to Bunyoro.

Muteesa II refused to sign or approve the referendum and this meant he had abdicated his presidential responsibility. Obote's decision to return the lost counties to Bunyoro earned him loss of sympathy from the Baganda and the Kabaka in particular. The issue climaxed in a crisis where the Buganda Government made demands of separation from the rest of Uganda and requested Obote to remove his government from Buganda soil.



**Figure 4.2** Map of Uganda showing area of the Lost Counties



### ACTIVITY SS/1/4-2

1. Give the names of the lost counties.  
 (a)..... (b) .....  
 (c) ..... (d) .....  
 (e) ..... (f) .....
2. What constitutional change happened in 1963?  
 — .....  
 .....  
 .....
3. Give the names of (a) the first Ugandan President.  
 (a) .....  
 (b) .....
4. Why would the Kabaka of Buganda not sign the Referendum?  
 .....  
 .....  
 .....



Check your answers with those at the end of the unit.

### (c) Antagonism between Religious and Political Parties

You have already read about the formation of Uganda's political parties in the pre-independence times. You may have noticed that the leadership of the UPC was overwhelmingly Protestant and that of the DP was predominantly Catholic. When Buganda boycotted the 1961 elections it gave a chance to the Democratic Party to win the elections with 43 seats against 35 seats for UPC. Thus, the Democratic Party, led by Mr. Benedicto Kiwanuka was asked to form a government and became the Chief Minister in July 1961. On March 1<sup>st</sup> 1962 he was made Uganda's first Prime Minister when internal self government was granted.

Buganda in fear of the Catholic dominated government after realizing the mistake made when it boycotted the elections and allowed the Democratic Party to assume power, woke up to plan new strategies in order not to repeat her past mistakes.

Most of the members who formed the Kabaka's government were of the Protestant religion and belonged to the Kabaka Yekka (KY) movement. They decided to form an alliance with UPC in order to get rid of the Catholic Democratic Party from power. As it turned out, after the elections of April 1962, UPC won a convincing majority of 37 seats outside Buganda, against DP's 24 seats. Due to the alliance the UPC did not present candidates to contest in Buganda and the result was that KY got 21 seats against DP's 3 seats only. When allied with KY the UPC formed the biggest majority to form a

government that negotiated the first constitution in London and saw Uganda attain its Independence on October 9<sup>th</sup> 1962.

The conflict among the political parties on religious lines became a thorn in Uganda's effort to forge national unity and development. Coupled with the unrestricted powers of the Prime Minister, it led to the violation of the first constitution and its being replaced by another in 1967.

The problem of politics complicated by religious antagonism has become Uganda's endemic obstacle in the road to progress and democracy.



### ACTIVITY SS/1/4-3

- 1. Explain the circumstances behind Ben Kiwanuka's becoming the first Chief Minister of Uganda.  
.....  
.....  
.....
  2. Describe how UPC was able to defeat DP in order to form the first Independence Government.  
.....  
.....  
.....
  3. Give two reasons why it became difficult to forge National Unity in Uganda after independence.
    - a).....
    - b).....



Check your answers with those at the end of the unit.

#### (d) **Adaptation to new roles**

Assuming the reigns of leadership and taking over responsibility of new important government offices was not an easy task. The entire cabinet of the new government was composed of Africans who, not so long ago, had been ordinary civil servants, professionals or business men. The jobs they had taken over required intelligence, skill and experience and many would be found novices and inexperienced in the management of their offices.

The entire foreign personnel and businessmen were worried and skeptical of the new government takeover. Their fall from power was a great humiliation let alone frustration. Their businesses were at risk to be left in the hands of African politicians who offered no security. The officials of the new government were bound to apply policies of

appeasement for fear of their acquired power should the international world make a reprisal against them.

The new holders of power, still suffering from the colonial inferiority complex, were bound to act with aspects of egotism, just to prove that they were important people worth international recognition. Many of them would make rash and inappropriate decisions that affected other people and agencies negatively.

The taste of power was quite an exciting one and for people who had been out of poverty and humble homes the situation was overwhelming. The new actors had little international norms and ethics, if any, and had to resort to no other than their traditional ways of doing things. Some of these acts included practicing nepotism, tribalism and sectarianism in their modes of operation and conduct of their offices. The results would amount to public outcry and loss of faith in the system or the individuals concerned. This became apparent when it was offering jobs and contracts or when it came to favouring who would be offered a profitable undertaking.

The job of leadership required a lot of hard work and commitment. It was not as easy as had been the job of a subordinate and implementer of orders as the case was in colonial times. The situation was different when one took over the reigns of power. The job of producing results required skilled human power and resources. Many of these resources had been drained or depleted during colonial days, especially with the knowledge that power would soon be taken away from the then home government. Given the narrow base of the economy, some of the infrastructure and public services had to remain dormant for a long time before they were considered.

The problem of adaptation to the duties and responsibilities of a new government was a big challenge and one that would prove an obstacle to development and progress.



#### ACTIVITY SS/1/4-4

1. Name 5 problems that the new Independence Government faced on assuming power.

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....



Check your answers with those at the end of the unit.

***Well done!***

## **TOPIC 2: POLITICAL DEVELOPMENTS 1962 – 1971**

In this topic you are going to learn about:

- Aspects of separatism.
- KY/UPC marriage of convenience.
- Buganda VS Central Government.
- Development after 1966.

### **(a) Aspects of Separatism**

One of the main objectives of the 1962 Constitution was to bring about a common united government. Out of the debates carried out at Marlborough House, Lancaster House and in Uganda a Federal Constitution resembling that of the United States of America was made.

As already noted, Buganda was given a federal status while Bunyoro, Tooro and Ankole were ascribed as federal but not so much equivalent to that of Buganda. Busoga was recognized as a Territory and given a semi-federal status. The constitution granted autonomy to the federal and semi-federal states which Parliament sitting as supreme body of the state would have no powers to change. For example the clauses relating to the Boundary Commission Section 22 (1) and 23 (1) were left to Buganda Parliament (Lukiiko) by virtue of section 6 (1) 3 of the Uganda Constitution.

The new Constitution became a legal document to entrench the powers of the federal states. Thus, it was no longer a charter for unity but one to promote localism and parochialism. The issue was complicated when a Bill was passed by the Enabling Act of 1963 to have the constitutional heads even for areas where there were none. The Act brought the status of the District Constitutional heads on the same level as the traditional kingdoms. This matter was detested by many members of the public. One thing comes out clear, that is, Parliament became an agent to sow seeds of separatism and disunity among the various parts of Uganda when it passed bills such as the Enabling Act 1963.



**ACTIVITY SS/1/4-5**

1. Why is the 1962 Constitution said to be a document that encouraged separatism?

.....

.....

.....

2. What was the Enabling Act of 1963?

.....

.....

.....



Check your answer with those given at the end of the unit.

**(b) KY/UPC Marriage of convenience and its fate.**

Many compromises were made in a bid to see that Buganda is integrated in the Greater Uganda nation. For example, the rest of the areas were to practice direct general elections to the National Assembly but Buganda was allowed indirect elections, which the UPC supported at the London Conference. When the alliance between UPC and KY was formed, it was assumed that the Kabaka of Buganda would become the first President of Uganda. Then Sir Wilberforce Nadiope, the Kyabazinga of Busoga, a member of UPC, contested for the post of President. A clause to the first Constitutional Amendment bill was included to provide for a post of Vice President, which he willingly accepted as a compromise.

On 30<sup>th</sup> November 1964 the lost counties referendum was administered and Buganda lost two of the “Lost Counties” to Bunyoro. This was a great blow to Buganda and the KY who expected UPC and therefore the government to support their cause not to be dismembered. The alliance thus came to be dissolved on 24<sup>th</sup> August 1964 when Sir Edward Muteesa, the President of Uganda refused to sign the Bill to give away part of his territory to Bunyoro. The Bill was instead signed by Prime Minister Obote on behalf of the President.

**ACTIVITY SS/1/4-6**

1. How were the Buganda members to the National Assembly elected?

.....

.....

2. Why was the Buganda government shocked to lose the Referendum?

.....

.....

3. Explain the causes of the 1966 crisis.



Check your answers with those at the end of the unit.

### (c) **Buganda VS Central Government**

The “Lost Counties” saga triggered off the direct conflict between Buganda and Central Government. In 1966 came another crisis when the Uganda Forces attacked the Kabaka’s palace. The two leaders, Obote and Muteesa, represented different orders, the new and the old; Sir Edward representing the “Old rule” and Obote representing the “New Order”. To be both head of Buganda and Uganda by Muteesa was a tricky as he was bound to fail to compromise between Buganda and Uganda’s interests. As a result of these clashes between Central Government and Buganda government, kingship was abolished in the 1967 constitution. Constitutional headship was abolished and the federal status was abolished. By the same constitution, Uganda became a Republic.

The Central Government/Buganda confrontation changed the whole political drama in Uganda. Many incidents brought about a lot of tension and suffering.

#### **Factors which led to the Collapse of KY/UPC**

- Between 1962 and 1964 a number of DP MPs crossed the floor to join UPC. This enabled UPC to command a majority in Parliament hence it did not need an alliance any more.
- The 1964 decision by Parliament to solve the lost counties issues undermined the alliance.
- Some KY MPs also crossed to UPC hence making to the alliance useless.
- It had been never been in UPC’s and Obote’s interest to permanently ally with Buganda. This was just a marriage of convenience to win power and influence.

#### **Results of the break up of the alliance**

- Buganda’s prestige was lost. The expulsion of KY MPs reduced the power and pride of Buganda in the country.
- The relationship between Mengo and Obote’s government became worse.
- Chances of the Baganda at Mengo (Kabaka’s seat) ever reconciling with Obote and UPC were lost.
- The Baganda MPs now tried to join UPC and to unite with a group in UPC so as to oppose Obote. This, however, resulted into the crisis of 1966.

#### **The 1966 Crisis**

The year 1966 was characterized by many upheavals. It could be referred to as a period of “entropy”. This began with the arrest of five cabinet ministers and laater the abolition of Kingdoms and over throw of the 1962 constitution.

(i) On 22/02/1996, Prime Minister Obote arrested five of his ministers (B.K. Kirya, Dr. B.S. Lumu, M.M. Ngobi, G.M. Magezi and G.S. Ibingira). This was in the middle of a cabinet meeting. The meeting was intended to consider the nature of the commission that was to investigate Obote and his men on two grounds. The first being on the said looting of gold, coffee and ivory from Democratic Republic of Congo (former Zaire) secondly Obote was being accused of making secret preparations to overthrow the constitution.

(ii) It should be noted, that after the arrests, Obote suspended the Constitution of Uganda and took all powers of administration in the country in his own hands.

(iii) He dismissed the Constitutional President of Uganda, Sir Edward Muteesa II, who was also Kabaka of Buganda, and the Vice President Sir. W.W.K. Nadiope who was the Kyabazinga of Busoga as well.

(iv) In May 1966, he launched an army attack on the Kabaka's palace, (the Lubiri) at Mengo, and as a result many innocent people lost their lives.

(v) The ancient Kingdom of Buganda was abolished and soon afterwards the Kingdoms of Ankole, Tooro and Bunyoro. All these circumstances left so many people annoyed and developed a hatred for Obote.

(vi) He declared a state of emergency over the country.

### **Challenges that faced the first Independence Government (1962 – 1971)**

The first independence government faced these challenges.

- An Independence Constitution which had loophole.
- The disturbing issue of lost counties.
- The 1964 army mutiny.
- The Rwenzururu movement in Tooro.
- The weak and shaky KY/UPC alliance.
- The problems of tribalism/ethnicity.
- There was unbalanced regional development.
- Power struggle between Muteesa II, Ibingira and Obote leading to 1966 crisis.
- Buganda was more advanced than any other part in Uganda. It therefore posed a problem to the central government.
- The gold scandal allegations (Idi Amin and Obote).
- Economic hardships which resulted into 1969 economic crisis.
- Political discontent led to the assassination attempt on Obote's on 19<sup>th</sup> December 1969 at Lugogo.
- Shooting at the Vice President's car in 1967.
- The military takeover on 25<sup>th</sup> January 1971.

#### **d) Developments after 1966**

In an effort to forge one nation, the Uganda Government was faced with the problem of meaningful ideology to apply. The approaches in running the government between 1962 and 1966 seemed to be characterized by negotiation, constitutionality, and physical

confrontation. But after 1966 a different ideological approach was applied to guide the Ugandan society.

**(i) The Common Man's Charter**

On 18<sup>th</sup> December 1969 Obote introduced the common man's charter to the Annual Delegates Conference of the Uganda's People's Congress in what was termed as the MOVE TO THE LEFT. The main ideas incorporated in the charter were.

- (a) The rejection of foreign exploitation and domination or domination of one group by another.
- (b) To fight against poverty, ignorance and disease.
- (c) To build one country with one people, one parliament and one government.
- (d) To bridge the gap between the well-to-do and the masses, hence the need to nationalize private property as a way to fulfill this principle.
- (e) To fight against colonialism, neo-colonialism and any form of subservience to foreign domination.

**(ii) Proposal for national service programme (October 1969)**

The documents that followed the Common Man's Charter were geared to translating the message of the charter into implementable programmes. The National Service announcement was the second document aimed at mobilizing able bodied persons individually and collectively to develop responsibility within the basic framework of "one country one people". It aimed at rural development where all participate equally and for the good of all.

A ministry was set up to cater for the National service programme. It was to promote national consciousness, African culture and its advancement as an African Revolution.

A National Union of Youth Organisation (NUYO) was created in the Ministry of Culture, with branches throughout the country. Its main objective was to participate in development programmes and to mobilize people into participation in national reorganization.

**(iii) Message to the nation (20<sup>th</sup> April 1970)**

Document No. 3 was a message to the Nation delivered on April the 20<sup>th</sup> 1970 in the National Assembly. The message was directed at improving the rural areas where the common man stays. It also aimed at overhauling the economy and the achievement of a uniform salary for all people employed in public and parastatal bodies. It enacted the Immigration Act and the Trade Licencing Act to curb down foreigners and non-citizens' domination of the Ugandan economy.

(iv) **The May Day Speech (1<sup>st</sup> May 1970)**

This document was aimed at controlling Uganda's economy and was yet another attempt to translate the message of the Common Man's Charter. It aimed at controlling 60% of foreign and commercial enterprises. These ranged from oil companies, banks, credit institutions, insurances, and bus companies. This document was the envy of many foreigners and did provoke panic and hostility from foreign business owners.

(v) **Proposal for new methods of election of representatives**

The last of Obote's efforts to transform Uganda was his proposal document formulating new methods of election of representatives to the National Assembly. The document stipulated that a candidate aspiring for parliament should have four constituencies, one his/her basic and in his/her local area, and three others, one from the other three regions. Thus, each candidate would have to vet for voters from four constituencies three of which would be outside his/her home region. Also included in this document was that the President was to be elected by the people, instead of being the leader of the majority party. The rationale behind was to ensure that whoever came to Parliament was supported by a cross-section of the population of Uganda. Also the aim was that MPs would be acquainted with other areas' problems apart from those in their own area.

(vi) **Oversights of Obote's efforts to modernize Uganda**

There are many weaknesses or oversights one can detect in the various steps Obote took in trying to transform Uganda into a modern state. From the Common Man's Charter and the supporting documents, it is easy to notice that:

1. There had not been time nor conditions to mobilize a significant section of the people to appreciate the importance of the Common Man's Charter.
2. The National Service Ministry, until it was abolished by the Military Government, had not shown great efforts to inspire the masses.
3. The announcement of 60% takeover was done hurriedly and without serious consideration of the challenge it involved.
4. The would-be implementers of these policies were not committed and the documents sounded as one man's work rather than a collective effort.



### ACTIVITY SS/1/4-8

1. Mention 3 objectives of the Common Man's Charter.  
.....  
.....
2. What were the reasons behind the proclamation of the National Service Programme?  
.....  
.....
3. Explain the main theme of the "May Day Speech"  
.....  
.....
4. What was contained in the proposal for New Methods of Election to Parliament?  
.....  
.....



Check your answers with those at the end of the unit.

### TOPIC 3: THE ROLE AND EFFECTS OF THE MILITARY 1971 – 1979

In this topic you are going to learn about:

- Obote's Manipulative Methods.
- Amin's Coup and reasons behind them.
- Amin's Political and Economic moves.
- Effects of the Military Rule.

#### (a) **Obote's manipulative methods**

With a growing opposition, Obote was driven from power on January 25<sup>th</sup> 1971 through coup carried out by Amin Dada. He was solely responsible for the collapse of his Government due to bad advice and mismanagement of his administration. First, through manipulation tactics, he caused the collapse of UPC/KY coalition by transferring the "Lost Counties" to Bunyoro. He caused a constitutional crisis by abolishing the post of President and Vice President thus violating the 1962 Constitution. Not only that but he abolished the institution of the traditional heads when his forces fought against those of Buganda government in May 1966. A state of emergency was declared the aftermath of which involved a lot of killings. This crisis caused a split in his own party and those who formed the opposition group including an Army Brigadier were arrested and imprisoned. When he declared a state of emergency and in the events forced Parliament to pass a new Constitution in 1967, Obote's days were numbered. By replacing Army Commander Opolot by Idi Amin, Obote planted the bomb that would destroy him. Partly due to fear and love for power, he earned growing opposition when he carried out massive changes within the army.

The crisis came to a climax when he made a bad move of dividing the army, setting one unit against another.



#### **ACTIVITY SS/1/4-9**

1. Mention three tactics Obote used to reduce the Constitutional powers of Buganda.  
.....  
.....  
.....
2. What was the result of his massive changes?  
.....  
.....  
.....



Compare your answers with those at the end of the unit.

#### (b) **Amin's coup and reasons behind it**

To justify his army takeover, Amin listed down 18 reasons for his action.

1. The unwarranted detention of a large number of people without trial.

2. The indefinite state of emergency declared all over the country after the Kabaka crisis.
3. The suppression of freedom of expression on political and social evils.
4. The failure to stop the widespread kondoism and robbery with violence.
5. The declaration of National Service which was suspect to the spread of kondoism.
6. The failure to stop widespread corruption in high places, especially among ministers and civil servants.
7. The failure to organize national elections to enable free and democratic changes of government to take place.
8. The poor economic policies like nationalization that left the general masses unemployed and insecure.
9. The high taxes imposed on the common man, leaving him poorer than ever before.
10. The increasing prices of essential commodities like food and education.
11. Obote's tendency to isolate Uganda from the rest of East Africa.
12. The creation of a wealthy class of leaders under the cover of Socialism.
13. The failure to call the Defence Council which had not met since 1969.
14. The creation of two armies, one in the Cabinet, the other regular.
15. Instituting the Lango Development Plan aimed at taking over key positions in Uganda's political, commercial, army and industry.
16. Causing division among the Armed Forces and the rest of Uganda.
17. Obote's use of and dependency on the army to carry out his selfish interests.
18. Obote's failure to bring about unity.





### ACTIVITY SS/1/4-10

Explain any ten of the reasons given by Amin for the overthrow of Milton Obote.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....



Check your answers with those at the end of the unit.

#### (c) **Amin's political and economic moves**

Amin's army takeover was welcomed with excitement and jubilation for having got rid of Obote's bad government. People felt happy and hoped for a better and promising Uganda. This was a period comparable to a married couple's honeymoon, and Amin embarked on a series of public appeasements which included:

1. Release of all political prisoners on 28<sup>th</sup> January 1971, including prominent ones Grace Ibingira, Kirya, Lumu, Ngobi, Opolot, Ben Kiwanuka and Abu Mayanja.
2. The match to the North in March 1971 where he handed over a personal cheque to Obote's parents.
3. The refrain by the military from terrorizing the people.
4. Appointing of a highly educated cabinet which gave hope for a compromise between the army and the civilians. It had people like Prof. D. Nabudere, Prof. Edward Rugumayo, Wanume Kibedi, and Ben Kiwanuka as Chief Justice.
5. The promise to return to civilian rule by holding elections soon.
6. Amin promised the people peace, reconciliation and progress.
7. The promise for Africans to take over control of the economy.

Amin's first administrative undertaking after the takeover, involved the expulsion of two groups of people – the Israelis and Asians. Whereas Israel played a very important role in supporting Amin's (1971) coup, she soon fell out from his favour due to many reasons among which were:

1. An Agreement between Amin and Numeiry of Sudan. Numeiry was to expel the Anyanya, Obote's troops in Southern Sudan, and likewise Amin had to expel the Israelis, Numeiry's enemies.
2. The growing resentment of the Israelis arrogance and economic exploitation activities in Uganda.
3. Amin's suspicion that Israel was engaged in anti-government activities and collaborating with Obote to overthrow him.
4. Finding out that Israel had sold to Uganda ten old and reconditioned aircrafts.
5. The finding out that the former Chief of General Service Unit (GSU), Akena Adoko, was banking his money in Israel.
6. Israel's Army and Police instructors in the Air Force and Army's reluctance to collaborate and carry out their duties as stipulated in the agreement between them and the Uganda government.
7. Amin's visit to Libya which brought the climax of the conflict between Uganda and Israel.

As a result of all these differences, Amin gave the Israelites ten days to leave Uganda on 30<sup>th</sup> March 1972. Among the deportees were intelligence officers, Military and Police instructors, project workers, diplomats, teachers and development workers.

### **Expulsion of Asians**

In August 1972 Amin carried out a pre-meditated expulsion of the Asians in Uganda. Though they had been offered citizenship of Uganda, many chose to become British citizens. Amin's decision in this direction was based on those purported reasons.

1. Asians were exploiting the Ugandans in trade and commercial enterprises.
2. Asians had negative regard for Africans and were rude to their employees and customers.
3. Many of the Asians were non-citizens and yet they were dominating the Ugandan economy and siphoning off the resources to foreign lands. (Profit repatriation).

In reality however, the reasons for Amin's action were that:

1. He wanted to retaliate against the British who had refused to give him financial aid. The big number of Asians were British citizens and the move would hurt Britain more.
2. Amin was in need of financial support to buy weapons and pay salaries to his employees.
3. He wanted to appease or reward his supporters and tribesmen so that his stay in power would be guaranteed.

4. He wanted to eliminate colonialism (decolonisation) similar to the Libyan expulsion of Italians.

### **Effects of expulsion of Asians on Uganda's Economy up to 1979**

- All Asian businesses were taken over by government and individuals free of charge.
- Business men who got free things did not mind about quality and good service.
- Those who got free things started boasting and this led to the new class in Uganda's history "Mafutamingi" class.
- Jobs could go to those without skills.
- There was drastic decline in productivity in all the sectors.
- Professionals, experienced artisans, importers and exporters, skilled workers and retailers reduced greatly since Asians made up a large part of them.
- There was increased government expenditure on training people with skills.
- Disputes and conflicts over allocation and re-allocation of properties.
- Gambling and speculation became the order of the day.
- There was printing of more money "pump priming policy" since countries could not lend Uganda money.
- Uganda became isolated from the rest of the world economically. For instance, Britain cut off her aid and technical cooperation.
- Commodities became scarce and this led to hoarding of goods hence high prices. This later led to inflation.
- Agriculture and Industry sectors deteriorated so much since the managers were unqualified.
- The country started importing almost all the goods required. This increased the balance of payments problems.

### **Relationship with neighbouring countries**

Amin's relationship with Uganda's neighbouring countries especially Sudan, Kenya and Tanzania was not as good as the neighbourliness that existed during the East African Community. Until he forged a new relationship with Nimeiry he was literally at war with Sudan because of the Anyanya problem.

With Kenya Amin made a mistake of claiming part of Western Kenya as Ugandan territory worth repossessing. Although the stretch from Lake Turkana down to Kisumu had for a long time in the past belonged to Uganda, the British had ceded it to Kenya for easier administrative reasons. With Amin's claim, Kenya retaliated by closing her borders and the Port of Mombasa. Amin had to renounce his claim in order to avoid the agonies of this economic and social blockade. The OAU and Arab League had to intervene in order to bail him out of his chauvinistic blunder.

The same chauvinistic tendencies caused Amin to claim Kagera enclave which used to belong to Uganda before colonial days but was now part of the Tanzania territory. The last deed brought about Amin's downfall as Tanzania mounted a strong defence backed up by the Uganda National Liberation Forces. Amin's poor and miscalculated policies led him to fall out with his neighbours and led to Uganda's isolation.



### ACTIVITY SS/1/4-11

1. List 4 political moves which Amin did as a gesture of a good ruler.  
.....  
.....  
.....
2. Mention 3 allegations made against the Israelis by Amin.  
.....  
.....  
.....
3. Mention three (3) reasons for Amin's expulsion of Asians.  
.....  
.....  
.....



Check your answers with those at the end of the unit.

#### (d) **Effects of the military rule**

Amin's regime and rule in Uganda has been referred to as fascist. It was full of many disasters among which were abuse of human rights and breakdown of economic, social and political development. Most noted among the evils of the regime were:

1. The mass destruction of human life. Within two years of the regime, it is alleged that over 90,000 people had been killed. Estimates are that around 800,000 people perished during the entire length of Amin's rule. Among the prominent people killed were people like: Benedict Kiwanuka, Arch Bishop Janan Luwum, Basil Batarigaya, Erunayo Oryema, Charles Oboth-Ofumbi, John Kakonge, Francis Walugembe and Dr. Ssembeguya.
2. Gross mismanagement and destruction of private and government institutions. Poor and unqualified personnel were often appointed in top management and running of institutions such as hospitals, schools, colleges, industries and parastatal bodies. There was great suffering, loss of hope, freedom, liberty and democracy.
3. The rundown of the Uganda Economy: After the Asian expulsion in 1972, Amin appeased his supporters and tribesmen of little or no experience in business to take over commercial and industrial organs and places, shops, garages and big enterprises. This led to poor production inflation and corruption in every sector of the economy.
4. The diversion of Uganda's resources to Military expenses. In fear of his enemies, Amin drained the Uganda economy by spending lavishly on military hardware such as weapons, aircrafts and personnel equipment.

5. The deterioration of relationship between Uganda and her neighbours. Amin abused the courtesy of good neighbourliness and diplomacy by making territorial claims and attack. Due to his chauvinistic tendencies and love to boast of his power, he caused many ills and sufferings to the people of Uganda.



#### **ACTIVITY SS/1/4-12**

1. Mention 4 effects of Amin's military rule.

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Check for answers at the end of the unit.

## **TOPIC 4: POLITICAL CHANGES AND THE RETURN TO DEMOCRACY 1980 – 1985**

In this topic you are going to learn about:

- Prelude to Obote II Regime
- Lule's and Binaisa's Rule
- UNLA and the Ministry Commission.
- Obote II Regime and Democracy.

### **(a) Prelude to Obote II regime**

Amin's poor foreign policy and relationship with his neighbours was largely responsible for his downfall. The Ugandan exiles had formed resistance groups in Nairobi, United States, Zambia and the U.K. They saw Amin as their common enemy and in March 1979 they converged at the Moshi Conference to lay out their strategy on how to get rid of dictator Amin. The Moshi Conference, which convened between 22<sup>nd</sup> and 25<sup>th</sup> March 1979, laid its strategies as being aimed at:

1. Removing Amin's dictatorial and inhuman regime.
2. Establishing democracy in Uganda through arranging free and fair elections.
3. Re-establishing Uganda's independence through military and other means.

The Conference members formed the Uganda National Liberation Front (UNLF) as an umbrella organ through which the Moshi goals would be achieved. In their effort to avoid another return to dictatorship, they formed various organs to cater for their objectives.

1. The National Consultative Council (NCC) – as an interim Parliament and supreme organ for legislature.
2. The National Executive Committee (NEC) – to act as a cabinet and subordinate to the NCC. The Chairman of the NEC was to automatically become the President of Uganda. Professor Yusuf Lule was elected the first Chairman and he therefore qualified to be President of Uganda.
3. The Uganda National Liberation Army (UNLA) – to be the military organ of the UNLF and later to become the National Army.
4. The Military Commission – to oversee the military wing of UNLF.
5. The Political and Diplomatic Commission – as an organ charged with the duty of mobilizing support for UNLF both within the country and abroad.



### ACTIVITY SS/1/4-13

1. Write down the strategies laid down in the Moshi Conference.  
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2. What plan did the Uganda National Liberation Front put up so as to avoid another return to dictatorship?  
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Check for answers at the end of the unit.

#### (b) Lule's and Binaisa's rule

##### Lule's Rule

Lule, who was appointed the first President after the downfall of Amin, ruled for only 68 days. It is alleged that his choice was a strategy to win the Baganda support and favour as the Tanzanian Forces, backed up by UNLA, fought through Buganda territory to win the war against Amin. His downfall was because of:

- The insecurity caused by the war still going on in the Northern Uganda.
- The differing ideological approaches to the would-be Ugandan Government.
- Lule's insistence on ruling by the Constitution of 1967, which ignored the NCC.
- Lule's innocence and lack of high level political leadership experience.
- Lule's marginalization of the Tanzanian Peoples Defence Force (UPDF) and his intention to employ a foreign force, thus angering both TPDF and UNLA.
- He angered many people by openly siding with and taking advice from the Conservative Mengo Baganda.
- Under-sight in his ministerial and government officers appointments.
- Lule's policy on army recruitment using a quota system based on population.
- There was confusion within the liberators themselves. They for instance had ideological. Differences. Some were socialists while were capitalism.

Lule was removed from power when the NCC met in State House to pass a vote of no confidence on 20<sup>th</sup> June 1979.

## **Binaisa's Rule**

Godfrey Lukongwa Binaisa was nominated to replace Professor Lule after beating Rugumayo and Paulo Muwanga in a stiff competition. Binaisa was chosen over his rivals because:

- He was a prominent man in Obote's first regime and the power behind the 1967 constitution.
- The UNLF wanted continued support from Buganda.
- He was a renowned and credible international lawyer.
- The NCC chose someone outside its rank in order to show its impartiality on the issue of Lule's overthrow.

Binaisa's government like that of Lule, was bound to fail because of the many problems and weaknesses:

- Right from beginning, it attracted opposition from the citizens as it had replaced Prof. Lule's short lived but popular government.
- It was marked by anarchy with wide-spread killings and rampant insecurity.
- His government was known for grave corruption and he and his close associates were accused of enriching themselves at the expense of the common people.
- He had played no part in the UNLF and was not therefore respected by the rank and file.
- He had come up with a proposal of an umbrella political system which annoyed the DP and UPC elements who accused him of planning to abolish parties.
- Continued scarcity of essential commodities and government's unfulfilled promises to solve the problem.
- He took advice from wrong elements and ignored the most important ones.
- He miscalculated by not knowing where real power lay when he made reshuffles by:
  - Removing Museveni from the Ministry of Defence.
  - Sacking Oyite Ojok as Chief of Staff and appointing him as Ambassador to Algeria.
  - Relieving Paulo Muwanga of his duties of Chairman of the Military Commission and appointing him as Uganda's Ambassador to the UN in Geneva.



Binaisa's shortsightedness of carrying out dismissals and reshuffles of senior government officials and key military officers was the immediate mistake that brought his downfall. His regime was dominated by mob justice a poor economy and many opposition groups.

On 15<sup>th</sup> May 1980, Binaisa was removed from power by the Military Commission chaired By Paulo Muwanga. He was accused of:

- Causing economic and political mess in the country.
- Influencing some members of the NCC to accepting the holding of the next general elections under the Umbrella Front.
- Making continuous and empty promises at every rally he addressed, for example;
  - Flooding of the market with essential commodities "by Christmas."
  - The construction of 20 hospitals.
  - Construction of an aircraft assembly plant in Masaka.
  - Provision of piped water in Nebbi.
- Being in constant confrontation with the organs of the UNLF especially the NCC.
- Surrounding himself with opportunistic and shallow advisers.

Like Lule before him, Binaisa could not rule for long as long as he failed to realise that real power lay in the hands of UNLF, UNLA, NCC and TPDF.



### ACTIVITY SS/1/4-14

1. Explain 4 reasons which contributed to Lule's downfall.

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2. How did Godfrey Binaisa come to attain the office of President in 1979?

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3. Explain 4 reasons why Binaisa was removed from power.

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Check your answers with those at the end of the unit.

### (c) UNLA and the Military Commission

The Military Commission, with Paulo Muwanga as Chairman and Yoweri Museveni as Vice Chairman, took over government when it staged a coup to remove Binaisa on 15<sup>th</sup> May 1980. During its administration the UNLA soldiers continuously looted, killed and destroyed property. As revenge against former Amin soldiers' massacre of the Langi and Acholis, the UNLA soldiers carried out large scale massacre on the West Nilers in October 1980.

The Military Commission regime was marked by a revival of multi-party politics. Being composed mainly of pro-Obote members, they facilitated Obote's return on 27<sup>th</sup> May 1980, landing at Bushenyi. His return, for the next five years, was celebrated as a "Heroes Day." The Military Commission announced that elections would be contested under a multi-party system.

The elections were scheduled for December 1980 and the following parties.

- Uganda Peoples Congress (UPC) led by its founder Dr. Milton Obote.

- Democratic Party (DP) led by its President General Dr. Paul Kawanga Ssemogerere.
- Conservative Party (CP) a pro-federalist party led by former Katikiro of Buganda Joash Mayanja Nkangi.
- Uganda Patriotic Movement (UPM) led by one of its founders Yoweri Kaguta Museveni.

Elections were to take place on 10<sup>th</sup> December and it was obvious the two old parties DP and UPC had advantage over the new ones, CP and UPM. Due to some delays and inefficiency in some areas, the elections were extended to December 11<sup>th</sup> 1980. By the morning of December 11<sup>th</sup>, it was certain that the DP was going to win as 63 seats had already been declared in their favour by the returning officers.

Fearing a DP defeat, Paulo Muwanga, Chairman of the Military Commission, announced a decree banning the announcement of any election results by anyone without being cleared by the Chairman of the Commission.

After a long silence the results were finally announced indicating that UPC had won with 74 seats, DP 51, UPM one and CP none. Dr. Crispus Kiyonga won the UPM seat from Kasese, but did not take it up. With declaration by an International Commonwealth observer group (COB) that the elections were free and fair UPC was declared winners amid strong opposition from the defeated parties. On the eve of December 12<sup>th</sup> 1980 Milton Obote was installed President of Uganda for the second time.

The 1980 move to return to democracy through the ballot was undermined bad politics as the other political parties outrightly rejected the results of the elections. The reasons supporting their claim that the elections were rigged were that:

- The zoning of constituencies and the registration of voters was done so as to favour UPC followers and candidates.
- The Electoral Commission was dominated by UPC members, hence suspected to favour UPC.
- Returning officers were chosen from District Commissioners who were UPC sympathizers.
- Many intending none UPC candidates had been denied registration on technical grounds so as to leave UPC candidates go through unopposed.
- The West Nile constituencies were mainly DP supporters and the October massacre was intended to destabilize the election process there.



### ACTIVITY SS/1/4-15

1. Name the political parties that took part in the 1980 elections.

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2. What Decree was announced by Paulo Muwanga on the election day?

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3. Give three reasons that were provided to the claim that the 1980 elections were rigged.

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Check for your answers with those at the end of the unit.

### Obote II regime and democracy: 1980 – 1985

Although Obote made history by being the first African leader to have returned to power through the ballot after being toppled, his second government was bound to fail because he failed to learn from his past mistakes. While the DP accepted to act as the opposition and went ahead to form a shadow Cabinet, Yoweri Museveni decided to go to the bush to start a guerilla war against the government. This is a war which was to go on for five years and which resulted in untold suffering of the people of Luwero Triangle and elsewhere in Uganda.

Through manipulation and wooing Obote managed to win over some members of the DP opposition group who crossed to the government side.

The regime tried to put in place a number of economic reforms such as:

- Revival of the cash economy.

- Allocation of foreign exchange to priority areas such as the industrial sector.
- An attempt to eliminate smuggling (magendoism).
- Encouragement of the return of Asians, and compensation of those who were not interested in repossessing their property.
- Efforts to control government expenditure.
- However, Obote's reform efforts were short-lived due to:
- The ever falling and devaluation of the Uganda currency.
- Ever increasing expenditures on imports and low income on exports.
- Great defence expenditures dictated by the guerilla war.
- Deterioration of infrastructures like roads, railways, banks, schools and hospitals.
- Excessive inflation.
- Increasing frustration of cash crop farmers for their crop underpayment and sometimes non-payment of their produce.
- Rampant corruption, nepotism and favouritism.

Many other reasons contributed to the downfall of the Obote II regime.

First was his historical difference with the Baganda who had not forgiven him for desecration of their Kingdom and of the Kabakaship. The escalating guerilla war as already mentioned led to untold deaths and suffering in the heart of Luwero where Museveni based his rebellion. Obote's divide and rule, as in the first regime, was repeated in Government and Army ranks. He inspired tribalism and sectarianism, favouring his Langi tribe while the Bantu and Acholis were being killed in the war field against NRA. After the mysterious death of Oyite Ojok he placed Lt. Col. Opon Acaka, a low ranked Langi officer, to the top post of Army Chief of Staff and annoyed the Acholis who felt robbed of that post. While marginalizing the Acholis and rejecting the Bantu soldiers Obote's army became disorganized and indisciplined, rendering it inefficient to face the might of the NRA.

Causing a split in his own cabinet and failing to control the army Obote was toppled by his army on 27<sup>th</sup> July 1985. The rebel group from the North led by General Tito Okello Lutwa and Bazilio Olala Okello took over the Government on 27<sup>th</sup> July 1985 to end the Obote II regime.

### **The Military Council July 1985 – January 1986**

The Military Council that took over power in July 1985 was chaired by General Tito Okello Lutwa with Colonel Wilson Toko as Vice Chairman. Lt. General Bazilio Olala Okello took up the post of Chief of Staff while Olara Otunnu became the Minister of Foreign Affairs. Included in the new government were: The Former Uganda National

Army (FUNA), Uganda Freedom Movement (UFM), Federal Democratic Movement (FEDEMU), Uganda National Rescue Front (UNRF) and elements of UNLA. Others appointed included Kawanga Ssemogerere (DP), Mayanja Nkangi (CP) and Bidandi Ssali (UPM).

Much of the new Military Council's activities were concerned with peace talks with the NRM which had remained in rebellion. The peace talks lasted from July to December 1985 and an agreement was reached and signed on 17<sup>th</sup> December 1985. The "Nairobi Peace Pact", officiated by Mutukufu Daniel Arap Moi, was signed by Yoweri Kaguta Museveni and General Tito Okello Lutwa. While celebrating the achievements of the Pact Okello had to remark of having "removed the fangs from the snakes mouth", meaning he had now made the NRM impotent and powerless. But this was an underestimation. The NRM kept on fighting until it overran the Okello forces on 26<sup>th</sup> January 1986, just one month after signing of the Pact. The NRM after capturing power set up a National Resistance Movement Government.

### **The Peace Agreement**

General Tito Okello's government and National Resistance Movement (NRM) made an agreement with the following aims:

- Bringing to the most speedy end dictatorship in all its forms and manifestations, armed conflict and denial of human rights and fundamental freedoms.
- Restoring peace, law and order through reconstruction of an effective administration, both Central and Local Government.
- Laying the ground work for the preparation and drafting of a popular constitution which shall be promulgated by a popularly elected Parliament in due course.

### **Major Articles/features of the Agreement:**

- (i) There shall be a cease fire with effect from 0920 hours 17<sup>th</sup> December 1985 and cessation of military activity.
- (ii) The Military Council shall be the supreme organ of government in Uganda composed of representatives of the combatant forces and the head of state.
- (iii) The Chairman of the Military Council shall be the current head of state and Chairman of Military Council. The Vice Chairman shall be the Chairman of the High Command of the NRA.
- (iv) The nation shall require a code of conduct for leaders and public officers in order to change the political direction of Uganda.
- (v) There shall be established a new national force composed of soldiers from all the combatant forces.
- (vi) The new national army shall be broad based and representative of the whole country recruited in the first place from the existing combatant forces.

- (vii) The City of Kampala shall be demilitarized and neutralized and its security shall be maintained by the police.
- (viii) All persons who served in responsible positions in Idi Amin's regime and who are known to have committed atrocities shall be punished according to law.
- (ix) Free and fair elections shall be held in Uganda as soon as practicable to return the country to parliamentary democracy.



#### ACTIVITY SS/1/4-16

1. What economic reforms did Obote II regime embark on?  
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2. Give four (4) reasons as to why Obote II reforms were bound to be short-lived.  
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3. Name some prominent members who formed the Military Council of July 1985.  
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4. Explain the difficulties faced by Obote.  
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Compare your answer with those at the end of the unit.

## TOPIC 5: THE NRM REVOLUTION AND RETURN TO CONSTITUTIONALISM 1985

In this topic you are going to learn about:

- The NRM revolution..
- Problems and challenges of the NRM.
- Achievements of the NRM.

### (a) The NRM Revolution

Just one month after signing the Nairobi Peace pact, General Okello Lutwa's Military Junta was overthrown by Museveni's NRM/NRA on 26<sup>th</sup> January 1986. The NRM/NRA government was initially composed of the President, the Prime Minister, the Vice Chairman of the NRM, a large cabinet of about, 56 ministers and their deputies and the National Resistance Council which acted as Parliament. After being sworn in on Wednesday 29<sup>th</sup> January 1986 Museveni in his inaugural address promised to bring about fundamental change in Uganda. This was to be achieved through the Ten Point Programme. The Ten Point Programme can be summed up as being aimed at:

1. Democracy: To achieve parliamentary and popular democracy, restore a decent living, fight corruption and misuse of power, and deal with law breakers.
2. Security: To get rid of state violence and criminal elements and secure peace and security of persons and property.
3. Unity: To consolidate National Unity and eliminate tribalism and religious sectarianism.
4. National Independence: To defend and consolidate National Independence and sovereignty.
5. Economy: To build an independent, integrated and self-sustaining National Economy. To get rid of colonial and neo-colonial dependence by diversifying the economy through agriculture, and industry.
6. Social Services: Restoration and improvement of social services and rehabilitation of war ravaged areas.
7. Corruption: To eliminate corruption and misuse of power and office.
8. Correct errors: By redressing past errors that had resulted into the chaotic conditions and dislocation and death of many people in the country.
9. Cooperation: To restore cooperation with neighbouring and foreign countries and defend human and democratic rights of our brothers and other parts of Africa.



10. Mixed Economy: To follow an economic strategy of a mixed economy by encouraging private entrepreneurship and state investments in crucial sectors e.g. commercial banking and physical infrastructure.



#### ACTIVITY SS/1/4-17

1. Why did the Nairobi Peace Pact not last long?  
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.....
2. Write down six (6) of the Ten Point Programme.  
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Check your answers with those at the end of the unit.

#### (b) Problems and challenges of the NRM government

The process of bringing about a fundamental change has not been an easy one for Museveni's NRM Government. The problems and challenges have been insurmountable causing retardation in the speed of the projected objectives as stipulated in the Ten Point Programme.

1. Right from the outset of the NRM Government Museveni was faced with the Northern rebellion by alliances of the defeated Obote and Amin forces. The situation was complicated by Sudan's support to the rebels and its provision of sanctuary for them.
2. Uganda's involvement in the Rwanda and Congo wars did open up new fronts on the entire Western and South Western boundaries. Now Uganda was bogged up not only with the Northern but the Western war fronts. This caused a great drain on the economy where a large part of the national budget went to buy weapons and army equipment.
3. As for Parliamentary democracy, the NRM did in 1995 facilitate the preparation and drafting of a popular constitution which was promulgated by a popularly elected parliament in 1996.
4. The restoration of a multiparty system was not done until 2005. Movement political system was confirmed in a referendum in the year 2000, which some political functionaries boycotted under the argument that movement political system violated their right to freely associate.
5. The fight against corruption is an uphill task. Government officials and army personnel have been involved in cases of corruption.

6. To a great extent many parts of Uganda enjoyed peace and stability except the North and South Western regions.
7. Unity: Despite passing a bill in Parliament banning sectarianism, unity of Ugandans is still far from being achieved. Tribalism and nepotism is still the order of the day in many places.
8. The restructuring of the economy and privatization policies have to some extent been criticized for the loss of jobs under retrenchment of government employees. The privatization of industries and government business enterprises have resulted in benefiting foreigners who often have the capital to pay and invest in the businesses at the expense of the Ugandan nationals.
9. Redressing past errors has to some extent been hampered due to the ongoing wars. A substantial portion of the Ugandan population is dislocated and has no permanent homes, especially in Northern Uganda in the districts of Gulu, Kitgum, Pader.
10. There is wide spread unemployment.
11. Poverty is yet another challenge especially in rural areas.
12. Agitation from the people who want multi-party type of governance.



#### **ACTIVITY SS/1/4-18**

1. Explain what you understand by "Fundamental Change."  
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2. Explain four (4) problems faced by the NRM since 1986.  
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Check your answers with those at the end of the unit.

#### **(c) Achievements of the NRM government**

Despite the challenges of NRM Government, there are a number of achievements the NRM Government has been able to accomplish.

1. Peace and Stability: a large part of Uganda now enjoys some peace and stability. Unlike the old regimes' soldiers, the UPDF men are more disciplined and do cater for the peace and well-being of the wanainchi.
2. The Economy: the economy, despite the drain of the wars, has greatly improved both in terms of GNP and personal income and in the industry and agriculture sectors. Many industries have been rehabilitated and new ones built. The

construction sector has increased greatly. Fish Industry and Tourism are now major earners of foreign exchange.

There has been development in many sectors: e.g. education, construction and building industry, transport and telecommunication, business and commercial enterprises, etc.

3. Social services: many social services have been rehabilitated and improved as never before. New all-weather roads, schools and hospitals have been constructed.
4. Constitutionalism: a new Constitution has been put in place replacing that of 1967 which had many loopholes. A constitution review process was instituted in 2004.
5. Generally there has been some improvement in regional and international cooperation save for Sudan and Democratic Republic of Congo, whose relations with Uganda were for some time erratic.
6. There is to some extent freedom of speech, freedom of the press and a number of rights have been improved especially rights of women and children.
7. There has been some improvement in salaries and personal incomes although this has been off-set by depreciation of the Uganda shilling and heavy taxation.
8. Uganda's international image has been greatly promoted unlike in the previous years.
9. The private sector has expanded greatly.
11. Inflation rates have reduced greatly since 1987. Inflation was over 200% by 1986, but today it is less than 10%.
12. Universal Primary Education has enabled many children to acquire basic education.



#### **ACTIVITY SS/1/4-19**

Explain at least 5 achievements of the NRM Government.

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Check your answers with those at the end of the unit.



## SUMMARY

In this unit you have learnt about the events and issues in Uganda since Independence. These are:

- Problems facing Uganda at Independence.
- Political Developments 1962 - 1971.
- The role and impact of the military 1971 – 1979.
- Political changes and the return to democracy 1980 – 1985.
- The NRM Revolution and the return to constitutionalism 1985.



***Congratulations!***

## **GLOSSARY**

Chauvinistic	-	exaggerated sense of national glory, extravagant glorification of one's country.
Desecration	-	violate damage or destroy.
Dismember	-	divide, separate into parts and distribute.
Egotism oneself.	-	the habit or practice of selfishly thinking and talking about
En masse	-	in a mass or body, altogether.
Insurmountable	-	that cannot be passed over, or overcome.
Subservience	-	being of service, useful as a subordinate.
Pump primary policy	-	injecting or printing of more money in the economy which is not backed by goods and services.
GDP	-	Gross domestic product. Monetary value of all goods and services produced within a country regardless of where the owners live.
Inflation	-	The general persistent increase in the prices of goods and services. It's a situation when money has lost value.

## NOTES AND ANSWERS TO ACTIVITIES

### ACTIVITY SS/1/4-1

1. A federal, semi-federal and unitary, all combined together.
2. (a) Buganda - federal status  
(b) Bunyoro - federal status  
(c) Tooro - federal status  
(d) Ankole - federal status  
(e) Busoga Territory- semi-federal
3. (a) Lancaster House  
(b) Marborough House

### ACTIVITY SS/1/4-2

- a) Bugangaizi  
b) Buwekura  
c) Buyaga  
d) Rugonjo (North Singo/Bulemezi)  
e) Buruli  
f) Bugerere (Bunyara)
2. In 1963 the Posts of President and Vice President were incorporated in the 1962 as an amendment.
3. (a) Sir Edward Muteesa II  
(b) Sir William Wilberforce Winyi Nadiope
4. Because he would be giving away part of his Kingdom (Buganda).

### ACTIVITY SS/1/4-3

1. Buganda under Kabaka Yekka Movement refused to participate in 1961 general elections and therefore did not sponsor any candidate. Ben Kiwanuka, of DP went ahead to sponsor his candidates and he got all the seats in Buganda which enabled him to win the elections to become the first Chief Minister of Uganda.
2. UPC made an alliance with KY and they made up a majority to win the 1962 elections.
3. (a) The existence of kingdoms and territories encouraged separatism,.

- (b) There were warring political parties which divided the masses along religious lines.

#### **ACTIVITY SS/1/4-4**

1. (a) The new members in government were new and inexperienced in politics and management.
- (b) They were faced with foreign personnel and agents that was negative and suspicious of the new government.
- (c) The new members still suffered from a colonial inferiority complex.
- (d) Management of government required hardworking and committed people.
- (e) There were not enough skilled personnel and resources to run many of the activities and services.

#### **ACTIVITY SS/1/4-5**

1. The 1962 Constitution granted autonomy to the federal and semi-federal states which made them feel a pseudo-independence from the Central Government.
2. The Enabling Act of 1963 was passed by Parliament to all Districts to have Constitutional Heads if they so wished.

#### **ACTIVITY SS/1/4-6**

1. Members from Buganda to the National Assembly were not elected by popular vote but indirectly elected by the Buganda Lukiiko.

#### **ACTIVITY SS/1/4-7**

1. (a) The "New Order" represented the modern way of government which Obote was trying to implement.
- (b) The Old Rule: refers to the traditional type of government.
2. By the 1967 Constitution passed by Parliament, the kingship institution was abolished.
3. (a) The shooting of the Vice President's car.
- (b) The abortive attempt to shoot Obote on 19<sup>th</sup> December 1969 at Lugogo.
- (c) The Military take-over 1971.

#### **ACTIVITY SS/1/4-8**

1. (a) The rejection of foreign exploitation and domination.
- (b) To fight against poverty, ignorance and disease.

- (c) To build one people, one nation and one government.
- 2. The National Service Programme aimed at mobilizing able-bodied persons collectively to do work in the rural areas under the spirit of “One country one people.”
- 3. The May Speech (1<sup>st</sup> May 1970) was yet another way of translating the Common Man’s Charter. Its main theme was to control all foreign and commercial enterprises in Uganda.
- 4. The proposal stipulated that one candidate aspiring for Parliament should have four constituencies from the rest of Uganda, one of which should be the local constituency where the candidate comes from.

#### **ACTIVITY SS/1/4-9**

- 1. (a) He caused the collapse of KY/UPC coalition alliance by transferring the lost counties to Bunyoro.
- (b) He abolished the post of President and Vice President.
- (c) He abolished the institutions of kingship.
- 2. He faced massive opposition from various sectors of the Ugandan community.

#### **ACTIVITY SS/1/4-10**

Write any 10 reasons out of the 18 reasons given in the text.

#### **ACTIVITY SS/1/4-11**

- 1. (a) Release of all political prisoners on 28<sup>th</sup> January 1971.
- (b) Making a tour to the North to meet Obote’s parents.
- (c) Ordering the military to refrain from torturing and terrorizing the people.
- (d) Promise to return to civilian rule.
- 2. (a) Israelis were arrogant and were exploiting Uganda.
- (b) Israel had sold Uganda old reconditioned aircrafts.
- (c) Israel’s army and police instructors were reluctant to train the Ugandans.
- 3. (a) He wanted to retaliate against the British for refusing to give him financial aid.
- (b) He wanted to appease his tribesmen and supporters for the coup.
- (c) To cool his anger because one Indian widow who had annoyed him.



**ACTIVITY SS/1/4-12**

1. (a) Mass destruction of human life.  
(b) Run down of the Ugandan economy.  
(c) Great expenditures on military hardware.  
(d) Poor relationship with neighbouring countries.

**ACTIVITY SS/1/4-13**

1. (a) To remove Amin's dictatorial and inhuman regime.  
(b) To establish democracy in Uganda through arranging free and fair election.  
(c) To re-establish Uganda's Independence through military and other means.
2. (a) They formed the NCC as an interim Parliament and supreme organ for legislature.  
(b) They formed NEC to act as a cabinet.  
(c) They organized the UNLA to be the military organ of the UNLF.  
(d) They appointed a military commission to oversee the military wing of UNLF.

**ACTIVITY SS/1/4-14**

1. (a) There was a lot of insecurity in the country because of the war going on in the North.  
(b) Lule insisted to rule by the 1967 Constitution which would exclude NCC.  
(c) He was a gentleman with little experience of politics and government.  
(d) He ignored the TPDF and even wanted to employ a foreign force to help Uganda's war activities.
2. (a) He was a prominent man in Obote's first regime.  
(b) The UNLF wanted to appoint a Muganda in order to have continued support from Buganda.  
(c) He was a respected and credible international lawyer.  
(d) The NCC wanted some neutral man outside their rank.
3. (a) He had played no part in the war of liberating Uganda.  
(b) His proposal for an umbrella government was not liked.

- (c) He had bad advisers.
- (d) He sacked military officials, like Oyite Ojok, Paulo Muwanga and Yoweri Museveni, the very people who has the real power.

#### **ACTIVITY SS/1/4-15**

1. UPC, DP, CP and UPM
2. A decree banning the announcement of any election results by anyone without clearance from the Chairman of the Military Commission.
3. (a) The registration of voters had been done so as to favour UPC supporters.
  - (b) The Electoral Commission was dominated by UPC supporters.
  - (c) Many would be candidates were ruled out on technical grounds.

#### **ACTIVITY SS/1/4-16**

1. (a) Revival of the cash economy.
  - (b) Allocation of foreign exchange to priority areas, e.g. industry.
  - (c) Attempt to eliminate Magendoism.
  - (d) Encouragement of the return of Asians.
2. (a) The ever escalating devaluation of the Uganda currency.
  - (b) The ever increasing expenditures on imports.
  - (c) Big defence expenses.
  - (d) Lack of essential commodities.
3. General Tito Okello Lutwa  
 Bazilio Olala Okello  
 Colonel Wilson Toko  
 Members of UFM, UNRF, UNLA and FEDEM  
 Members of DP, CP, and UPM.
4. High inflationary rates.
  - The Baganda did not like Obote.
  - The killings in Luwero.
  - D.P members felt they were cheated.
  - The Acholi did not like Obote.

- Army were demoralized by the death of Oyite Ojok.

#### **ACTIVITY SS/1/4-17**

1. (a) Both sides mistrusted each other.  
(b) General Okello Lutwa and many of his people forming the new agreed government were the same people who had formed the army of the past regimes which UNLA had fought.
2. (a) Democracy  
(b) Security  
(c) Unity  
(d) National Independence  
(e) Mixed Economy  
(f) Improved social services

#### **ACTIVITY SS/1/4-18**

1. A Change that will restore Uganda to operate and manage her affairs along modern and democratic lines where human and property rights are respected.
2. (a) There has always been war in the North and another war front has been opened in the West of Uganda.  
(b) Uganda's involvement in the Rwanda and Congo wars cost men and which would have been utilized on development projects.  
(c) Fighting to stop corruption has always been a big problem.  
(d) Unity of the Ugandan people has proven difficult to achieve.

#### **ACTIVITY SS/1/4-19**

- a) Stability: A large part of Uganda, especially Central, East and South, is now stable.
- b) The economy has improved greatly from its dilapidated state as the case was in the past regimes.
- c) Social services and infrastructures have improved.
- d) A new Constitution (1995) has been put in place to replace the one of 1967.
- e) There has been some cooperation with neighbouring states except where there are boarder clashes.

### **ASSIGNMENT SS/1-4**

1. Cite three problems which Uganda faced at her Independence. Discuss what each problem was and how it was dealt with.
2. Discuss the factors that led to military rule in 1971.
3. Analyse the factors behind the expulsion of Asians from Uganda in 1972.
4. Why did Obote fail in his second attempt to rule Uganda?
- 5. Discuss the pitfalls and successes of the NRM Government.

***Well done!***



## LEARNING OUTCOMES : SELF-CHECKING EXERCISE

You have now completed Unit 4 of Module SS/1. The LEARNING OUTCOMES are listed below. You are now expected to demonstrate your competence by ticking the column that reflects your learning.

LEARNING OUTCOMES		SATISFACTORY	NOT SURE
1.	I can at least list and discuss 4 problems facing Uganda at independence time.		
2.	I can narrate Uganda's political developments during 1982 – 1971.		
3.	I know at least 5 effects of the military rule 1971 – 1979.		
4.	I can discuss why there were so many political changes in Uganda during 1980 – 1985.		
5.	I can list and discuss five of the NRM achievements in Uganda.		

If you have a tick in the “Not Sure” column, re-read the information in this unit to reinforce your learning.

If you feel you are not satisfied with some areas, discuss them with your peers or Tutor.

## **UNIT 5**

### **UGANDA : ECONOMY AND DEVELOPMENT**

## **INTRODUCTION**

Dear Student,

You are welcome to Unit 5 of Module SS/1. The unit is entitled Uganda: Economy and Development. It will acquaint you with knowledge, concepts and generalizations related to resources, economic growth and development in Uganda.

## **AIM**

This Unit aims at enabling you to understand the nature of Uganda's economy, and the activities, forces and policies that influence and shape the economy of Uganda.

## **OBJECTIVES**

By the time you complete working through this unit, you should be able to:

- Explain the types of resources and their influence on the development of a country.
- Describe the structure of Uganda's economy.
- Discuss the role of agriculture and industry in the development process.
- Explain the factors leading to economic growth and development.
- Explain the stages of growth and strategies of development.
- Discuss the role of structural adjustment programmes (SAPS) in the development of Uganda.

## **TOPICS TO BE COVERED**

The unit is divided into 2 topics.

### **Topic 1: Resources and Wealth**

- (a) Uganda's resources and types of resources.
- (b) Production in Uganda: The subsistence and monetary sectors.
- (c) Agriculture
- (d) Trade and factors promoting it.

### **Topic 2: Salient features of the economy and development in Uganda**

- (a) Features of Uganda's economy.
- (b) The structure of Uganda's industry.

- (c) Economic growth and development.
- (d) Challenges and current issues of development in Uganda.

### **SUBJECT ORIENTATION**

This unit introduces you to Uganda's economy, specifically the features, economic progress and challenges in Uganda, the meaning of development and how Uganda has exploited her resources to sustain development.

### **STUDY REQUIREMENTS**

Before you start reading this unit you are expected to remind yourself of the topics we have already covered. This will make you comfortable in reading this portion. This is one guide to your study. There are additional recommended books listed at the end of each that you should consult for additional information. The more widely you read the better.

Look up new words as you meet them. Therefore have a good dictionary and a good atlas for constant reference.

You should also keep a note book and take notes of current information from newspapers, radio, television and what you gather from other people. Those notes help you to keep abreast as matters of economy and development are part of current affairs.

You are also advised to discuss with professional people with relevant information on issues of economy and development.

***Enjoy working through this unit. Good Luck!***



## TOPIC 1: RESOURCES AND WEALTH

In this topic, you are going to study about:

- Uganda's resources
- Subsistence and monetary sectors.
- Agricultural production in Uganda.
- Trade and factors promoting it.

### (a) **Uganda's resources**

Resources refer to material wealth that a country is endowed with. This means that resources are supplies of goods and people that a country requires to produce more goods to meet the basic needs of man.

Resources vary according to the area or place, society, cultural beliefs, attitudes, technology, education and legal policy concerning resource use and management. What may not be considered useful in one place and at one time may be a resource elsewhere.

Resources are dynamic: They change from time to time. Resources can be increased (expanded) or reduced (depleted) depending on how they are being used. Therefore man should use resources sparingly so as to facilitate sustainable development.

Uganda is endowed with a variety of resources.

- People (Human resource)
- Land
- Animal life resources
- Wild life resources
- Water resources
- Mineral resources
- Forest resources

### **Categorisation of Resources**

Resources can be natural or man-made, human or non-human. Resources can also be renewable or non-renewable, exhaustible or non-exhaustible. Look at the list of resources above and group them according to these categories.



### ACTIVITY SS/1/5-1

1. Define the term resources. List any six resources.

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2. Explain the value of any two most resources.

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3. Mention 4 examples of renewable and 2 examples of non-renewable resources.

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4. Explain five factors affecting resource utilization in Uganda.

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Check your answers with those given at the end of the unit.

Resources are what the country uses to create wealth, and they are what man uses to survive. There are resources that are in use and those not yet in use but can be used later when it becomes necessary. The people's way of life is dictated by the availability of resources and the levels of technology. Right from the early days of man, resources have been utilized. Therefore resources are as old as man kind.

- (b) Production in Uganda: The subsistence and monetary sectors.

**Uganda has two major types of production:**

- (a) Subsistence production.
- (b) Monetary or commercial production.

### **Subsistence Production:**

In subsistence production, commodities are produced for family consumption though at times a small surplus can be sold or/and given to the relatives. Hunting, fishing, gathering, pastoralism, and cultivation are activities which are found in a subsistence/peasant economy.

Peasant agriculture in Uganda is the backbone of the subsistence economy. In the 1921 – 60 for example, peasant agriculture did well and yet there was no development. The majority of the Ugandan peasants grew cash crops on their land for subsistence. There was no development because colonial government never genuinely encouraged development. Between 1929 and 1933, for instance, the price of cash crops was only three-quarters of what it had been eight years earlier. Yet the output had doubled between 1927 and 1937.

Subsistence production which is the predominant portion of Uganda's economy has these features:

- Poor quality products are produced.
- Produce for family survival.
- Technologically primitive/backward means of production (use rudimentary tools)
- Prone to weather changes.
- Hardly respond to global trends in the wider economies.
- Rely on cash crops for competition.
- There is limited specialization.
- Output is very small.

### **Commercial Production:**

The other aspect of Uganda's economy is the monetary economic sector. This comprises of production for the market (commercial purposes) In the pre-colonial economy, barter trade persisted. The coming of foreigners stimulated Uganda's trade. Consequently, Ugandan trade changed wealth accumulation – cattle and foodstuffs into money, also iron hoes replaced wooden hoes, and long distance trade and local trade coexisted. This economy was market-oriented unlike the subsistence-oriented one. Tax and revenue collection were also introduced – say in the kingdoms of Buganda and Bunyoro. Strategic communities attracted trade links with the neighbours. For example, the Banyoro traded with Alur, Acholi, Langi, Iteso, Kumam, Basoga, Baganda, Banyankole and Congolese.

Later money use was a feature of both internal and external trade. Arabs introduced cowry shells as money. Indians and Europeans brought the rupee (two shillings) to the Ugandan economy. During the early colonial times in Uganda, foreign trade was considered important because the British wanted East Africa to:

- Pay for itself.
- Obtain high return on invested capital.
- Produce commodities for export.

The arrangement facilitated the growth of England as Uganda produced cotton, tea, and coffee for export. The type of monetary economy practiced made Uganda dependent and export -oriented.

The value of exports (in £m) were as below:

<b>Year</b>	<b>Value</b>
1910	14.0
1920	1.828
1925	5.097
1930	2.188
1940	3.956
1950	28.700
1960	42.600
1965	66.300

The imports to Uganda (£ m) were:

<b>Year</b>	<b>Value</b>
1923	1.2
1925	2.7
1930	1.6
1935	1.7
1950	24.2
1960	26.0
1970	43.8

**Source:** Van Zwanenberg and King 1975

In commercial production, money and the market are key components.

### **Characteristics of Money**

- Provides a universal measure of value for goods.
- Money is a standard of deferred payments.
- Facilitates easy the exchange of goods.

- Value dependent upon people's confidence in it.
- Can be used as store of wealth.
- Money is a unit of account.

### **Qualities of good money**

Good money should possess the following qualities.

- Acceptable – should be readily accepted.
- Portable – easy to carry.
- Recognizable – easy to identify.
- Cheap to print – not more expensive than its face value.
- Homogenous – should be the same e.g. all ten thousand notes should be similar.
- Stable in value – value of money should not change from time to time.
- Durable – should be made in materials which are long lasting.
- Divisible – possible to divide into small parts or denominations.
- Not easy to forge – people should not easily imitate it.
- Scarce – money should not be readily available if it has to have value.

In the monetary economy, goods and services are produced by producers for the consumers. Production activity is directed to the satisfaction of people's wants. In the monetary economy, factors of production are:

- Labour (skilled semi-skilled)
- Land (space)
- Equipment (materials/machinery) (Capital)
- Organisation or entrepreneurship.
- Time

### **Advantages of commercial production**

- High quality products are produced.
- Specialization is encouraged.
- A lot of output is produced.
- More employment opportunities are created (hired labour).
- Modern methods of production are used.



### ACTIVITY SS/1/5-2

1. List and explain the key factors of production.

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2. Describe a subsistence economy.

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Check your answers with those given at the end of the unit.

### (c) Agriculture – Types, Constraints and Problems

Since the pre-colonial times, changes have taken place through diversification of farming, activities, modernizing tools and increasing products.

Agriculture produced food and hoes used. Cattle, goats, sheep and poultry were also kept.

Cash crops grown were/are cotton, coffee (Arabica and Robusta), tea and sugar. Food crops such as bananas, groundnuts, simsim, sweet potatoes, cassava and yams can also fetch cash and are therefore non-traditional cash crops.

Agriculture in Uganda is peasant (for food) and plantation (sugar cane and tea for export and home consumption). Crops are grown and animals kept. Where both are done by the same farmers, that is mixed farming. It is more reliable farming because the farmer has not put all his eggs in one basket. It is some kind of diversification.

Uganda's agriculture is peasant-based. About 88% of the people farm or do agriculture. Hoes and Ploughs are mostly used. Few able farmers use tractors.

Uganda's family size is 7.1 children per family. Population growth rate is about 2.9 percent. This means that as more children are born,, land gets fragmented because it continues to be divided among the children. Hence as population increase, demand for land intensifies and production falls. One result of this is conflicts and deaths for land and migration by those members of the family who can (have the means).

### Importance of the Agriculture Sector in Uganda

- Source of foreign exchange.
- Provides direct and indirect employment.
- Provision of food.

- Source of raw materials for industries.
- Development of infrastructure.
- Market for industrial products.

**Problems facing Uganda's agriculture include:**

- Unfavourable climatic conditions.
- Pressure on arable land.
- Declining soil fertility.
- Primitive farming tools and methods.
- A high percentage of dependent people.
- Poor communication/transport network in rural areas. (Poor infrastructure).
- Political instability in some areas.
- Price fluctuations.

Despite the constraints listed above, the prospect for agriculture is good if knowledge and skills of the farmers are upgraded so that agricultural activities are diversified and improved. These efforts would increase production thus reduce rampant poverty.

**Factors likely to hinder modernization of Agriculture**

- Limited income of the farmers.
- Poor land tenure systems.
- Rigid cultural beliefs (conservatism)
- Poor infrastructure.
- Limited manpower for extension services.
- Limited markets for products.
- Natural calamities.
- Political instability.



### ACTIVITY SS/1/5-3

1. Describe any four constraints to Uganda's agriculture.  
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2. Give any four reasons why poverty is widespread in rural Uganda.  
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3. Explain why it would be unwise for peasant farmers to grow cash crops only.  
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4. Why should Uganda modernize the Agriculture Sector?.  
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Check your answers with those given at the end of the unit.

#### (d) Trade and factors promoting it.

Man was/is an adapter. He is able to manipulate his environment to meet his needs. Trade is one way of meeting needs. In the pre-colonial times, barter trade existed. The colonial time extended and intensified international and internal trade.

#### Why there is need for international trade

International trade is necessary because of:

- Differences in natural resource endowment.
- Technological differences between different countries.
- Difference in human resources and political relations.
- Difference in tastes and preferences.
- Disposal of surplus (vent for surplus).
- Desire to earn foreign exchange.
- To promote social economic relations.





#### ACTIVITY SS/1/5-4

1. (a) Define trade.

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(b) Why should Uganda encourage trade?

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2. Identify any 5 exports and imports of Uganda.

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3. Outline 5 major imports of Uganda as per table 5.2.

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Check your answers with those given at the end of the unit.

#### Challenges faced by Uganda while carrying out international trade

- Production of primary products.
- Price fluctuations.
- Producing commodities which are produced by other countries hence stiff competition.
- Cheap products from other countries.
- Limited market for the goods and services.
- Poor infrastructure.

#### Benefits from foreign trade

When a country participates in foreign trade, it benefits in a number of ways.

- Enable a country to acquire what it cannot produce.
- It encourages specialization.
- It provides a source of foreign exchange.
- It encourages diversification.
- Leads to the improvement of infrastructure.
- It improves on social and political relations with other countries.
- It encourages competition with other countries.

- Citizens enjoy a variety of goods and services. (leading to improved standards of living).
- It facilitates or stimulates improvement of production skills and technology of the country.

#### **Disadvantages (cons) of international trade**

- A country may experience balance of payments problems if it imports more than it exports.
- It may lead to exhaustion of a country's natural resources.
- It could lead to dumping.
- It can lead to imported inflation.
- Local infant industries may suffer as a result of stiff competition with products from advanced foreign firms.
- Cheap and dangerous goods may be sold to the country.
- Leads to over dependency on other countries.

#### **Measures taken by Uganda to increase benefits from international trade**

- Improvement of infrastructure.
- Diversification of exports.
- Adding value to the primary products.
- Joining of regional blocs e.g. East African Community, COMESA.
- Structural adjustment programmes e.g. decentralization, privatization, liberalization.
- Reducing the levels of inflation.
- Increased research to improve on the quality of products e.g. NARO.
- Invitation of foreigners to invest in Uganda. (Uganda Investment Code of 1990).
- Modernisation of Agriculture Sector.

## TOPIC 2: SALIENT FEATURES OF THE ECONOMY AND DEVELOPMENT IN UGANDA

### (a) Features of Uganda's Economy

**Economy:** refers to the system through which government and the private sector patterns the distribution and utilisation of goods and services or it is the material resources of a country,.

#### 2.1 Major features of Uganda's economy

- Uganda has a mixed economy. This means that both private and public sectors are involved in economic activities.
- The forces of demand and supply determine what to produce, when to produce how to produce.
- The major sector of the economy is agriculture. Many people are employed in this sector.
- The industrial sector is dominated by primary and agro-processing industries.
- Internal sector is also prevalent in Uganda's economy.
- Uganda's imports are mainly capital goods.
- There is dependence on a few exports especially the traditional cash crops. The country imports more than it exports.
- Uganda's economy is linked with other countries through international trade.
- Uganda's economy heavily depends on foreign borrowing to finance her budget and stimulate development.
- Fishing has become an important sector and source of foreign exchange.
- Tourism is another economic activity which is fetching Uganda foreign exchange.
- Uganda's economy is also characterized by an un-developed service sector but of recent there is some great improvement in communication, banking and transport.

On the whole it can be noted that Uganda has registered an average of 5% growth per year in the last 15 years. This trend of growth which is above 4% is commendable in the past years in mid 70s and early 80s the growth rates were below 3% per annum.

It should further be noted that manufacturing, transport, construction and none-occupied dwellings have had a steady increase in the last 15 years.

## **(b) The Structure of Uganda's Industry**

Industrialisation is a process where a non-industrialized country becomes industrialized. This topic will be covered in detail in subsequent modules.

Many industries in Uganda are agro-based. They concentrate on the processing of agricultural products.

When describing the structure of Uganda's industry the following should be considered.

- Size – many industries in Uganda are small scale industries.
- Ownership – majority of the industries are privately owned.
- Production capacity: many industries do not fully utilize all the resources because of limited market.
- Market: industries in Uganda produce mainly for domestic market.
- Source of raw materials: the agro-based industries get their raw materials from Uganda. But those which use chemicals are got from abroad.

## **Problems facing the Industrial Sector**

The Industrial Sector in Uganda faces the following problems:

- Limited market for the goods produced.
- Competition from foreign goods.
- Poor infrastructure.
- High power tariffs and erratic supply of power.
- High taxation.
- High cost of the raw materials.
- Shortage of skilled manpower.
- Political instability in some areas.
- Limited capital.

## **Measures taken by Uganda to improve the Industrial Sector**

The government has undertaken the following measures to improve the industrial sector.

- Improvement of the infrastructure.
- Government has provided tax subsidies and holidays.
- Trade fairs have been organized so as to increase the market for goods and services.

- Uganda government has joined regional integration to increase the market for goods.
- Provision of loans so as to increase on capital.
- Foreign investors have been encouraged so as to increase production.
- Training of manpower.
- Reduction of inflation rates. Structure adjustment programmes (SAP)



#### **ACTIVITY SS/2/5-5**

1. Explain the importance of Agriculture Sector in the development process.  
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2. Describe the structure of industry in Uganda.  
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3. Explain the sources of government revenue in Uganda.  
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4. Why is Uganda's expenditure high?  
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Check your answers with those given at the end of this unit.

#### **Economic growth:**

Is the persistent quantitative increase in the volume of goods and services produced in an economy in a given period of time.

**Economic development:**

This refers to quantitative and qualitative increase in the volume of goods and services produced in an economy in a given period of time. Or it refers to the social, economic and political transformation of an economy of the country

Development therefore, involves change and growth, improved technology transition from tradition to modernity. It is an inter-disciplinary process. Development has to do with the raising standard of living for the people, through higher incomes and provision of basic life sustaining goods. It should however be noted that many African Countries do not have all the basic necessities

**Indicators of development**

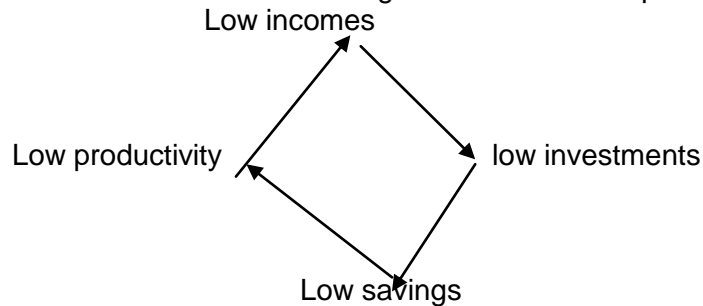
- Increased levels of production of goods and services.
- Increased standards of living.
- Improved infrastructure.
- Increased levels of science and technology.
- Increased levels of industrialization urbanization and commercialization.
- Increased employment opportunities.
- Equitable distribution of income.
- Increased literacy levels.
- Reduced levels of inflation.
- Self-sustenance
- There is balanced growth with all the areas in the economy developed.
- Low balance of payments deficits

**Under development:**

This refers to under utilization or unexploitation of resources. The factors of production are not fully utilized.. Under development is characterized by poverty. High illiteracy rates, balance of payment problems, high infant mortality rates, poor infrastructure and others.

### Characteristics of under development

- Low levels of incomes hence leading to vicious circle of poverty.



- High mortality rates.
- Under utilization of resources.
- High rates of illiteracy.
- Over reliance on agriculture sector.
- Low levels of science and technology
- Poorly developed infrastructure.
- Strong attachment to cultural beliefs.
- High levels of dependency.
- Rapid population growth rates.
- Poor quality goods and services.
- Political instability.
- .Characteristics of underdevelopment

### 2.2 Factors influencing economic growth and development

- Availability and exploitation of natural resources. If resources are available and fully exploited, the levels of economic growth and development will be high but if resources are not optimally exploited, levels of growth and development will be low.
- Levels of Science and Technology: if the levels of Science and Technology are high the level of economic growth and development will be high because resources will be exploited and this increases productivity: the reverse is also true.



**How do the following factors influence economic growth and development?**

- Education
- Cultural beliefs of the people.

- Availability of capital.
- Population
- Government policy.
- Political climate in the country.

### **Stages of Economic growth**

W.W. Rostow identified five stages of economic growth from a country to develop it has to pass through these stages.

1. **Traditional stage:** This is characterized by use of rudimentary tools, Agriculture is the dominant sector, subsistence sector is very pre-dominant, people are conservative and the infrastructure is poor.
2. **Pre-condition for take off or transitional stage.** This is a stage which lasts a long period. There is change in attitudes, investment increases by 5% of National Income. Entrepreneurship is developed and there is increased investment in social infrastructure.

#### **3. Take off stage**

This is a short period stage. Growth becomes self sustaining; there is increased investment say from 5% to 10% of national income. There is introduction of new or modern technology. It is the age of social, political and institutional changes. There is expansion of the market. Economy is more or less self-sustaining.

#### **4. Drive to Maturity stage**

Investments increase further, say from 10% to 20%. Technology increases, new industries are established and the country goes into international market Per capita income is high. Incomes are more or less equitably distributed and infrastructure greatly improves.

#### **5. High mass consumption or Utopia stage**

This is a very advanced stage. It is characterized by. Very high national income figures and further extension of modern technology in all activities. There is very high technology, leading to sectors that shift to production of durable consumer goods and services.

**N.B:** It should be noted that modern economists and social studies students and scholars have discovered the 6<sup>th</sup> stage known as search for quality. Countries which are developed are competing to produce quality goods.



## **Benefits and Costs of Economic growth**

### **Benefits**

- Increased productivity hence increase in the size of GNP.
- Per capita income is increased.
- Employment opportunities increase.
- Improvement in the infrastructure.
- Increased levels of science and technology.
- Emergence of entrepreneurs.
- Reduces dependency.

### **Costs of Economic growth**

- People forgo leisure because of hard work.
- Leads to increase in income inequalities.
- Some areas tend to develop more than others hence lopsided development.
- Increased social costs such as pollution, congestion.
- Technology may replace labour hence creating technological unemployment.
- Leads to rural urban migration.
- Benefits of economic growth are not equally shared.

### **Strategies for development**

There are many strategies a country can follow in order to achieve development. No one particular strategy can be the most appropriate. There is need to combine a variety of them so as to achieve development. The following are some of the development strategies. Details will be given in the proceeding modules.

- Balanced growth strategy.
- Unbalanced growth strategy.
- Agriculture
- Industry
- Export promotion
- Import substitution
- Labour intensive
- Capital intensive
- Diversification
- Foreign aid

- International trade.
- Education

### **Factors hindering high levels of development in Uganda**

- Poverty
- Low levels of Science and Technology.
- Social malpractices
- Dependency burdens
- High illiteracy rates
- Narrow market
- Poor infrastructure
- Land tenure system
- Limited skilled personnel
- Poor infrastructure
- Ideological independence
- Political instability in some areas of the country.

## **2.3 Challenges and Current Issues of Development in Uganda**

### **Challenges facing Uganda**

- Poverty
- Diseases
- Wars
- Famine
- Poor infrastructure
- Unemployment
- Balance of payments problems.
- Unfavourable terms of trade.
- Social malpractices e.g. corruption.
- High population growth rates.
- High infant mortality rates.
- Persistent increase in the general price level (inflation).
- Limited market for Ugandas' goods and services.
- Ignorance and illiteracy.
- Political instability.



### ACTIVITY SS/2/5-6

1. Compare economic growth and economic development.  
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2. Outline measures taken by Uganda to increase on the levels of development.  
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3. Explain the causes of poverty in Uganda.  
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In order for Uganda to solve some of these problems/challenges it has adopted structural adjustment programmes which are aimed at reducing some of these problems. Examples of these policies include;

- Privatisation
  - Decentralisation
  - Liberalisation
  - Retrenchment
  - Universal Primary Education
  - Extension of finance to rural people through micro-finance units.
- 
- **Privatisation:** This is the reduction of state control of enterprise. It is therefore the process of turning formerly government owned enterprises to the private sector. Privatization means making business, or enterprises belong to an individual or individuals or a group of individuals. Uganda in the early/mid 1990's embarked on to privatization programme. The former government enterprises have been sold to the private sector by way of divestiture.

**Divesture** means transfer of government ownership and control to private owners by way of selling. In some instances, government retains ownership but passes on management to private investors.

Examples of enterprises privatized in Uganda include former Lake Victoria Bottling Company (Pepsi) now Crown Bottlers, Nytil (now Picfare), UCB (now Stanbic), UEB (Umeme), E.A. Distilleries – Uganda Breweries, Uganda Coffee Marketing Board – Coffee Marketing Board Limited, Uganda Hotels, Uganda Posts and Telecommunications (Uganda Telecommunications),

### **Methods Uganda has used to privatize**

1. Denationalisation: This is the return of the nationalized enterprises to private ownership. For example the return of the Asians Property which was formerly under Departed Asian Custodian Board.
2. Demonopolisation: This is where government allows other private companies to come in and compete for example Radios, Television, Telecommunication, News papers, Educational Institutions, Medical Services and others. Today we have many radio stations competing in the same market.

### **Advantages of Privatisation**

- Increased production of goods and services.
- Increased revenue through taxation.
- Increased research.
- More employment opportunities have been created.
- Creates efficiency in work.
- Leads to increased foreign exchange earnings.
- Increases accountability and reduces social malpractices.
- Reduced government expenditure on public utilities.
- Leads to increased size of GDP.
- Leads to economic and political opportunities which will be brought by foreign investors.

### **Disadvantages of Privatisation**

- The gap between the rich and poor widens (income inequality).
- Exploitation of the masses by private owners.
- Repatriation of profits by foreigners.
- Harmful goods may be produced.
- Monopoly tendencies may result hence exploitation of the masses.

- May lead to sectarian tendencies as regards provision of employment.

**Decentralisation:** This means devolving powers from the Central government to the districts municipalities/towns, counties – sub-counties, parishes, villages and households. This is mainly done to ensure that the local people participate in their own governance. Decentralization gives people power, authority, functions and resources.

#### **Advantages of decentralisation**

- Enables people to elect their leaders.
- Services are taken near to the people.
- Enhances accountability because the leaders are accountable to the local people.
- Addresses local problems at the local level.
- Relieves government of the problem of handling many problems that affect the whole country.
- The local people are motivated since they participate in the affairs of their local areas.
- Leads to the development of infrastructure e.g. offices, hospitals, roads.
- Widens and improves access to social services.

#### **Disadvantages of Decentralization**

- Districts which are not endowed with enough resources are at a disadvantage.
- Some districts may lack enough skilled manpower to run their affairs.
- It may increase inequalities in society.

**Liberalization:** is another move the government of Uganda has embarked on. It means giving freedom to business people and producers and providing, “conducive environment for investment and trade. Government is now less strict. The government has allowed cost sharing in higher institutions of learning such as Makerere University, Kyambogo University, there is both private and government sponsorship in education, health, and other services. In the past it was only government providing tertiary education and sponsoring students. Today one can get foreign exchange from any forex bureau without applying to Bank of Uganda. Government has given tax holidays to investors and taxes on some essential goods have been reduced. It is because of these liberal policies that many Ugandans have been involved in the development process.



### ACTIVITY SS/1/5-6

1. Explain the following terms.

(a) Economy:

.....

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.....

(b) Privatization:

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(c) Liberalization:

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(d) Decentralization:

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2. Briefly explain how each of the four is beneficial to Uganda.

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Check your answers with those at the end of the unit.



## SUMMARY

In this unit you have learnt about:

- Uganda's economy and development.
- Resources and their types.
- Subsistence and monetary sectors.
- Significance problems and prospects of agriculture.
- Factors promoting trade.
- Salient features of development.
- Structural adjustment programmes.

***We hope you enjoyed working through this unit.***

## **GLOSSARY**

Diversification	-	variation, variety, the act of branching out into diverse lines of activity.
GDP	-	gross domestic product – goods and services produced within a country in a given period of time normally a year.
Mortality	-	frequency of death; the proportion of deaths in a specified number of the population; the death rate.
Poverty	-	the state of being poor or without competent subsistence.
Resources	-	material wealth of a country in form of man-made and natural features that are used to increase the levels of development.
Salient	-	standing out prominently, striking.
Dumping	-	where a country gets rid of its surpluses by selling it to another country at prices even lower than that prevailing in the importing country.
Inflation	-	general persistent increase in the prices of goods and services . money loses value.
Wealth	-	refer to the stock of goods and services that exist at a particular time. Wealth must be scarce, have money value, can be transferred and exchanged for money.
Structural adjustment	-	involves measures to reduce the spending and direct economic involvement by the state to move towards market allocation of resources and providing an enabling environment for private enterprises.





## LEARNING OUTCOMES: SELF-CHECKING EXERCISE

You have now completed Unit five of Module SS/1. The learning outcomes are listed below: You are expected to tick the column which reflects your learning.

LEARNING OUTCOMES	SATISFACTORY	NOT SURE
1. I can explain development and economy.		
2. I can draw a flow-chart of Uganda's economy structure.		
3. I can compare and contrast subsistence and monetary sectors of Uganda's economy.		
4. I can identify factors that promote development.		
5. I can list and explain stages and strategies of development.		
6. I can highlight the key aspects of Uganda's economy and development efforts.		
7. I can discuss the role of agriculture in Uganda's economy.		

If you have a tick in the "Not Sure" column, turn to the information in the unit and reinforce your learning.



***Congratulations!***

## ANSWERS TO ACTIVITIES

### ACTIVITY SS/1/5-1

1. Resources refers to material wealth of a country. Resources can be renewable or non-renewable. Resources can be natural or man-made.

6 resources include;  
water, land, minerals, vegetation, animals, people, climate.

2.
  - Land talk about what is done on land and its importance in the development process.
  - People – Human Resource is very important, man organizes all the other factors of production.
3. 4 examples of renewable resources. Vegetation, fish, forests, soils

#### **- Non-renewable – oil, minerals**

4. Factors affecting resource utilization
  - Limited capital
  - Low levels of technology
  - Poor infrastructure
  - Wide spread corruption
  - Limited market
  - Poor skills
  - Political instability in some areas.

#### **2. Description of subsistence economy**

- (i) Cash crop grown for export.
- (ii) Small plots cultivated.
- (iii) Primitive farm machinery/tools.
- (iv) Predominance of traditional agriculture.

### ACTIVITY SS/1/5-3

1. Any four constraints to Uganda's agriculture.
  - Frequent droughts
  - Laziness among many people.
  - Diminishing land rises for families.
  - Rampant poverty.
  - Poor farming tools.

2. Any four reasons why poverty is widespread.
  - Laziness
  - Ignorance
  - Poor farming methods.
  - Poor transport system.
  - Little investment.
  - Unreliable weather conditions.
3. Why it would be unwise for peasant farmers to grow cash crops only
  - Money accruing for sales inadequate.
  - Yields fluctuate a lot.
  - Prices fluctuate.
  - Market problematic at times.
  - Seed quality not always reliable.
  - Soils fertility declining.
  - Manures not affordable.
4. Why should Uganda modernize the Agriculture Sector.
  - Increase quantity and quality produced.
  - Use modern methods of production.
  - Reduce on price fluctuations.
  - Improve on the infrastructure.
  - Increase on foreign exchange earnings.
  - Increase incomes of the rural people.
  - Increase the market of the industrial sector.
  - Provide employment opportunities to the skilled and semi-skilled.

#### **ACTIVITY SS/1/5-4**

1. (a) Trade is the process of exchanging goods and services or the buying and selling of goods and services. It can be within the country (internal) or outside the country (International) trade.  
  
(b) **Uganda should encourage trade**
  - To create more wealth.
  - Dispose off the surplus.
  - To acquire goods not produced in the country.
  - Extend its relations with other countries.
  - To earn scarce foreign exchange.
  - To increase the levels of economic growth and development.
2. Outline 6 exports and imports of Uganda.  
  
Exports
  - Coffee

- Electricity
- Gold
- Tea
- Tobacco
- Hides and Skins
- Beans

#### Imports

- Petroleum products.
- Animal and animal products.
- Chemicals
- Arms
- Wood and wood products.
- Textile products.

### 3. Major imports as per table 5.2

- Petroleum products.
- Machinery equipment, vehicles.
- Vegetable products.
- Base metals and their products.
- Chemicals and related products.

## **ACTIVITY SS/2/5-5**

### 1. **Importance of Agriculture Sector.**

- Provision of food.
- Raw materials for industries.
- Source of employment.
- Source of government revenue.
- It requires less skills.
- Leads to development of rural sector.
- Leads to improvement of the infrastructure.

### 2. **Describe the structure of industry.**

- Ownership
- Location
- Output/productivity.
- Nature of goods produced.
- Market for the products.
- Sources of raw materials.
- Size

### 3. **Source of government revenue.**

- Taxation
- Exports

- Borrowing
- Fines
- Donations and aid.

4. **Why Uganda's expenditure is high.**

- Wars
- Universal Primary Education.
- Social malpractices.
- Big size of cabinet.
- Calamities such as drought.
- Regular elections.

**ACTIVITY SS/2/5-6**

1. Comparison of economic growth and economic development.

- |   |  |
|---|--|
| • Economic growth   | Economic development                                 |
| Sector of the economy   | sectors of the economy                               |
| • Includes mainly Quantitative increase in the volume of goods. | This involves quantitative and qualitative increase. |
| • May not improve On the standard of living of the people.      | May improve on the standard of living of the people. |

2. Measures taken by Uganda to increase the levels of development.

- Improved infrastructure
- Increased levels of Science and Technology.
- Change in the education system.
- Modernisation of the agriculture sector.
- Structural adjustment programmes such as privatization, decentralization, liberalization.
- Strengthening the financial sector. Capital markets, giving of loans.
- Reduction of inflation rates.
- Production policy – provision of inputs to farmers; tax holidays.

3. **Causes of poverty in Uganda.**

- Illiteracy and ignorance.
- Poor Science and Technology.
- Mismanagement of resources.
- Poor infrastructure.
- Natural calamities.
- Social cultural beliefs.

- Unemployment.
- Political instability.

## **ACTIVITY SS/1/5-7**

### **Economy**

Refers to the system through which government patterns the distribution of goods and services.

### **Privatisation**

The act of making wealth, property, business, corporation and/or institution be under the control of individuals (single or a group).

### **Liberalization**

Making rules and regulations; principles and practices – unstrictly enforced or enforced in a changed so that more people benefit e.g. university education.

### **Decentralization**

Instead of concentrating power and decision making of the centre, power is devalued i.e. passed on to the lower organs e.g. Central Government, to districts, to counties, to sub-counties.

2. How each of the four benefit the people are in the text. Read text again.

### **END OF UNIT ASSIGNMENT**

1. Explain the factors which promote trade.
2. Discuss the problems faced by Uganda's agriculture.
3. Why should government promote liberalization, privatization and decentralization?
4. Why has Uganda not fully benefited from International trade?
5. "Resources are the major determinant of a country's development" Discuss the statement.
6. Explain the merits and demerits of privatization.

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