

# **MPAGI TONNY SSEWANYANA**

## **HISTORY AND POLITICAL EDUCATION**

### **CBC FACILITATORS REVISION MANUAL FOR STUDENTS**

**CONTACT 0777 801 807 WHATSAPP**  
**FOR FACILITATION 0702 440 716**

<b>ELEMENT OF CONSTRUCT 1: PRE-COLONIAL HISTORY OF EAST AFRICA</b>	<b>DURATION (NUMBER OF PERIODS)</b>
1. Finding out about our past	10
2. The origin of man	16
3. Migration and settlement in East Africa since 1000AD	08
4. Culture and ethnic groups in East Africa	12
5. State formation in East Africa	14
6. Religions in East Africa	10
7. Local and external trade contacts with East African communities	18
<b>TOTAL</b>	<b>88</b>

Introduction to the study of history and political education. The new curriculum focuses on doing more than knowing it is skill based aimed at solving society problems and Africanizing African responses to the challenges hence the

<b>ELEMENT OF CONSTRUCT 2: THE COLONIAL HISTORY OF AFRICA</b>	<b>DURATION (NUMBER OF PERIODS)</b>
1.Scramble, partition and colonization of East Africa	10
2.Response to the establishment of colonial rule in East Africa	10
3.The colonial administrative systems in East Africa	12
4.The colonial economy in East Africa	12
5.World wars and their impact in East Africa	14
6.Struggle for independence in East Africa	14
7. Key personalities in the history of East Africa before independence	18
8. Lessons from liberation struggles in South Africa	19
<b>TOTAL</b>	<b>109</b>

Examination Term Task and the answer term responses. All scenarios are societal problems or challenges and all responses to the task are opinions to overcome, adapt or adopt to the problem say hand tenure system structure of Uganda's government globalization, pan Africanism. In the course of learning not teaching we have four books per class per year in the UNEB examination books are re aligned into constructs similar or related areas of study. That is why our pioneer 2024 was to the standard but because people thought for questions means a question per book and book for lacked question.

<b>ELEMENT OF CONSTRUCT 3: THE POST COLONIAL HISTORY AND POLITICAL AFFAIRS OF AFRICA</b>	<b>DURATION (NUMBER OF PERIODS)</b>
1. Post-independence socio-economic challenges in East Africa	14
2. Civil society and non-governmental organizations.	12
3. Changing land tenure systems in East Africa	10
4. The structure of government in Uganda	15
5. Local government systems in Uganda	16
6. Constitutionalism in Uganda	15
7. Democracy and leadership in Uganda	15
8. The United Nations Organization and its impact on Uganda	16
9. The evolution of human rights in Uganda.	16
10. The post-independence liberation struggles in Uganda	18
11. Patriotism in Uganda	16
12. Key contributors to nation building in the post-colonial period	17
13. Lessons from world economic transformations	18
14. Pan-Africanism political and economic federation in Africa	21
15. Neo-colonialism in East Africa	15
16. Globalization	14
17. Peace, conflicts resolution in East Africa.	17
<b>TOTAL</b>	<b>265</b>

The CBC history and political education is based on High Order Thinking (HOT) a candidate is therefore expected to read the item and task and understand for him/her to be able to attempt it and score highly.

## **GENERAL GUIDELINES IN CBC HISTORY AND POLITICAL EDUCATION.**

1. A paper of History and political education is scored out of 17, each item is scored out of either 5 or 6. There is NO item which goes beyond 6 scores. Therefore, it is healthy for the candidate to write 8 points but having it on mind that UNEB target is 6 scores so to be on a safer side that's when a learner gives more than 6 scores. Furthermore, a learner gets NO point in writing problem identification statement, it wastes time and has no impact on the learner whether they have it or not. The most important point is Definition of key words from the scenario, there's a point reserved for that key statement. Therefore, a learner is expected to score 18 ticks on an item that carries 6 score and 15 ticks on an item that is scored out 5.
2. A learner should read the task before reading the scenario because most tasks lead us to the demands of the scenarios. Therefore, for easy problem identification, read the tasks first.
3. A complete CBC history and political education paper will have 4 examinable items distributed in two sections A and B. Section A has two compulsory items coming from element of construct 1 and 2. While the learner chooses another 1 item from section B to make a total of 3 attempted items. This means a learner MUST attempt only 3 items in all.
4. The learner should attempt an item according to its demands, whatever the task instructs you, history must be presented in essay form.
5. Give relevant examples from both history and current situations depending on the situation in which the item is set. Note that the element of construct from where the item comes will give you examples.
6. Scoring shall follow well streamlined basis for example a response shall carry 3 scores in the following order; HK (Historical Knowledge. 1 score) here a learner states a correct point/idea relevant to the item and responding to the scenario. HT (Historical thinking. 1 score) here a learner correctly explains the point/idea with relevant examples as per task demands and HA

(Historical Application. 1 score) here a learner shows relevance/importance of the explained idea as demanded by the task meaning each response carries 3 scores.

7. The Introduction (IP/HK) here a learner defines the key word in the scenario with examples and any additional related information and introduces us to the body, it will always take 1 score and then the learner can conclude, it should be relevant to the item. Therefore, one should have an I (introduction) + B (body) + C (conclusion) based on Relevance, Accuracy, Coherence and Excellence (RACE), Point, Evidence, Example and Relevance (PEER), Situation, Task, Action and Result (STAR) OR HK, HT AND HA modes of Assessment = total scores which must be converted to a basis of 1-3.
8. Avoid rubric cases, always attempt 3 items following the given instruments i.e. section A is compulsory do both items in that section then choose 1 item from section B. Always finish early to get time to read through your work and correct any mistakes and finish those spaces you had left behind.
9. Read your books and read extensively.
10. You will face two types of Items that is POLITICAL ITEMS and HISTORICAL ITEMS.
11. Time is 2 hours 15 minutes so calculate your time constructively. Therefore, each item should be completed within 45 minutes only.
12. Have all your notes from S.1-4 for easy preparation, create your personal timetable and respect it, there should be no free time in third term, your goal should be clear.

## **SCORER'S CODES IN HISTORY AND POLITICAL EDUCATION**

- HI/IP-HISTORICAL INTRODUCTION/INTRODUCTION POINT. A learner gives a relevant introduction in line with the scenario most importantly by defining the key word in the scenario. A score is given.
- PI- PROBLEM IDENTIFICATION. Here a learner reads a scenario and discovers/identifies a problem but the learner should not bother writing a problem identification statement because there is no score for it.
- HK- HISTORICAL KNOWLEDGE. Here a learner gives his/her idea/point which seeks to solve a problem above.
- HT- HISTORICAL THINKING/COMPRENSION. Here a learner clearly explains the idea/point with valid and relevant examples.
- HA- HISTORICAL APPLICATION/JUSTIFICATION. Here we expect a learner to show us that what was explained is relevant.
- CP- CONCLUSION POINT. A learner gives his/her personal conclusion according to how he/she has analyzed issues in the essay.
- PH- PRE-COLONIAL HISTORY OF EAST AFRICA.
- EI- EUROPEAN INTEREST IN EAST AFRICA.
- LE-LIFE UNDER EUROPEAN RULE.
- EE- EFFECTS OF EUROPEAN RULE.
- OG- OPERATION OF GOVERNMENTS.
- IC- INTERSTATE COLLABORATION.
- HOT- HIGH ORDER THINKING.
- PEER. POINT-EXPLATION-EXAMPLE-RELEVANCE.
- RACE. RELEVANCE-ACCURACY-COHERRENCE-EXCELLENCE.
- STAR. SITUATION-TASK-ACTION-RESULT.
- IBC. INTRODUCTION-BODY-CONCLUSION.

## **BREAKDOWN OF THE GRADING SYSTEM.**

It is worth noting that the new curriculum grading differs from the previous old curriculum grading as you may note below;

A- Exceptional, the learner has displayed extra-ordinary competency by applying knowledge and skills in real life situations. It starts from 80-100% D1 and D2.

B- Outstanding, the learner has displayed a high level of competency by effectively applying acquired knowledge and skills in real life situations. It starts from 70-79% C3 and C4.

C- Satisfactory, the learner has demonstrated adequate level of competency in applying knowledge and skills in real life situations. It starts from 60-69% C5 and C6.

D- Basic, the learner demonstrates minimum level of competency in applying knowledge and skills in real life situations. It starts from 50-59% P7 and P8.

E- Elementary, the learner demonstrated below the basic levels of competency in applying knowledge and skills in real life situations. It starts from 00-49% F9.

In addition, the 20% collected from the AOI/CAI are added to the 80% a learner collects from the EOC UNEB examination makes it 100%. Remember, the Project work is scored independently out of 100%.

# THE PIONEER UCE 2024 UNEB PAPER.

## SECTION A

**Answer both items in this section.**

### Item 1.

Cross cultural marriages in Uganda are becoming common than ever before. Your brother a lady from an ethnic community which is quite different from yours and therefore has half-caste children (cross cultural blood). During holidays, you stay in your brother's house, interact with his wife and children. Your brother together with his wife and your parents have tasked you to develop very strong cultural values in those children.

#### **Task**

Identify your ethnic group and that of your brother's wife and explain the steps that you will take to develop strong cultural values in those children.

### Item 2

Your grandfather participated in World War II. He fought in the areas of Keren and Sudan. When he was deployed in Burma, the war ended. He tells the stories of Africans dying in the battle fields and going through a period of suffering for a war they knew nothing about. H has lived all along regretting the time they lost in the service of colonial army. All they came back with, were army uniforms (cold weather coat and cap) each.

#### **Task**

Explain to your grandfather that their participation in World War II was not a total loss.



## SECTION B

Answer one item from this section.

### Item 3

Your class has organized a tour to the Parliament of Uganda. The tour is to last for four days during which you interact with every office. Your teacher of history and political education has asked you to organize a pre-tour meeting with the class during which you will brief the class on the offices you will interact with.

#### Task

Explain to the class the offices you will have interacted with by the end of four days and the kind of information you will have gained about the working of Parliament.

### Item 4

It is an election time and people in your sub-county are encouraging you to contest as their representative to Local Council V (LC V). You have met with other contestants for LC in other Sub-counties and agreed that if you win the election, they will support your interest to become the Speaker of the District Council. They in turn have asked you to influence the District Chairperson to appoint them to committees of Finance, Education, Health and Social Services.

#### Task

Explain your plans for the district if elected to the position of District Speaker.

## **SEMINAR DISCUSSION ITEMS AND RESPONSES.**

### **Item 1.**

One of the leading government policies today is to promote the study of science subjects in order to realize vision 2040. Because of the above policy, learners have been discouraged from studying history and political Education as one of the arts. They don't want to attend lessons, revise and discuss history and political Education, because they have believed that studying it is a waste of time. Your school administration is concerned about this new trend and has organized an interschool's' discussion to check on it. Your school is the host and your history and political education has requested you to be the team leader in convincing your colleagues to take history and political Education seriously.

### **TASK.**

As a resourceful learner of history and political education, build morale in learners in your school, district and nation at large that studying history and political education is not a waste of time.

### **Introduction.**

- ❖ The learner begins by identifying the key concept/s in the scenario and identifying it/them.
  - ❖ History comes from the Greek word historia which means to find out about the truth or search for more information. History is the subject that studies past events, it makes a comparison with the present in order to predict the future.
  - ❖ On the other hand, political Education is comprised of two words; political which is a set of activities associated with government of a country or an area that makes a decision that affects the group members and education which is the process of acquiring knowledge, skills, values, beliefs and habits of a given society.
  - ❖ Political Education is therefore the process of teaching learners about the politics of a group, a country or organization where the individuals belong.
  - ❖ Therefore, there is a need for learners to attend, revise and discuss history and political Education due to its following importance.
1. History provides important lessons from the past mistakes and failures. For example, the past wars, conflicts, leadership mistakes, morals and historical backgrounds which helps the society from repeating the same mistakes. Therefore, it is important to encourage the study of history and political education due to the strategic lessons we learn from it.

2. Studying history and political Education helps to promote and preserve cultural heritage. This helps a certain society to learn other society's physical assets such as visual art, food, clothing, styles of architecture and nonphysical assets such as legends, music and values like generosity. Therefore, history and political education is very important due to its cultural importance that vary from one society to another.
3. It helps individuals to separate facts from fictions. It is important to note that history provides evident solutions to the current problems for example the historical writings at certain historical sites like rocks such as omweso game by the Bachwezi on many rocks, the amazing growth of some places or sites like mabere ganyinamwiru in kabarore district among others solves a problem of fiction. Therefore, History is key in differentiating the facts from fiction about some happenings through its visible sites.
4. It promotes justice by raising awareness of the past and present injustices and inequalities. For example, the killing of twins out of speculations that they were a misfortune, the unpopular divorce system in traditional Africa, slavery, forced marriages of the past among others have been rectified and justice has reigned in most societies. History and political education therefore create justice and equality in our societies by drawing from the past mistakes.
5. History and political Education promotes global citizenship by promoting an understanding of international relations, global issues and cultural diversity.
6. Studying history inspires leadership by providing examples of courageous leaders. For example, leaders and leadership skills from inspiring African leaders like Omukama Kabalega, Dr. Milton Obote, Mwalimu Nyerere Julius and Mzee Jomo Kenyata among others have left a lot of lessons to learn from their past achievements. This is one of cardinal reasons why history and political must be key in the development of any country.
7. It promotes peace by encouraging dialogue, reconciliation and understanding between Nations. Every time a conflict is about to break out, leaders first refer to the previous wars and their shortcomings and find it important to opt for peace instead for example in Uganda the 1885-1900 Wa'ingereza- Wafaransa wars have remained a reference factor in avoiding future wars. National peace has been preserved because of history, therefore studying history is not a waste of time.

8. History and political education encourage critical thinking skills as it requires evidence and evaluating arguments.
9. History and political Education prepares students who are future citizen for participation in public life.
10. Through the teaching of history and political Education, learners are taught and made to know about their rights, duties and responsibilities.
11. History and political Education helps learners to create unity in diversity. When the colonialists invaded East Africa, some societies forgot their social differences and joined hands to fight the common enemy which was colonialism. It is only in history a learner is exposed to such ideas of generosity, solidarity, peace and unity and therefore history and political education is an important factor in the day to day running of societies.
12. History and political Education helps learners to appreciate the positive role of liberation movements and international organizations in the struggle for democracy and human rights. For example, the presence of both governmental and non-governmental organizations like UNICEF, UN, TASO, UNHCR has promoted democracy and health in East Africa through acting as pressure groups to have governments work on the grievance's of her people.

In conclusion, fellow learners should take history and political Education seriously because it helps us gain skills which are employable in future.

## **ITEM 2**

During the bush war that brought NRM government to power in 1986, some Ugandans fled to the neighboring countries for refugee. Some of these people died in exile without showing their children relatives. These children have grown and feel too isolated and lonely without their close relatives. As a result, these people have returned to their mother country to look for their relatives, unfortunately they don't know where to start from and have come to you for advice.

### **TASK.**

You have been approached by some of these individuals, use the knowledge you gained from class to advise on the steps these people can take to achieve their goal.

## **Suggested Responses.**

- ❖ Sources of history refers to various means through which historical information are preserved and transmitted from one generation to another.
- ❖ The children should use the available written records such as newspapers, birth certificates, baptism cards and diaries can be used in order to trace their relatives.
- ❖ They are advised to use Oral tradition by asking and listening to stories of people from Luwero Triangle and other places where the war was based. This can do better for these people to trace their relatives.
- ❖ The children can also be advised to use archaeology by excavating the remains of the bush war victims to see if they are related to their relatives. In that way the children shall be able to trace the origins of their relatives.
- ❖ They can also employ anthropology in their endeavors to find their relatives by studying the current ways of life of people in Luwero and other places where war was based that is by studying their cultures like dressing, dancing and food taboos to see if they are related to theirs. If this source is well applied, the children will be able to find their relatives.
- ❖ The children can also be advised to deploy linguistics source where they can study the languages of the people in Luwero Triangle and other places where NRA wars were fought to see if they are related with theirs. If languages of different people who lived in areas where the wars were staged, the children will be able to find the whereabouts of their relatives.
- ❖ They can visit historical sites where the victims of the bush war were buried in big numbers. For example, they can visit the Luwero memorial mass grave and check if their relatives' names are among the people who died in the war. In this way, the children will be able to know and find their relatives' destinations.
- ❖ By carrying out DNA analysis with the people around the area they suspect to be roots of their parents.

In conclusion, if the above steps are followed, the above group of people probably can find their lost relatives.

### ITEM 3.

A group of cultural tourists came to Uganda to study about her people and their cultures and ways of life. However, they felt confused when their tour guide told them that East Africa of long ago had many groups of people which some were centralized where as others were non-centralized. The tourists feel there is something they didn't understand especially on how these same Africans in the same region differed. They have sent you an air ticket to go and help them understand the differences.

#### TASK

As a knowledgeable learner of history and political education, how will you explain to these tourists to understand better.

#### Likely responses

The centralized societies were those organized in form of kingdoms and empires with one central ruler for example Buganda, Bunyoro, whereas non centralized societies were those with no central kings at the top such as Kikuyu, Nyamwezi, Gala, and Karamojong. And the following are the differences.

Centralized	Non centralized
<ul style="list-style-type: none"><li>- Ruled by single authority or kingdom with a lot of powers</li><li>- Authority held by a king, emperor or chief ruler.</li><li>- Major decisions made by the central authority or king.</li><li>- Control over a larger attached territory</li></ul>	<ul style="list-style-type: none"><li>- Power distributed among various local chiefs or council s</li><li>- Leadership shared among many local chiefs, elders within different communities</li><li>- Decision making often involved agreement among local leaders/councils</li><li>- Smaller Territories with each community having its own control</li><li>- Local economies managed their resources independently by each community</li></ul>

<ul style="list-style-type: none"> <li>- Economy often controlled and managed by the king.</li> <li>- Resources such as land distributed by the central authority or king</li> <li>- Trade regulated or controlled by the central authority or king.</li> <li>- Infrastructure projects like roads directed by central authority</li> <li>- Central authority or king often controlled a standing army</li> <li>- Based on hereditary</li> <li>- Highly authoritative with the King's word being final</li> <li>- They had many social divisions with princes, nobles, peasants, slaves among others.</li> </ul>	<ul style="list-style-type: none"> <li>- Communities managed their resources independently.</li> </ul> <p>Communities engaged in trade independently with neighboring groups.</p> <ul style="list-style-type: none"> <li>- Local communities responsible for developing their own infrastructure</li> <li>- Each community responsible for its own defense.</li> <li>- Based on appointment the council of elders</li> <li>- Participatory democracy in every affair such as security, communal work</li> <li>- Equality was emphasized.</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Here a learner should be advised to use qualifiers to create reasonable point. Please do not write your responses in boxes. As above or in many books instead write complete meaningful and relevant complete sentences with injunctions;

- a. Whereas centralized societies were...
- b. Unlike in the decentralized societies where...
- c. While in centralized societies.....
- d. Start with a point and use a comma in the middle.

In conclusion, the centralized and non-centralized societies were different politically, socially, and economically.

#### **ITEM 4**

Between 1945-1962, Ugandans rose up and demanded their independence in various ways. Some used to sit down strikes, boycotts, formation of political parties and demonstrations among others. Due to this pressure, the British decided to give back Ugandans their independence on 9th October 1962 forcing many colonialists to run back to their mother countries and Ugandans were left in charge of their leadership. Today however, foreigners and foreign tendencies have come back. The local people are wondering why such people are still coming which has forced the local authorities to organize a meeting to educate the masses about the issue and you are part of that team.

#### **TASK**

Explain to the local people local people about the situation in the scenario that their worries are at a chance of being fulfilled if they settle for less.

#### **Likely responses**

Foreigners are people from a certain country who come to another country willingly to visit or explore or for business or forcefully due to unbearable political, social and economic conditions.

Today, the Europeans who had left Uganda and East Africa in 1960s are coming back because of the following reasons.



Need for raw materials such as minerals for their industries. Africa remains one of the richest parts of the world in mineral resources such as gold, copper, cobalt, coal and oil among others which the Europeans need very badly to feed their growing industries. Therefore, Africans must be worried about the coming back of the Europeans in the continent.

Need to secure profitable markets for their goods. As the population of Africa reaches billions of people, the Europeans cannot stand missing out on this market to trade in their finished goods like clothes, juries, cars, furniture among others.

Need to secure areas where surplus capital can be invested. Because the Europeans have accumulated a lot of wealth, the investors wish to invest their surplus money in Africa in industrialization, agriculture, factories, oil among others. Therefore, their coming should not be a surprise to many East Africans.

Need to resettle the excess population in the countries. It is well known that some European and Asian groups are in Africa as a result of world instabilities for example after the two world wars 1914-1918 and 1939-1945 respectively, victims were sent to Africa, recently after the Talibans assumed power in Pakistan, the victims were sent to Uganda, the Eritreans, Ethiopians, Somalis among others are in East Africa as a result of settling surplus population and conflicts.

The fight for the world power among themselves. Today China and Russian activities in Africa have become a nightmare to America and England and others so we have heavy numbers of foreigners because they are checking on each other's interests in Africa.

Need to emphasize the spread of Christianity. The different groups who believe in different religions simply have come back to check the progress of the beliefs they started for example; the Catholics and protestant European states send their people to check on their assets such as churches, hospitals, schools and others.

Need to promote western practices such as homosexuality. It should be remembered that in Uganda for example, the Anti-homosexuality law was passed with very strict laws in it including a death penalty, this has caused tension between Uganda and European states and financial organs, the Internal Monetary Fund (IMF) and the World Bank (WB) denying Uganda financial access. This worries most Ugandans and Africans when they see such people pouring in the region.

Some come with the intention of improving on living conditions of the Africans. For example, those who come in organizations such as UNHCR, UNICEF, TASO, US AID do good services like fresh water, healthy services, education, sensitization among others which are important in improving livelihood.

Some come for exploration and adventure. Although they are not interested in taking power directly, Africans fear explorers because even in 1880s they were the cause of East African colonialism when they kept on turning themselves into other groups for further stay in Africa.

In conclusion; those foreigners are still coming here because of the social, political and economic interests as shown above.

## **ITEM 5**

In the early 1990's, a new belief spread across the world that there is a possibility that the human race might have originated from Africa. This theory was discouraged among the whites who had for so long believed that nothing good can come out of Africa. They had for so long referred to Africa as a dark continent, a place only infested with diseases and primitive people. Their researchers have deliberately refused to make further research about this theory. You have been given time on of the international television.

## **TASK**

As a resourceful learner of history and political education and a born of Africa, use this platform with relevant examples to convince the world that this theory is undoubtedly the naked truth.

## **Introduction**

They have therefore shown no interest in making more research about it but rather than it as a mere theory like other theories that deserve no mention.

The out of Africa theory is the theory that emphasizes that the origin of man is in Africa. Africa is the only continent in which evidence has been found for man's early evolution. Many fossils have been discovered in places like Kavirondo Gulf area in Kenya, Rusinga Island, old vai gorge, Omo valley, Napak , south African among others.

I will use the following points to teach the whites that out of Africa theory is not just a theory but only the truth.

Genetic studies have shown that African population have greater genetic diversity than population outside Africa.

Studies of mitochondrial DNA indicate that the most recent common ancestors of all living humans likely lived in Africa around 200,000 years ago.

Studies of y- chromosome DNA which is passed down excessively from father to son, also support the out Africa theory.

Fossil discoveries in Africa such as those at sites like omo valley, old vai gorge and Jebel among others have promoted further support for the out of Africa theory.

Archaeological evidence including stone like pangas, axes, hoes and other artifacts also support the out of Africa theory.

The out of Africa theory proposes that modern human beings homo sapiens sapiens migrated out of Africa in different groups beginning around 60,000-70,000 years ago.

The out of Africa theory explains the genetic diversity observed in modern human population with greater genetic variations suggests that the migration of modern humans out of Africa was accompanied by the spread of cultural innovations including tool making, language development and social organization.

As modern humans migrated out of Africa, they met and interbreed with ancient human population such as Neanderthals. Genetic evidence indicates that modern non-African populations carry traces of Neanderthal DNA, suggesting that interbreeding occurred between different people.

## **ITEM 6.**

Trade and commerce is the back bone of modern economies of the world. Your mother and other business people fly from Uganda and go to countries such as China, Dubai, Japan and Europe among others to trade in commodities such as clothes, vehicles and electronics among others. However, your mother complains that trade has almost become impossible due to high taxes, unfavorable transport means among others. As a result, so many businesses have closed in various parts of Uganda. Government seeks to end these challenges and you have been contacted.

### **TASK**

Your history and political education teacher have covered the topic of trade, use that knowledge to advise the government on how the above can be solved so that your mother and other business people can be helped.

## Suggested Responses

- ❖ The learner identifies key concept/s and define it/them.
- ❖ Uganda has had a long history of participating in the international trade including long distance trade of the 19th century. All this trade up to date has not been very successful because of many challenges in it. The following are the various ways in which these challenges can be solved.
- ❖ The government should strengthen regional agreement to widen markets for its traders. Agreements like free trade area for all African states can open up market at a cheaper tax wave compared to flying to Asia and Europe.
- ❖ The government should construct roads and railways to ease movement of traders. For example, the extension of a standard gauge railway to most parts of the country and feeder roads connecting to the main roads to ease transportation of goods and reduce taxes.
- ❖ The government should ensure that accessibility to loans by traders is very easy and at a cheaper interest rate. This will help the business community to buy and sell commodities cheaply hence improved standards of living.
- ❖ The government should provide training and capacity building programs to help traders meet international standards.
- ❖ The government should provide traders with subsidies such as tax holidays or accessing loans at a low interest rate.
- ❖ The government should promote export diversification by investing in value added industries such manufacturing, agricultural processing and technology to reduce on raw material exports.
- ❖ The government should reduce on trade barriers so that Ugandans gain market access for their goods and services, both within the continent and globally.
- ❖ The government should engage in bilateral and multilateral negotiations to secure favorable trade deals, reduce tariffs and remove trade barriers with non-African countries and trading blocs.
- ❖ The government should concentrate on industrialization as a means to add value to raw materials and create jobs.
- ❖ The government should provide more resources to help African countries deal with trade impediments.
- ❖ The government should promote political cooperation with the neighboring countries like Kenya, Tanzania, Rwanda among others so that market is kept open.

## Conclusion

In conclusion, the government provides social, political and economic support to traders if the trade is to improve.

## ITEM 7:

In 2021 the government of Uganda decided to look for a loan of about 2-3 trillion shillings in order to rehabilitate the standard Meter gauge railway to reduce traffic congestion, facilitate business among other reasons. Many Ugandans opposed the government idea claiming that it was a waste tax payer's money in the projects that are of little help yet other sectors such as agriculture are hungry for money. The government insisted and secured some 1.1 trillion shillings from the African Development Bank and started rehabilitating some lines. In order to change people's attitude about the project, the ministry of trade has organized various sensitization workshops and you have been sent to one region of the country to change people's attitude about the project.

### Likely responses.

- ❖ The Uganda railway is the line that was built from Mombasa ( Kalindini) at the coast of Kenya through Voi to Kampala and then extended to other parts of Uganda. The construction began on 30th May 1896 and sir George white House was the chief Engineer and it went up to 1965. In order to change people's attitude, I will use the following ideas/ points.
- ❖ The reconstruction of the railway will help to ease transport in the country. A train does not get stuck in the traffic compared to buses and other means of transport which eases speed transportation of people and good.
- ❖ The reconstruction of the railway will help to promote trade and commerce in the country. For example, a trader from Kasese or Namisindwa districts can easily access Kampala, trade and sell their commodities and go back, it will also promote trade and commerce in the East African community and the African society since goods can move cheaply.
- ❖ The reconstruction will help to encourage cash crop growing like cotton, tea among others.
- ❖ It will help to make transport cheaper and quicker. Before, buses, long route cargo trucks could land traders into losses by delaying perishables like tomatoes, meat, mushroom, fish on the road, the railway quickens transportation of these products and at a cheaper rate.
- ❖ It will help Uganda to be self-reliant economically.

- ❖ The reconstruction of the railway will help to link the landlocked Uganda to East African coast. By extending it to neighboring states like Kenya DR. Congo, Rwanda, Tanzania among others, this will help business to operate easily since people and goods can now cross via the railway to do trade in other countries.
- ❖ The reconstruction of the railway will provide a safer and more sustainable alternative to road transport which can be subject to congestion and accidents.
- ❖ The reconstruction of the railway will help to attract many foreign investors which will boost the economic development.
- ❖ The reconstruction of the Uganda railway will help to promote regional integration within the East African community. The East African leaders, security personnel, people and goods will possibly move freely using this railway and the East African community will be integrated.
- ❖ It will promote other infrastructural development such as stations, depots, towns, cities and improved roads which benefits the local community.
- ❖ It will promote tourism because with improved rail connectivity, tourists can travel more easily within Uganda and across the region.

In conclusion, Ugandans should support the government efforts to reconstruct the railway because of its social, political and economic benefits.

## **ITEM 8.**

When NRM came to power in 1986, it found many challenges in a country that had spent many years. One of the main challenges was the endless conflicts on land between the land lords and their occupants/tenants. The government introduced a number of reforms to address the land problem for good. These reforms included; 1998 Land Act, The National Land Use Policy 2007, Land Sector Strategic Plan 2011-2012, Land Amendment Act 2013 among others. However, these reforms seem to have not solved the land questions including land grabbing, land encroachment, rampant evictions, having multiple land titles on the same piece of land, among others. The ministry of lands has established land commissions at district levels to address all these problems and you are part of it.

### **Task.**

As knowledgeable learner of history and political education, explain to the commission on how the problem in the scenario can be handled when your turn comes.

## **Likely response.**

Land conflicts refer to the misunderstandings between two or more parties fighting to gain control of same land. Today, such fights have become rampant to the extent that people are willing to shed blood and kill each other to gain it, others are displaced while others innocently suffer the consequences of such evil.

In order to end such conflicts for good, the land commission can do the following;

- The commission should ensure proper documentation and registration of land ownership and usage rights to avoid ambiguity and disputes. The ministry should make sure each plat of land is owned by one person or family but not multiple ownership.
- The commission should advise the government to accelerate the process of land registration and issuing original land titles to ensure clarity of ownership.
- The 1998 Land Act should be strengthened and implemented more effectively
- The commission should ensure the 2013 National Land Policy is known by very many Ugandans
- Land Tribunals and Courts should be strengthened to provide adequate resources, training, and staff to handle land disputes more efficiently
- There should be an establishment of formal mediation mechanisms and promote ADR methods to resolve land conflicts outside of the formal court system
- The government should protect community Land Rights Recognition to ensure that land used by the community is legally protected.
- The commission should launch public education campaigns to raise awareness about land rights
- The government should empower local government bodies, such as district land boards and land committees, to take a more active role in resolving land conflicts
- The government should protect women's land rights, ensuring that women have equal access to land ownership and control.
- The government should conduct national land surveys and demarcation of land boundaries, particularly in rural and conflict-prone areas like between Karamoja and Teso
- The government should establish land restitution programs to return land that was unlawfully taken from communities or individuals
- The government should strengthen policies and law enforcement against illegal land grabbing

- The government should implement Geographic Information Systems (GIS) and digital land management systems to track land ownership
- There should be an improved transparency in land transactions by implementing a public registry that allows people to verify land ownership and reduce.

In conclusion, the commission should advise the government to create more awareness among people about various ways of ending land conflicts as seen above.

## **ITEM 9.**

The university students studying archaeology and heritage studies in one of Uganda's universities were tasked by their lecturers to move around the country and make field studies about Uganda's heritage sites. On returning from the field, the lecturers tasked them to present their findings. The students remarked that most of these sites were bushy, inaccessible due to poor roads, their land grabbed and looked abandoned and this therefore threatened their existence. You are one of these students that observed this negligence and believe something must be done.

### **Task.**

Explain your findings to the lecturer and class and provide an everlasting solution on the matter as presented in the scenario.

### **Likely Responses.**

A learner should identify key concept/s and define it/them.

A historical site is a place that has been preserved because it has traces of the past. It's an official location where cultural, military, political or social history is preserved because of its heritage value.

A historical site may be any building, area or feature that is of local or international importance. East Africa is rich in historical sites. In order to preserve these sites, the following can be done; examples of historical sites include Nyeri Rock in Kumi Uganda Martyrs Shrine Namugongo



- Governments should enforce laws that regulate land use around these sites and penalize those who engage in illegal activities like looting or construction near sensitive locations. For example, certain measurements should be left from the site to the economic activities or residences and should be published in newspapers and other social media platforms.
- The preservation of historical sites should involve local communities who are the primary stewards of these sites. This fosters a sense of ownership and responsibility for preserving the sites.
- The government should promote sustainable tourism which can generate revenue for the maintenance of historical sites.
- Tourism should also be managed to avoid overcrowding and environmental degradation
- The in-charge should raise public awareness about the importance of preserving historical sites. This helps to instill a sense of pride and awareness of the value of cultural heritage.
- The government should invest in higher education and skills development programs that specialize in heritage conservation.
- The government should collaborate with international organizations like UNESCO, the World Monuments Fund among others for both technical and financial support
- Scientific research and documentation of historical sites should be a priority. Using technology such as Geographic Information Systems (GIS), drones, and 3D scanning can help in mapping, documenting, and monitoring the condition of sites.
- Government and private organizations should allocate funds specifically for the conservation of historical sites.
- Empowering local communities to manage and preserve their heritage through local museums, heritage sites, and cultural events helps ensure longterm protection.
- Government should enforce strict regulations on construction projects near historical sites to prevent encroachment.
- There should be regular maintenance, including cleaning, structural repairs, and conservation of artifacts which helps to keep historical sites in good condition.
- The government should implement climate change adaptation strategies that protect cultural heritage, such as building protective infrastructure or relocating vulnerable sites.
- There should be the establishment of dedicated national heritage bodies or commissions that can centralize efforts to preserve historical sites.
- The in-charge should organize heritage festivals and cultural events around historical sites to create opportunities for local communities to engage with their heritage.
- There should be regular monitoring of the physical condition of historical sites to detect early signs of damage.

- Many African historical sites are linked to oral traditions and stories. It is essential to document these narratives, which may not be captured in written records, to complement physical preservation and ensure the cultural significance of sites is fully understood.
- There should be cooperation between neighboring to protect all these sites that are spread across borders.
- Build sustainable infrastructure around historical sites, including access roads to ensure that sites are easily accessible to tourists and researchers.
- In conclusion, the government and other stakeholders should engage local communities in the preservation of historical sites.

## ITEM 10.

In most of their speeches, presidents of African states condemn political collaboration with western imperialists. African presidents believe that these politicians have quickly forgotten the untold suffering Africans went through during the second half of the 19th and first half of the 20th centuries. In order to remind Africans of these dangers, African presidents through the African Union have organized an essay writing competition and your school has chosen you to take part in these competitions.

### Task.

Identify the key factors that can deal with the problem in the scenario and settle the political participation basing of African interpretation.

### Likely Responses.

A learner should identify key concept/s and identify it/them.

During the 19th century, western imperialists came to Africa and established their colonial rule. This rule was oppressive and exploitative in many ways. African politicians should collaborate with them wisely because of the following reasons;

- The imperialist promoted divisions based on tribes and religions because each society was administered at tribal level. Through their policy of divide and rule, they caused serious hatred among the Ugandan societies which led to serious conflicts for example, the 1985-1900 religious wars in Buganda, the tension between Buganda and Bunyoro among others.

- The imperialist introduced forced cash crop growing in East African colonies. For example, in Tanganyika, the Akidas and Jumbes made life so hard for the Tanganyikans, they were made to work for so long with very little pay or no pay at all.
- The imperialist exploited African workers by paying them very poorly as it was in Kenya.
- The imperialist introduced various taxes such as poll, gun and hut taxes which consumed the little pay they paid to the Africans.
- Serious education for the Africans was totally neglected and many were given elementary education.
- The imperialist dehumanized and demoralized African chiefs i.e. many were not pleased with the changes but they had no option or to lose their leadership posts.
- The African chiefs earned themselves hatred, dislike and disrespect from their subjects who looked at them as traitors
- African land such as Kenya highlands were grabbed
- The imperialist increased poverty Among Africans because many of them were not allowed to participate in different economic activities like coffee growing in Kenya
- The imperialist led to the outbreak of resistances as a result of their bad governance such as MAU MAU in Kenya
- African cultures and customs were eroded and abused as inferior, backward and barbaric
- People were always in a state of suffering as there was wide spread discontent and resentment against the white imperialists
- There was loss of lives as whites attempted to suppress African
- There was wide destruction of property during rebellions and resistances
- Famine broke out due to the unsettled life of the Africans and neglect of growing of food crops in favor of cash crops.
  
- African traders like the Nyamwezi were driven out of trade by the whites who became the main trade controllers.

In conclusion, African politicians should always remember that Whiteman's rule in Africa caused more misery and suffering and should collaborate with them wisely.

### ITEM 11.

African elections and governance are characterized by tribalism, regionalism, among others. In 2022 however, William Ruto a Kalenjin by tribe won the majority votes in areas of Kikuyu became the president of Kenya. This surprised many people especially from Uganda who thought Raila Odinga, with massive support from president Uhuru Kenyatta a Kikuyu by tribe would win the region. One Kenyan politician explained that Kenya has gone beyond politics of manipulation as the case is in Uganda. Many Ugandans you inclusive believe that their country has to take lessons from Kenya's government system if the country is to have clean politics which can bring about development.

#### **Task.**

Explain the changes you think Ugandan politicians and electorates should copy from the Kenyan politics.

### **Possible Responses**

The learner should identify key concept/s in the scenario and define it/them.

Kenya is one of the most developed countries in East Africa. Unlike other East African States, Kenya's current structure of government allows power to be shared on two levels: The national level and the county level. Uganda can learn a lot from Kenya's governance including the following;

- Kenya has got term limits of five-year terms. Uganda can restore these terms limits as a way of getting more participation, term limits create opportunities for a country to have a taste of different leaders who work tirelessly for the political, social and economic integration.

- 2. Uganda may adopt a bicameral legislature comprised of the National Assembly and the Senate like that of Kenya. The senate make crucial, critical and hard decisions so that the two councils are complex to compromise and penetrate.
- The National Assembly may be made the lower house of Parliament, responsible for making laws and representing the interests of the people as it is done in Kenya
- The Senate may represent the counties and ensure their interests are considered in national legislation as its done in Kenya.
- Uganda may copy the devolved government system of Kenya where each county has its own government headed by a governor, and the counties have substantial powers to manage local affairs.
- We may introduce governors who are elected by the residents of each county and serve as the chief executives of the county governments as its done in Kenya
- Each county may have its own elected assembly responsible for making laws at the county level as its done in Kenya
- We may establish political parties based on interests not identity like Kenya Kwanza in Kenya
- Kenya has invested in meritocracy and this has promoted economic growth and development. Uganda should do the same instead of using nepotism and sectarianism
- Kenya has made significant steps in improving transparency, particularly through platforms like the Kenya Open Data Initiative. Uganda can adopt similar mechanisms to provide citizens with access to government data, thereby increasing accountability and reducing corruption.
- Kenya has established institutions like the Ethics and Anti-Corruption Commission (EACC) to combat corruption at all levels of government. Uganda could strengthen its own anti-corruption efforts by bolstering the role of independent institutions and ensuring greater enforcement of anti-corruption laws.
- Kenya's electoral reforms post-2007 crisis, including the establishment of an independent Electoral and Boundaries Commission (IEBC), have helped improve the credibility of elections. Uganda could learn from Kenya's electoral processes to ensure free and fair elections
- Kenya has actively promoted national integration through initiatives that celebrate its ethnic and cultural diversity, such as the "Nuru Ya Taifa" (Light of the Nation) campaigns. Uganda can learn from these efforts to foster unity among its diverse ethnic and cultural groups reducing regional tension and promoting national cohesion.

In conclusion, Uganda should promote unity in diversity as it is done in Kenya if we need our politics to be productive to our country.

## ITEM 12.

In 1972, president Iddi Amin of Uganda expelled Asians including Indians and Pakistanis from Uganda, he majorly wanted to Africanize the economy. So he gave their businesses to Ugandans who had no business experience and failed them a few years later. When the NRM government took over power, the Asians were welcomed back with a purpose of improving on the economy. However, there is growing concern among Ugandans that these foreigners have dominated almost all economic sectors. So, they suggest that these people should leave and go back to their home countries.

### Task

As a student of history and political education, advise the Ugandans to appreciate these people.

### Likely responses.

The learner should identify the key concepts from the scenario and define them.

The foreigners are groups of people who come from a different continent to another continent/region due to political social and economic reasons in their countries. Foreigners can either leave their countries forcefully or out of wish and love, for example Asians and Arabs who were chased from Uganda because they had become so many and dominated Uganda's economic activities leaving Ugandans in absolute poverty. The colonization of Asia by whites, later many Asians came to East Africa under the British colonial labor policy. However, due to their economic contribution, Ugandans should appreciate these people because they have a lot of contributions as seen below;

- Foreigners especially Indians have helped in the development of education sector by building a number of education institutions such as Agha Khan nursery, primary, secondary and University like the Islamic University in Uganda IUIU. Therefore, this has boosted the education sector in Uganda.
- Foreigners especially Indians have also spread the Islamic faith in east Africa by constructing mosques and supporting Islamic education. For example,
- Foreigners especially Indians have helped to improve on the transport sector through construction of roads that led to their business centers like apartments in Kampala suburbs

- Foreigners especially Indians have developed commercial agriculture by establishing big farms of crops such as tea, sugarcane, pyrethrum, etc.
- Foreigners especially Indians provide employment opportunities to the East African people in their factories, shops and other businesses.
- Foreigners especially Indians have helped in the improvement of people's welfare through constructing recreational centers such as beaches like Didi's world, clubs, kids' parks, among others.
- Foreigners especially Indians have contributed to the capital inflow in East Africa. Their businesses brought a lot of foreign exchange which increased money flow in the economies of East Africa.
- Foreigners especially Indians have helped in the development of small-scale industries producing products like biscuits, plastics among others. This has encouraged employment of many youths in those factories and industries.
- Foreigners especially Indians have also promoted health services through the construction of hospitals such as Norvik and Aga Khan in Kampala. This has reduced the death rate of Ugandans.
- Foreigners especially Indians have promoted trade both locally and internationally by importing goods like clothes, cars and exporting goods like coffee and cotton.
- Foreigners especially Indians have founded many development / commercial banks like the Diamond Trust bank, Bank of Baroda, Crane bank
- Foreigners especially Indians have ensured technological development like the telecom companies such as Warid, MTN, Airtel networks. Through these networks, technology has been boosted by the many plans and combos that help Ugandans to stream and make research.
- Asians have established major retail businesses and supermarkets in Uganda, such as Kawowo Supermarket and Saj Food Stores.
- Asians in Uganda have contributed to community development and social welfare through charitable foundations and donations. The Aga Khan Foundation, for example, has made notable contributions to healthcare, education, and poverty reduction.
- Asians have played a key role in shaping Uganda's urban infrastructure, contributing to the development of cities like Kampala. Many of the city's commercial and residential properties are built by Asian investors
- Asian communities in Uganda have contributed to the country's rich cultural diversity. The fusion of Ugandan, Indian, and Pakistani cultures has had a significant impact on food, music, fashion, and festivals in the country

- Asian communities have brought with them various spices and culinary traditions, influencing Ugandan cuisine. Dishes such as samosas, chapatti, and pilau have become popular in Uganda, adding to the country's rich food, culture.
- Many Asians, especially of Indian descent, are responsible for the expansion and development of Uganda's real estate sector. Their investments in residential and commercial properties have contributed significantly to the housing market.

## Conclusion

In conclusion, Ugandans should appreciate Asian community because it has helped to create many jobs in the country.

## ITEM 13.

East Africa is inhabited by the Bantu migrants since 1000AD, they have often been blamed for having led to the under development of the East African region through conflicts they caused and the iron equipment they came with that became the cause of the wide spread insecurity up to date. However, some people believe that the Bantu migrants partly promoted the civilization and modern development of East Africa. A workshop has been organized in one of the University halls to review on the implications of the Bantu migration in East Africa and you have been invited to make a speech.

### Task

As a knowledgeable learner of history and political education, explain to the peoples of East Africa to clearly understand that the Bantu a negative force.

### Likely Responses.

- ❖ The learner should define the key concept in the scenario as below;
- ❖ Bantu is a linguistic word describing a group of people who speak a similar language with a suffix Ntu or Ndu.
- ❖ Their origin and migration are not clear to the Historians.
- ❖ However, some Historians believe that they came from West Africa around Cameroon Highlands.
- ❖ Other historians state that the Bantu originated from the middle of River Benue in Nigeria.



- ❖ While others state that the cradle land of the Bantu was in Luba area of Katanga in South Eastern Congo.
- ❖ It is believed that they migrated due to the population pressure at their cradle land forced them to look for new areas of settlement.
- ❖ They were looking for market for their home iron implements.
- ❖ The need for fertile soils which could favor farming
- ❖ The internal conflicts like the succession disputes.
- ❖ The misfortunes which claimed many lives and their animals forced the Bantu to leave their home areas.
- ❖ Land pressure due to population explosion caused land conflicts and the defeated groups decided to come to East Africa
- ❖ Natural calamities like drought, volcanic eruptions, and famine earthquakes forced them to look for safe areas
- ❖ Love for adventure and exploration made the youth to leave their homeland in order to know more beyond their homelands.
- ❖ The need for the favorable climate which would favor agriculture and Human settlement.
- ❖ External pressure from the neighbors made them to leave.
- ❖ Poor leadership which made them to come so as to exercise good leadership.
- ❖ The need to spread their iron work skills improved their chances of migration.
- ❖ Their activities of shifting cultivation might have forced them to migrate
- ❖ The hunting nature of the Bantu made them to leave their homeland in the process of hunting.
- ❖ The search for water and pasture for their animals also made them to leave their homeland. Their migration and settlement in East Africa affected the peoples of East Africa as shown below;
- ❖ They introduced iron working and use of iron tools like hoes pangas and hoes which are being used for domestic and agricultural purposes up to date hence leading to development of East Africa.
- ❖ The Bantu introduced new crops e.g. Bananas, yams and these crops are still grown up to date.
- ❖ The Population increased due to their settlement which widened the market for the products produced by the natives.
- ❖ They introduced new languages in East Africa for example Luganda, Lusoga and Runyankole which exist up to date.
- ❖ They introduced new farming methods e.g. mulching, which is still practiced by many farmers today.

- ❖ They absorbed most of the tribes they met in East Africa especially the Bushmen and Cushites thus promoting new cultural practices.
  - ❖ They Bantu in some areas abandoned their culture and copied those of the people they met e.g. circumcision among the Bagisu, which is practiced up to date.
  - ❖ They introduced a new system of building permanent houses e.g. they built round grass thatched houses the practice that is still existing in some communities.
  - ❖ There were intermarriages between the Bantu who settled along the coast and the Arabs giving birth to the Swahili people that exist at the coast of East Africa up to date.
  - ❖ They introduced a new system of centralized administration in East Africa which led to the formation of kingdoms like Buganda, Ankole that are still in existence up to date.
  - ❖ The migration led to the introduction of short horned hump less cattle in East Africa and these types of cattle still exist up to date.
  - ❖ Their migration led to the emergency of new tribes in East Africa like Basoga, Banyankore, Baganda and these have played a great role in the development of East Africa up to date
  - ❖ Their migration led to the development of the long-distance trade for example the Bantu tribes like the Baganda, Nyamwezi actively participated in the trade.
  - ❖ They led to the introduction of the Royal regalia e.g. the drums, shields and these have become important National Symbols.
  - ❖ The Bantu led to clashes over land with the communities that they met in East Africa this
  - ❖ The Bantu displaced some people in East Africa especially those in fertile areas like Ngoni displaced the Yao in their fertile lands in Southern Tanzania thus leading to their suffering.
  - ❖ The introduction of iron equipment like pangas, spears caused insecurity up to date.
  - ❖ Their coming made the natives to lose their independence and subjected to the rule of the Bantu.
  - ❖ Their migration led to increased population that resulted to land conflicts up to date.
- The new system of administration introduced by the Bantu like the centralized system of administration denied the subjects equal opportunity for leadership.

N.B Since the task prompts a learner to give a clear understanding of Bantu migration, the learner should show:

- i) Their origin
- ii) Reasons for their migration
- iii) Effects both positive and negative.

## ITEM 14.

In 1896, one of the clauses of the Berlin conference of 1878 was initiated by the colonial masters which was the construction of the Uganda Railway. To many historians, the construction of the railway was to open the interior of East African coast then to the world for the effective exploitation of its resources by the British. While some believe that it was a good move towards the development of East Africa. You have been selected to analyze the opinions of the two sides in the scenario.

### Task

You are a knowledgeable learner, educate these historians that the construction of the railway line benefited both parties.

Likely responses.

The learner should define the key concept in the scenario as below;

a) The railway line from Mombasa to Kisumu was called the Uganda because it was primarily constructed to link Uganda with the East African coast.

- ❖ At that time, Uganda was the focus of British interests in East Africa.
- ❖ The line was surveyed by J.R.L. Macdonald in 1892 and constructed by Engineer George Whitehouse from 1896.
- ❖ The costs of constructing the railway were grossly underestimated.
- ❖ It was originally estimated that the railway would cost 2 million pounds but it cost 8 million pounds.
  
- ❖ The reason for the construction of Uganda Railway was to facilitate British administration of Uganda after the declaration of Uganda as a British protectorate in 1894.
- ❖ The high cost of the construction of the Uganda Railway forced the British to seriously embark on the development of the area to justify this expenditure.
- ❖ The railway line therefore led to the development of East Africa in the following ways:

It created new commercial possibilities where European and Indian traders were attracted inland thus laying a foundation for modern trade

- ❖ It helped in the development of towns along the railway such as Nairobi, Nakuru and Kisumu, Kampala and these have developed into modern Capital cities and towns today.
- ❖ It led to the growth of cash crops such as cotton and coffee were introduced and these have become leading contributors to East Africa's economy today
- It led to the development of the monetary economy through trade which was adopted up
- ❖ It also promoted the building of feeder roads which were meant to link up with the railway these developed into important high ways used up to date.
- ❖ It provided an easy means of transport from one point to another thus facilitating import and export trade up to date.
- ❖ It contributed to the abolition of slave trade in East Africa which improved on the dignity of Africans up to date.
- ❖ It attracted foreigners e.g. Asians and Indians who promoted trade with the Africans these have remained in East Africa up to date thus leading to economic development.
- ❖ It attracted the coming of the white settlers in Kenya who initiated developmental projects in the Kenyan high lands thus laying a foundation to the development of the region up to date
- ❖ It created employment opportunities for many Africans who became messengers, locomotive drivers, station managers. Such opportunities are still in existence up to date. Urban centers expanded because of the construction of the railway and these included Mombasa, Voi, Nairobi, Kisumu, Jinja and Kampala.
- ❖ Cooperative movements were established in various urban centers served by the railway. These improved the political consciousness of the people.
- ❖ The influx of the Europeans into East Africa brought Western civilization. For example, schools were built and Western culture was adopted by Africans up to date.
- ❖ The railway line partly contributed to the under development of East Africa as follows:
- ❖ It also facilitated the consolidation of the British administration of Uganda thus leading to total loss of independence by East African countries.
- ❖ The movement of soldiers and administrators became very easy thus ensuring effective occupation and exploitation of East Africa thus poverty.
- ❖ It eased the British control over Kenya because administrators and soldiers could be moved along the railway.
- ❖ It led to the introduction of the Hut tax in 1902 to recover the costs of construction of the railway which became oppressive to the Africans
- ❖ Taxation in Uganda was started after the completion of the railway and this laid grounds for the modern taxation system

- ❖ Racism increased in Kenya and Uganda where European and Indians competed with Africans in trade and commerce activities.
- ❖ It led to the economic exploitation of Uganda's resources such as copper from Kilembe which made Uganda poor to date.
- ❖ It caused social problems such as prostitution due to urbanization which did not exist in East Africa before. These practices still exist in East Africa up to date.
- ❖ It led to the grabbing of African land where the railway line passed through leading to conflicts thus resulting to the death of many Africans who could have contributed greatly to modern development.

## ITEM 15

The 1995 constitution provided for the decentralization of power. This resulted into the disintegration of the former provinces into smaller administrative units like districts, cities, municipalities among others. This provision rose many criticisms on the side of government and it was seen as a waste of government resources. Today, many people have failed to appreciate the value of creating local administrative units and see it as a way of divide and rule by the existing government as well as winning favors during elections. You have been invited in a sensitization meeting of the local residents on the importance of decentralization/ local government structures.

### Task

You have developed leadership skills and political knowledge from school and through your personal research, use it to explain to the locals that decentralization of power is beneficial to the community.

- ❖ Likely responses.  
The learner should define the key concept in the scenario as below;
  - Decentralization refer to the transfer of power from Central government to lower administrative units such as Districts, Municipalities, Cities.
  - This is also referred to as the Local government systems that are bodies responsible for administering small geographical areas.
- ❖ Local governments play an important role in the country and therefore need to be strengthened and maintained. Such roles include;
- ❖ They monitor and administer their respective local areas and make reports to the central government this has enabled central government to cater for the interests of all citizens.

- ❖ They exercise all political and executive powers in their areas of jurisdiction through handling critical issues in the area thus promoting development.
- ❖ They make laws in form of ordinances and bylaws consistent with constitution that help them administer their areas and these are guided by the Local Government Act.
- ❖ They solve and settle disputes at local levels through local courts like domestic matters, theft and other minor offences and this has therefore promoted justice in the areas.
- ❖ They offer social services to their people such as health, education and this has improved on the people's ways of life and literacy levels.
- ❖ They promote democratic governance in their areas of jurisdiction through ensuring periodic elections and abiding by democratic principles.
- ❖ They carry out planning and financial management in their areas through district planning authority and this promotes effective resource utilisation and setting up of developmental projects.
- ❖ They provide the necessary resources to the lower local government such as sub counties, parishes by supporting their programs like road construction thus improving on the levels of development
- ❖ They monitor performance of the persons employed by the government agencies within the district. Like teachers, doctors and this has improved effectiveness in service delivery.
- ❖ They carry out delegated functions by the ministry concerned and draw an agreement with the respective ministry to initiate developmental projects in their areas of jurisdiction.
- ❖ They assist the central government in the maintenance of law and order in the district through coordination with the RDCs thus promoting security in the areas.
- ❖ They serve as a communication channel between the central government and the district. The information from the central government can be communicated to parish and village levels through local government structures.
- ❖ They formulate, approve and executive budget in their respective areas to faster development and this has led to the development of infrastructure in different areas of the country.
- ❖ They collect government revenue in their areas which is later used to initiate development programs in districts, counties, sub counties among others
- ❖ They improve the quality of life by providing social services, environment conservation, and cultural activities.
- ❖ They create jobs that support economic development. Many people get political and technical jobs by creation of districts, cities, sub counties among others.
- ❖ They act as point of contact for possible investors, providing accurate information, encouragement and support thus attracting developments in the region.

- ❖ They maintain boundaries of areas under their control. This has helped to solve territorial conflicts thus ensuring peace and unity.

## ITEM 16

After the attainment of independence, many African countries have undergone through constitutional review and amendments. Many Scholars look at these amendments as a means by the existing governments to sabotage the rights and freedoms of the citizens. Many youths and Elites have complained that the constitution has become a mere book that stipulates impossibilities in some countries on the African Continent.

### Task

Convince these Africans to regain interests in the constitution and rule of law.

### Likely Responses

The learner should define the key concept in the scenario as below;

- ❖ A constitution is a set of fundamental rules that determine how a country is run.
- ❖ It's the basic law of any country that govern the political, social and economic life of the citizens
- ❖ A constitution is an important instrument in any independent state and therefore the youth and Elites should support its existence because;
- ❖ It helps citizens to exercise their human rights since people get to know their rights and protect them consciously.
- ❖ It promotes sovereignty of the people in their country since it spells out various institutions of governance and administration of resources in the country.
- ❖ It makes it possible for the government to be changed peacefully and in an orderly manner through regular elections stipulated by the constitution.
- ❖ It provides a country with a vision by specifying the political and government system to be followed and this therefore avoids conflict of interest.
- ❖ It specifies the degree of power sharing between central and local government.
- ❖ It provides answers to contentious questions and this is done by amending or providing constitutional amendment procedures through either the parliament or Referendum.
- ❖ It promotes democracy and stability of a country since it defines the procedures of power transfer from one regime to another.

- ❖ It protects and promotes fundamental human rights since it secures the fundamental human rights and freedom to be enjoyed by the people.
- ❖ It formalizes and regulates the relationship between organs and provides mechanism through which conflict can be resolved thus harmonizes power sharing in the various organs of the government.
- ❖ It legitimizes regimes in the constitutional developments in any country. Therefore, is the first requirement for the government to be recognized by the state and other countries.
- ❖ It promotes national unity by binding people together and giving them a sense of belonging which promotes national unity.
- ❖ It establishes the foundation of legal authority of government which the citizens of the country can make individual contribution to the country's national development.

### ITEM 17.

Cross cultural marriages in Uganda are becoming more common than ever before. Your brother married a lady from an ethnic community which is quite different from yours and therefore has half cast children. During holidays, you stay in your brethren's house, interact with his wife and children. Your brother together with his wife and your parents have tasked you to develop strong cultural values in those children.

#### Task

Identify your ethnic group and that of your brother's wife and explain the steps you will follow to develop cultural values in those children.

#### Likely Responses.

- ❖ My ethnic group is Bantu and my brother's wife ethnic group is Luo.
- ❖ The following are the steps I will follow to develop cultural values in half cast children.
- ❖ Teaching them local language. I will teach them the local language spoken by the community for instance if I can teach them Luganda among others thus instilling cultural values in them.
- ❖ Encouraging them to attend traditional ceremonies like burial ceremonies in order to learn the new culture. This can help them to know more about cultural values of their parents.



- ❖ Teaching them to respect elders and those in authority. For instance, in Buganda and some other cultures greeting of elders is done while kneeling down in order to show respect. This can instill cultural values in half cast children.
- ❖ Visiting relatives in the villages like during the holiday can help these children interact with their grandparents, uncles and aunts who will later teach them some of the cultural practices and this will help them learn more about their culture.
- ❖ Encouraging them to participate in the traditional dance like the kiganda dance, kikiga dance and others which carries a lot of cultural information thus instilling cultural values in half cast children.
- ❖ Teaching them the traditional attire (dressing) for instance in Buganda ladies put on gomosi and men kanzu. This helps them to know more about their culture.
- ❖ Teaching them how to play musical instruments especially drums etc. This helps them to learn more about the culture of their parents.
- ❖ Encouraging them to visit cultural sites like burial sites for example kasubi tombs can help these children to learn more about their culture.
- ❖ Hard work, I will encourage these children to always get engaged in doing some work like slashing the compound and other house work. This helps them to know more about their culture.
- ❖ Encouraging them to learn some cultural practices like that of naming which can help them learn more about their culture.
- ❖ Encouraging them to use written records like books, newspapers among others can help them learn more about their culture.
- ❖ Encouraging them to use social media like internet and watching cultural movies. This can help these to understand the cultural values and practices of their parents.
- ❖ Teaching them religion especially African Traditional religion. This Carries a lot of cultural values and practices which these children must learn and understand.
- ❖ Teaching them on how to prepare traditional foods.

- ❖ Teaching them food taboos and totems of their parents.
- ❖ Visiting museums.
- ❖ Teaching them burial rituals.

In conclusion, if all the above steps are well followed, these children can fully understand the cultural values and practices of their parents.

## **APPRECIATION.**

We take this honor to thank you so much for attending this seminar and we hope that contented that has been discussed in this seminar shall not only be a stepping stone on your endeavor to scoring an A in History and Political education but also of a paramount impact in real life situations.

We look forward to meeting again and again, in all seminars that will be organized this year to help you move this academic journey 2025 and meet at on destination which is A and Result 1.

**EDITED BY MR. AKUGIZIBWE MATHIUS.**