

Baroque

New Lower Secondary School Curriculum

HISTORY AND POLITICAL EDUCATION

Approved by NCDC and MoES

New Generation Books



BOOK 2
Senior Two Learner's Book



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Baroque Senior Two History and Political Education Learner's Book has been developed in response to the new competence-based **Lower Secondary Curriculum** for Uganda. The curriculum was developed by the Ministry of Education and Sports (MoES) under the National Curriculum Development Centre (NCDC) and launched in 2020.

The book is a result of extensive research from several credible History and Political Education resources and input from experienced teachers and experts.

Baroque Senior Two History and Political Education Learner's Book entails;

- an active competence-based and learner-centred approach
- appropriate and accurate content
- adequate and relevant activities and projects that trigger discovery, critical thinking, creativity, problem-solving and interactivity
- acceptable, appropriate, standard and grammatically correct English, which encourages vocabulary development as well as correct representation of technical terms
- accurate, relevant, clear, and adequate illustrations that enhance learning
- intuitive methods, illustrations, activities, and projects that have been explored to instill the principles of History and Political Education.

In pursuit of a knowledge-based society, there is need for new generation learning books that are learner-centred, sufficiently researched and innovatively developed.

Baroque Senior Two History and Political Education Learner's Book lays a firm foundation for learners who would like to pursue a career in History and Political Education-related fields and seeks to equip all learners with the ability to apply History and Political Education knowledge in day-to-day activities.

Chapter 1

The Colonial Administrative Systems
in East Africa

Keywords

- collaboration
- colonialism
- colony
- direct rule
- indirect rule
- protectorate
- resistance
- rule

By the end of this chapter, you will be able to:

- a) understand the colonial administrative systems in Uganda.
- b) know the reasons why different types of colonial administrative systems were used in East Africa.
- c) know the effects of direct and indirect rule used in East Africa.
- d) appreciate the contribution of colonial administrative systems used in East Africa.

Introduction

After studying this chapter, you will be able to understand the nature and the impact of colonial administrative systems on the people of East Africa. Colonial administration refers to the system that were employed by the European colonisers to impose their imperial rule on East Africans. You will know the types of colonial rule and how they were used on the people of East Africa. Added to this, you will be able to understand the impact of colonial administration methods used in East Africa. Let us share the experience:

Ask your neighbour the following questions:

- How are school rules and regulations formulated in your school?
- How are school prefects selected in your school?
- Under what circumstances may a headteacher implement school rules and regulations directly by him/her self?
- What is the importance of using prefects to implement school rules and regulations on behalf of the school administration?
- What problems do school prefects meet in exercising their powers?

In order for colonialists to gain full control and maintain colonial power, they had to put in place systems of administration that would favour them in the long run and help them to establish their influence upon East Africa. Through these systems, the coloniser was able to mobilise human and other natural resources. Because of one reason or the other, different methods were used by whites to administer East Africa; for example, the British used indirect rule, while the Germans used direct rule.

1.1. Colonial Administrative Systems in East Africa

After the establishment of colonial rule in East Africa, Europeans used different methods to control and maintain their power in East Africa. Germany used direct rule as a form of administrative system under the command of Carl Peters while Britain used the indirect rule system under the leadership of Lord Lugard. *Figures 1.1 and 1.2.*

Direct rule is where the colonial masters lived in the colony and oversaw every administrative work at top level but they appointed local people from different regions to administer fellow East Africans. The Germans appointed the Akidas and Jumbes from the coastal regions to rule the rest of Tanganyika. Indirect rule was used in Kenya and Uganda by the British and later in Tanganyika in 1919 when the British took over leadership of Tanganyika. Germans used direct rule in Tanganyika until 1919. In indirect rule, colonial masters left the administrative work to be done by natives of the colony



Figure 1.1. Carl Peters



Figure 1.2. Sir Fredrick Lugard

using local, social and political structures established by the colonial master. All East African countries were once British protectorates until they attained independence. At independence time, Zanzibar and mainland Tanganyika were joined to form Tanzania and their main capital was Dar es Salaam as seen in *Figure 1.3* below.

A sketch map of East Africa showing the extent of European colonial influence

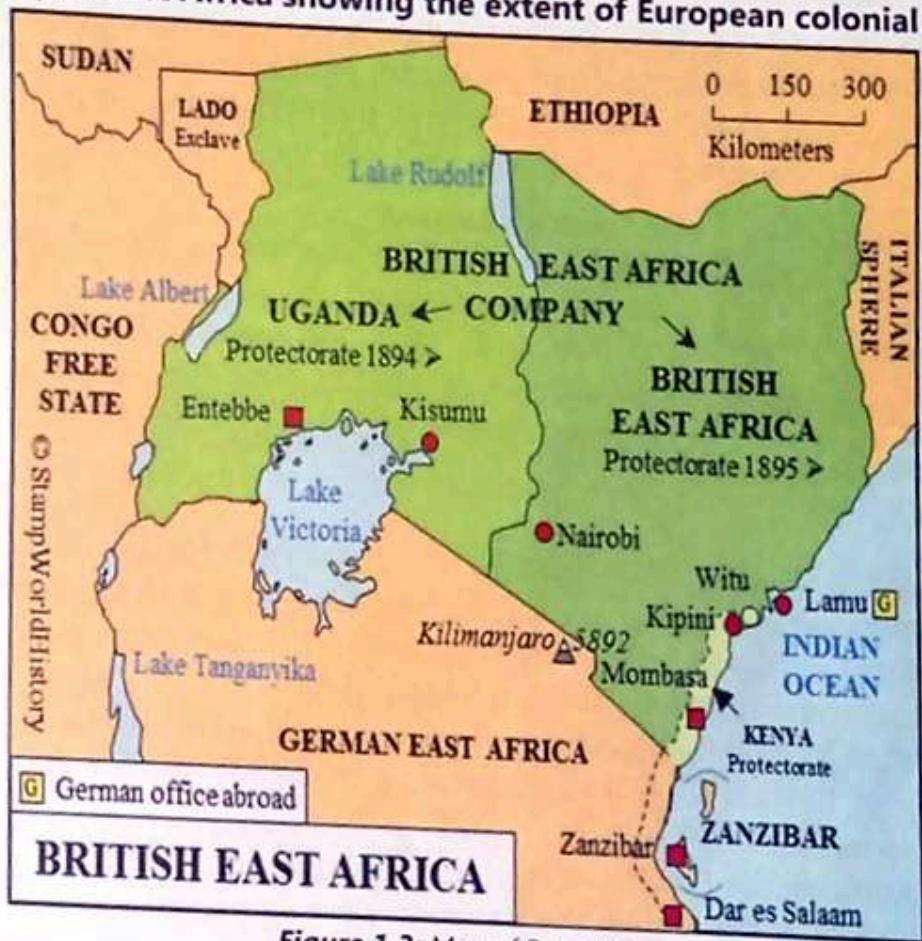


Figure 1.3: Map of East Africa



Activity 1.1: Understanding how Direct and Indirect rule were applied in East Africa

- 1) Search online, and find the definition of direct and indirect administrative systems. Write them down in your notebook.
- 2) Using ICT or library research, draw a picture tree showing how indirect rule was applied in East African states.
- 3) In your country of origin, show the relationship between the current administration and the indirect rule used by the British.

Indirect rule

Uganda was colonised by the British who used indirect rule. In this system, administrative authority was placed in the hands of the traditional rulers who governed on behalf of the British. The British colonial masters would pass on orders or laws to the native and traditional rulers for implementation. This system was introduced by Fredrick Lugard.

Fredrick Lugard was an agent of the Secretary for Colonial Office in London. His duty was to make laws, policies, and programs for East African British colonies. Colonial programs and orders were issued through the centre of the kingdoms. There were officers responsible for different departments, such as: tax collection, agriculture, trade, transport, health, education, police, prisons, and many others.

Under indirect rule, the rulers were left with some powers, like collecting taxes and presiding over local courts. This system only worked in centralised societies, like Buganda, Toro, and Ankole. Indirect rule was the easiest way of managing these societies that had welcomed and collaborated with the colonialists.



Figure 1.4.
Sir Fredrick Lugard

Sir Fredrick Lugard

Sir Fredrick Lugard was a British soldier, explorer, and colonial administrator. He was born in January 1858 and died April, 1945. He was the first British colonial administrator in Uganda. He is the author of 'The Dual Mandate', a book about indirect rule system.

1.2 Why the British Applied Indirect Rule in Uganda

Indirect rule was cheap since the chiefs were not paid much money. They were only given gifts, and praised for their services. These chiefs did not demand much money in order to work for the colonialists.

Buganda Kingdom had a centralised system of administration which suited the strategy of Indirect Rule. This is because the administrative structures were already in place.

Furthermore, the British believed that the local rulers were respected by the native population. For example, the Baganda were very loyal to their king. It was therefore easy for them to rule without opposition.

Traditional rulers and chiefs also understood their people better because they lived with them, knew their problems, and spoke the same language. They therefore knew how to introduce laws and policies with ease.

The British feared open resistance from the Africans, so they passed on their policies to the local leaders, and these leaders implemented them. Using the local leaders made it seem like the native leaders were the ones introducing the laws. So, any resistance would be turned against the native leaders, not the colonialists.

Indirect rule was applied because it had succeeded in other areas like, Northern Nigeria, Burma where Fredrick Lugard had first experimented with it. Therefore, when it was found successful in Nigeria, it was applied to other British colonies because the British believed it was effective.

The British strategy was different from that of the Germans and the French, who used direct rule. You have learnt that indirect rule was easier for the British colonialists and, in particular, it required fewer administrators. Indirect rule was

therefore cost effective. It also helped to make the British appear good, instead of ruthless administrators.

It is important to also note that indirect rule had a number of problems: lack of support from the local population and rebellions from local leaders.

Effects of Indirect rule in Uganda

Indirect rule in Uganda led to the rise of African administrators like Semei Kakungulu and Sir Apollo Kagwa as seen in Figures 1.5 and 1.6. These people worked hard to help the British meet their needs. They extended colonial rule beyond Buganda to Bunyoro, and Eastern Uganda.



Figure 1.5.
Sir Apollo Kagwa



Figure 1.6.
Semei Kakungulu



Activity 1.2: Finding out the effects of indirect rule in East Africa

- 1) Using ICT or library research, individually find out the career and achievements of the following personalities:
 - a) Semei Kakungulu
 - b) Sir Apollo Kagwa
- 2) In groups, using role play, dramatise how indirect rule was applied in Uganda.
- 3) In groups, discuss the effects of indirect rule in East Africa. Present your findings to class.
- 4) Using ICT or any other source, find out the differences between a protectorate and a colony. Note down your findings in your journal.

Why indirect rule failed in Uganda

The British had a hard time administering most of the non-centralised societies. It was difficult to find a leader to use in such societies. For example, in Northern and South Western Uganda. There were widespread rebellions against British rule, such as the Nyabingi Rebellion of 1910, in Kigezi, and Lamogi Rebellion of 1911, in Acholi.

Language barrier, because of the many languages spoken in Uganda. This was a problem because the British colonialists could not use any of the local languages for communication, and the local people could not understand English, so communication was difficult. There was also a poor communication network between Entebbe and other parts of Uganda which made it difficult for the British to effect their policies and laws easily and quickly.

The British had inadequate manpower. Only 40 trained personnel were sent to Uganda to help in the administration of the whole country. The policy was also too expensive to maintain because there was limited income.

The attitude of Buganda against the British also changed with time. For example, in 1955 the Baganda denounced the 1900 Buganda Agreement. This was followed by the formation of political parties, which worsened the situation. The Baganda began to demand for independence.

Indirect rule was used by the British in Uganda and Kenya. However, it should be noted that Uganda was a British protectorate whereas Kenya was a British colony. This policy, therefore, could not work very well in the two different situations.



Activity 1.3: Understanding the similarities and differences between British indirect rule and the current Local administration in Uganda

In groups, and using ICT or library resources,

- 1) How did indirect rule perform?
 - a) In infrastructure development?
 - b) In support of local leaders of East African states?
- 2) Compare the features of current local administration in Uganda and that of British colonial rule system. Share/present your views to the rest of the class.

Direct Rule in Tanganyika

The Germans ruled Tanganyika till the end of the First World War in 1918, they applied, direct rule. Under this administrative system, Africans were ruled by the colonialists without the support of the local rulers. The traditional chiefs lost their positions and power to the chiefs newly elected by the colonialists.

These new chiefs were known as Akidas and Jumbes. However, the Akidas and Jumbes were harsh, cruel, and oppressive which made them unpopular with the locals. The Governor was the head of the colony. He was stationed in Dar-es-Salaam, and he was a soldier. The Governor had absolute power and authority, and was directly answerable to the Colonial Minister in Berlin. He was assisted by a Governor's Council consisting of officials and non-officials. The Germans divided Tanganyika into districts for efficient administration. By 1914, there were twenty-four districts in Tanganyika.

The Germans thought that using direct rule was the only way they could effectively occupy and control Tanganyika. They also thought that it would promote their superior culture, dominate the Africans, thoroughly exploit their resources, and effectively introduce their economic policies.

Reasons for adoption of Direct Rule by the Germans

There are many reasons for the adoption of direct rule.

Direct rule was designed to create strong ground for the German control of Tanganyika.

Desire to have full control of East African states. With direct rule, Germany was able to conquer the people and transmit her language, culture and system of government into a subordinate Tanganyika.

It was made a condition for inheritance plans in Tanganyika. Native inhabitants who wished to succeed under direct rule had to adopt the values and lifestyle of the ruling power (Germans).

It was the best way to suppress the nationalistic tendencies in Tanganyika because they had centralised administrations, that stressed policies of assimilation.

Direct rule also used the strategy of "divide and rule" by implementing policies that intentionally weakened indigenous power networks and institutions. At the top were the whites and down were the Akidas and Jumbes. Community natives were not given a chance to rule themselves at all.

Other imperial powers had used it successfully in other countries. For example, the French, Belgians, Germans, and Portuguese are considered to have used this model in governing their African colonies. The colonies included Mauritania, Senegal, Niger, Benin, Cote d'Ivoire under the French; Rwanda, Democratic Republic of Congo, Burundi, under the Belgians; Tanganyika, Namibia, Cameroon, Togo under the Germans and Angola, Cape Verde, Mozambique, Guinea Bissau, Sao Tome and Principe under the Portuguese rule.

It was believed as the system through which Germans would efficiently administer, exploit and benefit from the Tanganyika people. It had an element of maximum supervision of the colony.

Germans had used force to colonise many parts of Tanganyika; therefore soldiers had to remain as part of administrators, otherwise, the natives would easily riot against the German imperial rule.

The Germans were proud people, and they were not willing to use the same system used by the British in East Africa. Therefore, they used the direct rule system. Germany found many societies in Tanganyika not centralised. Therefore, their direct policies could work easily among the clan systems of Tanganyika.

Lack of recognised, trained, and experienced local chiefs in Tanganyika made Germany to use the direct rule system and lack of many centralised states deprived Tanganyika of experienced local chiefs to be taken up by German colonialists. Therefore, they had to apply direct rule.

The early resistance they faced in Tanganyika made the Germans to use the direct rule. Their home was far, therefore they rushed and picked the Swahili tribe of Jumbes and the Akidas to work with them in the interior.

The Germans wanted to "civilise" the indigenous people by undermining their traditional institutions. This could easily be done by application of direct rule.



Activity 1.4: Understanding direct rule and indirect rule in Tanganyika

In groups, using ICT or any other source, discuss:

- 1) State the differences between direct and indirect rule. Use a table.
- 2) Why was Tanganyika colonised by both the British and the Germans? Share your views with the class.

Effects of direct rule in Tanganyika

Direct rule in Tanganyika had both positive and negative effects.

Direct rule led to the rise of nationalism whereby Africans started organising themselves into revolutionary movements to struggle for their independence.

Western civilisation was promoted for schools, and churches were constructed by the colonialists. This reduced the power of African cultures and customs, thus African traditional values were ignored.

The German colonialists realised that commerce was not adequately developed in Tanganyika. They emphasised economic progress through the growing of coffee, sisal, cotton, and rubber. These helped to develop Tanganyika. Many African chiefs lost their powers and were replaced by the Akidas and the Jumbes from the coast. These chiefs lost their livelihood and authority.

Direct rule in Tanganyika was eventually abandoned in 1904 because it faced a lot of resistance. As a result, indirect rule was adopted because it had successfully worked in Kenya and Uganda.

Indirect and direct rule had a big impact on the population and economy of East Africa. The development of the health and education sectors as well as the current decentralisation system in Uganda can be traced to the colonial administrative systems.



Activity 1.5 : Explaining the effects of colonial rule in East Africa

In groups:

- 1) If you had lived in East Africa during colonialism, which system would you have preferred; direct rule or indirect rule? Give reasons for your answer.
- 2) Using ICT and library research, find out the results of colonial administration in East Africa; take notes and hand in to your teacher.
- 3) Study the puzzle below about colonial administration in East Africa. Outline all words that can be used to construct sentences with meaningful information about colonial administration.

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



Project Work:

As a class and with the guidance of your teacher, start a history and political education club and begin to build a school-based history centre.



Sample activity of integration

Semei Kakungulu, Apollo Kaggwa and other collaborators were used as agents by the British to impose colonialism. They were to help the British in governing and administering other territories. They were used as local tax collectors and Labour lords. However, they abused their position by accumulating wealth and mistreating natives. This forced the people in the places where these collaborators went to resent this sub imperialism system and this sparked off tension and conflicts between communities and within families.

Instructions:

1. How did the African local leaders benefit from colonial rule?
2. Outline the challenges faced by whites under colonial administration in East Africa.
3. As leaders of tomorrow, what lessons do we learn from colonial administrators?

Support Material



Figure 1.7: Semei Kakungulu

Chapter Summary

In this chapter, you have been able to;

- a) Learn about the colonial administrative system that was direct and indirect rule. Direct rule was applied by the Germans in Tanganyika and indirect rule was used by the British in Uganda, Kenya.
- b) Understand the different reasons why these administrative systems were used. For example, the British applied indirect rule because it was cheap, they feared open resistance from the Africans, among others. The Germans used direct rule because they desired to have full control of East African states, they wanted to fully exploit among other reasons.
- c) Know the effects of direct and indirect rule used in East Africa. For instance, direct rule promoted western civilisation, African chiefs lost their powers etc. Under indirect rule there was a rise of African administrators such as Apollo Kaggwa, Semei Kakungulu
- d) Appreciate the contribution of colonial administrative systems to the East African society.

End of chapter assessment

- a) Discuss the factors that favoured the British application of indirect rule policy in colonial Uganda.
- b) What were the advantages and disadvantages of direct rule in East Africa?
- c) Explain the significance of direct and the indirect rule in East Africa today.



Keywords

- administration
- agriculture
- colonial
- economy
- industry
- peasant system
- plantation
- railway
- subsistence
- transition
- transport

By the end of this chapter, you will be able to:

- a) understand the economic conditions in East Africa before and after the introduction of the colonial economy in East Africa.
- b) know the features of the colonial economy in East Africa.
- c) understand the reasons why the colonial administration encouraged both peasant/ subsistence and plantation farming.
- d) understand why industries were established in colonial East Africa.
- e) know the impact of the development of the transport system in colonial East Africa.
- f) understand the social and health problems that were faced by the East Africans during the colonial economy period.
- g) appreciate the impact of the colonial economy in East Africa.

Introduction

After studying this chapter, you will be able to understand the impact of road network and general colonial economy in East Africa. In the previous chapter, you learnt about the colonial administrative systems used in East Africa. Colonial economy was established to support colonial administration activities of mobilising resources and exploiting the East African economies. The colonialists designed a colonial economy in order to achieve their imperial goals.

In this chapter, you will explore the impact of road networks, agricultural development, establishment of health facilities and the challenges faced by both East Africans and whites in the colonial economic activities. You will find out the relevance of this colonial economy in today's lime-light of East African economies.

Under the colonial economic system, Europeans were superior while the Africans were inferior. While East Africans supplied minerals and other raw materials to European markets, the Europeans provided manufactured goods to African markets. The Whites were successful in this business, for they determined the prices for both African and the European goods. The East Africans were cheated twice in this business.

- In class, ask your neighbour what your country mostly depends on for export.
- Who extracts such resources for the country?
- Who determines its prices?
- What challenges does your country meet in processing and transporting such products?
- Who benefits most when this product is finally sold to foreign countries?

Such interaction will help you understand how today's governments have also designed a similar economy to support their government operations. You will find out that the peasant is the most hard-working person in the extraction of natural resources, but the highest beneficiary is the business and the private sector that export the product at a higher price. The government also benefits by taxing the exports. A good case in point is the coffee production in Uganda today as in *Figure 2.1*.



Figure 2.1. Coffee crop introduced by colonialists

2.1 Economic Conditions before the Introduction of the Colonial Economy

The Pre-colonial economy was described as a natural economy. It was characterised by subsistence production of food for survival, and not commercial purposes. The Pre-colonial economy was a communal/sharing economy controlled by African leaders who distributed resources to communities for sharing and utilisation. This became a source of respect and loyalty for East African chiefs.

However, the economy was based on a subsistence production. The products were for family survival and the surplus was sold to nearby communities using the barter system of exchange in a local trade. The common activities carried out included:

- Artisan industry or simple manufacturing(Iron works)
- Hunting
- Subsistence farming
- Artisanal mining
- Subsistence fishing as seen in *Figures* below.



Figure 2.2. Farming



Figure 2.3. Salt mining



Figure 2.4. Fishing



Figure 2.5. Hunting

Agriculture was done in form of food gathering, supported by hunting. That provided them with constant food. Mining was the most important non-food productive activity. In Pre-colonial East Africa; there was salt mining at Lake Katwe; copper, iron ore, and gold mining were also done in pre-colonial time but on small scale.

Farmers in pre-colonial days faced two main challenges; poor infrastructure and rudimentary technology. This affected many regions of East Africa during the pre-colonial time. Without modern machinery, such as tractors, and modern inputs, such as chemical fertilisers, no irrigation schemes and pesticides, farmers could not produce on large scale. Minor changes in weather always affected them severely.



Activity 2.1 : Understanding the economic conditions in East Africa before colonial Economy.

- 1) Identify some of the features of pre-colonial economies that still exist in East Africa today. Share with the rest of the class.
- 2) In a debate session, discuss the motion "Pre-colonial economy was better than today's economy?" Involve the whole class.

2.2 The Colonial Economy in East Africa

Colonial economy refers to the system of production and consumption which was introduced in the colonies by the colonialists. This was done in order to fulfil the economic demands of the colonial masters, such as raw materials, markets, areas for investment, and areas for settlement. It included: agriculture, mining, communication, and transportation of goods.

A number of economic and social policies were used by the British and Germans to fully establish themselves in East Africa. This was to ensure a constant supply of raw materials, cheap labour, and market for their goods, and finance the colonies as well.

The colonial economy transformed East Africa in many ways. Colonies provided raw materials, like agricultural products and minerals to factories in Europe. Examples of such agricultural products were: cotton, coffee, sisal, pyrethrum, tea, cocoa and palm oil. Colonies also imported manufactured goods, like: clothes, shoes, blankets, and utensils, from Europe as in *Figure 2.6* to *2.13*. The colonised people provided cheap labour to the colonial masters who raised revenue from selling the products to support the administrative costs of the colony.

Raw materials provided by Africans



Figure 2.6: Coffee

Goods provided by Europeans

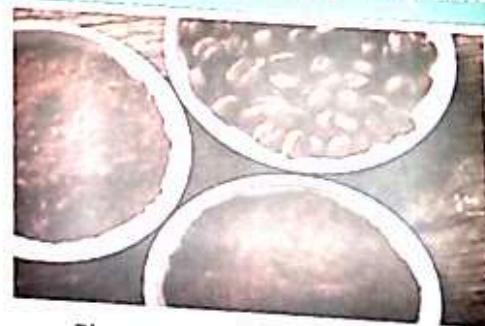


Figure 2.7: Processed coffee



Figure 2.10: Hides



Figure 2.11: Shoes



Figure 2.8: Pyrethrum



Figure 2.9: Pesticides



Figure 2.12. Cotton



Figure 2.13. Clothes



Activity 2.2 : Explaining the benefits of the colonial economy

In groups, using ICT or library resources, answer the following;

1. What were the benefits of the colonial economy to the Africans?
2. How did the colonial economy change East African states?
3. Discuss the possible factors that favoured a colonial economy in East Africa. Present your findings to the rest of the class and write down the agreed views or ideas.

2.3 Features of the Colonial Economy

The colonial economy was introduced to East Africa after the Industrial Revolution in Europe. This is because the Industrial Revolution led to a rise in the need for raw materials, market, areas of investment, and cheap labour. In order to satisfy these needs, European colonialists established a number of economic activities in East Africa. These included agriculture, mining, manufacturing industry, trade, and infrastructure. The colonial economy was different from the pre-colonial economy in many ways, for they had different objectives. Below are some pictures which illustrate the actions of a colonial economy.



Figure 2.14: Africans working in a plantation



Figure 2.15: Railway Line

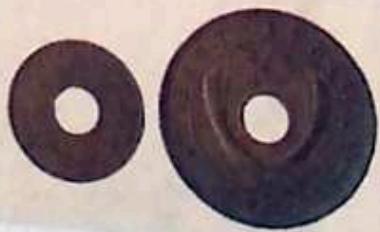


Figure 2.16: Coin Currency



Figure 2.17: Land grabbing



Figure 2.18: A Coffee plantation



Figure 2.19: A Cotton processing industry



Activity 2.3: Comparing the features of a colonial economy and the current economy of Uganda

- 1) In groups, identify and discuss the features of the colonial economy as in Figure 2.14 to 2.19.
- 2) Based on the features you have identified, what are the differences between the colonial economy and the current economy of Uganda?

Colonial Agriculture

After the establishment of colonial rule in East Africa, the colonialists introduced commercial farming also known as plantation agriculture. This was through the introduction of cash crops like cotton, tobacco, and tea, among others. This was done to finance the colonies and to increase the supply of agricultural raw materials to support industrial revolution for the industries in Europe. For example, Lord Delamere in Kenya encouraged the growing of wheat and tea in Kericho and Limuru.



Figure 2.20: Lord Delamere

In 1904, Kenneth Borup encouraged the Baganda, Banyoro, Basoga and Banyankole to start cotton and coffee growing. The kings were instructed by the colonialists to tell their subjects to grow cash crops. For instance, Commissioner Hayes Sadler advised Omukama Kasagama of Toro to instruct his chiefs and people to grow produce for sell in order for Toro to advance like other provinces of Buganda and other parts of the protectorate. However, as the dominant system, subsistence farming remained active. It was a source of food and none of the colonial cash crops could be eaten.

2.4 Reasons why Colonialists encouraged both Peasant and Plantation Farming

Peasant agriculture was where small-scale farmers were allowed to grow cash crops in their small plots alongside their subsistence crops using family labour and simple technology.

Plantation agriculture referred to the production of crops on a large scale for sale and employing a large number of unskilled labourers. They were large plantations with a single crop and these were owned by the colonialists.



Figure 2.21. Farming on a small scale



Figure 2.22. Farming on a large scale



Activity 2.4 : Understanding Colonial Agriculture in East Africa

In groups, and using ICT or any other source;

- 1) Explain why Europeans encouraged both peasant and plantation farming in East Africa.
- 2) Explain the effects of cash crop growing on East Africa.
- 3) In the current Uganda is there a big divide between food and cash crops?
- 4) Discuss and write a report about the nature of colonial agriculture in Uganda. Share your report and views with the rest of the class.

Industrialisation

This was a commercial development introduced by the whites. Industrialisation is the process by which an economy is transformed from primarily being an agricultural one to one based on the manufactured goods. Industrialisation was introduced by colonialists to process raw materials for export and promote legitimate trade. It aimed at adding value to agricultural products mainly before they were exported to Europe. Many of them were processing plants that never produced finished products for consumption. During colonial rule, there was little development of manufacturing industries. The colonialists mainly established processing and extractive industries like, Kilembe copper mine in Kasese, and copper smelting plant in Jinja, tobacco, cotton and coffee processing plants that were spread all over East Africa during colonial time. They also emphasised consumer industries that specialised in foods and beverages, tobacco, textiles, and others. By 1930, Kenya was ahead of Uganda and Tanganyika in terms of industrialisation. Kenya mainly produced beer, soap, cigarettes, building materials, and canned (tinned) food.

2.5 Reasons why Processing Industries were Established in Colonial East Africa

The main objective of these industries was to add value to raw materials by reducing quantity and weight in order to make the exportation of raw materials easy, and ensure low freight charges. Industries, such as the copper smelting plant in Jinja, Kilembe copper mine in Kasese, and ginneries were established in Uganda, Kenya and Tanganyika as in *Figure 2.23 and 2.24*. These industries added value to cotton produced by local farmers in East Africa before it was exported to Britain and Germany.



Figure 2.23: Kilembe Copper Mines



Figure 2.24: Cotton ginnery

Processing industries were to encourage and keep East African states as producers of raw materials and consumers of European products. Manufacturing industries were not encouraged because they would compete with European industries.



Activity 2.5: Exploring the colonial industry in East Africa

In groups, using library resources/ICT

- 1) Discuss the challenges faced by Europeans in establishing the colonial industries.
- 2) Visit either a factory or an industry near your school, and inquire about the reasons why it was established.
- 3) Compare those reasons with the reasons why the colonialists established industries in East Africa.
- 4) What is the importance of industries in Uganda today? Share your research findings with the rest of the class. Write down the agreed historical facts in your note book.

2.6 Development of the Transport System in the Colonial Economy in East Africa

In order to develop economic activities in East Africa, colonial governments built infrastructure, such as roads, railways and harbours. Roads and railways were built from the coast to the interior of East Africa.

Transport was to connect strategic areas in the colonies and specifically those that had raw materials like minerals and agriculture. The railway to Kasese and Arua was to transport copper and cotton and Tobacco in west Nile. It was mainly to ease transportation of raw-materials.



Kenya

In order to ease the transportation of agricultural products and minerals, both tarmac and all-weather roads were constructed by the Colonial Government. The first road was built by William Mackinnon as seen in *Figure 2.25* of the Imperial British East Africa Company (IBEACo) from Mombasa to Kibwezi, and it was known as the Mackinnon Road (see *Figure 2.26*). Later, Muranga–Nyeri Road was constructed, and Nakuru Road was extended to Eldoret. Other roads connected Nairobi and Kericho to facilitate tea trading.



Figure 2.25: Sir William Mackinnon



Figure 2.26: Part of Mackinnon Road, in Kenya.

CASE STUDY

Uganda

Sir Hesketh Bell developed a road construction programme in Uganda. During his term in office, he allocated a large percentage of funds to constructing all-weather roads linking important centres of southern Uganda. By 1914, many bicycles, cars, and lorries had been imported to transport cash crops. Another important development was the completion of the first railway line. The Busoga Railway Line stretched from Jinja to Kamuli and Kaliro, via Namwendwa. This supported the cotton industry that was carried out over a wide region on the shores of Lake Victoria in Uganda.



Figure 2.27: Sir Hesketh Bell



Activity 2.6: Understanding of some individuals in Colonial industry development

Using ICT or any other source, find out the role of the following personalities in the development of transport network in East Africa:

- a) William Mackinnon
- b) Sir Hesketh Bell

Share your findings with the rest of the class.

The Uganda Railway

Have you ever heard about the Uganda Railway?

The Uganda Railway was constructed between Mombasa, and Kasere through Kisumu (Port Florence) by the British Government. At that time, Britain had direct administrative control of the region known as British-East Africa. This region stretched from the coast of Mombasa to the Kingdom of Buganda, on the north-western shores of Lake Victoria.

Construction work started in Mombasa, in 1896 and reached Kisumu (then called Port Florence) on the eastern shores of Lake Victoria, in 1901. The second stretch of the railway to Kampala, Uganda, started in 1901, and it was completed in 1903.

In 1905, the railway line was extended to Kenya. This was to facilitate the work of the white settlers. The Magadi line was opened in 1912 to exploit soda ash. This line was extended to Kampala to fetch coffee, cotton, maize and labourers. An extension was made in 1913 to the Thika area. The Voi-Moshi railway line was completed in 1916.



Figure 2.28: The Construction of the Uganda Railway

In 1922, the Jinja-Namasagali line was constructed to encourage the growing of cotton in Busoga and the Eastern province. In 1928, the Namasagali line was connected to Uganda railway through Tororo to reduce congestion at port Bell.

The line was extended to Thompson falls in 1929. The Mbale and Soroti lines were connected with Tororo main line to tap cattle products, and ivory among others. By 1931, the railway line had reached Kampala across River Nile to ease colonial administration in the central parts of Uganda.

By 1936, the miles of the railway had grown from 572 miles to 1,625 miles. This included major extensions as well as several branch lines for example, from Nakuru to Eldoret town.

In 1963, the railway reached Gulu to ease transportation of colonial administrators and agricultural products. By 1965, the line had reached Pakwach to tap cotton and fetch dried tobacco.



It was called the Uganda Railway because it was aimed at linking the Uganda protectorate to the coast of East Africa and exploit the resources within the colony. It is also important to note that all the land from Kisumu to 50 miles west of Nairobi was part of Uganda.

Aims of the construction of Uganda Railway

To support missionary activities, the railway system aimed at providing the transport network that was hindering missionary activities in East Africa.

It aimed at transporting exports and imports to and from Mombasa to the interior. That's why it was networked to the most productive parts of East Africa.

It aimed at provision of a transport system to assist the humanitarian team involved in the abolition of slave trade in East Africa.

It was built to fulfil the clauses of 1884-85 Berlin conference. To confirm the claim of a colony, a colonial power had to put up some infrastructure development. Therefore, the British had to build a railway line connecting her East African territories. For effective administration, the colonial administrators had to move from one point to another. Therefore, the railway line was constructed to assist in movement of colonial administrators.

It aimed at opening up the interior for development. Many towns were built at railway stations. For example, Nairobi, Kisumu, Jinja, Tororo, Kasese among others. These have remained strong up to today.

It was for a strategic purpose. The railway line aimed at connecting the source of River Nile with Mombasa the two key strategic points for British in East Africa.

It aimed at promotion and exploitation of agriculture and mineral resources in East Africa. Coffee, cotton, pyretherum, sisal got more market after the construction of Uganda railway.

Fact File about the Course of Uganda Railway Construction

Year	Destination
1892	Land surveyed by William Macdonald of IBEACo
1896	First bars of the railway line constructed at Kilidini, Mombasa
1898	Railway line reaches Voi
1899	Railway line Reaches Nairobi
1900	Railway line Reaches Nakuru
1901	Railway line extended to Kisumu
1913	Nairobi line extended to Nyeri
1921	Nakuru line extended northwards to Eldoret
1928	Railway line to Kitale
1928	Railway line was extended from Kisumu to Uganda
1928	Namasagali line connected to Tororo and Eldoret in Kenya
1929	Tororo to Soroti line completed
1931	Railway line reaches Kampala
1956	Kampala-Kasese railway line completed
1963	Railway line reaches Gulu
1965	Line reaches Pakwach



Activity 2.7: Identifying the towns through which the Uganda Railway passed.

1. The puzzle below has names of the major towns where the Uganda railway passed. Find, shade, and write a list of these towns. For example, Namasagali.

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

2. Using ICT, or any other source, draw a sketch map of East Africa, and mark the areas where the railway line passed.
3. Explain the impact of Uganda railway on development of East African states.

2.7 The Impact of the Development of Transport in Colonial East Africa

The development of infrastructure in colonial East Africa such as roads, railways, and buildings helped to transform the East African societies for the better

in a number of ways. However, this came along with the exploitative intentions of East African resources by colonialists, although locals benefited to a certain degree.

Positive Results

The development of roads and railways improved import and export trade. It eased and speeded up the transportation of raw materials and other items. As a result, new goods and services reached East Africa. Cotton cloth, glassware, and other goods manufactured in Europe reached East Africa.

Urban centres developed as a result of the construction of the railway line. Examples of these include, Dar-es-Salaam and Dodoma in Tanganyika, Kilwa, Nairobi, and Mombasa in Kenya, as well as Kasese and Kampala in Uganda.

The construction of roads helped in the transportation of migrant labour to areas of production. For example, in Uganda, labourers were transported from rural areas to production areas, such as the copper mines in Kasese.

With increased access to the interior, there was effective exploitation of agricultural and mineral resources. For example, copper from Kilembe mines and soda ash from Naivasha, were transported to the coast, and eventually to Europe by railway.

With the completion of the Uganda Railway and all-weather roads, Christianity was spread and extended into many parts of East Africa. Missionaries were able to move and preach to people in remote areas that had earlier been difficult to reach.

Negative results

There was loss of land. Railway and Road Construction made many people lose their land. For instance, the British declared all the land to be part of Crown Land (This is a territorial area belonging to the Monarch), when the railway reached Lake Victoria in Uganda. People in areas such as Gulu, Pakwach, Namasagali in Uganda and Kisumu, Voi in Kenya lost their land. The development of infrastructure linked Uganda to the coast and opened the land-locked country to foreign penetration by traders and settler farmers. These settler farmers later resorted to land grabbing and evicted the locals from their territories.

The development of the transport system eased the movement of people from villages to urban centers. This contributed to rural underdevelopment and economic stagnation as productive labour moved to towns.

The Europeans extended the transport network to a few areas of their interests and ignored some regions. This caused regional imbalances in the development of different parts in East Africa. The colonialists used the transport network to extend their rule to many areas in East Africa. For example, the railway line was used to transport colonial administrators and mercenaries. They used the transport network to transport troops to crush the Nandi resistance of 1895-1905.

Minerals were easily exploited with the development of transport. For example, with the completion of the Kasese railway line there was massive exploitation of copper and pure cobalt from Kilembe mines, and this led to its exhaustion.



Activity 2.8: Exploring the impact of the development of transport system in East Africa

- 1) Using ICT or library research, find out the areas with potential resources where the colonialists developed infrastructure.
- 2) How did the development of infrastructure by colonialists help to change the welfare of people living in those areas?
- 3) In groups, discuss how the development of infrastructure has transformed a place of your choice in Uganda today. Share your findings with the class.



Infrastructural development in East Africa had social, political, and economic significance. However, it was strategically established in areas with resources to be exploited. Africans only benefited accidentally. It was not the intention of the colonialists to benefit the natives.

2.8 Colonial Social and Health Systems

Was there any education system in East Africa before the coming of the Europeans? What kind of Education system was it? How about a health system? How did the people of East Africa manage their health matters? How did they handle diseases and illnesses?

The Colonial Government in East Africa used missionaries in the development of formal education. Formal education started on the foundation of the churches to get interpreters and clerks to work for them. Health centres and dispensaries were also constructed to enable the colonialists to curb the spread of diseases.

Educational developments

Before the coming of colonialists, Africans had an informal system of education, but when colonialists came, they introduced formal education. Formal education was introduced in East Africa by Christian missionaries. What is formal education? How is it different from informal education?

Formal education is a structured and systematic form of learning. It is delivered to students by trained teachers, lecturers, and tutors among others. Formal education is classroom based and everything a student learns comes from books and other instructional materials like ICT.

Informal education on the other hand is a type of education that allows one to gain knowledge through several life experiences. This knowledge can be obtained from our parents, elders and the community. Individual necessary skills of life that are important for survival and sustenance all fall under this category. It does not contain the theoretical knowledge of the books. It is gained under the influence of the society and community.

CASE STUDY**Uganda**

In 1900, the missionaries started developing an education system, and various schools were built with the purpose of educating the sons of the chiefs. These schools were mostly boarding schools.

DID YOU KNOW?

Namilyango College was founded by the Mill Hill Missionaries on March 23, 1902 with 13 students. It was the first post-primary boys' boarding school in Uganda. Namilyango College was started with a two-fold purpose: to train catechists for evangelism, and to educate the sons of chiefs.

Fact file for schools established by Christian missionaries

Year	School	Purpose
1895	Mengo Senior School	To educate sons of chiefs
1902	Namilyango College	To teach natives how to read, write, as well as arithmetics
1905	Gayaza High School	To emphasise discipline and hard work among girls
1906	King's College, Budo	To provide education to the sons of chiefs.
1906	St. Mary's College, Kisubi	To provide higher education for catholic youth in Buganda Kingdom.
1914	Ngora High School	To educate high minded professionals.
1922	Makerere College	To train technical and medical personnel
1926	Kampala Technical College and Teacher Training Schools in Kyambogo, Nkozi, and Ndejje.	To prepare students for professional courses
1949	Makerere College became a Higher institution of learning.	To provide higher education

CASE STUDY**Kenya**

Western education in Kenya was started by three German missionaries: Johann Krapf, Jakob Erhardt, and Johannes Rebman.

In 1926, the colonial government built many primary schools. The first secondary schools were established in 1927 by religious denominations. Examples of such schools included: Alliance High School (Protestant founded) and the Holy Christ College in Mangu (Catholic founded).

Health Developments



Uganda

During the first 20 years of Colonial rule, the colonial officials were shocked to see hundreds of thousands of people die due to drought and diseases. The colonial regime made it a matter of urgency to solve these problems. The development of medical services in Uganda, just like the education system, was spearheaded by the Church Missionary Society. The first hospital was built in 1907, and it came to be known as Mengo Hospital. More hospitals were set up by different missionary groups, for example St. Francis Hospital, Nsambya, and Rubaga Hospital. Can you identify other hospitals that were built by missionaries?

Sir Hesketh Bell played an important role in the improvement of health standards in Uganda. For example, he saved a lot of people when he evacuated them from areas infested with tsetse flies. This was after many people died from sleeping sickness in Buganda and Busoga.



Kenya

Europeans first introduced medicine that treated tropical diseases like malaria and smallpox and later built medical stores in Lamu, Nairobi, and Kisumu. They also established hospitals, such as Kijabe Mission Hospital and St. Mary's Mission Hospital, which provided health services.

2.9 Social and Health Problems faced by the Colonialists in East Africa

The Colonialists faced many challenges during the establishment of colonial economy. The following were some of the social and health problems they faced.

Many parents in East Africa were unwilling to take their children to schools established by the Europeans. They preferred informal education to the formal education. They also doubted the true intentions of the white colonialists and feared to associate with them.

Tropical diseases worsened the manpower shortage, in transport and agricultural development. Diseases such as malaria, blackwater fever, and smallpox claimed many lives. The colonialists were also attacked by man eaters, especially in Tsavo National Park. The undeveloped East African colonies provided little or no safety against the wild animals in the harsh tropical region. This affected the movements of the colonialists.

Hostile tribes: People across East Africa resisted colonial demands and took up arms against the colonialists. Rebellions like the Mau-Mau, Hehe, and Maji-Maji made it hard for the colonialists to administer their states in East Africa.



Figure 2.29: Small pox patients



Figure 2.30: Hostile climate conditions



Activity 2.9: Understanding the challenges and impact of Colonial Social and Health System in East Africa.

- 1) Using ICT or any other source, explain challenges faced by the colonialists during the establishment of colonial economy.
 - a) List down examples of health facilities constructed by colonialists in Uganda.
 - b) Explain reasons why these facilities were constructed.
- 2) What was the impact of these health facilities today?

For most of the colonial period in Africa, Christian missions provided more medical care than the colonial masters did. From the onset of Colonial Rule, most imperial states left the provision of education and healthcare to Christian missionaries. For example, by 1936, at least 20 hospitals and over 10,000 dispensaries had been set up all over Uganda by the Christian missionaries.



Project Work:

Compile information in your reflective journals on the colonial economy for your history club. Write a short essay giving an analysis on its impact on East Africa. Share your views/ideas with the rest of the class.



Sample activity of integration

Extract of President Yoweri Museveni's letter to the youthful Ugandans. Re: Youthful Ugandans

"..... In the pre-colonial time, Ugandans mainly worked for food, ensuring simple shelter, raising cattle or goats for bride price and using goods for barter trade. There was very little use of money and families were self-sufficient but at a low level of technology. With colonialism, in some isolated instances, technology advanced. During the colonial times, the traditional mainly non-money economy had a modest change and was comprised of 3C's and 3 T's, that is coffee, cotton, copper mining; tea, tobacco and tourism. However, these represented a very small proportion of the Ugandan families. Even though they encouraged growing of cash crops and mining, there was little progress in development in Uganda....."

Adapted from the Insider News article posted on August, 12th 2019.

Support Material

Figure 2.31: President Museveni writing a letter to Youthful Uganda.

Instructions:

- 1) Identify the challenges hindering the change of society from 3C's and T's as noted by the president.
- 2) Suggest ways of improving the status of the economy of your community.
- 3) Identify areas in the country that have transformed their economy from 3C's and 3T's to the current status. Give factors that have enabled these areas to transform.

Chapter Summary

In this chapter, you have been able to;

- a) Understand the economic conditions in East Africa before and after the introduction of the colonial economy in East Africa. Before colonial economy, the Africans practiced subsistence farming, artisanal mining, simple manufacturing, hunting and after the introduction of colonial economy, they started plantation farming, they established processing industries among others.
- b) Know the features of colonial economy. Some of the features were forced labour, land alienation, use of money among others.
- c) Distinguish between peasant and plantation farming. Peasant agriculture was where small farmers were allowed to grow cash crops in their small plots while plantation agriculture this is where crops were grown on a large scale and were majorly for sale.
- d) Understand the industrial and transport sector and its impact on East Africa as well as relate development in colonial time to current.

End of chapter assessment

- 1) Explain the characteristics of the pre-colonial economy of East Africa.
- 2) Discuss the features of the colonial economy.
- 3) Examine the impact of the colonial economy on the peoples of East Africa.
- 4) Give reasons for the construction of the Standard Gauge Railway.
 - a) Discuss the challenges being faced in the construction of the Standard Gauge Railway.
 - b) Suggest possible solutions to the challenges in 4(a) above.

Chapter 3

World Wars and their Impact on East Africa

Sub Chapter 3.1:

World War I



Keywords

- alliance
- colonial
- powers
- recruit
- triple alliance
- triple entente
- war

By the end of this chapter, you should be able to;

- a) know why this war was called World War I.
- b) understand the major countries or powers involved in World War I.
- c) know the reasons why East African countries got involved in World War I.
- d) understand how the events of World War I influenced the future history of East Africa.
- e) appreciate the impact of World War I on East Africa.

Introduction

After studying this chapter, you will be able to understand the impact of World War I in East Africa. You will study about the two World Wars in which Africans were involved, and thereafter be able to solve any difficulty related to this chapter. Let us share the experience below.

- Think about any kind of conflict between two parties in your communities or at school.
- Think about the causes of that conflict.
- Think about how your friends can support both sides of the conflict when a quarrel starts.
- Look at how a conflict affects other people directly or indirectly.
- Explain how agreements are reached at after a conflict.

This interaction will help you to understand the circumstances under which World War I broke out. You will realise that for any conflict, there is always a root cause and deep effects that spread to other people who may not necessarily be involved in the conflict. Similarly, World War I had its root causes, and it greatly affected the countries that were involved.

3.1.1 Background to the War

The beginning of the war was sparked by the death of Archduke Franz Ferdinand, heir to the Austrian throne and his wife when they visited Sarajevo in Bosnia. A single-handed murderer shot at them and killed both of them. Austria believed the killer was connected to the Serbian nationalist movement. *Figure 3.1.1*. Due to the conflict that arose from the murder of the Arch duke, Austria declared war against Serbia on 28th July 1914. The war started in the Balkans, spreading all over Europe and later to East Africa. With these kinds of alliance tactics, there was a thin line between life and death that affected the whole world.



Figure 3.1.1: Sarajevo assassination

World War I was a major war fought in Europe and beyond between 28th July, 1914 and 11th November, 1918. It was fought by Russia, France, Britain, Japan, Italy, and USA on the Triple Entente camp against Germany, Austria-Hungary, the Ottoman Empire (Turkey, Romania), and Bulgaria on the Triple Alliance camp. East Africa became involved in the war to support the camps of their colonisers; that is, the British and Germans.

The First World War started in the Balkans; Romania, Serbia, and Greece, and was fought on land with tanks; on water with battleships; under water with submarines, and in the sky with air planes. *Figures 3.1.2 - 3.1.5*:



Figure 3.1.2: A tank



Figure 3.1.3: A battleship



Figure 3.1.4: World War I planes



Figure 3.1.5: A sub-marine



Activity 3.1.1: Understanding the background of World war 1

In groups, use ICT or library to research and answer the following:

- 1) What do you understand by the phrase, World War I?
- 2) Why was Ferdinand Archduke killed at Sarajevo?
- 3) Explain the different stages of World war 1, and clearly give timelines.
- 4) Share your findings with the rest of the class.

3.1.2 How were the East African Countries Involved in World War I

World War I was predominantly a European affair, but later other countries became involved. During World War I, East Africa was under the control of the British (Kenya and Uganda) and the Germans (Tanganyika). The two countries in question were in different camps (Germany under the Triple Alliance and Britain under the Triple Entente). Consequently, Kenya and Uganda fought alongside the British while the people of Tanganyika fought on the side of the Germans. During the course of the war, the Germans thought of a way to weaken the British, so they started by threatening the economic interests of Britain in East Africa; such as attacking the Uganda Railway, but this was not easy because of the British superiority. Therefore, the German Paul von Lettow-Vorbeck Figure 3.1.6 decided to wage war on British-East Africa. Britain became suspicious of the Germans, and attacked their stronghold in Dar-es-Salaam and Tanga areas. Germany retaliated by attacking the Uganda Railway line. The East Africans fought in World War I both at home and in foreign lands.



Figure 3.1.6: General Paul von Lettow-Vorbeck

3.1.3 Why East African People were Involved in World war I

Many reasons were forwarded but the following were key:

Each of the East African countries wanted to support its imperial power. British East African states and Germany-Tanganyika were involved in opposite camps due

to this reason. The Germans wanted to defeat the British and the allied troops, so did the British. The competition between Triple Entente and Triple Alliance camps while Britain was for Triple Entente, Germany was for Triple Alliance.

The two leaders of World War camps had colonies in East Africa. This extended conflict and suspicion in their colonies. The distance between Germany and Britain colonies in East Africa: They were very close. This scared Britain and Germany to defend their territories during the period of World War 1.

Britain joined the war to protect her colonial interests; that is, the source of River Nile, Egypt, and Middle East. British-East Africa had formed a strong force called Kings African Rifle (KAR). They supported them in Europe.

The imperial forces wanted to use East African armies as shields/shock absorbers during the war. That's why they always positioned them on the frontline. East African colonies had an obligation to provide men to be recruited as troops/mercenaries in oversea service. Lack of enough troops by Britain and Germans made them to involve the East Africans. Love for adventure made East Africans to go for war without any resistance. Many Africans wanted to know what was happening in a distant place. Desire to be paid made the East Africans to go and participate in World War I. In addition to money, the Africans wanted to please their masters by being recruited in overseas service.



Activity 3.1.3: Exploring the role of East Africans in World War I

- 1) Using ICT and Library research, find out the roles performed by East Africans in world war 1 and present your findings to the class.
- 2) Based on information from the media, like radio, television, and newspapers provided by your teacher, discuss the reasons why the Uganda People's Defense Forces (UPDF) was deployed in Somalia. Do you support this act by the UPDF? Give reasons for your answer.
- 3) Compare the role of UPDF in Somalia to the role played by the people of East Africa in World War I.

3.1.4 Impact of World War I on East Africa

World War I had both positive and negative effects on East Africans;

The people of East Africa were exposed to the outside world; for example, some were sent to fight in North Africa. This helped in "opening their eyes and minds" politically because they fought alongside other colonised people for example, Asians.

They shared ideas and promised to help each other during their struggle for independence. This sharpened the African nationalistic spirit.

Africans were promised free land and jobs. Immediately after the war, they started demanding for these promised items. So, when they did not receive them, they formed movements, like the Mau-Mau in Kenya to demand for their independence.

The war severely disrupted the economic development of the East African colonies. Most of the energetic men were taken to fight for the Europeans and many were killed in the war. This interfered with economic activities, like agriculture and trade.

Many lives were lost during World War I. Africans were used as war shields of the Europeans in the battle field. They were always at the frontline. This meant that whenever the enemy attacked, Africans were always the first to be killed.

Many Africans became permanently disabled. The Africans faced great misery, and suffering. Families were destabilised, as husbands were conscripted into the army and taken to the war front. There was an outbreak of diseases; like; small pox, meningitis, plague, and syphilis. These were brought by the returning soldiers, and they caused a lot of suffering to the people of East Africa.

The war ended with the defeat of Germany and her allies in 1918. Germany was forced to surrender Tanganyika to the League of Nations which had been formed in 1920 to bring about world peace. Britain took over Tanganyika and started administering it on behalf of the League of Nations. Rwanda and Burundi were transferred to Belgium. All East African countries were put under the control of Britain, and a number of reforms were instituted by the British administration.

The war led to loss of lives, and the destruction of property and infrastructure facilities; in East Africa and beyond. Figures 3.1.7 to 3.1.10 below show some of the effects of world war I.



Figure 3.1.7: Destruction of property



Figure 3.1.8: Loss of lives



Figure 3.1.9: Wounded people



Figure 3.1.10: Military techniques



Activity 3.1.3: Impact of World War I on East Africa

- 1) Hold a debate about the impact of World War I on East Africa.
- 2) Write down the key points in World War I in your reflective journal.
- 3) Using ICT and library research, advise how World War 1 could have been avoided. Present your findings to the rest of the class.



World War I ended with the signing of the **Versailles Treaty** in 1919 and that brought together all the world super powers. This was sealed with the formation of the **League of Nations**, mandated to prevent any other world conflict or war on a world-wide scale.



ICT Activity

Watch a movie or a documentary about World War I to get a deeper understanding of this chapter. Summarise the key issues under this chapter. Create a Word document on the desktop, and type the key issues you have identified. Print out a hard copy and present it to your teacher.



Sample activity of integration

The story of Lazaro Omoding about World War I

One day, in 1914, Omoding, only about 18 years old then, and his peers in Koyille village, awoke to news of a search by the clan chiefs for the village's strong and healthy young men. Lazaro had everything that they were looking for. He was such a large fellow who would split firewood with ease and later sprint through the village as swiftly as a hunter. He and several other youths were told that they had been selected, so they had to leave for Nairobi.

A few weeks later, the much-awaited day came and they set out on foot from the village to a train station in Kumi, about 30 kilometers away. "We were taken to Tororo like a bunch of animals, and tied onto the trains with ropes because it was the only way to ensure we did not fall off," he explains. They got to Tororo and were met by huge, tough-looking African men and a few white men.

Holding an imaginary rifle, he demonstrates how they were taught to shoot. His body ached every night until it adjusted to the training. "After that, we were taken to Nairobi, still by train, but this time round we knew what to expect," he says.

In Kenya, they marched to a forest for another intensive training session, but this time round, it was only shorter. It involved chopping heavy wood and mingling mountains of posho. It turned out he was among the few selected to cook for the army. "We spent a few months in Nairobi".

"I remember the first battle we had, we attacked the Germans and managed to surprise them! Do you know that even women fought among us!" he exclaims!. As he says this, he draws a circle on the ground and illustrates how they surrounded the Germans. The order was shoot to kill", so I lost some of my friends and brothers in that war. It was not easy. I remember my brother Etepu," then his voice fades off as the pain for the memory overwhelms him.

Adapted from the New Vision newspaper of 8th July 2013

Support Material



Figure 3.1.11: Some of the Africans who participated in World War I

Instructions:

1. If you were in Mr. Omoding's position, would you have willingly participated in World War I? Why or why not.
2. According to Lazaro Omoding, he lost a number of friends during the World War I. Suggest other effects of a recent war in your community or any other community you know about.
3. What lessons do you learn from the participation of East Africans in World War I?

Chapter Summary

In this chapter, you have,

- a) Known the meaning of World War I, as a major war fought in Europe and beyond between 28th July 1914 and 11th November 1918.
- b) Understood the major countries or powers involved that was Russia, France, Britain, Japan, Italy, USA against Germany, Austria-Hungary, the Ottoman empire and Bulgaria.
- c) Understood how the events of World War I influenced the future History of East Africa and appreciated the impacts of World War I in East Africa.

End of chapter assessment

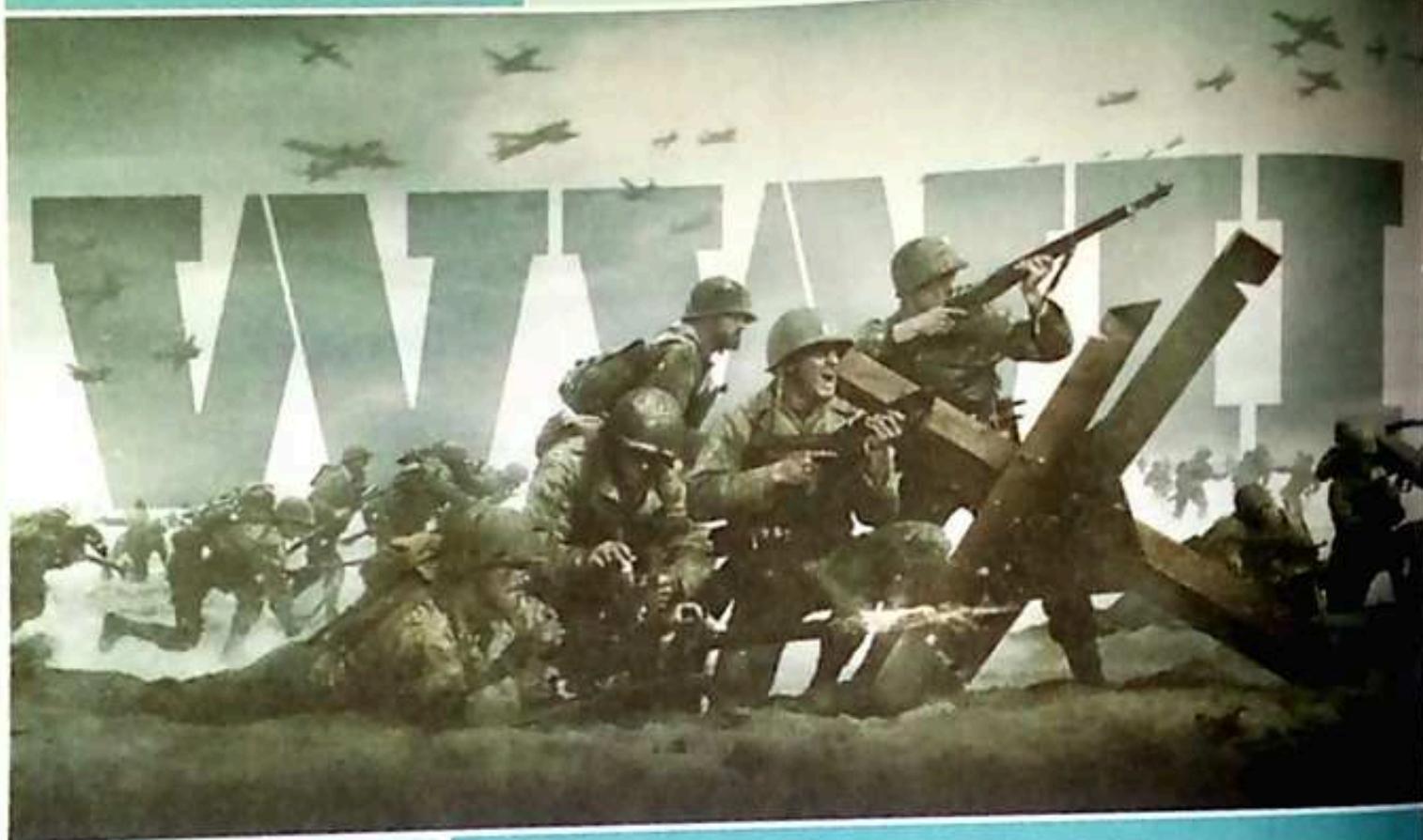
1. Discuss the factors that led to the outbreak of World War I.
2. Examine the reasons for the involvement of East African countries in World War I.
3. Assess the impact of World War I on East Africa.

Chapter 3

World Wars and their Impact on East Africa

Sub Chapter 3.2:

World War II



Keywords

- allied
- axis
- decolonisation
- invasion
- recruit

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

- a) understand the background for the outbreak of World War II.
- b) understand the reasons for East Africa's involvement in World War II.
- c) know some of the East African personalities who were involved in World War II.
- d) appreciate the role of East African states in World War II.
- e) appreciate the impact of World War II towards the rise of independence movements in East African states.

Introduction

You have just learnt about the World War I. How many World Wars do you know about? Have you ever heard about World War II? What do you know about the Second World War?

After studying this sub-chapter, you will be able to understand the causes and the impact of World War II on East Africa. World War I left many countries devastated, for example, Germany. Some countries were left with major grievances, for example, Japan, Italy, and especially Germany. Despite the efforts of the League of Nations to bring about harmony, peace, and cooperation among countries, there were unresolved issues that led to World War II.

- World War II started in 1939 and ended in 1945. The unfair terms of the 1919 Versailles peace treaty was the main reason for the outbreak of World War II in 1939. The attempts by Adolf Hitler to correct these mistakes led to the German's invasion of Poland in 1939, and resulted into an outbreak of World War II. Let us interact on imagined conflicts in our daily lives.
- Have you ever conflicted with a friend? Why?
- Ask your neighbours in class if he/she has ever been wrongly punished.
- If yes, what was his/her response in such a case?
- The likely answer will be a plan to revenge back.
- That's how Germany got involved leading the outbreak of World War II.

3.2.1 Background of World War II

Between 1919 and 1939, a situation of alliance camp was re-building up. World War II (1939–1945) was fought between Axis powers (Germany, Italy, Japan, Hungary, Romania, Bulgaria) versus Allied camp United States of America (U.S.A), Britain, France, USSR (Union of Soviet Socialist Republic), Australia, Belgium, Brazil, Canada, China, Denmark, Greece, Netherlands, New Zealand, Norway, Poland, South Africa, Yugoslavia). Britain, the Soviet Union (USSR) and the United States were the key states in Allied Powers, but they could not have defeated the Axis countries without the help of the British colonies in Africa.

The Allies were commanded by Joseph Stalin of the Soviet Union, Franklin D. Roosevelt (United States forces), Winston Churchill (Great Britain), and Charles de Gaulle (France). The Axis Powers were commanded by Adolf Hitler of Germany, Emperor Hirohito of Japan, and Benito Mussolini of Italy as in Figures 3.2.1 to 3.2.6.

At first, East Africa was not involved in World War II, since it was entirely a European War, but soon after Italy had occupied Somalia in 1940, East Africa found herself joining the war on the side of the Allied Powers, especially Britain.

World War II began in Europe on September 1, 1939, when Germany invaded Poland. Great Britain and France responded by declaring war on Germany on September 3. The war between the U.S.S.R. and Germany began on June 22, 1941, with the German invasion of the Soviet Union. Britain and France declared war on Germany after Hitler had refused to withdraw from Poland.

Axis Powers Vs Allied Powers

World War II (September 1939 - September 1945)

Germany	Great Britain
Italy	France
Japan	Soviet Union (Joined June 1941)
	United States (Joined Dec. 1941)



Figure 3.2.1:
Joseph Stalin



Figure 3.2.2:
Winston Churchill



Figure 3.2.3: Franklin D.
Roosevelt



Figure 3.2.4:
Charles De Gaulle



Figure 3.2.5:
Emperor Hirohito



Figure 3.2.6:
Benito Mussolini



Activity 3.2.1 (a): Exploring the background of world war II

Using ICT or library,

- 1) Carry out research on each of the Figures 3.2.1 to 3.2.6
- 2) Write short notes on each personality in your notebook.
- 3) Find out the factors or reasons that led to the outbreak of World War II.
- 4) In your own opinion, how best would these personalities have avoided the war? Share your ideas with the rest of the class.



World War I ended with the signing of the Versailles Treaty in 1919 that brought together all the world super powers. This was sealed with the formation of the League of Nations, mandated to prevent any other world conflict or war on a world scale. Out of the First World War, seeds were sown for the outbreak of the World War II. The most outstanding cause was the unrealistic Versailles Peace Treaty of 1919.

The Versailles Peace Treaty of 1919, was signed between the victorious powers; USA, France, Britain, and Italy; and the defeated nations; Austria-Hungary, Germany, and Turkey; with the aim of creating everlasting peace. However, the terms of the treaty were unfair to the defeated nations. For example, the War Guilt Clause blamed Germany for the outbreak of the war, while in the De-colonisation Clause, Germany lost all her colonies to the victorious powers. An example, is Tanganyika, which was taken over by Britain. Economic depression weakened the monitoring of the Versailles Treaty and led to the rise of German militarisation.



Activity 3.2.1(b): Understanding the effects of World War II on East Africa

With the help of your teacher, watch a documentary or read extracts about World War II and find out the following:

- 1) The events that led to the outbreak of World War II and write a summary in the form of a timeline of key events.
- 2) In groups, discuss the effects of World War II on East African's social, political, and economic spheres. Compare your group ideas with those of your classmates to improve on your notes.



World War II ended in 1945 with the defeat of the Axis Powers. It was a global military conflict that lasted nearly six years and resulted in heavy losses for all the countries that were involved. World War II has been recorded in History as the deadliest and bloodiest war to date.

3.2.2 Course of World War II in East Africa

Like the First World War, the Second World War started off as a European affair, but ended up engulfing Asia, America, and Africa as well. During the course of the war, many East Africans were recruited to serve their colonial masters. For example, Ugandans, Kenyans and the people of Tanganyika were recruited to fight on behalf of Britain. Africans were instrumental in ending the war.

From 1940 to 1941, the British forces, made up of troops from across the British Commonwealth fought against the Italians in East Africa. The Italians were present in Abyssinia; today's Ethiopia and occupied Eritrea and Somaliland; now called Somalia. Figure 3.2.7 shows Mussolini inspecting Italian forces that were ready to attack Ethiopia.



Figure 3.2.7: Mussolini inspecting Italian forces ready to attack Ethiopia

In 1941, the British launched an attack of Indian, Abyssinian, Sudanese, West African, North and South Rhodesian, South African, Nyasaland, and Ugandan troops. By 1941, after months of fighting, the Italian forces were pushed back at the Battle of Gondar in Ethiopia. Figure 3.2.8 shows the Ethiopians preparing to fight the Italian invaders. Ethiopia was successful in defeating the Italians, and Emperor Haile Selassie gave a victory speech.



Figure 3.2.8: Ethiopians preparing to fight the Italian invaders



Activity 3.2.2: Understanding the challenges faced by East Africans in the course of World War II

- 1) Visit a neighbouring community near your school, and conduct an interview with a community elder or an ex-service man, and make a record about;
 - i) Course of World War II in East Africa.
 - ii) Role of the East African leaders in the World War II. Present it in the next lesson.
- 2) Use ICT or any other source to find out the challenges East Africans faced while participating in World War II. Present your findings to the class.

3.2.3 Reasons why East Africa got involved in World War II

The Second World War was fought mainly in Europe, far away from Africa. But do you know that people from East Africa got involved in this war? Can you think of possible reasons why the people in East Africa got involved in this war? Was it necessary? What do you think?

The East Africans got involved in the war because they were considered as part of the nations that colonised them.

The British economic interests in Kenya, Sudan and Egypt were threatened by Italy, which occupied Ethiopia. Britain was interested in controlling these particular states because of River Nile. Due to this strategic positioning, Britain was ready to fight against any threat to its interests.

Approximately one million sub-Saharan Africans served in some capacity during the Second World War. On the civilian front, many African women and men produced vast quantities of food and strategic materials for the Allied war effort.

Hundreds of thousands of East Africans were recruited to serve as soldiers and porters during the war. The porters were forced to leave their homes to march with the armies in foreign lands.

East Africans also constructed camps and dug trenches and anti-tank ditches in and around fortified positions to defend themselves and their colonial masters against the advance of enemy tanks.



Figure 3.2.9: Digging trenches



Figure 3.2.10: East Africans on the frontline

East Africa was directly involved in the funding of the war. She contributed funds to the British, her colonial masters after 1919. They did not only contribute money to support Britain in World War II, but they also put their lives at risk in defending principles that they neither understood nor enjoyed at the time.

The Italian invasion of Ethiopia, Somalia and Eritrea after colonisation period made the British East African states to combine and join world war II on the side of the Allied powers.

Italy joined the war on the side of Germany, which was one of the Axis powers in 1940. This annoyed the British who had joined on the side of Allied powers.

East Africans had performed very well in the first world war and the British mobilised them to fight on their side in World War II.

3.2.4 East African Personalities Involved in World War II

Did you know that some of the East Africans who participated in the Second World War were still alive by the time this book was written? Have you heard of any of them? Do you know of any, perhaps from your village or district?

Historian David Killingray, in his book "**Africa and the Second World War**", says that more than half a million African troops served with the British forces between 1939 and 1945; 289,530 of them with the King's African Rifles from Uganda, Tanganyika, and Kenya.

Examples of Ugandans who participated in the war include: Christopher Kagwa, who was taken from his home in Kabwangasi Sub-county, in present day Pallisa District, at the age of 19, to fight in a distant war he knew nothing about. Sergeant Kagwa and his friend, Masulum Museker, formerly of the King's African



Figure 3.2.11: Sergeant Kagwa and Masulum Museker

Rifles, were among the many people that were taken overseas to fight in the jungles of Burma. Many of those who Kagwa fought alongside, including his own brother, did not make it back home. They were buried in Jinja War Cemetery.

In Kenya, Eusebio Mbiuki was recruited into the British Army. Born in 1918, before the war, much of his childhood had been spent looking after his family's small herd of goats because he left school due to lack of money. In his early 20s, Mbiuki heard that a distant war had broken out and men like him were being recruited to fight. Hungering for adventure, and with few economic opportunities on offer, he quickly signed up. "We had nothing – it was tough living back then. I wanted to have money like other people," he asserted.

But Mbiuki had little idea of where he would end up, or indeed, what was at stake. "We didn't know what we were fighting for," he said. "We were just like their boys." Following basic training with the King's African Rifles (KAR), Mbiuki was among thousands of Africans whom Britain shipped off to Burma in 1944 to recapture the country from Japanese forces.

In Tanzania, Sergeant Iddi Abdallah Pengo was one of the thousands of young men from across British Colonial East Africa who joined the King's African Rifles. "I had heard of Adolf Hitler, and that he was coming to conquer my country, so I signed up to the army."



Figure 3.2.13: Some East Africans who participated in the World war II.



Figure 3.2.12: Eusebio Mbiuki



Figure 3.2.14: Sergeant Iddi Pengo



Activity 3.2.3: Identifying the East African personalities who were involved in World War II

In groups, using ICT or library resources

- Identify the roles played by different personalities on returning to East Africa after World War II.
- Using ICT or library resources, write short notes on the following personalities;
 - Dedan Kimathi
 - Bildad Kaggai

3.2.5 The Contribution of World War II Towards the Rise of Independence Movements in the East African Colonies

East Africans in general resisted colonial rule. They tried to hold onto their land, and freedom, but they were not strong enough to defend themselves against the European conquest. As a result, by 1900, the whole of East Africa had been colonised. After the Second World War, colonial control of the continent began to face more resistance. This was the result of a new political climate, the rise of nationalism, and the waging of independence campaigns in various colonies.

After the Second World War, colonial governments became increasingly aware that colonial rule could not be maintained. They were under pressure to justify why they were keeping East African societies under their rule despite the United Nations' declaration that all people have the right to self-governance. Britain was drained and exhausted from the effects of the war. In addition, the cost of suppressing rebellions and riots within their colonies was becoming increasingly unbearable.

People in East Africa had the right to be free and independent from colonial rule and colonial governments had an obligation to cooperate with them. Colonial governments started preparing Africans for future self-governance, but they were not willing to hand over rule to Africans. Thus, the people were forced to fight in different ways to gain their independence. Many societies like Kikuyu, Ngoni, Yao, Hehe, Banyoro and many others took up arms and fought for their independence.

World War II stimulated Africans to start fighting for political freedom and independence as a result of the injustices of colonialism. The war helped to build strong African nationalism which resulted into a common goal for Africans to fight for their freedom, along with the educated elite.

Did You Know?

That the ex-service men, or World War II veterans, played an important role towards the rise of independence movements in the East African colonies?



Activity 3.2.4: Understanding the Impact of World War II on the struggle of Independence in East Africa

In groups,

1. Using ICT or library research, discuss the role of World War II in the rise of independence movements in East Africa. Present your findings to the class.
2. Apart from the Second World War, what other factors led to the rise of independence movement in the East African colonies? Share your ideas with the rest of the class.
3. Write a summary of the key issues of World War II in your reflective journal.



ICT Activity

Use an online dictionary and find the meaning of the key words in this chapter; type their meanings in a word document, and save it on the desktop. Download more files and extra reading materials from the internet to get a deeper understanding of the chapter.



Sample Activity of integration

Under the Compulsory Service Ordinance, 70,000 Africans were recruited to fight on behalf of the British Empire in World War II, and they sacrificed their lives while defending the empire. It was during the war that they started to think more in terms of race than tribe. After the war, they were demobilised and returned to their various countries. However, they found that little had changed. The colonial officials were still in charge and the Africans were not any freer than before.

Support Material



Figure 3.1.15: Some ex-service men

Instructions:

1. Identify the role of ex-servicemen when they returned to their home countries.
2. In your opinion, is there a possibility of a third World war? Support your answer.
3. Suggest strategies to avoid future wars on a world scale.

Chapter Summary

In this chapter, you have been able to;

- a) Know the background of World war II. This war broke out in 1939 and ended in 1945. It was fought between the axis powers versus the allied camp.
- b) Known the reasons why East African got involved in the World War II and among these were, the Italian invasion of Ethiopia, the threatening of British economic interests in Kenya, they were recruited to serve as soldiers and porters among other issues.
- c) Appreciated the role of World War II towards the rise of independence movements in the East African states.

End of chapter assessment

1. Explain how world war I contributed to the outbreak of world war II.
2. Give reasons why the Allied powers camp won World War II.
3. How could world war II be avoided?



Keywords

- boycotts
- depriving
- independence
- nationalism
- personalities
- political parties
- struggle

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

- a) understand the reasons for the rise of nationalism in Kenya, Uganda and Tanzania.
- b) know the various approaches used by the people of East Africa to demand for their independence from colonialists.
- c) appreciate the steps taken in the struggle for East African states independence.
- d) compare the Ugandan struggle for independence with that of the other East African states.

Introduction

The word colonialism is common in our previous chapters and you are aware of the process how East African countries were colonised. But do you know how these countries regained their independence?

In this chapter, you will understand the causes and results of independence struggles in East Africa. After the end of World War II, East African history changed. It became an era of the struggle for both political and economic liberation from the colonialists. The struggle for independence spread across the entire African continent. After Ghana gained independence in 1957, other countries were inspired to struggle for their own independence.

Imagine that, you are about 20 years old and living with a guardian or family members who are very strict and harsh. They stop you from visiting friends; restrict you from playing your favourite games; deny you your favourite meal, and give you a lot of house work without any appreciation. How would you feel? What plans would you come up with to change such a situation? How would you achieve the plans you have developed? What would you do in order to set yourself free? This is the experience the East African states went through during the colonial era.

By the 1950s, there were organised nationalist parties that demanded political independence in almost every colony of East Africa. By 1960, a wave of struggles for independence was sweeping across Africa. East African states could not be left free. Uganda and Kenya were under the British rule, and Tanzania was under Germany rule until 1919 when it was taken over by Britain. The demand for independence was a result of increased nationalism due to colonial oppression, exploitation and over taxation that became common in East Africa after 1920. The struggle for self-rule would not start as early as possible due to many limiting factors. It became possible only after 1945 with the end of World War II which enlightened many people about the need for self-rule. It ignited the underlying causes for nationalism that existed in East Africa. *Figure 4.1* shows nationalists in Kenya demonstrating for independence.

The demand for independence was characterised by:

- The demand for the control of the centre of the country and the legislative council.
- Mobilising mass support through expression of popular demands by the leaders.
- Using central power and mass support to unite the people of the country into a single nation with economic justice not based on race, religion, or political belief but on citizenship.



Figure 4.1: Demonstration for independence in Kenya.

4.1. The Rise of Nationalism in East Africa

In East Africa, the desire for independence was expressed through protests, boycotts, strikes, and armed resistance against British colonial rule. It was an expression by the different communities under leaders like Mwalimu Julius Nyerere of Tanganyika, Mzee Jomo Kenyatta of Kenya, and Dr. Apollo Milton Obote of Uganda as in Figures 4.2. to 4.4. below, who wanted to be free and to determine their own destiny. This was because they had been subjected to more than fifty years of colonial rule.

Independence was not something that was achieved overnight. Uganda, for example, gained its independence from the British on 9th October, 1962, after approximately 68 years. It was not just about getting rid of foreign domination, it was also about choices, decisions, and taking responsibility of creating the future for the citizens of the East African countries.



Figure 4.2.

Mwalimu Julius Nyerere



Figure 4.3.

Mzee Jomo Kenyatta



Figure 4.4.

Dr. Apollo Milton Obote



Activity 4.1(a) : Understanding the rise of nationalism in Uganda, Kenya, and Tanzania

Use ICT or the library to find out about the following;

1. The meaning of the term "nationalism".
2. Background of the rise of nationalism in Uganda and Kenya. Present your findings to the class using Microsoft power point.



Activity 4.1(b) : Methods used by Africans to fight for independence

1. Identify the causes of the rise of nationalism in East Africa.
2. Explain the following methods used by Africans to fight for their independence and show examples where these methods were applied;
 - a) Protests
 - b) Armed resistance. Share your ideas with the rest of the class.

4.2 Approaches used by the People of East Africa to Demand for Independence

During colonial rule in East Africa, societies reacted differently; whereas some collaborated, others resisted. It is important to note that their major aim in resisting or collaborating was to preserve their African culture and gain independence. Societies that collaborated included Buganda and Busoga (under Semei Kakungulu) while those that resisted included Bunyoro in Uganda, Kikuyu, Mau Mau in Kenya, and the Hehe in Tanganyika. The figures below show some of the groups of people who rebelled.



Figure 4.5 Mau Mau rebels captured in Kenya



Figure 4.6: Hehe resistors in Tanganyika

African resistance to colonial rule refers to African societies or individuals who refused to cooperate with the colonialists during the imposition of colonial rule. In most cases, such societies reacted through the workers' unions, and later formed political parties. They took up arms to fight the colonialists with the aim of achieving independence. But they were defeated and colonised for many years.

The evils of colonialism made the people of East Africa hate the colonial masters. It was the desire for independence, self-determination and common hatred to all evils associated with colonial rule that led to the struggle for independence in East Africa.

Role of political parties

In the late 1940s and early 1950s, new mass-based political parties were formed in almost every East African state. These parties were not restricted to the educated elite but all the masses in East Africa. The political parties needed mass support that could end discrimination in East Africa. Figure 4.7 shows Independence celebrations in Uganda.



Figure 4.7: Celebrations at independence time in Uganda

In East Africa, nationalism was characterised by formation of political parties. Uganda People's Congress (UPC) and Democratic Party (DP) in Uganda, Kenya African National Union (KANU) and Kenya African Democratic Union (KADU) in Kenya, and Tanganyika's African National Union (TANU) in Tanzania. The formation

of political parties mobilised the people in demanding for independence. The Mau Mau uprising of 1952-1956 in Kenya encouraged nationalism in East Africa. The courage of the Kikuyu and other fighters against the British attracted more demands for independence even in Tanganyika and Uganda.

Role of World War II

East African nationalism was greatly influenced by the involvement of East African men in World War II that was fought from 1939 to 1945. It trained some East Africans on how to use guns, exposed them to the military weakness of the whites and exposed Africans to ideas of democracy from American soldiers.

Impact of Western Education

It led to rise and growth of African Nationalism. The few Africans who went to schools like Kings College Budo, and other schools acquired a common language, English. This made communication very easy between the nationalists of different races. They were able to hear and share what other fighters were saying about good democracy during the world war. Speaking English also helped them to tap the secrets of colonialists.

Role of personalities

Nationalism in East Africa was led by the few educated Africans such as Julius Nyerere, Milton Obote, Mayanja Nkangi, Jomo Kenyatta, Tom Mboya, and others. These led the masses in popular demonstrations and rallies demanding for independence, and also led to the development of the press and emergence of urban centres such as Kampala, Nairobi, Entebbe, Dar es Salaam.

Men from the diaspora

Men in diaspora played a significant role in the struggle for independence. Many East Africans were living abroad in United Kingdom and other commonwealth states. They included Marcus Garvey, Henry Sylvester among others as seen in *Figure 4.8*. They gave support and encouragement for the rise of African Nationalism.



Figure 4.8: Men in diaspora

Demand for opportunity and inclusion

The colonised people did not accept the harsh discrimination and the lack of opportunity that was a central part of the colonial experience. This was particularly strong among educated Africans who believed that "all humans are created equal." Discriminative policies and practices restricted economic opportunities and participation in the political process by Africans. The educated Africans formed organisations to promote African participation and end discrimination.

Religious opposition

The early anti-colonial up-risings were led by religious leaders. Africans seriously took the Christian teachings on equality and fairness and values that were not practiced by colonial regimes. The churches provided a strong voice for justice. Traditional African Religion also inspired the Africans to struggle for their independence for example the Maji-Maji rebellion. The Maji-Maji (Tanganyika) uprisings were led by African priests like Kinjikitile Ngwala, who were strongly opposed to colonial rule.

Economic opposition

Trade unions were formed to call for workers' rights and economic opposition; for example, the Young Kikuyu Association in Kenya in 1921, Uganda African farmers union in 1947, and Tanganyika Federation of Labour. The farmers also had greater impact by resisting colonial demands on their labour and their land.

Mass protests. The mass protests were against colonial policies and aimed at destroying colonial property. The colonial policies led to growth of African nationalism in East Africa. Evils of colonialism such as forced labour, over taxation, land alienation, racial discrimination and forced growing of cash crops among others made the people of East Africa hate the colonial masters.



Activity 4.2: Understanding the approaches used by the people of East Africa to attain independence

1. Find out the dates when each East African state got independence.
2. Draw a table and identify the reasons why one state got independence earlier than other states.
3. What were the key steps taken in the struggle for the independence in Tanganyika? Share your findings with the rest of the class.
4. Form groups and demonstrate one of the steps used to attain independence in Uganda.

4.3 Steps Taken in the Struggle for East African Independence

In the East African colonies, modern nationalism began to take shape after the end of the Second World War. The struggle for independence in East Africa involved uprisings and strikes, most especially, in the colonial farms and mining areas.

This was a reaction to low pay, brutality by the colonial administrators, alienation, and other reasons. The struggle for independence started with the formation of political parties.

Table 4.1 below shows political parties that were formed during the struggle for independence in the East African colonies.

Table 4.1: Showing political parties formed to fight for independence

Uganda	Kenya	Tanzania
Democratic Party (DP)	Kenya African National Union (KANU)	Tanganyika African National Union (TANU)
Uganda People's Congress (UPC)	Kenya African Democratic Union (KADU)	United Party of Tanganyika (UPT)
Kabaka Yekka (KY)		
Uganda National Congress (UNC)		

Resistance also took the shape of rebellions, for example, the Mau Mau Rebellion in Kenya led by Dedan Kimathi, the Hehe Rebellion in Tanganyika led by Chief Mkwawa, and the Nyangire Rebellion, led by Omukama Kabalega, of Bunyoro in Uganda as shown in Figures 4.9 and 4.10.

**Figure 4.9: Dedan Kimathi****Figure 4.10: Omukama Kabalega**

Activity 4.3: Exploring the steps taken in the struggle for East African independence

1. Explain the following steps taken in the fight for independence:
 - a) uprising
 - b) strikes
2. Using role play, organise yourselves into groups, and act out one step towards attaining independence in East Africa.
3. Using the internet or any other source of information, explain the contribution of political parties in Uganda's struggle for independence. Present your findings to the class.

4.4 The Contribution of the Devonshire White Paper in the Struggle for Kenya's Independence

What is a White Paper? Do you know of any White Paper in Uganda? What was it about?

The Devonshire White Paper was a document that was written in 1923 to resolve tensions between Europeans, Settlers and Africans. It addressed the status of settlers (of all races) and natives in the colony of Kenya. It was written by the Colonial Secretary, Victor Christian William Cavendish, the 9th Duke of Devonshire. The genesis of the Devonshire White Paper lies in the Legislative Council (Legco) which was established in 1907. The Legco consisted of three official members (civil servants) and three non-official members. These were settlers nominated by the governor to represent white settler interests. These settlers, led by Lord Delamere, started demanding for elected representatives in the Legco. In doing this, they quoted

one of the foremost canons of taxation; "No taxation without representation." Such demands did not include the rights of Asians or Kenyans.



Figure 4.11. Colonial Secretary Victor, the Duke of Devonshire

By 1920, there was tension between the settlers; the Asians, Europeans, and the indigenous people. The Europeans wanted complete dominance of the economy and politics of the country, whereas the Africans and Asians wanted representation on the Legislative Council. This resulted into conflicts. Therefore, a conference for the three conflicting parties was called in London by the Colonial Secretary, the

Duke of Devonshire. After serious investigations and political bargaining, the Colonial Secretary issued his findings and resolutions in a White Paper which was named after him, as the Devonshire White Paper. It was also known as the Devonshire Declaration.

Impact of the Devonshire White Paper in the struggle for Independence in Kenya

None of the three groups were pleased with the outcome of the paper.

The Asians failed to win equal status with the whites, they were denied the right to occupy the Kenyan highlands.

They were given a few representatives on the legislative Council who had to perform different roles since inequality persisted. The paper was a great disappointment to the Asian community.

The white settlers lost their dream of ever controlling Kenya as a white settler's colony. They had been warned against further advances towards self-rule. Kenya was still under the colonial government in London. They had to shelve the idea for at least some time.

The paper confirmed Kenya as a settler colony, this increased the number of Europeans coming in. The free immigration policy resulted in many Indians coming into Kenya. It also recognised the contribution made by the settler community towards the economic development of Kenya.



Figure 4.12. Kenya settlers



Figure 4.13. Settler plantations in Kenya

It served as a warning towards the settlers and the Asians that their struggle to colonise Kenya would not be acceptable. Kenya was for the Kenyans and their interests were to be given priority.

The settlers, after being frustrated politically, resorted to controlling the financial, agricultural and the industrial sectors.

The Africans and the Asians were denied settlement in the Kenyan highlands. The paper had exclusively reserved them for the whites.

The giving of the highlands to the whites stimulated plantation farming and subsequently, the growth of a cash crop economy.

The paper clarified that neither the settlers nor the Asians would gain monopoly in the administration of Kenya, whatsoever.

However, the paper failed to address the land and labour problems, Africans were to continue providing labour on settlers' farms, something they strongly hated and had hoped the paper would address. *Figure 4.15* below shows Africans working on settler's farms.



Figure 4.14. Kenya highlands



Figure 4.15: African labourers in Kenya

Due to increased pressure and an influx of immigrants, the East African High Commission was established to promote cooperation between the Africans, Asians and settlers.

Asians continued to voice their dissatisfaction against the white settlers, they were not happy with the inequality that the paper had failed to address. They, for example, refused to pay a different tax from what the settlers were paying.

The paper laid the foundation for future independence struggle of Kenya, armed groups like the Mau-Mau were formed by the Africans to fight for their lost lands and independence until it was achieved in 1963.

The paper exposed the intentions of the white settlers in Kenya as they were after taking over the country. The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities and independence as shown in *Figure 4.16*.

The paper fostered unity among Africans and Asians for it affected them equally. The paper favoured the white settlers against them.



Figure 4.16. Colonial school



Activity 4.4: The Devonshire white paper

1. In groups, using ICT or library resources discuss and state the terms of the Devonshire white paper.
2. Find out its impact on the rise for the independence of other East African states.
3. Find out the contribution of the Devonshire white paper of 1923 in today's government of Kenya and present to class.

4.5 Contribution of Political Parties towards Attaining of Independence in Uganda

Political parties in Uganda, like in any African country, developed after World War II. This was a period when people in Asia and Africa became more determined to become independent and organised themselves to achieve independence. The first political party was formed in 1952 - UNC (Uganda National Congress). This party by independence would have developed into a national political movement dominating the politics of Uganda.

The move towards Uganda's independence went through a process. In 1921, the British established a small legislative council, and later began to promote education among the people in the various areas of the protectorate to prepare them for the take-over from the colonial administration. After World War II, brief riots were carried out by Ugandans in 1945, but they were quelled down when the British Government allowed more representation in the Legislative Council.

In 1952, the British allowed Africans to form political parties. Uganda People's Congress (UPC) was the first to be formed.

The party was formed by Ignatius Musaazi, based on the Congress Party of India; Democratic Party (DP) was formed in 1954 by Joseph Kasolo; Uganda People's Congress (UPC) was formed in 1960 by Dr. Milton Obote, and Kabaka Yekka of Mutesa I was founded in 1961. They caused pressure on the British Government that resulted into the independence of 1962.



Figure 4.17:
Uganda independence monument



Figure 4.18.
First post-independence leader being sworn in.



Activity 4.5: Understanding how the 1962 independence in Uganda was attained

- Using ICT and library research, write down the roles played by political parties towards the independence of Uganda in 1962 and present your findings to the class.
- Identify the challenges that were met by political parties in the struggle for the independence of East African states.
- In a role play session, dramatise the excitement displayed by Ugandans at the dawn of independence.
- In your own opinion, do you think Ugandans have the freedom they were excited to receive in 1962? Why or why not? Present and share your views with the rest of the class.

4.6 Contribution of Various Personalities to the Independence struggle in Tanzania

There are many people who contributed to the independence struggle in Tanganyika and these include Julius Nyerere and Chief Mkwawa among others.



Julius Kambarage Nyerere

Mwalimu Julius Kambarage Nyerere was born in March, 1922 at Butiama, near the Eastern shores of Lake Victoria. His father was Mzee Burito Nyerere, who was the chief of the Zanaki tribe. He lived a rural life, helping his family in their daily activities. Mwalimu Julius Nyerere completed his primary education at the Native Administration School, Mwisenge, in Musoma and he completed his secondary education at Tabora Government School in 1943. He later joined Makerere University College for a Diploma in Education. It is because of this that he was given the title "Mwalimu", meaning teacher, in Swahili.

Figure 4.19. Julius Nyerere



Chief Mkwawa

Chief Mkwavinyika Munyigumba Mwamuyinga, was born in 1855, and died on 19th July, 1898. He was a Hehe tribal leader, commonly known as Chief Mkwawa, who opposed the German colonisation of Tanganyika, by leading the Hehe Rebellion. The name "Mkwawa", is derived from Mukwava, itself a shortened form for Mukwavinyika, meaning "conqueror of many".

Figure 4.20. Chief Mkwawa



Activity 4.6: Personalities in the independence struggle in Tanganyika

Use ICT, or the library, to research about the following:

- The contribution of the following personalities during the struggle of Tanganyika's independence, and write down the key issues in your reflective journals;
 - Julius Nyerere
 - Chief Mkwawa.
- Identify other personalities that contributed to the struggle for independence in Tanganyika. Share your findings with the class.

4.7 Comparison Between Uganda's Struggle for Independence and other East African colonies

The people of East Africa objected to the manipulative pricing of their cash crops that did not give them the deserved benefits. Such bold and courageous uprisings against Colonial Rule later developed into political resistance, leading to the formation of various political parties agitating for self-rule. In Kenya and Tanzania, the political resistance and uprisings were more dominant as opposed to Uganda, which adopted political movements in form of political parties.

As a result, Uganda's first political party, the Uganda National Congress (UNC), was founded in 1952. It was largely a party for farmers. It was founded by Ignatius Kangave Musaazi, and Abubakar Kakyama Mayanja was its first Secretary General.

The struggle for independence gained momentum with the formation of other political parties that further enhanced the agitation for independence. Key among such parties was the Uganda People's Congress (UPC), led by Dr Apollo Milton Obote, Grace Ibingira, and John Kakonge. There was also the Democratic Party under Benedicto Kiwanuka, in addition to other small political parties.



Activity 4.7: Comparing Uganda's struggle for independence to that of other East African colonies

- 1) Carry out research about the following personalities. Find out the role they played in the struggle for independence.
 - i) Ignatius Kangave Musaazi
 - ii) Abubakar Kakyama Mayanja
- 2) Use ICT or library research, to compare and contrast Uganda's struggle for independence with that of Kenya. Present your answers in a table and present your findings to the class using Microsoft PowerPoint.
- 3) In groups, make a short presentation in front of the class on how Tanganyika gained her independence.
- 4) What is the difference between the struggle for independence and rebellion?



The approaches used and steps taken in the struggle for independence amongst East African colonies depended on the nature of the colonial administrative systems applied in the respective colonies.



ICT Activity

Carry out in-depth internet research about Uganda's struggle for independence. Write a summary in your reflective journal. Type your findings and present a hard copy to your teacher.



Sample Activity of Integration

In 2009, Kabarole district was split into Kyenjojo, Kamwenge and later Kyegegwa district. Your community is also advocating for a special recognition or identity. However, this has greatly divided the members of the community because some of them support the move while other members strongly oppose it.

Support Material



Figure 4.21: Community members in a meeting

Instructions

1. Compare the intention of advocating for a special identity for your community with the struggle for independence in East Africa.
2. Identify possible reasons for and against advocating for local identity in your community.
3. Suggest the appropriate steps that should be taken by your community members in order to reach an agreement on the proposal of advocating for a special identity.

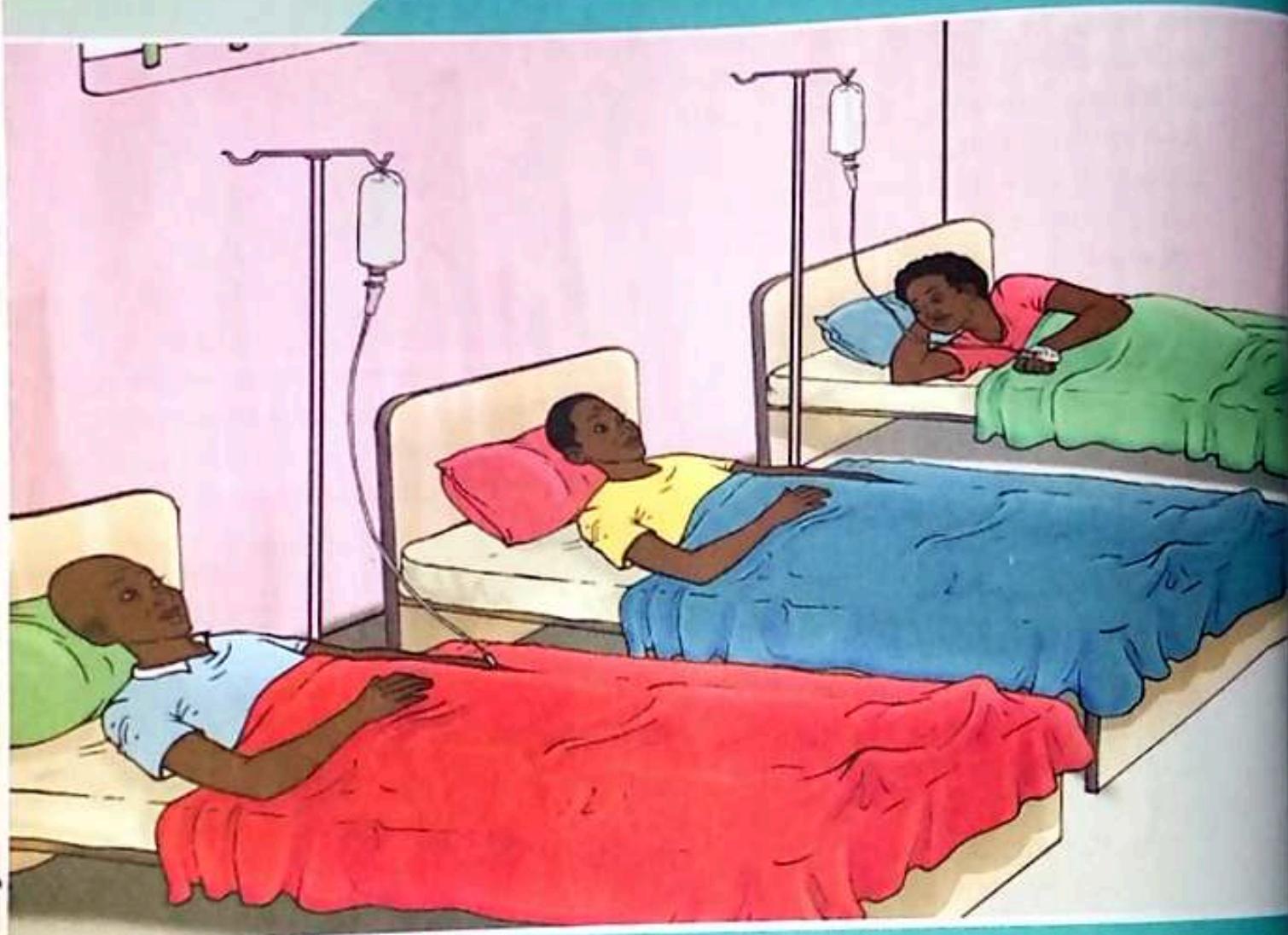
Chapter Summary

In this chapter, you have,

- a) Learnt about the reasons for the rise of nationalism such as the desire for self-rule, the role of ex-service men, the role of elites, the role of the UNO with its self-rule charter among others.
- b) Known the various approaches used by the East Africans to demand for independence such as protests, rebellions, demonstrations, negotiations among others.
- c) Appreciated the steps taken in the struggle for East Africa's independence such as formation of political parties, staging rebellions and resistances among others.
- d) Appreciated the contribution of world war II and the rise of political parties towards the attainment of independence of Uganda.

End of chapter assessment

1. Explain the factors that led to rise of independence movements in East African states.
2. Discuss the career and contribution of chief Mkwawa in the struggle for the independence of Tanganyika.
3. Outline the factors that led to declaration of 1923 Devonshire White Paper in Kenya.
4. Highlight the similarities and differences in the struggle for independence in Kenya and Uganda.



Keywords

- assassin
- commoner
- debt
- dependency
- export
- federal
- genocide
- import

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

- a) know the various groups of European countries that granted independence to African leaders.
- b) understand the socio-economic challenges faced by East African states after independence.

Introduction

You have learnt that all the East African states longed and struggled for independence. You also know very well that these states were granted their independence. But this came with a lot of challenges. Can you list some of them here?

In this chapter, you will understand and evaluate the challenges faced by East African countries after independence. By 1970, all East African countries had gained independence. The period 1960 to 1970 was a period of political, social, and economic transformation in East Africa. Some states were recovering from the political divisions caused by the formation of political parties, while others were suffering because of post-independence losses as a result of mass strikes and uprisings.

Assume you have completed your studies and have decided to be independent from your family by starting to live on your own. Sooner or later, you find it challenging and you still need support from your family.

- What challenges are you likely to face as you start living alone?
- What would you do to overcome such challenges?
- What advice would you give other young people on how to live alone after their studies?
- How best can you gain your independence without bad consequences?

5.1 European States that Granted Independence to African Leaders

With European countries racing to secure as many colonies as possible, while avoiding conflict amongst themselves, the partition of Africa was confirmed in the Berlin Agreement of 1885, with little regard to local differences. By 1905, control of East Africa was claimed by Western-European governments. Britain had the largest holdings, and as a result of colonialism and imperialism, East Africa lost sovereignty and control of natural resources, such as: gold, and rubber. The introduction of imperial policies to regulate local economies led to the failing of these local economies due to exploitation of resources; and cheap labour. Progress towards independence was slow until the mid- 20th century.

East African colonies started gaining independence in the 1960's. This was a result of the struggles led by African nationalists, like Dr. Apollo Milton Obote of Uganda, Mzee Jomo Kenyatta of Kenya, and Mwalimu Julius Kambarage Nyerere of Tanganyika.

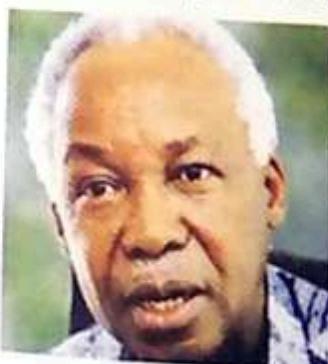


Figure 5.1.
Mwalimu Julius Nyerere



Figure 5.2.
Dr. Milton Obote



Figure 5.3.
Mzee Jomo Kenyatta



Activity 5.1: European states that granted independence to East African colonies

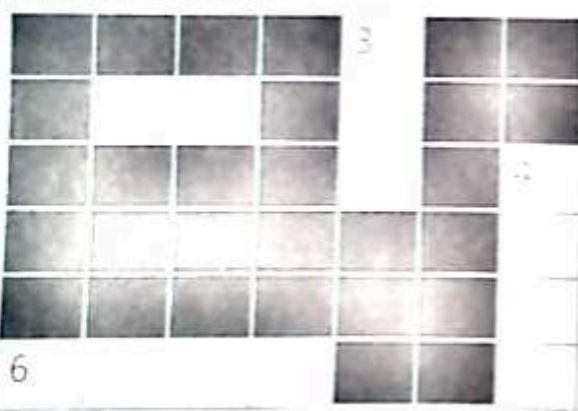
- 1) Use ICT, or the library, to research about the processes the East African colonies followed in order to gain their independence.
- 2) Name the East African states represented by their national flags, and complete table 5.1 below.

East African State	Colonial Power	Date of Independence	Personality



Activity 5.2: Understanding the political parties that led East Africa to independence

The puzzle below has six (6) abbreviations of political parties that helped East African countries to struggle for their independence. Some are vertical, and others horizontal!



Across

2. The political party that was formed by a king in 1961 (2)

6. Formed by Jomo Kenyatta of Kenya (4)

Down

4. The political party that led Tanganyika to independence (4)

3. The political party that led Uganda to independence (3)

1. Identify the political parties in the puzzle above.
2. Write the abbreviations of the political parties you have identified above in full.
3. Using ICT or the library, research about the leaders of those political parties that led the struggle for independence in East Africa.



After attempting activity 5.2, you may find out that East African leaders followed different processes through which they attained their independence. These processes were planned together with their colonial masters. East African states later gained their independence starting with Tanganyika, followed by Uganda, and then Kenya.

5.2. Socio-Economic Challenges Faced by East African States after Independence

What is a challenge? How is a challenge different from a problem?

After independence, the East African states did not have adequate resources to develop the infrastructure that was required to boost social and economic transformation. There was slow growth of education, health, and industry. This was as a result of colonial exploitation of resources such as fertile soils, minerals, and labour.

Some historians argue that East African states were granted independence when they were not ready. These challenges are the major causes of low levels of development in East African countries. Others believe that the British policy of indirect government, and divide and rule, left tribal disharmony in countries like Uganda. The under-developed industries and the dependence on raw/unprocessed materials for export, left the former colonies in unfair trade relations with their former colonial masters.



Activity 5.3: Exploring the challenges faced by the East African states during and after independence

In groups,

- Find out the other challenges that were faced by the East African states during and after independence.
- How did these states attempt to overcome these challenges?
- How best do you think these countries should have handled these challenges?
Share your ideas with the rest of the class.

External Debt Burden on East Africa

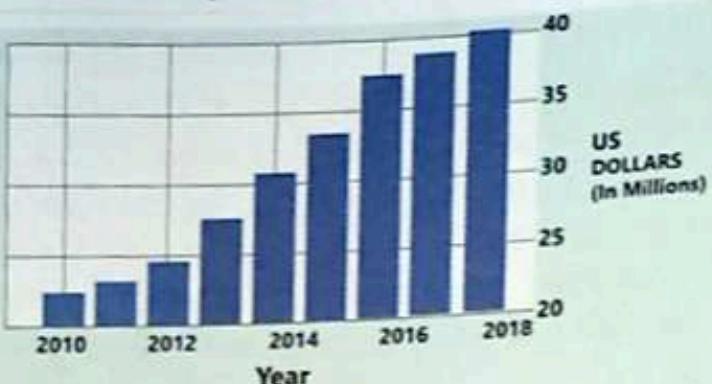
We all have incurred debts, either at school, at home, or even with our friends. In your own words, define a debt. An external debt refers to a country's money that is borrowed from foreign lenders, such as commercial banks, governments, or international financial institutions. After independence, East African countries could not sustain themselves economically. They therefore, resorted to external borrowing, a practice that has continued up to today.

East African countries borrow from developed countries, such as China, United States of America, and Britain, as well as financial institutions, like the International Monetary Fund and the World Bank. These loans carry high interest rates, leading to huge national debt burdens.



Activity 5.4(a) : Understanding the effect of external debt burden on East Africa

- The bar graph below shows Uganda's debt burden from 2010 to 2018. Study it, and answer the questions that follow:



- i) Calculate the average debt burden of Uganda between 2010 and 2018.
- ii) Why do you think the country's debt burden increased from 22.4 in 2010 to 40 in 2018?
2. Use the internet or library research to find out how the external debt has affected Kenya, Uganda, and Tanzania after independence.
3. How can you advise your government to reduce the heavy debt burden?



Activity 5.4(b) : Debating on the effects of external borrowing

1. Debate on the motion "*External borrowing should be abandoned for East African countries to develop*". Discuss.
2. Take note of the different views raised in the debate, and write an essay using the motion as your heading. Share your essay with the class.

External borrowing may not be bad, unless funds are misallocated. Misallocation of funds can hinder the development of a country. The citizens may suffer as the country repays loans that were spent on unproductive investments.

Poverty in East Africa after independence

What is poverty? Is poverty the mere lack of money?

At the time East African countries gained independence, their average income levels were higher than those of many Asian countries, and they were at the same level with some Latin American countries. Since then, however, East Africa has been associated with economic stagnation and persistent poverty, especially during the last decades from the 1970s to the 1990s. This is when poverty rates in East Africa rose, yet other developing regions took large strides in poverty eradication.

Uganda

CASE STUDY

A government report of 2016/17 showed that poverty had risen by about eight percent (8%), increasing the rate of helplessness in the country. The report was commissioned by the Uganda Bureau of Statistics (UBOS). According to Uganda National Household Survey, 2016/17, the number of people living in poverty now stood at 10 million, up from 6.6 million. It also showed that

poverty stood at 27%, up from 19.7% in 2012/2013. The report showed that Eastern Uganda was the hardest hit, with poverty increasing by 27%. Northern Uganda on the other hand, came out as the least affected, with people living in poverty decreasing from 3.1% to 2.4%.

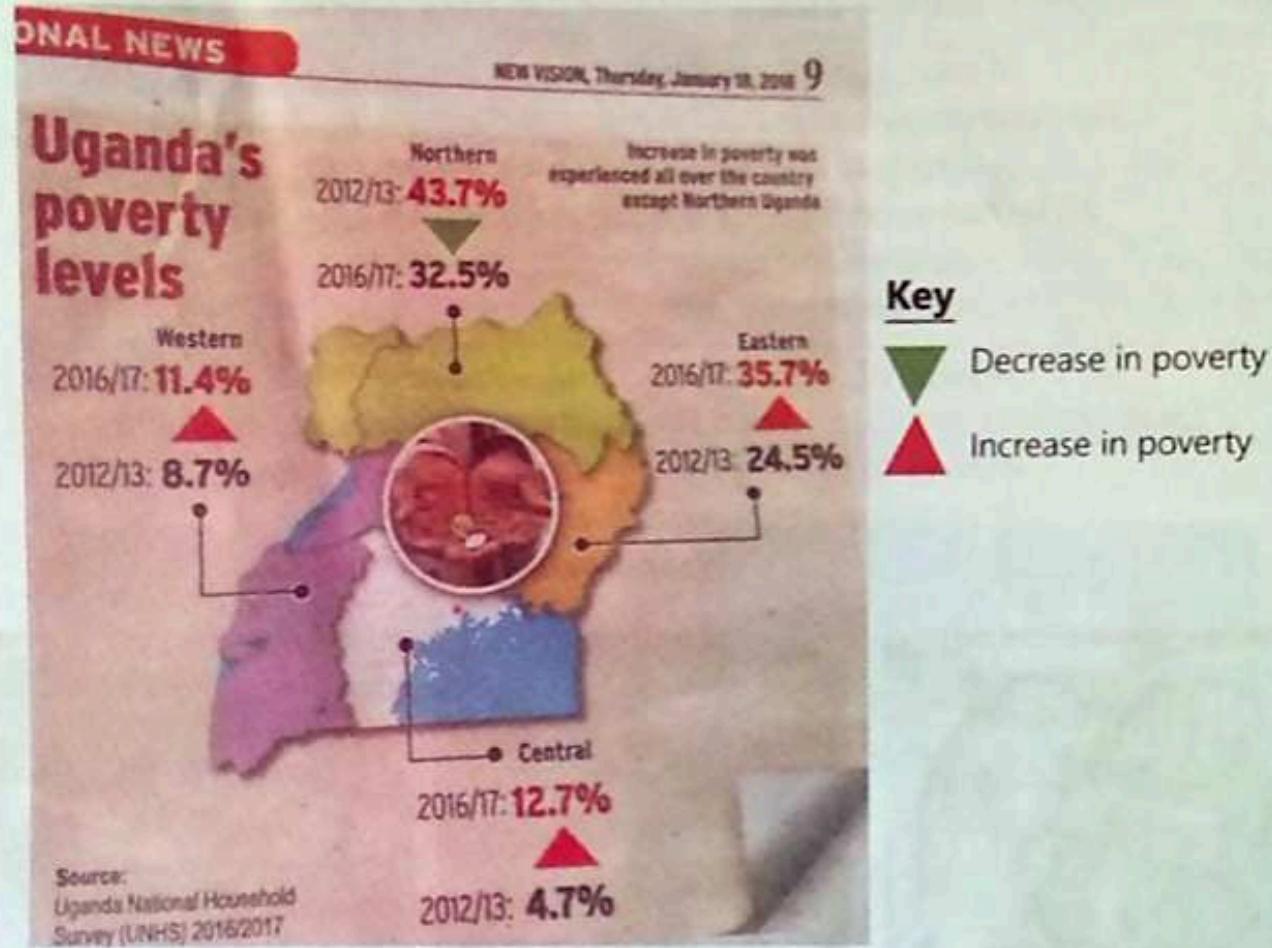


Figure 5.4: Map extract showing poverty levels in Uganda

Poem about Poverty in East Africa.

*Large populations live in slums,
youth unemployment is everywhere, Illiteracy looms,
Poor health standards spreading quickly,
In East Africa poverty has rooms*

*A protein starvation disease on the rise,
Due to a harsh natural environmental and subsistence level,
And semi-skilled farming methods,
Many rely mainly on their primitive agriculture to stay alive,
Most people scratch out a living in ways that provide inadequate diets*

*Dirty ragged children scattered on the dusty roads,
Some are weakened, some mentally retarded,
Some prematurely aged with yellow hair, no clothing,
Their stomachs bulge on their mothers' backs;
Their arms and legs look like reeds,*

A man walks a long a path feeling very thirsty,
He looks for tap water to quench his thirst,
Is ready to quench it with even the coloured salty water,
Because there is no single coin in his pocket

A man in his thatched hut with holes around it,
Bow and arrow on his back is ready to hunt any bush rodent,
Ready to trap any insect that can be meat,
In the home, no food ... no water and no school for his kids
In cities and towns, beggars are scattered,
Their skinny limbs reach out for a coin,

A piece of bread might extend life for few hours,
Dead brothers and sisters lie on the streets, not from bullets, but hunger,
Waiting to be picked up for their painless journey,
Poverty is a war and has been a war for decades.

Nzongi N.Mwero



Figure 5.5: Street children begging



Figure 5.6: Malnourished mothers and children



Figure 5.7: Scarcity of clean water



Activity 5.5: Understanding the levels of Poverty in East Africa

- According to the poem, what are the effects of poverty in East Africa?
- Use ICT or library research to identify the regions in Uganda that are affected by extreme poverty.
- Karamoja is classified as one of the poorest areas in Uganda with high rates of malnutrition and approximately 61% of its people living in absolute poverty. Hunger, stunting, and lack of access to sufficient amounts of food are prevalent. Give possible reasons why.



It is estimated that 41% of people in East Africa live in extreme poverty. East African countries have been facing this challenge since they gained independence. East African states, however, are trying their level best to reduce poverty levels. The biggest challenges for these states is the need to reduce poverty levels.

Structural Changes in East Africa after Independence

Structural change refers to a dramatic shift in the way a country, industry, or market operates. It is usually brought about by major economic developments. Structural changes are often sparked off by technological innovation, new economic developments, global shifts in the pools of capital and labour, changes in resource availability, changes in supply and demand of resources, as well as changes in the political landscape. A major driver of structural change is innovation. What is innovation?

Examples of structural changes in East Africa since independence include:

- A change from a subsistence economy to a commercial economy that is from production mainly for consumption, to production for sale.
- A change from a regulated mixed economy to a liberalised economy. A regulated economy is controlled by government, while a liberalised economy is the economic aspect of reduced or eliminated government regulations or restrictions on private business and trade.
- A shift in technology that is, from use of manual labour to use of machines as shown in the Figures 5.8 and 5.9.



Figure 5.8: Labour intensive agriculture



Figure 5.9: Capital intensive agriculture



Activity 5.6(a): Effects of structural changes in East Africa

1. In groups, using the internet, or any other source, discuss the effects of structural changes in East African countries after independence.
2. What is your comment about structural changes?



Activity 5.6(b): Debating on the effects of structural changes in East Africa

1. Hold a debate on the motion "*Technology has caused more harm than good in Uganda.*"
2. Take note of the views discussed, and write an essay to show whether you agree with the motion or not. Share your views with the rest of the class.

Power Wrangles in East African States after Independence

What are power wrangles? What do you know about wrangles, for example, in your school? What do you know about power wrangles in your country?

Since independence, there have been cycles of violent conflicts in the East African countries (except Tanzania) with the central trigger being the need to control the Office of the President. This problem is still prevalent in the region today.

In Uganda, since the overthrow of King Mutesa II of Buganda in 1966 by Milton

Obote, and Idi Amin's coup in 1971, power transition has remained difficult to achieve despite the growing demand for political change. In Kenya, despite constitutional changes informed by the 2007-2008 post-election violence, the contest and elections for the presidency still causes conflicts. For example, after the 2017 presidential elections, President Uhuru Kenyatta was declared winner of the controversial re-run of the presidential election. But the opposition leader, Raila Odinga, pulled out of the election re-run and urged his supporters to boycott the election and go on streets to demonstrate. Because of this, many people died and a lot of property was destroyed.

In other words, leaders in East Africa have been struggling for power, and even those in power fight amongst themselves. This has led to increased demonstrations, especially by the political parties. By the time this book was written, major opposition leaders included; Robert Kyagulanyi, Patrick Oboi Amuriat, and Norbert Mao in Uganda; Raila Amolo Odinga in Kenya; Tundu Lissu and Freeman Mbewe in Tanzania as shown in Figures 5.10 to 5.13. What do you know about these opposition leaders? Whose interests do they serve: the people's, or their own? What do you think? Why?



Figure 5.10: Robert Kyagulanyi

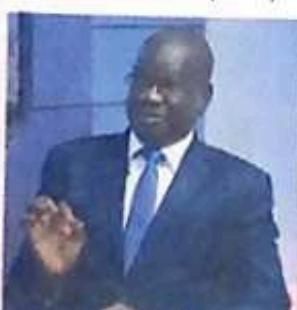


Figure 5.11: Patrick Oboi Amuriat



Figure 5.12: Raila Odinga



Figure 5.13: Tundu Lissu



Activity 5.7: Power wrangles and other socio-economic challenges facing East African states

1. In small groups, prepare a play showing how power wrangles became a challenge to East African states after independence.
2. Discuss other socio-economic challenges facing East African states after independence.
3. Suggest possible solutions that the East African countries can use to overcome the above challenges.



The challenges East African states faced after independence stimulated leaders of the independent states to apply various ways to overcome them. Different plans of action were put in place to make independence more meaningful. Examples of such programmes include: Ujamaa in Tanzania, Harambe in Kenya, Africanisation of the economy of Uganda, and economic cooperation, that led to the formation of the East African Community.



Project Work:

Compile key information on post-independence socio-economic challenges in East Africa for your reflective journal.



ICT Activity

After your discussions about socio-economic challenges, write down the views raised by your fellow learners. Use Microsoft word to type these views, create a folder on the desktop, and save your work for future reference.



Sample activity of integration

Britain granted independence to East African countries between 1961 and 1963. Uganda, in particular, obtained her independence on 9th October, 1962. However, these states inherited socio-economic challenges. European imperialists prided themselves on bringing civilisation and developing Africa, but they left the countries with little in the way of development.

Instructions:

1. Identify one major challenge faced by people in your community that dates back to colonialism. How has it affected the people in your community?
2. Advise the local leaders in your community on how to address such problems.
3. Write a short story on how the socio-economic challenges have affected the development of present-day Uganda.

Support Material



Figure 5.13: East African leaders that received independence

Chapter Summary

In this chapter you have been able to;

- a) Learn about the European countries that granted independence to African leaders. Britain granted independence to Tanzania on 9th December 1961, Uganda on 9th October 1963 and Kenya on 12th December 1963.
- b) Learn the socio-economic challenges faced after independence such as poverty, structural changes, external debt, power wrangles among others.

End of chapter assessment

1. Explain how the following socio-economic challenges affected East African states after independence;
 - i) Poverty
 - ii) Diseases
 - iii) External debts
2. Examine the effects of power wrangles in any one East African state.
3. Suggest possible solutions to the post-independence challenges in Uganda.

**Keywords**

- non profitable
- voluntary
- executive hand
- donor advocacy
- citizen
- dependency

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

- a) understand the origin and background of Civil Society and Non-Governmental Organisations formation in East Africa.
- b) know the difference between Civil Society Organisations and Non-Governmental Organisations in East Africa.
- c) understand the roles of Civil Society Organisations and Non-Governmental Organisations in East Africa.
- d) appreciate the challenges facing Civil Society Organisations and Non-Governmental Organisations in East Africa.
- e) appreciate the role of Civil Society Organisations and Non-Governmental Organisations in the development of East African states.

Introduction

Do you have NGOs in your community? What contribution do they make in the development of the country? Are they useful?

In this chapter, you will understand the Civil Society Organisations (CSOs) and Non-Governmental Organisations (NGOs); their roles, and the challenges they face in promoting community welfare. In the previous chapter, you looked at the challenges faced by the East African countries after independence, which included poverty, debt burden, structural changes, and neo-colonialism among others.

To help solve some of these problems, different Civil Society and Non-Governmental Organisations were established. Their main aim was to offer social and welfare services to supplement government services. For instance, following heavy rains in Bundibugyo District in December 2019, 230 families were displaced by landslides. Food and other items were needed to sustain the lives of these displaced people. The Uganda Red Cross Society made a provision of 1 billion shillings to handle this emergency as seen in *Figures 6.1 and 6.2*. Such is the role of these organisations.

You will study about the problems faced by families displaced by calamities, the organisations that come in to help them and the challenges that face organisations like the Uganda Red Cross Society and Action Aid.



Figure 6.1: Uganda Red Cross Society Rescue Team in Bundibugyo.



Figure 6.2: Floods in Bundibugyo



6.1. The Origin of Civil Society and Non-Government Organisations in East Africa

What if I told you that in order to save our planet, we need to change the way we use energy, consume products, and dispose off waste? Would you be willing to change? Would it help if you knew that there are thousands of organisations, unrelated to governments that are helping to guide us on how to change our consumption habits? These organisations are called Civil Society Organisations (CSOs) and Non-Government Organisations (NGOs).

The post-independence period saw an increase in the number of Non-Governmental Organisations in East Africa, for example, the Uganda Red Cross Society was founded in 1962, **Oxfam** started working in Uganda in the 1960s, and **CARE** has been active in Uganda since 1969.

The period from 1980 to 1990 is known as the NGO decade, because many NGOs were established as a result of globalisation and/or increase in the number of global issues. During this period, the NGO sector steadily grew, both in number and activities, especially in reconstruction and offering of social and welfare services. From fairly modest numbers prior to 1986, the sector has grown dramatically and it is estimated that there are currently over 5000 active NGOs in Uganda.

Consequently, the East African Civil Society Organisations Forum (EACSOF) was founded in 2007 as an autonomous umbrella body of NGOs and CSOs in East Africa.



The structures and goals of NGOs vary. While most NGOs claim to serve some kind of public good, their ways of serving that public good are vastly different and range from advocacy to research, as well as serving humanitarian needs in global crises. Their causes vary as well, with numerous NGOs serving a variety of social, political, and environmental causes. These range from advancing human rights, to ending poverty, while promoting democracy.



Activity 6.1: Origin and Background of CSOs and NGOs

- 1) Using ICT or any other source, define Civil Society Organisations and Non-Government Organisations.
- 2) Table 6.1. shows the names and symbols (logos) of some NGOs and CSOs in East Africa. Using ICT or library research, write a brief description of each NGO and CSO in the table below:

NGO/CSO	What it does
The International Red Cross And Red Crescent Movement  RED CROSS	
Oxfam International  OXFAM	
Nature Uganda  Nature Uganda	
Plan International  PLAN	

Save The Children International	
 Save the Children.	
National Union Of Disabled Persons Of Uganda	
	
Men Engage	
	
Human Rights Network	
	

- 3) Apart from the organisations in the table above, list other NGOs and CSOs that operate in your locality.
- 4) Why were NGOs and CSOs formed in East Africa? Compare your research findings with the rest of the class.

6.2 Differences and Similarities between Civil Society Organisations and Non-Governmental Organisations

There are many types of Civil Society Organisations and Non-Governmental Organisations involved in delivering aid. Some are community based organisations, a number of them are professional associations, while others are branches of international organisations.

Labour unions, which are also known as trade unions are organised associations of workers, groups of traders or professionals formed to protect and further their rights and interests. Labour unions emerged in different parts of East Africa after World War II and enjoyed a relatively conducive environment. Today, labour unions are usually formed for the purpose of securing improvement in pay, benefits, working conditions or social and political status through collective bargaining.

Community-Based Organisations (CBOs) are non-profit groups that work at a local level to improve the lives of residents. Their focus is to build equality across society in all streams, health care, environment, quality in education, access to technology, access to space and information for the disabled, among others. *Figure 6.3 and 6.4 show some of the community based organisations at work.*



Figure 6.3. Women's savings group



Figure 6.4. Teachers' Association



The expression NGOs, is sometimes used interchangeably with CSOs, but NGOs should be properly understood as a subset of CSOs involved in development initiatives, often with no clear boundaries.



Activity 6.2: Explaining the similarities and differences between CSOs and NGOs

- 1) Identify examples of community based organisations in your community and explain what they do.
- 2) Using ICT or library research, find out the following and present to the class:
 - i) Make a list of labour/trade unions in your country.
 - ii) Using a table, show the differences between NGOs and CSOs, giving examples of those operating in Uganda.
 - iii) Explain the similarities between CSOs and NGOs.

6.3 The Role of Civil Society and Non-Government Organisations in East Africa

Do you know the roles played by CSOs and NGOs in your society? How do they benefit your community?

Non-Government Organisations and Civil Society Organisations have a well-established role in a country's development process. A number of NGOs concentrate solely on providing services to communities in health, education and social welfare or poverty alleviation. This is done, for example, through income generation projects.

The most significant of these NGOs in Uganda, for example, include Uganda Change Agents Association (UCAA), Plan International, Uganda Association of Women Lawyers (FIDA), World Vision, Nature Uganda, the Uganda Red Cross Society and many others. Influential umbrella-NGOs include Development Network of Indigenous Voluntary Association (DENIVA), an association of indigenous NGOs, the Uganda National NGO Forum (UNNGOF), and the National Union of Disabled Persons of Uganda (NUDIPU). What are umbrella NGOs? What do they do?



Figure 6.5. UCAA teaching farmers in Karamoja



Figure 6.6. A member of World Vision giving out relief food



Activity 6.3: Exploring the Role of CSOs and NGOs in East Africa.

- 1) In groups, using either ICT or extracts, research about the roles of FIDA and World Vision in Uganda, and present your findings to the class.
- 2) Find out about other NGOs and CSOs that you know and discuss the roles they play. Present your findings to the class.
- 3) Carry out research on your school clubs and write a report on what they do in comparison to CSOs and NGOs in East Africa.

DID YOU KNOW

NGOs and CSOs play a critical role in developing societies, improving communities, and promoting citizen participation. They also play a vital role in enabling people to claim their rights by promoting human rights and involvement in shaping development policies as well as overseeing their implementation.

6.4 Challenges Faced by CSOs and NGOs in East Africa

How is the performance of the NGOs and CSOs you know? Are you aware that these bodies face challenges?

A dynamic and competitive environment generates challenges for all the participating organisations. Nevertheless, NGOs and CSOs face obstacles regarding their particular nature. Some of the most frequent challenges include the following:

A majority of NGOs and CSOs have experienced difficulties in securing adequate and consistent funding in order to do their work. Finding donors is not easy, and sometimes dealing with specific donor funding conditions can be a big challenge for these local organisations.

A lack of effective governance is common in NGOs. Many do not understand why they need to have a governing board and how to set up one. A founder may

be too focused on running the NGO for their own purposes. However, governance is foundational to transparency. Having a governing board is one of the best ways to achieve good governance.

Local NGOs often lack the technical and organisational capacity to implement and fulfil their mission, and few are willing or able to invest in training for capacity building. Limited capacity also affects fundraising ability, governance and leadership.



Activity 6.4. Challenges faced by NGOs and CSOs in East Africa.

- 1) With the help of your history teacher and the school administration, invite an expert from any civil society organisation, and inquire about the challenges and benefits of CSOs and NGOs.
- 2) Find out from the expert how these challenges are addressed and write a report.
- 3) In groups, organise a play, acting as staff of Human Rights Network (HURINET) and show how you can solve a conflict arising from gender issue that the government has ignored.



Non-Governmental and Civil Society Organisations face multiple challenges; nevertheless, one of the most important steps to overcome these obstacles is identifying the challenges an organisation is faces and the opportunities available to assist in improvement. After identifying these key areas, organisations can design a plan of improvement, and hopefully, overcome the obstacles they may be facing.



The **Human Rights Network - Uganda (HURINET)** is a Ugandan Non-Governmental Organisation whose mission is to foster the promotion, protection and respect of human rights in Uganda through linking and strengthening the capacity of member organisations. HURINET works towards having a Ugandan society, free of human rights abuse.



ICT Activity

Use an online search engine, and find the meaning of key words in this chapter. Open a word document, type their meaning, and save your work on a storage media. Download more research files from the internet to get a deeper understanding of this chapter.



Sample activity of integration

CSOs and the NGOs have excelled in humanitarian work since independence time. They have supplemented the governments work in the judiciary, education, democracy, poverty eradication, gender-based violence, child abuse among others. Despite this good work, they have continued to face challenges, for the government does not care.

Support Material



Figure 6.7: NGO (Red cross)at Work

Instructions:

- 1) Identify the major problems faced by NGO's and CSO's. How can these problems be solved?
- 2) Mention problems hindering the economic development of your community.
- 3) Identify an NGO or a CSO that you think would help you address the problems. Write a one-page proposal to the NGO or the CSO seeking their support to your community.

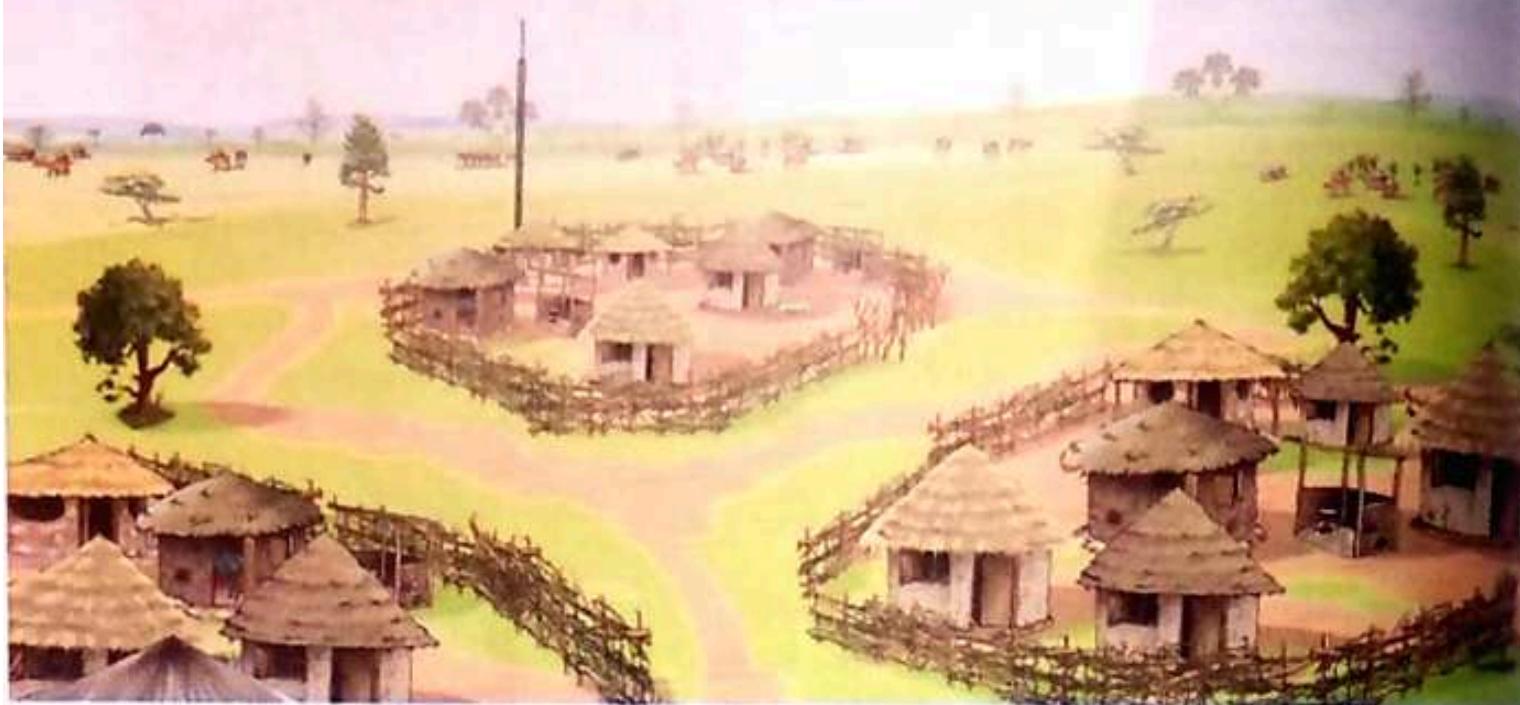
Chapter Summary

In this chapter, you have been able to:

- a) Differentiate between NGO and CSO. NGOs are a subgroup of organisations founded by citizens and provide services to their members. They are usually non profit organisations whereas CSOs is any nonprofit, voluntary citizens group which is organised on local, national and international level.
- b) Understood the roles of CSO's and NGO's. A number of these organisations provide services to communities in health, education, social welfare, poverty alleviation among others.
- c) Appreciated the challenges of NGO's and CSO's some of the challenges include corruption, difficulty in securing consistent funding, lack of effective governance and many more.

End of chapter assessment

- 1) Explain the background of NGOs and CSOs in East Africa.
- 2) To what extent have NGOs and CSOs contributed to the development of the social sector in Uganda?
- 3) What are the major problems faced by NGOs and CSOs in East Africa?
- 4) Suggest ways by which challenges faced by NGOs and CSOs can be overcome.



Keywords

- act
- agreement
- amendment
- constitution
- customary
- indestructible
- land
- ownership
- fragmentation
- reform policies
- tenure

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

- a) know the various types of land ownership systems in Uganda.
- b) understand how land was traditionally owned in Uganda, Kenya and Tanzania.
- c) know the main land reforms carried out in Uganda since independence.
- d) understand the historical development of land ownership in Uganda.
- e) appreciate the value of land as a cornerstone to the development of Uganda.

Introduction

What is land? How is it acquired? Who owns it in your community? In this chapter, you will be able to understand and evaluate the issues of land ownership and management in Uganda. Uganda is a relatively vast country in East Africa. Uganda's total land area is 241,559 sq. km. About 37,000 sq. km of this area is occupied by open water while the rest is land. To a large extent, Uganda still has sufficient land that is unutilised and underutilised, or idle and underdeveloped, and to a great extent, land in Uganda is fertile and well suited for large scale industrialisation, residential setups and farming. Let us share the experience below;

- In class, ask your neighbour whether they own land at home.
- Find out what that land is used for.
- What form of ownership is that land (inherited, tenancy, government, communal, church/school land among others)?

When the above questions are answered very well, you will appreciate ideas about land tenure system in East Africa. In our communities, people own land through different means, some inherit it from their parents, relatives, or close friends. Others buy it, while a few people settle on communal land. However, ownership of land through all these means is associated with a number of problems.

7.1 Types of Land Ownership in Uganda

What is land tenure system? Do you know how land is owned? What do you know about land?

In order to understand land ownership in Uganda, we have to first go back to the 1900 Buganda Agreement. In this agreement, the British appropriated land for different purposes from which comes today's land tenure systems or forms of land ownership.

Articles 15-18 of the 1900 Buganda Agreement, provided terms and conditions to govern the ownership and administration of land. The Land ownership (tenure) was divided into three categories:

- Crown land
- Kabaka's land (Official mailo)
- Land to chiefs (Private Mailo)

Currently, we have four modes of land ownership or tenure in Uganda, namely:

- Customary land tenure
- Freehold land tenure
- Mailo land tenure
- Leasehold tenure

Crown land tenure system

This is land that belonged to the Monarch of England, which represented the Crown. It was the 91,000 square miles which consisted of lakes, rivers, forests, and hills left untouched and vested in the Crown of England, hence the term *Crown Land*.

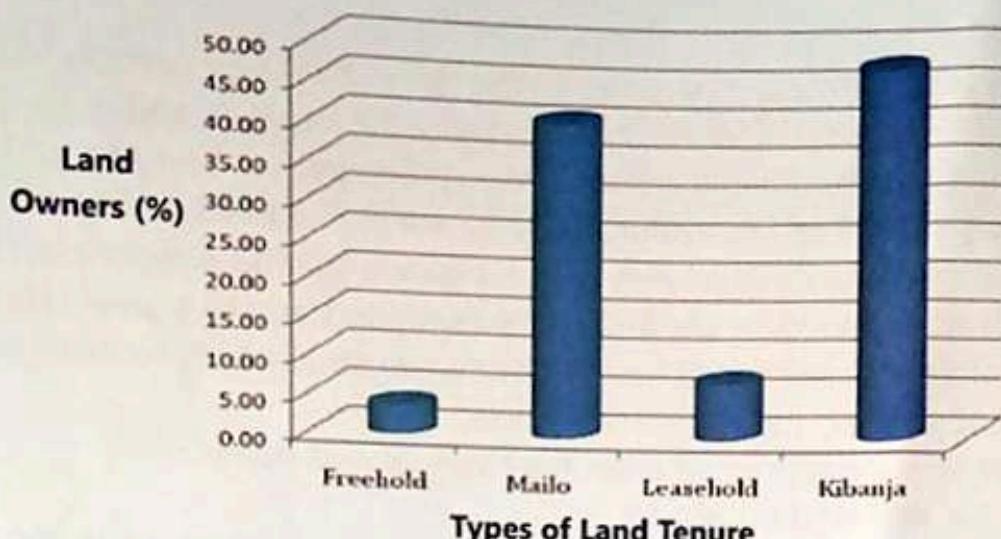


Figure 7.1: A graph showing the number of people under each tenure

Customary land tenure

According to the Land Act in the Constitution, the Uganda customary land tenure refers to land owned communally, by a clan, or a tribe among others. The rules of customary law vary in different parts of the country. In most parts of northern Uganda, land is held under customary land tenure.

The Land Act of 1998 states that customary land tenure shall be governed by rules generally accepted as binding by that particular community and anyone who acquires land in that community shall also be bound by the same rules.

Under this type of tenure, obtaining a private certificate of title is possible for individuals if they first agree with the community that owns the land (the clan or tribal chiefs). Then the sub-county and government land boards take up the process of issuing the title.

DID YOU KNOW?

That the majority of Ugandans are ignorant about the laws and land reforms? People have continued to occupy land they do not own without the consent of the landlords, and these are usually evicted. This has led to many conflicts over land in Uganda today. The landlord is ignorant of his or her rights, and likewise, the tenants do not understand their rights over land.



Figure 7.2: A community settled on a piece of communally owned land

Freehold tenure/Kabaka's land

The Land Act of 1998 defines freehold tenure as a tenure system that gives someone ownership of registered land for eternity – which means "owning the land forever". This type of tenure was set up by the 1900 Agreement between Buganda and the

British Colonial Government. It is believed that most owners of land under this tenure acquired it as grants from the Colonial Government before independence, with only a few having bought it, mostly from government.

The Land Act specifies that the freehold land owner must be a citizen of Uganda with full powers of ownership. This means that they can use it for any lawful purpose such as sale, rent, lease, and can dispose it off at will.

Mailo land tenure

This type of tenure is predominantly in Buganda with some in minimal parts of Ankole, Bunyoro, and Toro sub-regions. Mailo tenure is described as one where permanent ownership of large plots of land belong to landlords who acquired it through the 1900 Buganda Agreement, while at the same time, tenants on the land are recognised and they also have rights to live on and utilise the land.



Under Mailo land tenure, owners have perpetual ownership and are free to sell or pass on their rights to their heirs. *Freehold land tenure system* is not any different from the Mailo land system.

Leasehold land tenure

The 1998 Land Act in the Constitution of Uganda describes leasehold tenure as one where one party grants another the right to use it for a specified period of time, usually in exchange for the payment of rent.

Under this type, a land owner (whether through Freehold, Mailo, or Customary tenure) grants a lease to another person.

Much of the land that is leased was previously owned by government bodies, particularly, the Uganda Land Commission and the District Land Boards. This normally comes with some development conditions imposed on the land's subsequent use by those to whom it is leased.

Leasehold land tenure is the legal regime in which land is owned by an individual who is said to "hold" the land. It determines who can use the land, for how long and under what conditions. This may be based both on official laws and policies, or informal customs.



Activity 7.1: Understanding different types of land ownership in Uganda

1. How do you utilise/use land in your community?
Using ICT or library resources;
2. Explain the factors leading to land fragmentation in Uganda.
3. Mention the effects of land fragmentation. Share your findings with the class.
4. Who is a bonafide tenant on a piece of land?
5. Who is a landlord? Share your findings with the rest of the class.

From the above activity, you will find the various laws and policies in land ownership. It is, therefore, important that before anyone purchases a piece of land, one should know the type of tenure (the type of ownership or system) under which the land is, as well as the implications of the transaction, in order to avoid land disputes.

7.2 Traditional Ownership of Land in East Africa

It is not possible to identify a single traditional tenure system for the whole of East Africa. This is because the practices of customary tenure differed from one ethnic group to another. In some communities, there was recognition of various individual rights to possess and use land, subject to authorisation by the family, clan, or community.

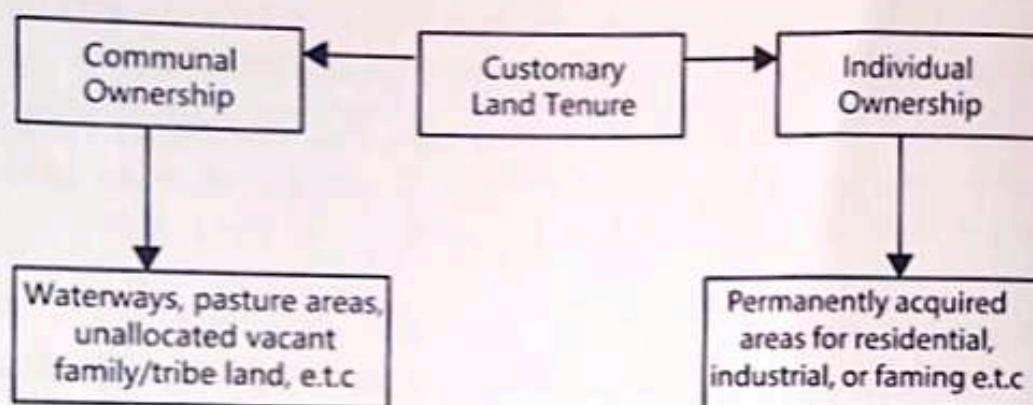


Figure 7.3 Traditional ownership of Land



Activity 7.2: Exploring the Traditional land ownership in Uganda

1. In groups, carry out a survey in a nearby community, and find out how land was traditionally owned.
2. How is land acquired in your home area today?
3. What land challenges does your area face?
4. How can these challenges be solved or resolved? Write down your findings and present to the class in the next lesson.

7.3 Land Reforms in Uganda since Independence

What is a reform? What is a land reform? Why are land reforms made? Do you know about any land reforms in Uganda? How did you get to know about them?

Upon independence, the 1962 Constitution of Uganda and the Public Land Act of the same year retained the land systems that were established by the colonial government. They maintained the mailo, freehold, leasehold, and customary tenure systems with confirmation of certain rights and provisions on restrictions. The land system at independence also recognised the rights of occupants and settlers, and protected them against eviction by the landlords without due process.

The 1962 Land Act: This came into effect in the same year that Uganda gained her independence. It extended the rights of those holding land under customary tenure. Under this act, land lawfully occupied by customary tenants could no longer be transferred to the ownership of another person without the consent of its occupants.

Land Reform Decree of 1975: After Idi Amin overthrew Milton Obote in a coup, he established a military government. This government passed the Land Reform Decree of 1975 which declared all land in Uganda to be publicly owned and centrally vested with the Uganda Land Commission. The Uganda Land Commission was granted sole power to manage and allocate land on behalf of the state. All previous forms of freehold were abolished and converted into leaseholds. The Land Reform Decree of 1975 was intended to give the Government of Uganda greater control over the use and management of land.

The 1995 Constitution Land Reform and the 1998 Land Act: Perhaps, the most outstanding land reforms in Uganda were brought about by the 1995 Constitution and the 1998 Land Act. The 1995 Constitution states that land in Uganda, belongs to the citizens of Uganda in four land tenure systems; customary, freehold, mailo, and leasehold. The 1998 Land Act was put in place to implement the land reforms stated in the 1995 Constitution.

Land Amendment Act of 2010. This was to enhance the security of occupancy of lawful and long time occupants on registered land, in accordance with Article 237 of the Constitution and for related matters. It granted lawful occupants statutory protection against any random evictions.



Activity 7.3: Understanding the land reforms in Uganda since 1962

In groups, using ICT or library resources

1. Identify reasons as to why land reforms are made in Uganda.
2. Find out how the land reforms have affected the people of Uganda. Present your findings to the class for discussion and improve your notes.

7.4 The Historical Development of Land Ownership in Uganda

The evolution of land ownership in Uganda has rotated around the changes in political and administrative regimes that have controlled governance in the country. The changes in the law can, therefore be traced to the pre-colonial, colonial, post-independence, Idi Amin, and the Constitution of 1995 eras.

In the pre-colonial era, land was available for communal use, held for grazing purposes and small-scale subsistence agriculture. No single individual owned land. Land tenure and management was customary.

In the colonial era, when Uganda became a British protectorate at the end of the 19th century, the land tenure and management system was changed due to the colonial government agreements with Buganda, Ankole, and Toro. It gave way to increased individualised ownership of land, instead of communal ownership. This resulted into creating a gap between the rich and poor.

In the post-colonial era, there were land reforms, such as the Land Reform Decree, passed during the regime of President Idi Amin Dada in 1975, the land reforms in the 1995 Constitution, and the 1998 Land Act. Figure 7.4 below shows the timeline of land tenure systems and land reforms in Uganda.

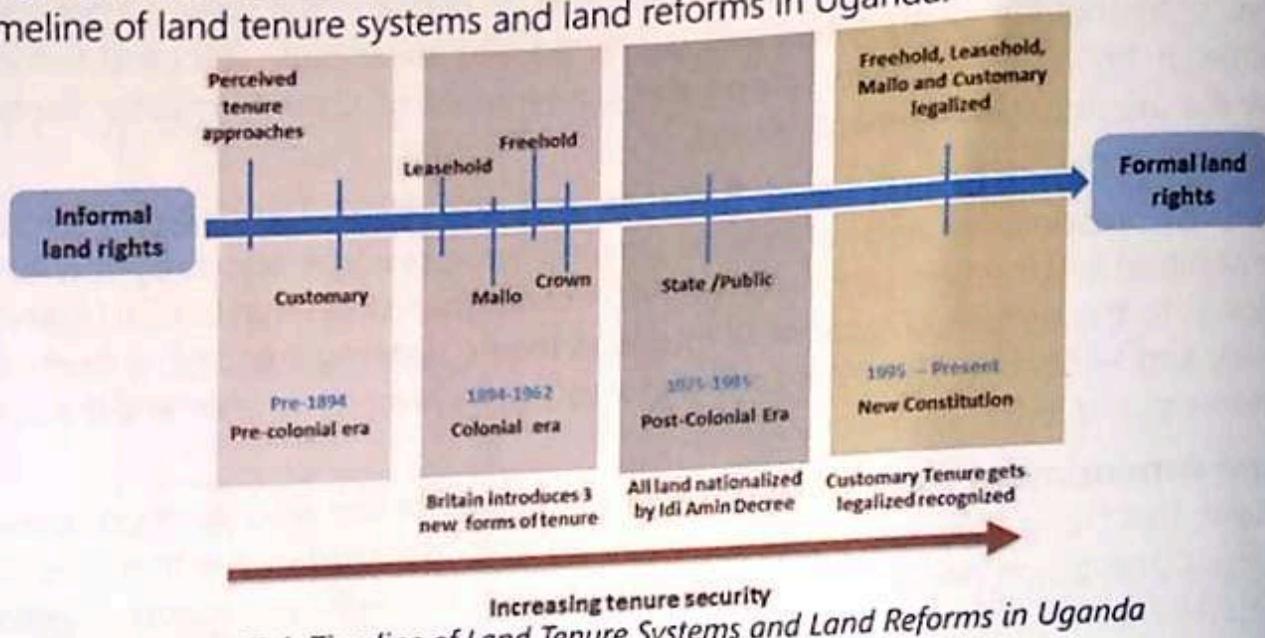


Figure 7.4. Timeline of Land Tenure Systems and Land Reforms in Uganda

DID YOU KNOW? The majority of Ugandans are ignorant about the laws and land reforms. People have continued to occupy land they do not own, without the consent of the land lords, and they are usually later evicted. This has led to many conflicts over land in Uganda today.



Activity 7.4: Understanding the Historical Development of Land Ownership in Uganda

- Interpret Figure 7.4 above, and identify the reforms that have been in place since the pre-colonial era.
- In groups, visit the library or carry out an ICT research about the development of land ownership in Uganda from the pre-colonial era up-to-date. Present your findings to the class in a discussion.

7.5 Value of Land in Uganda

Have you ever imagined what would happen without land? How many people would survive without land? Would people get food? How about houses?

What do you think? Land is one of the most essential pillars of human existence and economic development. It is the most valuable asset for the citizens of a state or nation. Why is land valuable? What do people use land for? Read the poem below and answer the activity that follows.

Poem about Land

*Land, Land, Land
Oh Our land!
How great you are to human kind,
People construct houses, and
roads on you but you mind less.*

*Land, Land, Land
You are of great value
Man depends on you for survival,
Agriculture would be impossible without you,
Trade would be nowhere,
Oh! You are of great importance.*

*Land, Land, Land
People are greedy for you,
Fighting and killing each other,
But why!
You are a free gift of God to all of us!*

Carol K. Ern



Activity 7.5: Exploring the value of land in Uganda

- According to the poem, how is land important to people?
- In groups, discuss the importance of land for the development of your country.
- Present your findings to the rest of the class.
- Compile key information on land tenure systems for your History and Political Education club. Identify and record key issues in your reflective journal.



ICT Activity

Download files using ICT about the value of land in your country. Read and summarise the importance of land; type your work using Microsoft Word. Print a hard copy, and present it to your teacher for marking.



Sample activity of integration

Land in Uganda is often bought or sold with extra precaution due to the legal issues that surround it. With the increased scramble for land in our communities, one is safer having sufficient knowledge about the legal processes of registering, transferring and owning land titles. Despite this caution, land conflicts and wrangles have remained massive in Uganda.

Support Material



Figure 7.5: A copy of a Land Title

Instructions:

1. What are causes of land conflicts in Uganda?
2. How have land conflicts affected the development of land in Uganda?
3. How can these land conflicts be addressed?

Chapter summary

In this chapter, you have;

- a) Learnt about the various types of land ownership that is customary, mailo, freehold and leasehold tenure.
- b) Known the main land reforms carried out in Uganda such as the 1962 Land Act, Land reform decree of 1975, the 1995 constitution land reform among others.
- c) Appreciated the value of land by looking at the different uses of land such as building houses, growing crops, constructing roads, mining minerals from land among others.

End of chapter assessment

1. Explain the different types of land tenure system in Uganda.
2. How was land owned in any one society of East Africa in the pre-colonial period?
3. To what extent do land laws and policies influence the utilisation of land in Uganda?
4. How has land contributed to the development of East Africa?

Chapter 8

Key personalities in the History of East Africa before Independence



Keywords

- career
- challenges
- colonialists
- personalities
- independence
- struggle
- stagnation

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

- a) know the background and problems caused by the colonialists in East Africa.
- b) understand key personalities who struggled for the independence of East African states.
- c) appreciate the impact of East African personalities in the struggle for independence.

Introduction

Who are nationalists? What do you know about these nationalists? What role did they play in the fight for independence? Do you know about any nationalists in your community?

In this chapter, you will understand and appreciate the nationalists who struggled for the independence of East African states.

"One time I was defending a woman and her children who had been thrown out of their home. Their father warned me against my actions, but I never gave up on them. I struggled and got them a lawyer until they got justice," said Amina, an activist from Mbale. Why do you think Amina never gave up on the children and their mother? Could you identify some people in your community or country with such a spirit?

With the help and the enlightenment of World War II, the notable and educated blacks who had got education from the missionary schools started mobilising the local masses to form resistance against colonial rule. They began by forming political parties which became a voice for the people. In East Africa, these personalities included Kabaka Mutesa I, M. K. Mulira, W.W. Rwetsiba, Semei Kakungulu, Kabalega and Ben Kiwanuka in Uganda. In Kenya, there was Jomo Kenyatta, Musa Mwareama, and Pio Gama Pinto while Julius Nyerere, and Abeid Amani Karume were in Tanganyika.

8.1 Problems caused by Colonialists in East Africa

Pre-colonial East African economies had strong internal linkages; blacksmiths made iron tools and weapons; carpenters made wood products; somebody else made fabrics from natural fibres; some produced crops; others looked after cattle; in some areas there were ruling families, and there were medicine-men, traditional surgeons and others. However, colonialism interfered with all of this.

Almost everything went wrong in East Africa. What caused East Africa to "mark time" and stagnate while Europe was taking great leaps forward? The biggest cause of its stagnation was imperialism – the penetration of East Africa's economy by foreign interests reached a climax in political domination and the loss of sovereignty. This meant that East Africa's resources were put at the service of other people (foreigners) and the latter used them for their own development at the expense of the owners (East Africans).

The most damaging consequence of foreign domination was the loss of the power of decision-making. Other problems created by colonialism can still be felt in the political, economic and socio-cultural contexts as highlighted in the poem below.

Colonialism

Don't say my East Africa is backward!
After stealing its means, poisoning its food
Illegally taking its resources,
And making it look poor, like a church mouse!
East Africa!!! Your mind is still colonised!

East Africa! You are not changing, and therefore, boring with
the fake accent of colonisation
Look! What colonisation has done to your bright minds; I didn't know
that it would last your lifetime.

'East Africa, your mind is still colonised! You used to have a very skilled mind
You weren't in debt but independent
And now you are forever broke and in debt
You are breastfeeding your children with disease-ridden minds and
your generation is misplaced,
Short of self-worth, and delicate identity

East Africa, you are not yourself Why? Who gave you food poisoning again?
When I gaze at you, I see America?
When I take a glance at you, I see Europe!
East Africa, can I brain wash you?
And give you a medication for this infection East Africa? Become independent.

Jacques Sprenkie Mateya

This is what happened in the case of East Africa and Africa at large. The most damaging result of this was the loss of power and ability to make decisions on the side of East Africans. This and several other socio-economic problems caused a few members to rise up and fight to get back their freedom. The African collaboration was interrupted by undesirable acts of colonial exploitation, suppression and oppression. This happened both at the primary and the secondary level of colonial collaboration with whites. Some key personalities took it upon themselves to fight against the whites using stones and sticks to challenge the European machine guns.



Activity 8.1: Background of problems caused by colonialists

From the poem,

1. Identify the problems caused by colonialism that still exist in East Africa today.
2. Using the internet or any other source, explain the reasons why East African personalities chose to struggle for independence.
3. Were there conflicts between indigenous states before the colonialists came?

8.2 Key Personalities who Struggled for the Independence of East African States

The key personalities that struggled for East African independence were fascinating figures in African history. In their formative years, they were champions of anti-colonialism, African nationalism, Pan-Africanism and the unity of all peoples of African descent around the world. These include: Kabaka Mutesa I, Omukama Kabalega, Milton Obote, Semei Kakungulu, and Ignatius Kangave Musaazi in Uganda; Tom Mboya and Jomo Kenyatta in Kenya; Chief Mkwawa, and Julius Nyerere in Tanzania. Milton Obote, Jomo Kenyatta, and Julius Nyerere belonged to a highly influential generation of post-independence 'fathers' of African countries.



Activity 8.2: Exploring key personalities who struggled for independence in East Africa

In groups,

1. Find out more information about the following personalities:
 - a) Ignatius Musaazi
 - b) Dr. Milton Obote. Explain the role they played in the fight for independence.
2. Find out three more key personalities in the fight for independence in East African countries. Share your findings with the rest of the class.

Key Personalities in Uganda

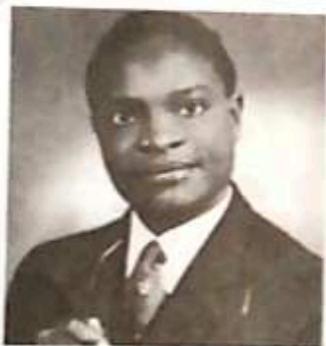


Figure 8.1: Ignatius K. Musaazi

I.K. Musaazi

I.K. Musaazi was born in 1902 to a Gombolola Chief in Bulemezi, and died in 1990. He attended mission schools and taught at King's College Budo. He worked as an inspector of schools and was a pioneer of national political mobilisation, against Colonial Rule in Uganda. He also formed the first political party in Uganda called the Uganda National Congress, on 2nd March, 1952.



Figure 8.2: Dr. Milton Obote

Dr. Milton Obote

Dr. Milton Obote was born in 1924 in Lango, and died in 2005. He was the son of a local chief, and attended Gulu High School and Busoga College, Mwiri. He led Uganda to independence in 1962. He also formed the Uganda People's Congress party.

Through his party, he organised people to rally against British rule.



Activity 8.3: Exploring the key personalities in Uganda

- 1) Using ICT or library resources:

- i) Write short notes on Semei Kakungulu and Kabaka Mutesa I



Figure 8.3: Semei Kakungulu



Figure 8.4: Kabaka Mutesa I

- ii) Mention their career developments and achievements. Share your ideas with the rest of the class.

Key personalities in Kenya



Figure 8.5: Tom Mboya

Tom Mboya

Thomas Joseph Odhiambo Mboya, was born on 15 August, 1930, and he died in 1969. He was a Kenyan trade unionist, educationist, Pan Africanist, author, independence activist, cabinet minister, and one of the founding fathers of the Republic of Kenya. He spearheaded the negotiations for the independence of Kenya at the Lancaster House Conferences in London, and was instrumental in the formation of Kenya's independence party KANU which he served as its first Secretary General.



Figure 8.6: Jomo Kenyatta

Jomo Kenyatta

Jomo Kenyatta was born on 20th October, 1891, and he died in 1978. He attended a mission school in Kenya but later got involved in Kenyan politics as early as the 1920's. He wrote an article in the London Times newspaper, stating the Kenyan grievances and the wrong practices of the colonialists, for instance land grabbing and over-taxation. He also attended the Pan African Congress of 1945, in Manchester.



Activity 8.4: Exploring the key personalities in Kenya

Using ICT or library research:

- List the contribution of the following personalities towards the independence struggles of Kenya:
 - Tom Mboya
 - Jomo Kenyatta
- Find other personalities that played a role in the struggle for independence in Kenya.

Key personalities in Tanzania

Following the Second World War, the Tanganyika region was placed under United Nations (UN) trusteeship which mandated Britain with the development of the region. Various independent movements emerged around this time including the Tanganyika Africa National Union (TANU) headed by Julius Nyerere. On 9th December, 1961, Tanganyika became an independent republic and became known from then on as **Tanzania**, after uniting with Zanzibar. The struggle for independence was headed by Julius Nyerere and Chief Mkwawa shown in *Figure 8.7 and 8.8* below. Other people, like Prophet Kinjikitile Ngwale and John Mwakangale also contributed to the struggle for independence in Tanzania.



Figure 8.7 Mwalimu Julius Nyerere



Figure 8.8 Chief Mkwawa

8.3 Challenges Faced by Nationalists before the Independence of their Countries

You have now learnt some East African nationalists, and how they contributed to the struggle for independence. But have you tried to imagine how these people did this work? Was it an easy task for them? What did they go through during the struggle for the freedom of the East African people?

The difference in languages was one of the problems faced by nationalists in East Africa. These made political mobilisation and verbal communication difficult.

Ethnic rivalry was another problem faced by nationalists in East Africa. For example, in Kenya, the Luo and Kikuyu were the dominant but rival tribes, while in Uganda the Baganda, who were the dominant tribe, rivaled the Banyoro and Batoro.

The nationalists in East Africa also faced the problem of high levels of illiteracy. The educated elites who had very good understanding of the political, economic and social issues regarding independence were few. This made political sensitisation difficult.

There was also the problem of colonial legacy. The colonial masters in Uganda, Kenya, and Tanganyika applied the policy of divide and rule. Under this policy, each tribe and ethnic group was to stay on their own. This disunited different groups, thus hindering the growth and spread of nationalism.

The other problem was religious divisions. The British wanted to keep the Christians away from the Moslems, and they also favoured Protestants more than any other religion. Political parties were formed basing on religions; DP for Catholics, UPC for Protestants which promoted disunity and hatred among the different political parties, thereby hindering the spread of nationalism.

The low rate of urbanisation was also a problem. During that time, few towns in East Africa were developed; for example, Kampala and Jinja in Uganda; Nairobi and Kisumu in Kenya. The majority of the population lived in villages, and they were ignorant about what was going on in the rest of the country. This hindered the spread of nationalism in East Africa.



Activity 8.5: Understanding the problems faced by nationalists in East Africa

In groups,

- 1) Dramatise the challenges faced by the nationalists in East Africa before the independence of their countries.
- 2) Discuss the problems faced by human rights activists in Uganda today.
- 3) Clearly, and with examples, explain each point given below, and show how it hindered the progress of the nationalists:

i) Language barrier	iv) Colonial legacy	vii) Little urbanisation
ii) Ethnic rivalry	v) Religious divisions	viii) Rural majority
iii) Illiteracy	vi) Weak political parties	ix) Ignorance
- 4) Find out more challenges that the nationalists faced during their endeavour to fight for independence.

8.4 Impact of East African Personalities in the Struggle for Independence

The East African personalities were the leading political figures to emerge during the post-World War II era of anti-colonial and anti-imperialist struggles that swept through Africa, Asia and Latin America. They led to the independence of their respective countries as shown in *table 8.1* below.

Table 8.1:

Country	Colonial Name	Date of Independence	First President
Uganda	Protectorate of Uganda	9 th October 1962	Kabaka Mutesa I
Kenya	Colony and Protectorate of Kenya	12 th December 1963	Jomo Kenyatta
Tanzania	Tanganyika Territory	9 th December 1961	Julius Nyerere



Activity 8.6: Explaining the impact of East African personalities in the struggle for independence

In groups,

- 1) Using the library or ICT research, and discuss the contributions of these two personalities in the struggle for the independence of Uganda;

i) Joseph Kasolo	ii) Matia Mugwanya
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- 3) Take note of their contribution in your reflective journal



Sample activity of integration

The evils of colonialism such as forced labour, over taxation, land alienation, racial discrimination, and forced growing of cash crops among other issues, made the people of East Africa hate colonialism. This prompted able and charismatic leaders such as Jomo Kenyatta, Julius Nyerere, Milton Obote, Abu Mayanja and others, to lead masses in popular demonstrations and rallies demanding for independence. Some nationalists died in the liberation struggle, but others succeeded and witnessed their liberated states.

Support Material



Figure 8.9: Some of the key nationalists

Instructions:

- 1) How did the evils of colonialism influence the key personalities in the struggle for independence in the East African states?
- 2) As a young student, you should have a role model. Who would you choose to be your role model among the personalities who struggled for the independence of East African countries? Why?
- 3) What lessons do you learn from these personalities?

Chapter summary

In this chapter, you have;

- a) Learnt the background of problems caused by the colonialists in East Africa such as exploitation of resources, external borrowing and dependency among others.
- b) Understood the key personalities such as Milton Obote, Julius Nyerere, Jomo Kenyatta, Tom Mboya among others who led the struggle of independence of East African countries and appreciated the impact of these personalities in the struggle for independence.

End of chapter assessment

1. Discuss the factors that led to the rise of nationalism in East Africa.
2. Find out the circumstances that aided the East African personalities to rise up for their independence.
3. Draw a sketch map of East Africa and in it, locate the names of personalities who operated in that region.
4. Why were the political parties in East Africa formed around 1950s?

GLOSSARY

act: a bill which has passed through the various legislative steps required

administration: the management of public affairs of a government

advocacy: supporting, or recommendation, for a particular cause or policy

agreement: the state of not contradicting one another

alliance: a relationship among people or states that have joined together for mutual benefit or to achieve a common purpose

allied: joined by or relating to members of an alliance

amendment: a minor change, or addition, to improve a piece of legislation

assassin: a person who murders an important person for political or religious reasons

axis: the alliance agreement formed during World War II between Germany, Italy, and Japan

career: one's calling in life/a person's occupation

challenges: a difficult task or problem

citizen: a resident of a country

collaboration: the action of working with someone

colonial: relating to countries that are colonies

colonialism: the policy or practice of a country, with the aim of economic dominance, extending its authority over other countries

colonialist: a person who supports the practice of giving control over other countries and occupying them with settlers

colony: a country or area under the full or partial control of another country and occupied by settlers from this country

commoner: a member of the common people who holds no title or rank

constitution: a body of fundamental principles according to which a state or organisation is governed

customary: according to the customs, or usual practices associated with a particular society

debt: the state or condition of owing something to another

decolonisation: the freeing of a colony from dependent status by granting it independence

dependency: relying on someone or something

donor: a person who gives away something of value to support or contribute towards a cause or for the benefit of another

economy: the state of a country in terms of the production and consumption of goods and services and the supply of money

executive: having a responsibility for the day to day running of an organisation, or the branch of government responsible for putting decisions or laws into effect

export: to send goods or services to another country

federal: relating to a system of government in which several states form a unit but remain independent in their internal affairs

fragmentation: the process of breaking or being broken into small pieces

genocide: the systematic killing of substantial numbers of people on the basis of their ethnicity, religion, political beliefs, etc.

import: something brought in from an external source, to buy goods or services from another country

independence: the state of being free from control by others

indestructible: incapable of being destroyed

invasion: the entry without consent of an individual or group, into an area where they are not wanted

land: the part of earth which is not covered by oceans or other water bodies

non-profitable: something that does not produce or earn profits

ownership: the state of having legal control of something

peasant: a member of the low social class

nationalism: support for the political independence of a nation or people

personality: a set of qualities that make a person different from another

policies: basic principles by which a government is guided

political parties: organised groups of people who have the same ideas

protectorate: a state that is controlled and protected by another state

recruit: enlist someone in the armed forces

reforms: make changes in something, especially, an institution or practice in order to improve it

resistance: the act or power of opposing

rule: a regulation, law, or guideline

struggle: to strive or to make an effort

tenure: a condition under which land or buildings are owned or occupied

triple alliance: an agreement made during world war I, among Germany, Italy and Austria-Hungary

triple entente: an informal understanding made during world war I, among the Russian empire, France and great Britain

voluntary: done, given, or acting, of one's own free will

war: a state of armed conflict between states, governments, societies, and informal paramilitary groups, such as mercenaries, insurgents, and militias

white paper: an authoritative report that addresses issues and how to solve them

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