ZIMBABWE

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INTRODUCTION

This module has been made possible by the Department of Non Formal Education with the assistance from teachers from the Ministry of Primary and Secondary Education (MoPSE) and members of staff from Curriculum Development Technical Services (CDTS). The Ministry of Primary and Secondary Education (MoPSE) remains committed to fulfilling the needs of Open Distance Learning (ODL) through introducing interactive ODL materials. Emphasis is given to providing improved access and quality Education to every non formal learner bridging the gap between time and space as guided by the learning areas' syllabus..This will subsequently contribute to bringing about meaningful transformation in the lives of many Zimbabwean learners. We hope that this module will inspire you to study and develop lifelong skills which will make you imbued with values, ethics and a sense of national identity as a Zimbabwean.

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How to use this module?

As you start this journey of acquiring a qualification in Ordinary Level History through open distance learning, it is critical that you understand the need to manage your study time and balance it with your day-to-day activities. This module will provide you with the basic material to assist you towards your public examinations in History. This module has been subdivided into two volumes, that is, Volume 1 Volume 2. You are advised to study Volume 1 first before going to Volume 2.

Wish you the best!

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UNIT 1: THE RISE OF PAN AFRICANISM

1.1 Origins and the meaning of Pan-Africanism
1.2 Reasons for the rise of Pan- Africanism
1.3 Henry Sylvester's role in the development of Pan-Africanism
1.4 W.E.B Du Bois' role in the development of Pan-Africanism
1.5 Marcus Garvey's role in the development of Pan-Africanism
1.6 How Pan-Africanism developed in Africa

Introduction

Have you ever heard the phrase Pan-Africanism? It is an idea of uniting all people of African descent worldwide. In this unit we shall define Pan-Africanism, trace its origins and discuss the reasons for its rise. We shall also look at the roles played by Henry Sylvester-Williams, W E B Du Bois and Marcus Garvey in the development and spread of Pan-Africanism in the world. We shall also discuss the role played by African leaders such as Kwame Nkrumah in spreading Pan-Africanism on the African continent.

Objectives

After going through this unit you should be able to:

- Define the concept Pan-Africanism
- Describe the reasons for the rise of Pan-Africanism
- Explain the role played by Henry Sylvester-Williams, W E B Du Bois and Marcus Garvey in the development of Pan-Africanism
- Examine the impact of Pan-Africanism in Africa

Key words

As you study this unit, you will come across new key words and these are defined below.

Pan-Africanism is an ideology and movement that encourages the solidarity of Africans worldwide
African refers to the indigenous people of African origin
African descent refers to people of African origin
Liberation means being set free from oppression or colonisation
Unity refers to a state of being united
Diaspora means outside one's country of origin or other parts the world
Icon refers to an important figure
Black American refers to people of African descent in America

Time

You are advised to spend 10 hours on this unit.

Study skills

As you study this unity you are advised to read thoroughly every aspect and attempt all activities, refer to suggested answers upon challenges and research further on the topic. Use research and evaluation skills.

1.1 Origins and meaning of Pan-Africanism

In life everything has origins meaning how it started. Pan Africanism also has a meaning. What do you think is the meaning of Pan-Africanism? Where do you think it originated from? With these questions in your mind as you read this first unit on level two, you are advised to take your time and read every point on the origins and meaning of Pan-Africanism thoroughly. This will help you to attempt the activities in this unit.

Pan-Africanism is a worldwide movement that aims to encourage and strengthen bonds of solidarity between all indigenous and diaspora ethnic groups of African

descent. Based on a common goal going back to the Atlantic slave trade, the movement extends beyond continental Africans with a substantial support base among the African diaspora in the Caribbean, Latin America, the United States and Canada. It is based on the belief that unity is vital to economic, social, and political progress and aims to unify and uplift people of African descent. At its core Pan-Africanism is a belief that African people, both on the continent and in the diaspora, share not merely a common history, but a common destiny. In this way Pan Africanism can be looked at as a common struggle for freedom, equality and self-determination throughout the world.

The origins of Pan-Africanism is associated with Henry Sylvester-Williams, a West Indian lawyer. He was probably the first person to come up with the term Pan- African in July 1900, when he organized the first Pan-African Conference in London, with the aim of bringing together people of African descent throughout the world. Pan-Africanism then spread to the West Indies and America where African Americans were advocating against the slave trade. They were victims of the slave trade hence they were interested in Africa. Paul Cuffe, a wealthy black American ship owner, sailed to West Africa in 1911 to find living space for African Americans who wanted to resettle in Africa and he was successful in bringing back thirty-eight freed slaves to West Africa. Paul Cuffe's work inspired many African Americans and West Indians to come back home to Africa. Edward Blyden was another Pan-Africanist inspired by Cuffe's work.

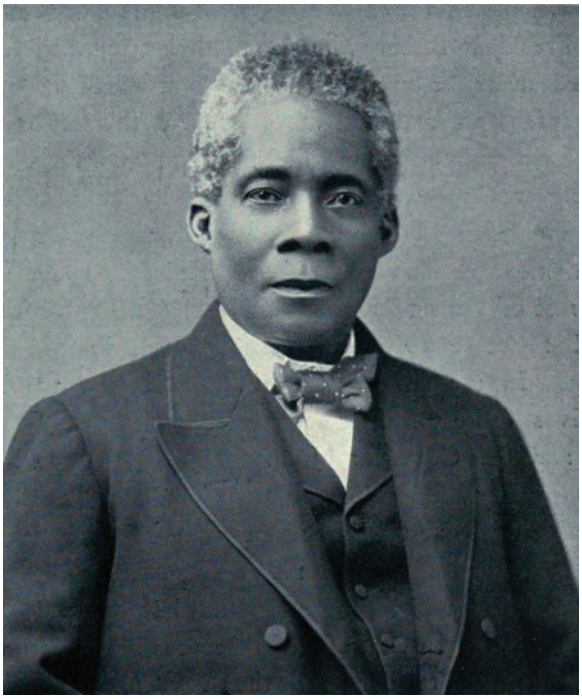

Fig 1.1 Edward Blyden

Edward Blyden advocated for African Nationalism, preserving African culture, peace and unity among people of African descent. Edward Blyden stayed in Africa, influencing the development of Pan Africanism until his death in 1912.

Due to Pan-Africanism ideas, the Organization of African Unity, now called the African Union, was established in 1963 to safeguard the sovereignty and territorial integrity of its member states and to promote global relations within the framework of the United Nations.

1.2 Reasons for the rise of Pan-Africanism

- Pan Africanism was meant to fight against colonialism and imperialism.
- It also aimed to teach all people of African descent that Africa as a continent is a sole unity which is supposed to unite.
- To ensure a deep cultural unity and solidarity among all the people of Africa.
- Pan-Africanism also fought against all forms of discrimination and unequal opportunities so that people could feel secure to attain political, economic as well as psychological power vis-a-vis other races or world regions.
- Pan-Africanism also aimed to teach all people of African descent worldwide that Africans were once taken as slaves by European and American countries
- To promote international co-operation, having due regard to the chapter of the United Nations and the Universal Declaration of Human Rights

Activity 1.1 Research

Attempt the following exercise on the definition, origins and reasons for the rise of Pan-Africanism. Revisit your subtopics on the definition, origins and reasons for the rise of Pan-Africanism and thoroughly read them before attempting the exercise.

1) Define Pan-Africanism.
2) Who coined the term Pan-African?
3) Name two people from the West Indies who supported African Union.
4) Name 2 people from America who supported Pan-Africanism.
5) Outline the reasons for the rise of Pan-Africanism.

Reflection

How did you find this activity? Hope you found it interesting and exciting too. We think you have noted the meaning, origins and reasons for the rise of Pan-Africanism especially the role played by black Americans and those in the West Indies. You should have noted that question 1-4 are part (a) questions which require listing while question 5 is a part (b) one which requires you to write in continuous form. Here are some of the suggested answers to activity 1.1.

Suggested answers

1. Pan-Africanism is an ideology and movement that encourages the solidarity of Africans worldwide.
2. Henry Sylvester Williams coined the term Pan-Africanism.
3. Henry Sylvester Williams and Edward Blyden
4. Paul Cuffee and W E B Du Bois

- Pan-Africanism was meant to fight against colonialism and imperialism
- It also aimed to teach all people of African descent that Africa as a continent is a sole unity which is supposed to unite.
- To ensure a deep cultural unity and solidarity among all the people of Africa.
- To defend the Africans' sovereignty, territorial integrity and independence.
- To promote international co-operation.
- To bring people of African descent together, throughout the world.

- It also aimed to bring together all the African peoples worldwide to fight for independence worldwide.
- To educate Africans globally that European and American countries developed due to slave labor and raw materials they obtained from Africa.

1.3 Henry Sylvester Williams' role in the development of Pan-Africanism

From your reading on the origins and definition of Pan-Africanism, we think that you are now aware of its meaning and founders. We think that you realized Henry Sylvester-Williams's role on the origins of Pan-Africanism. You are therefore advised to read every point about Sylvester-Williams using the information written below.

Fig 1.2 Henry Sylvester-Williams

Henry Sylvester Williams came from Trinidad in the West Indies and he was the first person to spread Pan-Africanist ideas. He was the one who came up with the term Pan-African. He advised African chiefs whenever he met them in Britain, to fight against colonialism in order to be liberated. He also called for a Pan-African Conference held in London in July 1900.This conference was attended by thirty-two delegates, of these eleven were from USA, and ten from the West Indies and only eleven were from Africa. The Congress also expressed displeasure to Queen Victoria of Britain against colonial and racist rule in South Africa, Rhodesia and other African countries. Other participants of the 1900 conference in London protested against the Colonization of Africa by European Nations. Therefore Williams' ideas played a crucial role in publicising to the world on bad effects of colonial rule to Africans.

Activity 1.2 Research

From the views of Sylvester Williams attempt the following question which is a part b type of question, so you are expected to write an essay.

1. Describe the contribution of Henry Sylvester-Williams in the development of Pan-Africanism.

Reflection

How did you find this activity? We hope you found it easy and exciting. You may have realized that Henry Sylvester Williams played an important role in the development of Pan-Africanism. You should have noted that the question is a part b one which demanded you to describe writing in essay form continuously. Here are some of the suggested answers to activity 1.2.

Suggested answers

- Henry Sylvester Williams was the first person to spread Pan-Africanist ideas .
- He was the one who came up with the term Pan-African.
- He encouraged African chiefs whenever he met them in Britain, to fight against colonialism in order to be liberated.
- He also called for a Pan-African Conference held in London in 1900 and taught Africans about the need for African unity.
- His ideas were important as they led to the protest of Africans against the Colonization of Africa by European Nations.
- Williams' ideas played a crucial role in publicizing to the world the badness of colonial rule to Africa.

1.4 Dr. Williams E B Du Bois' role on the development of Pan-Africanism

Having discussed about the origin and role played by Sylvester Williams in the development of Pan-Africanism, we think that you have understood what Pan-Africanism is and how it originated. In this subtopic we want you to study carefully W E B Du Bois's role in the development of Pan-Africanism and how he was influenced by Sylvester-Williams' views.

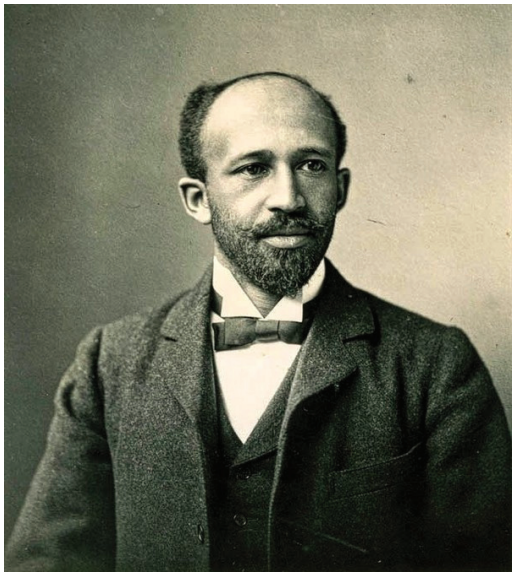

Fig 1.3 W E B Du Bois

W E B Du Bois was one of the founding fathers of the Pan-Africanism movement. He was a black American and one of the prime movers of Pan-Africanism worldwide. Du Bois' ideas on Pan-Africanism aimed at encouraging and uniting Africans against foreign rule. Du Bois also aimed at seeing the introduction of socialism and co-operatives as a means of promoting economic development. He also wanted to create a society of people who were equal regardless of their races and origin as opposed to Garvey's Back to Africa Movement. His ideas were also shared by most Afro-Americans. Du Bois is often taken as the father of Pan-Africanism. He went on to organise the second Pan-African conference in Paris. Du Bois was very influential in organising the Pan- African conferences in London, Brussels and Lisbon in 1921, 1923 and 1927 respectively. The conferences were aimed at self-government and granting of equal rights to all people of African descent emanating from the badness of colonial rule. He also attended and shared his views at the Congress held in Manchester in England in 1945 advocating for the independence of all Africans from colonial rule. Du Bois' views thus inspired African delegates at the 1945 Congress held in Manchester in London. Among these were Kwame Nkrumah of Ghana, Hastings Banda of Malawi, Obafemi Awolowo of Nigeria, Peter Abrahams of South Africa and representatives of African Organisations such as the African National Congress of South Africa, the National Council of Nigeria and the Cameroon (NCNC) and the Nyasaland African Congress who demanded the independence of all Africans. Hence Du Bois' views were very helpful in spreading Pan-Africanism and fighting for African majority rule. Du Bois enabled Kwame Nkrumah of Ghana to fight for his country's independence which was attained in 1957. Du Bois also supported Pan-Africanism

in Africa by writing a speech for the All-African Peoples Conference AAPC in Accra supporting socialism and criticising capitalism. Hence, Du Bois was very influential in advocating for Pan-Africanism until he died in 1961.

1.5 Marcus Garvey' role in the development of Pan-Africanism

In our previous subtopics we hope you realised Sylvester-Williams and Du Bois' roles in spreading Pan-Africanism. In this subtopic we want you to understand who Marcus Garvey was, outline his views on Pan-Africanism and evaluate the importance of his views in the development of Pan-Africanism.

Fig 1.4 Marcus Garvey

Marcus Garvey was a Black Jamaican. His main aim was for all the black people to return to Africa and because of this Garvey's movement was called the Back-to-Africa movement. He also started an organisation called the Universal Negro Improvement Association (UNIA), aimed to help black Americans to return to Africa in order to start their own business and companies so that they would not depend on white employers. Garvey and UNIA formed a shipping company called Black Star Lines to take Black Americans back to Africa, their home origin where they will be recognised and respected than in America. Garvey aimed at seeing the blacks becoming successful business people who would compete with white capitalists. Marcus Garvey's role was very important since it developed a sense of pride to all the peoples of African descent who were looked down upon globally. He also started the UNIA branch in New York in 1917. His main ideas were to teach Africans to be united, the liberation of African people and to advance all people of African descent and all Africans' status. He and the UNIA held seven conventions between World War One and World War Two advocating for the freedom of all people of African descent.

Activity 1.3 Research

1. Who was Marcus Garvey?
2. Where did he come from?
3. What was Marcus Garvey's movement called?
4. Name the organization formed by Marcus Garvey.

Reflection

How did you find this activity? Hope you found it very easy and informative. Here are some of the suggested answers to activity 1.3.

Suggested answers

1. Marcus Garvey was a black Jamaican.
2. He came from Jamaica.
3. Garvey's movement was called Back-to -Africa Movement.
4. Garvey's organization was called Universal Negro Improvement (UNIA).

1.6 The development of Pan Africanism in Africa

Now we would like you to analyse the impact of Henry Sylvester-Williams, W E B Du Bois and Marcus Garvey's views on the development of Pan-Africanism in Africa. As you study, try to answer these questions: Who was Kwame Nkrumah? What do you know about him?

Fig 1.5 Kwame Nkrumah

Kwame Nkrumah of Ghana was one of the African leaders who supported Pan-Africanism basing on the views of Sylvester-Williams, Du Bois and Garvey after Ghana's Independence in 1957. Pan-Africanism in Africa strongly developed with the coming of independence in most African States. Pan-Africanism advocates in Africa include leaders such as Haile Selassie, Julius Nyerere, Ahmed Sekou Toure, Kwame Nkrumah, Thomas Sankara and Muammar Gaddafi, basing on ideas of Marcus Garvey, W. E. B. Du Bois, and others in the diaspora. Modern Pan-Africanism in Africa began around the start of the 20th century. With the independence of Ghana in March 1957, Kwame Nkrumah was elected as the first Prime Minister and President of the State. Nkrumah emerged as a major advocate for the unity of Independent Africa. The Ghanaian President championed the need for regional integration of the whole of the African continent. Nkrumah's Pan-African principles intended for a union between the Independent African states upon recognition of their commonality suppression under imperialism. He went on to meet Sekou Toure of Guinea and they ended up forming Ghana- Guinea Union which was later joined by Mali's Modibo Keita. In April 1958, Nkrumah hosted the first All-African Peoples' Conference (AAPC) in Accra, Ghana. The Conference invited delegates of political movements and major political leaders. With the exception of South Africa, all the independent states of the continent attended. The Conference signified an important event in the Pan-African movement as it revealed a political and social union between those considered Arabic states

and the black African regions. They agreed to form an African Common Market.
It is also important for you to note that in 1960, the second All-African Peoples' Conference (AAPC) was held in Addis Ababa, Ethiopia with an increased membership. The new members included the Algerian Provisional Government, Cameroon, Guinea, Nigeria, Somalia and the United Arab Republic. These members went on to form the Pan-African Freedom Movement for East and Central Africa (PAFMECA). Nkrumah went on to call for the All Africa People's Conference (AAPC) with delegates from all over the African continent where they agreed to form the United States of Africa.
In 1962, Algeria gained independence from French colonial rule and Ahmed Ben Bella assumed presidency. Ben Bella was a strong advocate for Pan-Africanism and African Unity. Following the FLN's (National Liberation Front) armed struggle for liberation, Ben Bella spoke at the UN and espoused for independent Africa's role in providing military and financial support to the African liberation movements opposing apartheid and fighting Portuguese colonialism. In 1963, at an African Summit in Addis Ababa, Ethiopia, thirty-two African states met and established the Organization of African Unity (OAU). The creation of the OAU Charter took place at this Summit and defined a coordinated effort to raise the standard of living of member States and defend their sovereignty by supporting the freedom fighters and decolonisation. This was championed by Ben Bella President of Algeria.
It is also important to note that Pan-Africanism in Africa continued to spread and in 1969, Algeria hosted the Pan-African Cultural Festival. This event represented the application of the tenets of the Algerian revolution to the rest of Africa. It also symbolized the re-shaping of the definition of Pan-African identity under the common experience of colonialism and the zeal to end it.

NOTE IT:

After the death of Kwame Nkrumah in 1972, Muammar Gaddafi of Lybia assumed the role of leading the Pan-Africanist movement and became the most outspoken advocate of African Unity, consistently calling like Nkrumah before him, for the advent of a United States of Africa.

Remember:

African leaders such as Kwame Nkrumah played important roles in the spread of Pan-Africanism ideas especially the independence of most African countries and the promotion of African unity as evidenced by the creation of the OAU.

Reflection

After you have read and understood the origins, meaning and reasons for the rise of Pan-Africanism, try to reflect on the roles played by Henry Sylvester-Williams, W E B Du Bois and Marcus Garvey's views in spreading Pan-Africanist ideas worldwide. Reflect on the following questions: What is meant by Pan-Africanism? Who was the first person to use the term Pan-African? Analyse the role played by Kwame Nkrumah in the spread of Pan-Africanism.

Summary

You may have noted that this unit discussed the origins of Pan-Africanism, its meaning and aims. Pan-Africanism is a belief that Africans worldwide share the same culture, history and destiny. Some of its aims are to unite all people of African descent, teach all people of African descent that Africa was once colonised, involved in slave trade and the need for self-determination. The unit also pointed out the role played by Henry Sylvester-Williams, W E B Du Bois and Marcus Garvey in the development of Pan-Africanism. We hope you have realised the impact of the congresses and Pan-Africanist campaigns in the spread of Pan-Africanism ideas worldwide. You may have realised the role played by Kwame Nkrumah and other African leaders in spreading Pan-Africanism, fighting against colonialism and liberating African countries. In this unit, you have learnt that the Organisation of African Unity (OAU) and later African Union (AU) were created due to Pan-Africanism.

Reading list

We advise you to read further on the unit about Pan-Africanism using the sources below and further research on the internet.

- Kah. Kam Henry, *Kwame Nkrumah and the Pan-African Vision; Between Acceptance and Rebuttal* (October 2016), PDF.
- Mavuru, S. and Nyanhanda-Ratsauka, K. *Step ahead History, Student's Book 4* (2011), Longman.
- Moyana, H. and Sibanda, M. *The African Heritage, History for Junior Secondary Schools, book 2* (2003), Zimbabwe Publishing House.
- Mutuwira, K., Nyawera, A., Rusere, K., *Step Ahead History, Students' Book, Form 2*(2011), Longman.

Assignment

In your spare time attempt the following assignment on the unit.

1 a) List 5 reasons for the rise of Pan-Africanism (5)

b) Describe the origins of Pan-Africanism (12)

c) To what extent were Sylvester-Williams's views in the development of Pan-Africanism? (8)

Tips

Remember the origins and meaning of Pan-Africanism and the individual contribution to the rise of Pan-Africanism. On your assignment we advise you to attempt it discussing with your friend referring to this unit.

Assessment Test

1 a) Name five African leaders and their countries who attended the Pan-Africanism congress held in Manchester England in 1945 (5)

b) Describe W E B Du Bois' role in spreading Pan-Africanism (12)

c) To what extent was W E B Du Bois' role important in spreading Pan-Africanism? (8)

Sample Examination Questions

Having come to the end of the first unit, it is important for you to constantly attempt the following sample examination questions on your own.

1 a) Name any three African organisations represented at the 1945 Pan-Africanism congress in Manchester and any two demands by Africans at the 1945 congress (5)

b) Describe the role played by Kwame Nkrumah to spread Pan-Africanism in Africa (12)

c) To what extent was Kwame Nkrumah's role important in spreading Pan-Africanism in Africa? (8)

2 a) List any five aims of Marcus Garvey and his organisation Universal Negro Improvement Association (UNIA) (5)

b) Describe the role played by Marcus Garvey to spread Pan-Africanism (12)

c) How important were Garvey's views in spreading Pan-Africanism? (8)

3 a) Identify any five African leaders who played a pivotal role in the formation of the Organisation of African Union (OAU) (5)
b) Describe the role played by Pan-Africanists in the formation of OAU (12)
c) To what extent was the role played by Pan-Africanists in the formation of the OAU (8)

4 a) Name any three Pan-African conferences organized by W E B Du Bois and where and when they were held (6)
b) Outline the outcomes of these three conferences organized by Du Bois (12)
c) To what extent were these outcomes important in the spread of Pan-Africanism worldwide (8)

5 a) List any five member states who attended the conference at Monrovia in 1960 (5)
b) Describe the divisions and rivalries between the Monrovia and Casablanca groups (12)
c) How important were the two groups in the development of African Unity? (8)

Suggested answers for the assessment test

1a) Name five African leaders and their countries who attended the Pan-Africanism congress held in Manchester England in 1945 (5)

- Kwame Nkrumah of Ghana
- Dr Hastings Kamuzu Banda of Malawi
- Obafemi Awolowo of Nigeria
- Peter Abrahams of South Africa
- Benjamin Nnamdi Azikiwe of Nigeria

b) Describe W E B Du Bois' role in spreading Pan-Africanism (12)

- W E B Du Bois was one of the founding fathers of the Pan-Africanism movement
- He was one of the prime movers of Pan-Africanism worldwide

- Du Bois' ideas of Pan-Africanism aimed at encouraging and uniting Africans against foreign rule
- His ideas were also shared by most Afro-Americans even though he was a black man
- He also saw America as his true native country although he was a black person, since he was born and grew up there
- Du Bois was the first person to continue with the spreading of Pan-Africanism after Sylvester-William's death
- He also organized the second Pan-African conference in Paris ,the same time the Paris Peace Conference was held by the victors of the first world war, to punish the defeated powers to show that the victory and freedom of the victors of the first world war should be extended to people of African descent worldwide, according to the Pan-Africanists
- Du Bois was very influential in organizing the Pan- African conferences in London, Brussels and Lisbon in 1921 ,1923 and 1927 aimed at self-government and granting of equal rights to all people of African descent
- Du Bois only attended and shared his views at the Congress held in Manchester in England in 1945 advocating for the independence of all Africans from colonial rule

c) To what extent was W E B Du Bois' role important in spreading Pan-Africanism? (8)

To a large extent W E B Du Bois played an important role to spread Pan-Africanism ideas because:

- ✓ he was one of the founding fathers of the Pan-Africanism movement
- ✓ Du bois' ideas of Pan- Africanism aimed at encouraging and uniting Africans against foreign rule
- ✓ Du Bois aimed to see the introduction of socialism and co-operatives as a means of promoting economic development

✓ Du bois was the first person to continue with the spreading of Pan-Africanism after Sylvester-William's death

However to a lesser extent Sylvester-Williams and Marcus Garvey also played important roles in spreading Pan-Africanist ideas by:

✓ Advocating for the freedom of all people of African descent

✓ Advocating for the unity of all people of African descent

Suggested Answers for Sample Examination Questions

1a) Name any three African Organizations represented at the 1945 Pan-Africanism congress in Manchester and any two demands by Africans at the 1945 congress (5)

Three African Organizations represented at the 1945 Pan-Africanism congress in Manchester were:

- African National Congress (South Africa)
- National Liberation front (FLN) Algeria
- the National council of Nigeria and the Cameroon (NCNC)
- the Nyasaland African Congress

Two demands by Africans at the 1945 congress were:

- independence of Africans
- resorting to the use of force against the colonizers who did not want to grant Africans their independence

b) Describe the role played by Kwame Nkrumah to spread Pan-Africanism in Africa (12)

✓ Kwame Nkrumah was an advocate for African Unity after the 1945 conference on Pan-Africanism held in Manchester, in England by forming the Western African Secretariat, aimed at unifying Western African Countries

- ✓ He advocated for the formation a West African Federation initially to fulfill his vision of creating the United States of Africa
- ✓ Kwame Nkrumah worked hard for Ghana to attain its independence in 1957 when he became its President
- ✓ He began to support Pan-Africanism mainly focusing on the independence of all African states
- ✓ In 1958 he entered into an agreement with Sekou Toure leader of Guinea after the latter's attainment of independence that year
- ✓ This resulted in the creation of the Ghana-Guinea Union which was later on joined by Mali to show the need for African unity
- ✓ Nkrumah stood for the freedom of the whole African Continent free from colonial rule
- ✓ He went on to organize the first Accra Conference of Independent African States (CIAS) and discussed the formation of an inter-African Organization, to work for unity , solve disputes peacefully and to form an African Common Market
- ✓ They went on to form the Pan-African Movement for East and Central Africa (PAMECA) in 1958 to coordinate political parties which were fighting for independence for colonial rule. There were eight countries which are Ghana, Egypt, Morocco, Liberia, Libya, Sudan, Tunisia, and Ethiopia
- ✓ Nkrumah went on to contact the All-African People's Conference, in December 1958 which was attended by people from African continent
- ✓ The AAC Conference was helpful in giving full support to the Front for National Liberation (FNL) which was fighting for the independence of Algeria
- ✓ Through his ideas the Second Conference of Independent African States (CIAS) was held in Ethiopia in 1960 by 11 independent states Egypt, Ethiopia, Sudan, Ghana, Libya, Liberia, Morocco, Tunisia, Guinea, Cameroon and Togo
- ✓ Ghana had send a delegate who spelled out Nkrumah's vision of the importance of unity and Ghana's wish for the formation of a Union of African States
- ✓ Nkrumah was the foremost and fearless advocate of the liberation and unification of Africa against Western imperialism
- ✓ Although most African states were against his vision of creating a United States of Africa, for its own stability, security and independence ,Nkrumah played an important role on the independence of most African States. His ideas were also very important in the creation of the OAU and AU

- ✓ They also led to the creation of Pan-African Freedom Movement of East and Central Africa (PAFMECA) in 1958 by independent countries, countries nearing independence and liberation movements
- ✓ Nkrumah's ideas of African unity led to the formation of the Economic Community of West African States (ECOWAS, the East African Community (EAC),Preferential Trade Area (PTA) and the Southern African Development Community (SADC) among others

c) To what extent was Kwame Nkrumah's role important in spreading Pan-Africanism in Africa? (8)

To a greater extent Nkrumah's role was important in spreading Pan-Africanism in Africa because:

- he was an advocate for African Unity
- He advocated for the formation of a West African Federation initially to fulfill his vision of creating the United States of Africa
- Kwame Nkrumah worked hard for Ghana to attain its independence in 1957 when he became its President
- He began to support Pan-Africanism mainly focusing on the independence of all African states
- This resulted in the creation of the Ghana-Guinea Union which was later on joined by Mali to show the need for African unity
- Nkrumah stood for the freedom of the whole African Continent free from colonial rule
- He went on to organize the first Accra Conference of Independent African States (CIAS) and discussed the formation of an inter-African Organization
- His ideas of African unity led to the formation of the OAU, SADC, ECOWAS, AU and EAC

However, to a lesser extent other African leaders played an important role on the spread of Pan-Africanism across the African continent

- ✓ such as Emperor Haile Sellassie of Ethiopia, Sekou Toure of Guinea Ben Bella of Algeria and Azikiwe of Nigeria among others who played important role in the formation of OAU
- ✓ Muammar Gaddafi of Libya also continued to spread Pan-Africanism from 1972 after Nkrumah's death

2a) List any five aims of Marcus Garvey and his organization Universal Negro Improvement Association (UNIA) (5)

- to promote the unity of African people
- to clamour for the freedom of African people
- to promote the advancement of all people of African descent and Africans' status
- to help Black Americans return back to Africa
- to encourage blacks to be successful business people
- to encourage Black Americans to start their own companies
- to stop Black Americans' overdependence on the white employers

b) Describe the role played by Marcus Garvey to spread Pan-Africanism (12)

- ✓ Marcus Garvey was a Black Jamaican whose main aim was for all the black people to return to Africa, because of this Garvey's movement was called the Back-to-Africa movement
- ✓ Garvey also started an organization called the Universal Negro Improvement Association (UNIA), aimed to help black Americans to return to Africa in order to start their own business and companies so that they would not depend on white employers
- ✓ Garvey and UNIA formed a shipping company called Black Star Lines to take Black Americans back to Africa, their home origin where they will be recognized and respected than in America which was racist

- ✓ Garvey also aimed to see the blacks become successful business people and to compete with white capitalists successfully
- ✓ Marcus Garvey's role was very important since it developed a sense of pride to all people of African descent who were looked down upon globally
- ✓ He also started the a UNIA branch in New York in 1917 and his main ideas were to teach Africans to be united, the liberation of African people and to advance all people of African descent and all Africans' status
- ✓ He and UNIA held seven conventions between World War one and World War two advocating for the freedom of all people of African descent

c) How important were Garvey's views in spreading Pan-Africanism? (8)

To a large extent Marcus Garvey's views were important in spreading Pan-Africanism because:

- of his main aim was for all the black people to return to Africa, because of this Garvey's movement was called the Back-to-Africa movement
- He also started an organization called the Universal Negro Improvement (UNIA), aimed to help black Americans to return to Africa in order to start their own business and companies so that they would not depend on white employers
- Garvey and UNIA formed a shipping company called Black Star Lines to take Black Americans back to Africa, their home origin where they will be recognized and respected than in America which was viewed racist
- Garvey also aimed to see the blacks become successful business people and to compete with white capitalists successfully
- Marcus Garvey's role was very important since it developed a sense of pride to all people of African descent who were looked down upon globally
- His main ideas were to teach Africans to be united, the liberation of African people and to advance all people of African descent and all Africans' status

However, besides Garvey's views, other Pan Africanists' views played an important role in spreading Pan Africanism such as the views of WEB Du Bois and Sylvester Williams.

- Williams coined the term Pan Africanism
- and advised African chiefs to fight against colonialism
- while Garvey established the UNIA
- encouraged Africans or Blacks to return to Africa

3a) Identify any five African leaders who played a pivotal role in the formation of the Organization of African Unity (OAU) (5)

- Kwame Nkrumah of Ghana
- Modibo Keita of Mali
- Sekou Toure of Algeria
- Ben Bella of Algeria
- Gama Abdel Nasser of Egypt
- Benjamin Nnamdi Azikiwe of Nigeria
- Emperor Haile Selassie of Ethiopia

b) Describe the role played by Pan-Africanists in the formation of OAU (12)

✓ The Organisation of African Unity (OAU) was formed on 25 May 1963 in Addis Ababa Ethiopia basing on Pan-Africanism to fight against colonisation, promote unity and solidarity among states

✓ The organization was a result of Pan-Africanism which was the desire to bring all black African people of the world to a common struggle for freedom, equality, self-confidence and self-determination

✓ African people were once taken as slaves and colonized

✓ Africa as a single unit was to unite and that Africans were the same hence they were supposed to be united

- ✓ The Organization of African Unity (OAU) was formed by 30 African Heads of State and governments with the chairmanship of Emperor Haile Selassie of Ethiopia
- ✓ Some of the state's persons who formed the OAU were Kwame Nkrumah of Ghana, Modibo Keita of Mali, Sekou Toure of Algeria, Abdel Nasser of Egypt and Emperor Haile Selassie of Ethiopia
- ✓ The creation of the OAU Charter took place at the 1963 Summit, after the OAU was formed
- ✓ The OAU Charter defines a coordinated "effort to raise the standard of living of member States and defend their sovereignty" by supporting freedom fighters and decolonization
- ✓ Thus, was the formation of the African Liberation Committee (ALC), during the 1963 Summit Championing the support of liberation movements, was Algeria's President Ben Bella, who supported freedom fighters and de colonization championing the support of liberation movements

c) To what extent was the role played by Pan-Africanists in the formation of the OAU (8)

To a large extent the Organization of African Unity (OAU) was formed on 25 May 1963 in Addis Ababa Ethiopia basing on Pan-Africanism

- to fight against colonization, promote unity and solidarity among states
- the organization was a result of Pan-Africanism by Pan-Africanists such as Kwame Nkrumah, Sekou Toure and other statesmen's work
- Their desire was to bring all black African people of the world to a common struggle for freedom, equality, self-confidence and self-determination.
- Pan-Africanists saw Africa as a single unit which was to unite and that Africans were the same hence they were supposed to be united
- the Organization of African Unity (OAU) was formed by 30 African Heads of State and governments with the chairmanship of Emperor Haile Selassie of Ethiopia, after efforts by Pan- Africanists to create unity among the African states seen in the formation of Pan-African Movement for East and Central Africa (PAMECA) in 1958 April, All-African People's Conference (AAPC) in 1958 December and Pan-African Freedom Movement of East and Central Africa (PAFMECA)

However to a lesser extent

- The views of Du Bois, a Black American Pan-Africanist helped to bring a spirit of unity among the Africans.

4a) Name any three Pan-African conferences organized by W E B Du Bois and where and when they were held (6)

- 1921 in London
- 1923 in Brussels
- 1923 in Lisbon
- 1927 in Manchester, England

b) Outline the outcomes of these three conferences organized by Du bois (12)

✓ Du Bois was very influential in organizing the Pan- African conferences in London, Brussels and Lisbon in 1921 ,1923 and 1927 aimed at self-government and granting of equal rights to all people of African descent

✓ This led to the formation of the Pan-African Movement for East and Central Africa(PAMECA)in 1958 April

✓ His views also led to the formation of the All-African People's Conference(AAPC) in 1958 December and Pan-African Freedom Movement of East and Central Africa(PAFMECA), PAFMECA

✓ Some of the states persons inspired many people of African descent to fight for their independence and equal rights

✓ The 1921,1923 and 1927 conferences he organized also advocated against the bad experiences of Africans under colonial rule

✓ Ghana and Guinea attained their independence in 1957 and 1958 respectively following the 1945 conference

c) To what extent were these conferences important in promoting Pan-Africanism worldwide?

To a large extent the conferences were influential in promoting Pan Africanism

- in organizing the Pan- African conferences in London, Brussels and Lisbon in 1921 ,1923 and 1927 aimed at self-government and granting of equal rights to all people of African descent
- some of the states persons inspired many people of African descent to fight for their independence and equal rights
- Ghana and Guinea attained their independence in 1957 and 1958 respectively following the 1945 conference
- They went on to spread Pan-Africanism ideas in their countries, hence Garvey's conferences had a positive impact worldwide.

However, to a lesser extent

- Sylvester-Williams' views were also important in championing and coining the phrase Pan-African in 1900 and organizing the first Pan-Africanism in London in that very year
- He also made many people of African descent to fight for African unity and advocate against inhuman treatment of Africans in South Africa
- His views for Pan-Africanism led to its spread worldwide.

5a) List any five member states who attended the conference at Monrovia in 1960(5)

- Cameroon
- Central African Republic
- Chad
- Congo
- Liberia

- Madagascar
- Mauritania
- Niger
- Nigeria
- Senegal
- Sierra Leon
- Somalia
- Togo
- Tunisia
- Upper Volta

b) Describe the divisions and rivalries between the Monrovia and Casablanca groups (12)

✓ The zeal to unite Africa was affected by political, economic and language differences
✓ This led to the formation of the Casablanca group and Monrovia group. The Casablanca group was named after Casablanca in Morocco where they met
✓ The members which met in Casablanca were Morocco, Ghana, Mali, Guinea, Libya, Algeria and Egypt
✓ Their main aims were to create the United States of Africa, creating a very strong Federation of African States, a common market, creating a joint military command and a socialist development of Africa
✓ The Monrovia group met in Monrovia Liberia in May 1961. Member states were Cameroon, Central African Republic, Chad, Congo, Liberia, Madagascar, Mauritania, Niger, Nigeria, Senegal, Sierra Leon, Somalia, Togo, Tunisia and Upper Volta
✓ They went on to adopt a draft charter for an Organisation of Inter-African and Malagasy states
✓ They also aimed to adopt a gradual move to African unity beginning with the coordination of efforts in foreign affairs, health economic development and in education

- ✓ Hence in May 1961, 20 countries had met in Monrovia to resolve differences between the Casablanca and Monrovia groups
- ✓ The Ethiopian president Emperor Haile Selassie worked tirelessly in resolving the two groups' differences
- ✓ A meeting of ministers of foreign affairs from 30 countries then met to Addis Ababa in May 1963 under the conference of Addis Ababa and prepared an agenda for a conference of Africa Heads of the state then held a conference in Addis Ababa from 23 May 1963 under the championship of Emperor Haile Selassie of Ethiopian
- ✓ They came up with a charter to establish the OAU and it was approved
- ✓ They called for a revised understanding of Pan-Africanism and the uniting of the Independent States and formed the OAU on 25 May 1963.

c) How important were the two groups in the development of African Unity? (8)
To a greater extent

- The two groups Casablanca and Monrovia were important in the development of African unity because the members which met in Casablanca were Morocco, Ghana, Mali, Guinea, Libya, Algeria and Egypt's main aims were to create the United States of Africa, creating a very strong Federation of African States, a common market, creating a joint military command and a socialist development of Africa

- The Monrovia group which met in Monrovia Liberia in May 1961 was in favour of a loose association of African states. Member states were Cameroon, Central African Republic, Chad, Congo, Liberia, Madagascar, Mauritania, Niger, Nigeria, Senegal, Sierra Leon, Somalia, Togo, Tunisia and Upper Volta

- They went on to adopt a draft charter for an Organization of Inter-African and Malagasy states

- They also aimed to adopt a gradual move to African unity beginning with the coordination of efforts in foreign affairs, health economic development and in education

- This led to the meeting of 20 countries in May 1961 which met in Monrovia with the aim to resolve differences between the differences of the Casablanca and Monrovia groups

- The Ethiopian President Emperor Haile Selassie worked tirelessly in resolving the Monrovia and Casablanca groups' differences
- The OAU was formed after resolving their differences since they were all concerned with creating unity in Africa through different means

However to a lesser extent

- Other factors such as the determination of Pan-Africanists in Africa such as Kwame Nkrumah and Sekou Toure also led to the creation of African Unity

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UNIT 2: THE NATIONALIST MOVEMENTS IN ZIMBABWE (1957-1966)

2.1 Background to the rise of Mass Nationalism
2.2 Reasons for the rise of Mass Nationalism in Zimbabwe
2.3 The Rise of Mass Nationalism
2.4 The Overall weaknesses and challenges of Early Protest Movements

Introduction

Are you aware that Zimbabwe attained its independence as a result of the rise of mass nationalism? Joshua Nkomo Robert Mugabe, Edgar Tekere, Ndabaningi Sithole and many more others played important roles in forming nationalist movements and advocating for the independence of Zimbabwe. Do you know the meaning of nationalism? Nationalism is a desire by a large group of people sharing the same race, language, culture and history to form an independent nation of their own. In this unit we are going to look at the Nationalist Movements in Zimbabwe where we shall discuss the meaning of Nationalist movements. We shall also analyse the reasons for the early protest movements in Zimbabwe and their impact. You have to link this unit with our previous unit on Pan-Africanism because it had a great impact on the rise of the nationalist movements in Zimbabwe. You need to know the political activities of various nationalist organisations and the challenges that they faced. We shall also assess the role played by the various nationalist organisations during the armed struggle in Zimbabwe.

Objectives

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

- Define Mass Nationalism
- Outline factors leading to the rise of Mass Nationalism
- Describe the political activities of various nationalist movements in Zimbabwe
- Explain the challenges faced by nationalist movements

Key Words

As you study this unit, you will meet new words defined below.

- **Nationalism** - feeling of belonging and desire to be ruled by anyone's own people.
- **Legislation** - set or code of laws (rules) made by parliament.
- **Militant** - engaged in warfare or combat or a fighter in support of a political or social cause.
- **State of emergency** - the wavering of state laws when government wants to impose new laws for its own benefit

Time

You are advised to spend ten hours on this unit.

Study Skills

We advise you to read thoroughly every aspect on this unit, attempt all activities given and refer to suggested answers upon challenges. You are also advised to attempt the assignment, assessment test, sample examination questions and research further on the topic.

2.1 Background to the rise of Mass Nationalism

What do you think led to the rise of Mass Nationalism? What is a Nationalist? Try to reflect on these questions on your own. Some of the reasons for the rise of Mass Nationalism were as follows:

a) The land question was important in the rise of Mass Nationalism since most of the fertile land was taken by Europeans and Africans were forced to live in reserves. Many Africans were left landless. Worse still the reserves were far away from railways and good roads for Africans to transport their produce to the market. Early protest movements and later ones all demanded an end to racial discrimination in land distribution. The Land Apportionment Act discriminated Africans by dividing the

land in Zimbabwe into European areas and African areas. The Africans were settled in infertile reserves where rocks grew better than crops. The Native Land Husbandry Act of 1951 also increased the Africans' problems by reducing the ownership of cattle to only five head per African family on an eight acre piece of land. The Africans were therefore forced to destock and the excess cattle were sold to the European settlers at very low costs, hence enriching the Europeans. More so, the 1969 Land Tenure Act further marginalised Africans by dividing land between Europeans and Africans. Africans were settled in the reserves which were later called Tribal Trust Lands. These areas were rocky, infertile and very dry. The Africans lived in overcrowded conditions as compared to the Europeans who were allocated fertile land which received adequate rainfall. The land question therefore fuelled the rise of Mass Nationalism in Zimbabwe.

b) The Africans also clamoured for the right to vote which they were denied. From 1901 the Rhodesian Constitution allowed the country to be run by an administrator and a Legislative Council elected by the British South Africa Company (BSAC) and the white settlers. The requirements for the Africans to vote shattered the Africans since they were beyond the reach of most Africans. For them to be allowed to vote, Africans were supposed to be living in a house worth $75 or to be earning $50 a year and to be able to read and write. This was very unfair to the Africans and they failed to participate in government. Worse still the 1923 constitution raised the qualifications for the Africans to vote.

c) Loss of political power by Africans, especially African chiefs whose duties were now taken by Native Commissioners. The Native Commissioners recruited labour, tried cases, collected taxes and maintained law and order which were traditionally the chiefs' duties. The settlers' repressive laws discriminated Africans' political participation. The European settlers strengthened their own position by following the policy of separate development which shunned Africans out of political participation. This also led to the rise of early protest movements which demanded representation in parliament.

d) Political protests before 1950 also clamoured for an end to discrimination in the educational system. The Africans wanted to have equal opportunities in education which only favoured the whites. In 1930, education was made compulsory for white children only and up to 1980 when Zimbabwe attained its independence, the right to education was not extended to Africans.

e) Early protests before 1950 also rose because of the need to address poor living and working conditions of Africans in mines and farms. They wanted these to be addressed by the settler government but to no avail. Worse still workers received very low wages and they had no say in their wages' increment. Even later political movements also clamoured for better living and working conditions, especially the wages gap which was very distinct. For instance, in 1974 the African's average earnings were $266 a year while the European, Asian and Coloured employees earned $3 580. The gap between the African and the European wages and poor housing raised great anger in the Africans, hence the rise of Mass Nationalism. Apart from low wages Africans were also discriminated in housing, health care, social welfare, pensions, business opportunities and access to loans and these African workers' grievances also led to the rise of Mass Nationalism.

f) Labour conditions were very discriminatory to the African workers because the Africans were not fully recognised as workers /employees and were not legally unionised until 1959, by the Master and Servant Act of 1901 and the Industrial Conciliation Act of 1934.Africans were also denied the right to strike by the Law and Order Maintenance Act of 1960 (LOMA) which made strike action in essential services a criminal offence punishable by death or life imprisonment.

g) Forced labour was another source of grievance among Africans. The Africans were forced to provide labour by the whites in farms and mines since 1890 .They were poorly paid and ill-treated and this led to the rise of nationalism in order to bring an end forced labour and poor working conditions.

h) The Second World War led to the rise of Mass Nationalism because it gave Africans in the then Southern Rhodesia confidence and unity to form and support nationalist parties to fight against the settler government. World War two gave the Zimbabweans confidence for Mass Nationalism as they had realised that people of different races, were treated equally on the battle front demonstrating equality. Zimbabweans also

fought in this war and they wanted this oneness to exist in their own country also. The formation of the Federation of Southern Rhodesia, Northern Rhodesia and Nyasaland in 1953 also fuelled nationalist desire by Zimbabweans since exploitation of the Africans continued to exist and Federation benefited the Europeans only. More so, Nyasaland became independent in May 1964 and Northern Rhodesia in October 1964 and these events inspired nationalists in Southern Rhodesia (Zimbabwe) to desire their own country's independence.

j) The spread of Pan-Africanism also led to the rise of Mass Nationalism in Southern Rhodesia (Zimbabwe) as it was one of the Pan-Africanists' aims to fight for the independence of all African countries under colonial rule.

NOTE IT

For more information we urge you to revisit the previous unit on Pan-Africanism assessing Kwame Nkrumah's role.

2.2 Reasons for the rise of Mass Nationalism in Zimbabwe

Various protest movements were formed in different parts of the country dealing with grievances in those areas after the First Chimurenga. Among these were Nyamanda, Lobengula's eldest son's movement which demanded a national home of the Ndebele, free from foreign rule and Mathew Zvimba's movement also did the same. Other chiefs also followed suit but they all achieved nothing. There were also African religious movements organised by the African sponsored churches such as the Zionists clamouring for freedom from foreign rule and against Christianity which shunned the African traditional religious practices such as Kupira midzimu (appeasing the ancestral spirits) and marriage practices such as polygamy. There were also the Watch Tower Movement which advocated for better living and working conditions of workers in mines .There were also welfare organisations formed by Africans to assist each other in times of financial need and death. They also advocated against passes, low wages, all discriminatory laws, poor living and working conditions. These include the 1915 Mandebele Patriotic Society, Gwelo Native Association, the 1917 Nyanga Boys' Club and the 1918 Post Herald Burial Society. After 1923 when the settlers were given self-government by Britain, the protest movements continued to expand. The leaders of these groups came from the educated Africans mostly teachers, ministers of religion, trade unionists and those in salaried jobs. The best known organisations up to 1953 were; the Rhodesia Bantu Voters Association led by Abraham Twala, a Zulu Anglican

teacher and Martha Ngano, the Industrial and Commercial Workers Union led by Clement Kadalie, the Bantu Congress of Southern Rhodesia led by Aaron Jacha, the Rhodesia Industrial and Commercial Workers' Union led by Charles Mzingeli and Masocha Ndlovu and the Bantu African Voice Association led by Benjamin Burombo. Having listed the early protest movements, in the following subtopics we want you to focus on the role played by each.

2.2.1 The Rhodesia Bantu Voters' Association (RBVA)

Note that:

The RBVA was the first protest movement formed in 1923. It was led by South Africans, Abraham Twala, a Zulu Anglican teacher and Martha Ngano. Its aim was to recruit all African voters against the Rhodesian voters.

The RBVA's Successes

Do you think the RBVA achieved anything since it was led by foreigners? Yes it did. The RBVA leaders rallied behind Africans in Zimbabwe of both Ndebele and Shona origin encouraging them to unite and discuss national issues without focusing on tribe. This was its major achievement since the Shona and the Ndebele realised the need and possibility of working together. Even the minority groups were urged to register to vote and unite with other tribes The RBVA prepared way for the first known political party, the Bantu congress of Southern Rhodesia, which was formed by Aaron Jacha in 1934. The RBVA is also worth reckoning because it proved that Africans could organise themselves into a political movement. The RBVA also proved that Africans in Southern Rhodesia could work together with fellow oppressed Africans in the region since its leaders were from South Africa. The RBVA also revealed that Africans were keen to work with the Europeans and participate in European forms of administration. The RBVA leadership revealed that women were not left out from politics since Martha Ngano led it with Abraham Twala.

The RBVA's Challenges

REMEMBER:

The major challenges were the suppression of the RBVA, ignoring it and deportation of its foreign leaders by the settler government. The RBVA's major weakness was the failure to demand one man one vote. It was also elitist and members were fighting for their own privileges because it was mostly targeted to those who were qualified to vote, to be included on the voters' roll.

2.2.2 The Industrial and Commercial Workers Union (ICU)

Now we have come to the second protest movement, the ICU. The ICU was formed in 1922 by a Malawian working in South Africa, Clement Kadalie. The ICU was thus formed from South Africa to fight against poor wages, living and working conditions of workers in urban areas. This was due to industrial development in South Africa. Clement Kadalie went on to send another Malawian, Robert Sambo, to Zimbabwe to spread the ICU activities.

The ICU's Successes
NOTE IT

You have to note that Robert Sambo, a foreigner was able to encourage urban workers in Zimbabwe to come together and fight for higher wages and better living and working conditions. ICU was able to awaken Zimbabwean workers to see that they were being exploited and the importance of trade unionism. The ICU was also important in ending tribalism in Zimbabwe. It also managed to teach the Africans in Zimbabwe that is, the Shona and the Ndebele and other minority groups to unite and work together against racial discrimination and ill-treatment at work by the settler government.

The ICU' Challenges
REMEMBER:

Despite its successes, the ICU faced challenges since trade unionism was illegal in Zimbabwe. Robert Sambo was also deported. The ICU was also affected by the settler regime's Industrial Conciliation Act of 1934 which excluded Africans from trade unionism. Africans however continued to operate underground but it was accompanied with imprisonment if caught, so most Africans were afraid. Hence, the development of trade unionism was affected negatively in Zimbabwe.

2.2.3 The Rhodesia Industrial Commercial Workers Union (RICU)

This was found in 1929 in Rhodesia after Robert Sambo was deported hence the name Rhodesian Industrial and Commercial Workers Union. Its leaders were John Maphamba, Masotsha Ndlovu, Job Dumbutshena and Charles Mzingeli. Did you notice that Africans were now involved in forming protest movements on their own without foreigners?

Fig 2.1 Masotsha Ndlovu

The RICU's Successes

Now let us focus on the successes of RICU. RICU was successful because its leaders moved in various towns encouraging Africans to fight for better wages, living and working conditions. It was able to create branches and its first one was in Bulawayo. RICU was also able to create other branches in Salisbury (Harare) and Gwelo (Gweru). Its leaders were able to unite African workers against the European capitalists. It had a national membership of seven thousand workers in the early 1930s.

The RICU's Challenges
REMEMBER:

Despite its successes RICU experienced some challenges. The movement was banned from rural areas. Those in government lost their jobs. Some of its leaders were imprisoned. This affected its work as most members were frustrated by the attacks of its leaders by the government. Most workers were afraid of losing their jobs, hence membership did not grow.

Note that

All in-text activities, the assignment, the assessment test and sample examination questions are a true reflection of typical examination questions. Constantly attempt them and note that part (a) questions require you to write your answer in point form, part (b) describing, explaining or outlining in essay form, part (c) require you to write an essay form providing judgement and a balanced argument. You have to take note of the mark allocations for part (a) questions which are 5, 12 marks for part (b) ones and 8 marks for part (c) ones.

Activity 2.1

Now that you have learnt about the reasons for the rise of mass nationalism and the background to it, can you now attempt the following activity? You can make it.

1(a) List any five reasons for the rise of mass nationalism
(b) Describe the background to Mass Nationalism

How did you find activity 2.1? We hope you found it interesting and exciting. We think you have realised that activity 2.1 comprised part (a) question of listing and (b) only for describing writing in continuous prose writing. We hope you were able to list the reasons for the rise of mass nationalism and describe the background to it. If you did not score good marks keep on trying. Here are some of the suggested answers to activity 2.1.

1a) State five reasons for the rise of Mass Nationalism

- The land question
- The influence of black soldiers from World War 2
- The struggle for one man one vote
- Forced labour/Chibaro/Isibhalo
- The influence of Pan-Africanists
- Poor living and working conditions

(b) The background to mass nationalism

- Various protest movements were formed in different parts of the country dealing with grievances in those areas after the First Chimurenga
- Among these were Nyamanda, Lobengula's eldest son's movement which demanded a national home of the Ndebele, free from foreign rule and Mathew Zvimba's movement also did the same
- There were also African religious movements organised by the African sponsored churches such as the Zionists clamouring for freedom from foreign rule and against Christianity which shunned their traditional religious practices such as kupira midzimu (appeasing the ancestral spirits) and marriage practices such as polygamy.
- There were also the Watch Tower Movement which advocated for better living and working conditions of workers in mines.
- There were also welfare organisations formed by Africans to assist each other in times of financial need and death.
- They also advocated against passes, low wages, all discriminatory laws, poor living and working conditions.
- These included, the 1915 Mandebele Patriotic Society, Gwelo Native Association, the 1917 Nyanga Boys' Club and the 1918 Post Herald Burial Society.
- The best known organisations up to 1953 were; the Rhodesia Bantu Voters Association led by Abraham Twala, a Zulu Anglican teacher and Martha Ngano, the Industrial and Commercial Workers Union led by Clement Kadalie, the Bantu Congress of Southern Rhodesia led by Aaron Jacha, the Rhodesia Industrial and Commercial Workers' Union led by Charles Mzingeli and Masocha Ndlovu and the Bantu African Voice Association led by Benjamin Burombo. All these early protest led to the rise of mass nationalism.

2.2.4 The Bantu Congress of Southern Rhodesia

Let us look at the Bantu Congress of Southern Rhodesia which was formed by Aaron Jacha in 1934. Some of its members included Joshua Nkomo and Reverend Samkange. This was the African National Congress by 1938. It also attracted many African ministers, teachers and clerks.

Successes of the Bantu Congress of Southern Rhodesia

We hope that you still recall that the Bantu Congress of Southern Rhodesia was the first protest movement led by Zimbabweans since a few of them were now educated. It was a great achievement for the Shona who began to lead in national politics for the first time. It was the first known political party in Southern Rhodesia. Jacha's Bantu Congress of Southern Rhodesia was very important in giving birth to the African National Congress of 1957 which heralded the real birth of mass politics in Zimbabwe. The party was also able to campaign against the Pass laws. It also advocated against the Maize Control Act of 1937 which protected white farm produce at the expense of the Africans' giving it B grade while the whites' was always given A grade. It was also successful in advocating against the Master and Servant Acts and other oppressive labour laws. You have to note that it was also successful in awakening Zimbabweans especially the few educated ones such as ministers and teachers to protest against the settler government.

Challenges faced by the Bantu Congress of Southern Rhodesia

REMEMBER:

Despite its successes, the Bantu Congress of Southern Rhodesia faced some challenges; the settler government was against it. This greatly affected its operations. It clamoured against repressive settler laws such as the Pass laws and the Maize Control Act but the settler regime did nothing to address them.

2.2.5 The Bantu African Voice Association (BAVA)

The Bantu African Voice Association (BAVA) was another early protest group formed by Benjamin Burombo in 1945.

Fig 2.2 Benjamin Burombo

The Bantu African Voice Association's Successes

Note that the BAVA was very successful in organising the 1948 general strike which began in Bulawayo. The spread of the strike quietly from Bulawayo to other towns demonstrated Burombo's highest degree of planning. Workers all over the country in various industries in various towns joined this strike. Benjamin Burombo was also able to influence many African leaders to follow that there was need for action against the oppressor.

The Bantu African Voice Association's Challenges

REMEMBER:

You have to note that the BAVA also faced some challenges. The government used brutal force to crush it by sending the army and the police to crush the 1948 strike. Worse still Burombo's organisation was banned in 1952.

2.4 Overall weaknesses of all the Early Protest Movements

You have to note that the early protest organisations did not deal with the main issue of ending minority rule and the creation of a democratic independent society in which everyone above the age of 18 had to be given the right to vote and granting of equality to all people in Zimbabwe regardless of colour, religion or tribe. Their major weakness was failure to demand the right to rule. The other weakness is that

they comprised of only the African middle class/elite made up of chiefs, teachers, ministers of religion, trade unionists, clerks, shop owners, those in salaried jobs and successful peasant farmers. They also did not have a national agenda. They did not have clear aims, objectives and proper ways of achieving their aims and objectives. They were mostly individualistic in nature dealing with problems in various areas. Because of this, all these early protest movements had collapsed by the late 1940s.

Activity 2.2

Having discussed about the early protest movements attempt the following activity which is a typical exam essay out of 25.Remember to write your part (a) answer in point form, part (b) in essay form and part (c) in essay form but provide judgement and balance.

1 (a) List any five early protest groups from 1920-1948
(b) Describe the successes of the RBVA
(c) To what extent was the RBVA able to achieve its aims?

How did you find activity 2.2? Did you face any challenges? We hope it was interesting and it made you to recall the various protest groups from 1920-1948, the achievements and failures of the RBVA. Did you notice that it is a typical examination question out of 25? Here are some of the suggested answers to activity 2.2

1(a) State five protest groups from 1920-1948, we hope you listed:

- The Rhodesia Bantu Voters Associations(RBVA)
- The Industrial and Commercial Workers Union (ICU)
- The Bantu African Voice Association (BAVA)
- The Reformed Industrial and Commercial Workers Union (RICU)
- The Bantu Congress of Southern Rhodesia (BCSR)

(b) On describing the successes of the RBVA, we hope you described the following

- The RBVA leaders rallied behind Africans in Zimbabwe, of both Ndebele and Shona origin encouraging them to unite and discuss national issues without focusing on tribe.
- It urged the minority groups to register to vote and unite with other tribes.
- The RBVA prepared way for the first known political party, the Bantu congress of Southern Rhodesia, which was formed by Aaron Jacha in 1934.
- The RBVA also proved that Africans in Southern Rhodesia could liaise with fellow oppressed Africans in the region since its leaders were from South Africa.
- It also revealed that Africans were keen to work with the whites and participate in white forms of administration.
- The RBVA leadership revealed that women were not left out from politics since Martha Ngano led it with Abraham Twala.

(c) To a large extent the RBVA was successful in achieving its aims because

- The RBVA leaders rallied behind Africans in Zimbabwe, of both Ndebele and Shona origin encouraging them to unite and discuss national issues without focusing on tribe.
- The RBVA was also able to urge the minority groups were to register to vote and unite with other tribes.
- It paved way for the first known political party, the Bantu Congress of Southern Rhodesia, which was formed by Aaron Jacha in 1934.
- The RBVA is also worth reckoning because it proved that Africans could organise themselves into a political movement.
- The RBVA leadership revealed that women were not left out from politics since Martha Ngano led it with Abraham Twala.

However to a lesser extent although the RBVA was successful it faced some challenges because

- It was suppressed by the settler regime government.
- It was also ignored and its leaders deported

2.4 The rise of Mass Nationalism

You have to note that the period of protest movement about specific issues was followed by a new phase, 1953-1963. Africans' protest became more nationalistic and the demands were more directed to the main issues rather than specific complains as was done by the early protest movements. For you to understand fully the political activities of nationalist movements, we would like you to briefly have a look on the main factors leading to the rise mass nationalism which are stated below and go back to the reasons of mass nationalism explained earlier in this unit.

1.0.1 The main factors leading to the rise of Mass Nationalism

You have to take note of the following main factors which led to the rise of Mass Nationalism;

- Influence by black soldiers coming home after world war 2
- Land issues
- The constitution
- Education issue

2.4.2 African National Congress (A.N.C)

Do you recall the Bantu Congress of Southern Rhodesia? We hope you remember that it was formed in 1934 by Aaron Jacha and it led to the formation of the African National Congress which was the first nationalist movement in September 1957. It brought together the city of Harare and Bulawayo branch of the old A.N.C. The leaders of the new ANC included James Chikerema, Michael Mawema, Joseph Msika, George Nyandoro, Joshua Nkomo, Stanlake Samkange and Edson Sithole. Joshua Nkomo was elected President, George Nyandoro as Secretary General and James Chikerema as Vice Secretary. The ANC developed clearly defined policies .On land it aimed to get rid of the Land Appointment Act and the Land Husbandry Act .It also wanted to abolish the Native Affairs Department .It joined its sister organisations in Zambia

and Nyasaland as an impediment to majority rule. Its policy of self-government was however not explicit and it only went as far as working for the end of discrimination.

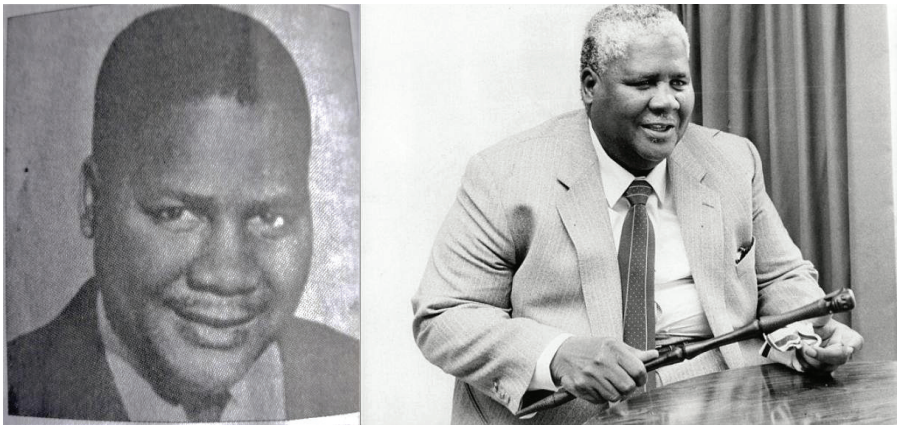

Fig 2.3 Joshua Nkomo

The ANC's political activities

You have to note that the ANC employed a number of methods to achieve its policies which included negotiating with the government of the day. It took court cases defending African farmers` rights against loss of their land and cattle. It organised rallies in urban areas and high attendance was upsetting the settlers. The ANC also organised school children to fight for discrimination for example, Gwelo School children marched demanding for places for Standard IV. The ANC organised harsh protests. The ANC also organised effective demonstrations.

The ANC's challenges

You have to note that the ANC as the first nationalist movement faced a lot of challenges. One of the was that the Prime Minister of Southern Rhodesia Edgar Whitehead who had replaced Garfield Todd was surprised by the ANC's political activities and declared a State of Emergency in February 1959. The government went on to pass the Unlawful Organisation Act in 1959 which enabled them to ban the ANC. Some of its leaders were arrested and imprisoned. About 500 ANC members were arrested and about 300 of them detained. These included James Chikerema the, Vice President of the party, George Nyandoro and Hamadziripi. The President of the party Joshua Nkomo escaped the arrest as he was out of the country. Whitehead went on to pass the Preventive Detention Act in 1959 which enabled the settlers to detain the ANC leaders without trial. He also passed the Law and Order Maintenance Act (LOMA) was passed in1960 and it remained in force up to 1980.

Activity 2.3

Having discussed about the ANC, which was the first nationalist movement in colonial Zimbabwe answer the following question which is another typical examination question.

1 (a) Name any five founding members of the ANC
(b) Describe the challenges faced by the ANC
(c) To what extent was the ANC successful in achieving its aims?

Were you able to answer the above questions correctly? If so you now know the founding fathers, challenges and how the ANC was able to achieve its aims. Here are some of the suggested answers to the activity above 2.3

1(a) State any five founding members of the ANC

- Joshua Nkomo
- George Nyandoro
- Stanlake Samkange
- Michael Mawema
- Edson Sithole
- James Chikerema
- Joseph Msika

(b) The political activities of the ANC were

- The ANC employed a number of methods to achieve its policies which included negotiating with the government of the day.
- It took court cases defending African farmers` rights against loss of their land and cattle.

- The ANC organised rallies in urban areas and high attendance was upsetting the settlers.
- The ANC also organised school children to fight for discrimination for example, school children in Gwelo marched demanding for places for Standard IV.
- The ANC organised harsh protests.
- The ANC also organised effective demonstrations against the settler regime government in most towns.

(c) To greater extent the ANC was successful in achieving its aims because

- It employed a number of methods to achieve its policies which included negotiating with the government of the day
- It took court cases defending African farmers` rights against loss of their land and cattle
- It organised rallies in urban areas and high attendance was upsetting the settlers
- The ANC also organised school children to fight for discrimination for example, Gwelo School children marched demanding for places for Standard IV
- The ANC organised harsh protests
- The ANC also organised effective demonstrations.

However, to a lesser extent although the ANC was successful it faced some challenges.

- The Prime Minister of Southern Rhodesia Edgar Whitehead who had replaced Garfield Todd declared a State of Emergency in February 1959 against the political activities of the ANC
- The government's passing of the Unlawful Organisation Act in 1959 which enabled them to ban the ANC
- Some of the ANC leaders were arrested and detained

2.4.3 National Democratic Party (NDP)

Are you aware that NDP was launched on 1 January 1960 as the second nationalist movement in colonial Zimbabwe? It was formed as a respond to the banning of ANC. Its leaders included Michael Mawema, EJ Zvobgo, TG Silundika, M Malinga, S Samkange, E Nkala, Robert Mugabe, Hebert Chitepo and Leopold Takawira. Michael Mawema was the NDP's was interim President when it was formed and in October 1960 he gave way to Joshua Nkomo. Did you notice that there were some leaders who formed the ANC and went on to form the NDP after the banning of the ANC? We hope you realised them and these were Joshua Nkomo and Michael Mawema.

The NDP's political activities

Do you recall that the NDP was the second nationalist movement formed in Southern Rhodesia? Yes it was! Now let us look at its political activities. The NDP was more forceful. It pressured the British government to reassert its constitutional rights reserved to it for the protection of Africans in the 1923 constitution. The NDP also demanded the settler government to convene a conference of all parties in order to come up with a constitution that would allow African representation in parliament. The NPD campaigned to change all through organising rallies, strikes and riots. The scene had been set by Harold Macmillan`s 'Winds of Change' speech in the South African Parliament at Cape Town in January 1960 suggesting that the wind blowing across Africa was irresistible and had to be accommodated. The NDP nationalists like others in other parts of Africa were keen to rid themselves of colonial rule .The NDP leadership frightened the Rhodesians and pushed them further to the right creating greater polarisation in the country .The National Constitution Conference of Southern Rhodesia was held in February 1961 and its outcome was a blow to any prospects of the peaceful transformation of the Southern Rhodesian politics towards majority rule. Remember the major features proposed in the new constitution were demands of a declaration of rights, the outlawing of discrimination, the protection of rights by the courts were accepted but no success was scored on the franchise. One man one vote was rejected and the Africans were offered 15 out of 50 seats. Nkomo was attacked by his fellow nationalists for accepting the new constitution. The fierce attack on the new constitution resulted in unrest among the Africans with Nkomo back tracking on his support of the new constitution. The NDP continued to attack the new constitution and refused to work under it. On 26 July 1961, ignoring African opposition, the Southern Rhodesian government held its own referendum of Africans that rejected the constitution. The NDP boycotted it and rallied the Africans against it. The NDP

also resisted Whitehead's Build A Nation Campaign. The NDP also went into the country organising resistance against the implementation of the Land Husbandry Act of 1951. The Rhodesian government's response to the NDP's organised referendum was a total ban of all political activities in the country. On 9 December 1961, the NDP was banned after operating one year eleven months and its leaders including Joshua Nkomo were restricted to Bulawayo, his birth area.

The NDP's Challenges

You have to note that the Rhodesian government totally banned all political activity by the NDP. Whitehead went on to ban the NDP on 9 December 1961 after operating for one year eleven months. It also led to the divisions within the party since the President of the party Joshua Nkomo was blamed by other party members for accepting the February 1961 constitution. The banning of the party also restricted the NDP leaders to their areas of birth, for example Joshua Nkomo was restricted to Bulawayo. Do you remember Sir Edgar Whitehead? We hope you have noted that he was the British Prime Minister of Southern Rhodesia. His major reason for banning the NDP was to please the British government. We hope you still recall that he was the one who banned the ANC also. He also banned the NDP because of its refusal to accept the new constitution.

2.4.4 Zimbabwe African People's Union (ZAPU)

Now we have come to the third nationalist movement. ZAPU was formed ten days after the ban of the NDP when the Whitehead government was preparing for elections. It continued to tighten up its repressive legislation. It also increased annoyance of African leaders. The Africans Nationalists were committed that no successor party would be organised. They also agreed that ZAPU shall remain the sole voice of nationalism in Southern Rhodesia until it became independent Zimbabwe. Again Joshua Nkomo was elected as ZAPU leader. We hope you noticed that Dr Samuel Parirenyatwa rose to become Vice president but unfortunately died on 14 August 1962 in a mistrustful car accident. The divisions created by the February 1961 constitution continued. On 19 September 1962, indeed ZAPU was banned. We hope you noticed that the colonial government of the Europeans banned every nationalist movement formed by Africans. We hope you realised that Joshua Nkomo was the leader of ANC, NDP and ZAPU hence he played an important role in the rise of nationalism in Zimbabwe.

2.4.4 (a) The Political activities of the Zimbabwe African People's Union (ZAPU)

Now let us focus on the political activities of ZAPU, some of which were that its leadership planned to confront the Rhodesian regime with military resistance. They sent young men outside the country for the first time to receive military training in Ghana and Tanzania which were the first countries to provide such training facilities and come back and confront the settler regime. ZAPU brought arms and ammunition into the country through smuggling for interruption, pyromania and arson by its youths on the whites and their properties. The National party Executive agreed, in July 1962 that no new party would be formed if ZAPU was banned. They also agreed to organise resistance underground if ZAPU was banned. It also resorted to violence protests in the country starting in Salisbury (Harare) and spreading to Bulawayo and other towns to force the regime government to grant majority rule. Many ZAPU leaders had realised that only force could achieve what people demanded. However there were some who believed negotiations with the regime government were necessary, leading to divisions within the party.

2.4.4 (b) Challenges faced by the Zimbabwe African People's Union (ZAPU)

You have to note that ZAPU was banned on 20 September 1962 and its leaders including Robert Mugabe, Leopold Takawira and Jason Ziyaphapha Moyo were detained. Again Joshua Nkomo was outside the country but was pressurised to come back and join other ZAPU leaders and restriction, which he did and was detained in Semukwe near Kezi. There arose divisions within the party as most leaders supported the use of force to achieve its objectives while some believed in negotiations. These differences in approach led to the formation of the Zimbabwe African National Unity (ZANU) in August 1963.

2.4.5 The Zimbabwe African National Union (ZANU)

Did you notice that there were divisions in ZAPU? These divisions led to the formation of ZANU when ZAPU was banned. It was formed in August 1963 by a group of former ZAPU leaders who decided to break away from Joshua Nkomo's leadership. Its leaders included Ndabaningi Sithole who was the President, Leopold Takawira as Vice President. Robert Mugabe was the Secretary General and Morton Malianga the Secretary for Youth. It should be known that these leaders were a fraction of leading

members of ZAPU .The ZAPU had split and in reality the split was instigated by tribalism (Shona versus Ndebele) and regionalism.

Fig. 2.4 Robert Gabriel Mugabe

2.4.5(a) The political activities of ZANU and the People's Caretaker Council (PCC)

Now let us look at the political activities of ZANU and PCC. It is apparent to note that soon after the split in ZAPU there were tribal clashes in townships. It meant, therefore, that the Shona and the Ndebele fought Chimurenga two divided. Nkomo formed the People's Caretakers Council (PCC) after ZANU was formed and he pointed out that it was not a party but a people's council to look after the Africans interests. However the PCC was a political party which Nkomo formed after ZAPU was banned and after ZANU was formed. ZANU mobilised university students and other learned people to join their party. From April 1964, the political climate of Southern Rhodesia changed for the worse. Winston Field was sacked and replaced by Ian Smith. Smith's government cracked down harder on all opposition .Both parties, the PPC and ZANU were banned and it became clear to the African nationalists that the time for peaceful protest was over. Both the ZANU and the PCC leaders Sithole, Mugabe and hundreds of other nationalists began to organise the armed struggle from outside the country assisted by the Frontline States. Operating from outside was a major challenge also. The two parties also operated underground when they were banned hence the beginning of the armed struggle.

Fig 2.5 The Frontline States leaders Kenneth Kaunda, Samora Machel and Julius Nyerere

2.4.5 (b) Challenges faced by the ZANU and the PCC

Both the ZANU and the PCC were banned in August 1964 and many of their leaders were put in detention. You should also note that the township fights by ZANU and PCC members increased. Did you notice that African nationalists in Southern Rhodesia were now divided along tribal lines since the banning of ZAPU .Most Shona nationalists had formed ZANU while most Ndebele ones formed PCC .Lack of unity between the PCC and ZANU which made them to form different military wings for fighting namely ZIPRA for the PCC and ZANLA for the ZANU.

Activity 2.4

Having discussed and studied about ZANU nationalist movement, attempt the following activity.

1 (a) Name any five people who formed the ZANU in 1957
(b) Describe the formation of ZANU
(c) To what extent was ZANU successful in achieving its aims?

How did you find this activity? Was it challenging? Did you notice that it is a typical examination question out of 25? We hope you found it interesting. Here are some of the suggested answers for activity 2.4.

1(a) State any five people who formed ZANU

- Ndabaningi Sithole
- Herbert Chitepo
- Robert Gabriel Mugabe
- Morton Malianga
- Leopold Takawira

(b) The formation of ZANU

- ZANU was formed in August 1963 by a group of former ZAPU leaders who decided to break away from Joshua Nkomo's leadership.
- ZANU's leaders included Ndabaningi Sithole who was the President, Leopold Takawira as Vice President, Robert Mugabe who was the Secretary General and Morton Malianga the Secretary for Youth.
- The leaders of ZANU were a fraction of leading members of ZAPU.
- ZAPU had split and in reality the split was instigated by tribalism that is the Shona versus the Ndebele
- The formation of ZANU was also based along regionalism.

(c) To a greater extent ZANU was able to achieve its aims because

- It was able to operate underground after it was banned in August 1964.
- Its leaders were also able to organise the armed struggle.
- They send young men outside the country to train as freedom fighters and come back and fight the settler regime government hence they were able to achieve its aims.
- The leaders of ZANU also achieved their aims by organising the armed struggle from outside the country assisted by the Frontline States Tanzania, Zambia and Mozambique.

However, to a lesser extent ZANU faced challenges from the PCC led by Nkomo since there fights between ZANU and ZAPU supporters.

- The conflicts between ZANU and ZAPU supporters also hindered ZANU's progress
- Worse still the banning of the party was also another hindrance to success.

Reflection

Having studied and understood the whole unit on Mass Nationalism, you may be having other reasons for its rise, the political activities of the early protest movements and nationalist parties' and their challenges. Try to reflect on them as you study and attempt all activities given. Try to reflect and research further on the role played by the Frontline States in training freedom fighters together with the nationalist parties in Southern Rhodesia (Zimbabwe). Try to answer the following reflection questions as you study this unit: How did the government of Southern Rhodesia suppress various nationalist parties? How important were Pan-Africanist ideas in the rise of Mass Nationalism in Southern Rhodesia? How did the Federation of Southern Rhodesia, Northern Rhodesia and Nyasaland from 1953-1963 lead to the rise of Mass Nationalism?

Summary

In this unit, we hope you have noted the settler regime's brutal measures in trying to exploit Africans (Zimbabweans) and denying them political rights such as voting, poor living and working conditions, the land issue, the impact of the Second World War and the Federation of the two Rhodesia's and Nyasaland on the rise of Mass Nationalism in Southern Rhodesia(Zimbabwe).You should have noted the impact of early protest movements such as the RBVA, ICU, RICU, BAVA, BCSR and Welfare groups such as the Nyanga Boys' Club in enlightening Africans about the ill treatment they experienced from the settler regime government and the need to join the various groups and later on nationalist parties. You should have noted the formation of nationalist parties such as the ANC, NDP, which moved to militant ones such as ZAPU, ZANU and PCC. You may have noted their political activities and the challenges that they faced especially the banning of all these nationalist parties. You have noted how the nationalist parties operated underground up to arranging to send youths to the Frontline States to train as freedom fighters and the beginning of the armed struggle in 1966.

Reading list

Now that you have come to the end of unit 2 of level 2 on Nationalist Movements, there is still need for you to consider other sources of History listed below for you to research further about the Nationalist Movements' formation, political activities and challenges.

- Barnes T, Mutwira R, Mutuvira E.K, Mvenge G, Pape J, Prew M and Pwiti G, People Making History Book Three (2011) Zimbabwe Publishing House (ZPH)
- Mavuru S and Nyanhasnda-Ratsauka K, Step Ahead History Form 3 (2011), Longman
- Moyana H and Sibanda M, The African Heritage, History for ' O' Level Book 3 (2011), Zimbabwe Publishing House (ZPH)
- Mukanya S, Dynamics of History, Book 3 (2011), College Press

Assignment

Attempt the following assignment on your own basing on your study of the whole unit.

1 (a) Name any five African Nationalist leaders between 1957 and 1963 (5)
(b) Describe the main activities of the African Nationalist Parties in Southern Rhodesia 1934 and 1962 (12)
(c) Is it fair to say African Nationalists had not achieved anything by 1962? (8)

Tips

Hopefully from your reading on the whole unit, you may have noted the reasons for the rise of Mass Nationalism, its background, the political activities of early protest movements, nationalist parties and their challenges. Now take note of these study tips, always revisit the various protest movement groups, nationalist parties and research further on their political activities and challenges. Try to answer these questions: How important was the role played by ZANU and the PCC in organising the beginning of the armed struggle? Which countries assisted Zimbabweans from various political parties to train as freedom fighters? Try to link this with your next unit on the armed struggle.

Assessment test

1 (a) Name any five African Nationalist Parties from 1953-1963 (5)
(b) Describe the NDP's challenges (12)
(c) How far did the NDP manage to solve its challenges? (8)

Sample Examination Questions

1 (a) Name any five founding members of ZAPU (5)
(b) Describe the political activities of ZAPU (12)
(c) To what extent was ZAPU able to achieve its aims? (8)

2 (a) Name any five leaders of early African protest movements in Rhodesia before 1950 (5)
(b) Outline any six African grievances against colonial land policies between 1930 and 1960 (12)
(c) Were Africans justified in complaining over land policies?
Explain your answer (8)

3. (a) State five methods used by the Southern Rhodesia governments during the period 1957-1963 to oppress African opposition (5)
(b) Describe how any six of these oppressive methods violated human rights (11)
(c) To what extent did these methods succeed in preventing the African opposition? (8)

4 (a) State any five laws passed by the colonial government in Rhodesia to control African economic activities before 1950. (5)
(b) Explain any six forms of action which were taken by workers in Rhodesia to protest against exploitation before 1950. (6)
(c) How successful were the workers in fighting exploitation in this period. (8)

5 (a) List any six grievances of the African workers in colonial Zimbabwe between 1931 and 1953 (6)
(b) What were the steps were taken by the settlers and their governments to exploit African labour in colonial Zimbabwe between 1931 and 1953? Explain any six (12)
(c) To what extent did the workers' grievances between 1931 and 1953 lead to the rise of Mass Nationalism in Colonial Zimbabwe? (8)

Suggested answers for the Assessment test

1(a) Name any five African Nationalist Political parties from 1953-1963 (5)

- The ANC
- The NDP
- The ZAPU
- The ZAPU
- The PCC

(b) Describe the NDP's challenges (12)

The NDP's challenges were

- The Rhodesian government totally banned all political activity by the NDP.
- Whitehead went on to ban the NDP on 9 December 1961 after operating for one year eleven months.
- The rise of divisions within the party since the President of the party Joshua Nkomo was blamed by other party members for accepting the February 1961 constitution.
- The banning of the party also restricted the NDP leaders to their areas of birth, for example Joshua Nkomo was restricted to Bulawayo.
- Whitehead banned the NDP because of its refusal to accept the new constitution.

(c) To what extent was the NDP able to solve its challenges? (8)

The NDP was able to solve its challenges to a greater extent because

- After its ban its leaders went on to form ZAPU ten days later with Joshua Nkomo as its leader again.
- The NDP leaders also went on to form ZAPU to show their determination.
- They continued to advocate against the 1961 constitution showing their determination.

However to a lesser extent

- the NDP failed to solve the problems of divisions within its leaders emanating from the 1961 constitution
- This actually led to the formation of ZANU later on as a complete breakaway from Joshua Nkomo

Suggested Answers for the Sample Examination Questions

1(a) Name any five founding members of ZAPU (5)

- Joshua Nkomo
- Robert Gabriel Mugabe
- Leopold Takawira
- Jason Ziyaphapha Moyo
- Dr Samuel Parirenyatwa

(b) Describe the political activities of ZAPU (12)

- ZAPU leadership planned to confront the Rhodesian regime with military resistance
- ZANU leadership sent young men outside the country for the first time to receive military training in Ghana and Tanzania which were the first countries to provide such training facilities and come back and confront the settler regime
- ZAPU brought arms and ammunition into the country through smuggling for interruption, pyromania and arson by its youths on the whites and their properties
- ZANU's national party executive agreed, in July 1962 that no new party would be formed if ZAPU was banned
- ZANU's party executive also agreed to organise resistance underground if ZAPU was banned
- It also resorted to violence protests in the country starting in Salisbury (Harare) and spreading to Bulawayo and other towns to force the regime government to grant majority rule

- Many ZAPU leaders had realised that only force could achieve what people demanded
- However there were some who believed negotiations with the regime government were necessary, leading to divisions within the party.

(c) To what extent was ZAPU able to achieve its aims? (8)
To a greater extent ZAPU was successful in achieving its aims since its leadership planned to confront the Rhodesian regime with military resistance.

- They began to sent young men outside the country for the first time to receive military training in Ghana and Tanzania which were the first countries to provide such training facilities
- Those trained came back and confronted the settler regime
- ZAPU brought arms and ammunition into the country through smuggling for interruption, pyromania and arson by its youths on the whites and their properties
- The National party Executive agreed to organise resistance underground if their party was banned and not to form another party
- It also resorted to violence protests in the country starting in Salisbury.

However to a lesser extent ZAPU was less successful to achieve its aims because

- There were some who believed negotiations with the regime government were necessary, leading to divisions within the party.

2(a) Name any five leaders of early African protest movements in Rhodesia before 1950 (5)

- Abraham Twala
- Martha Ngano
- Clement Kadalie
- Benjamin Burombo
- Robert Sambo

- Aaron Jacha
- John Mphamba
- Masotsha Ndlovu

(b) Outline any six African grievances against colonial land policies between 1930 and 1960 (12)

- Africans were clamouring against the repression of the land policies as the land apportionment act made them to be moved to reserves which were dry areas where rocks grew better than crops
- Africans were also overcrowded in these reserves allocated to them
- Africans were also affected because of losing their land to the whites ,worse still most of them were allocated to unborn children
- Africans were forced to work on mines and farms to obtain money for taxes and feeding themselves
- Africans were also hurt by losing their cattle as the Land Husbandry Act of 1951 wanted a family to have only five cattle
- This made many Africans to sell their cattle to the settlers
- Africans also complained about the ill treatment they got at workplaces
- Worse still there was the use of the sjambok at work places and Africans wanted an end to all this.

(c) Were Africans justified in complaining over land policies? Explain your answer (8)
To a greater extent Africans were justified in complaining over land policies because

- they were clamouring against the repression of the land policies, for example the land apportionment act of 1930 made them to be moved to reserves which were dry areas where rocks grew better than crops
- Africans were also overcrowded in these reserves allocated to them
- Africans were also affected because of losing their land to the whites ,worse still most of them were allocated to unborn children

- Africans were forced to work on mines and farms to obtain money for taxes and feeding themselves
- Africans were also hurt by losing their cattle as the Land Husbandry Act of 1951 wanted a family to have only five cattle
- This made many Africans to sell their cattle to the settlers
- Africans also complained about the ill treatment they got at workplaces
- Worse still there was the use of the sjambok at work places and Africans wanted an end to all this.

However to a lesser extent there were also other grievances of the Africans besides land ones such as taxation, poor living and working conditions.

3(a) State five methods used by the Southern Rhodesia governments during the period 1957-1963 to oppress African opposition (5)

- Banning of nationalist political parties
- Denying Africans the right to vote
- Arresting African leaders of Nationalist parties
- Detaining the African leaders of Nationalist Political parties
- Restricting African leaders to their birth areas
- Passing oppressive laws such as the Law and Order Maintenance Act in 1960

(b) Describe how any six of these oppressive methods violated human rights (12)

- The banning of political parties violated Africans' right to exercise their political rights freely
- Denying the Africans the rights to vote
- The Africans' right to be free that is liberty was also violated by restricting them to their birth areas

- It was also violated by arresting and detaining the leaders of National Political Parties
- No one shall be subjected to torture and degrading punishment but this right was violated as Africans were arrested and detained after the banning of their National Political Parties

(c) To what extent did these methods succeed in preventing the African opposition? (8)

To a large extent these laws were successful in preventing African opposition because

- Africans could not operate freely
- The banning of every party formed also prevented African opposition
- Arresting and detaining African leaders also delayed the flow of events by Africans (Zimbabweans)

However to a lesser extent

- the oppressive laws by settlers led to the operation of Africans underground and resorting to the armed struggle

4(a) State six laws passed by colonial government in Rhodesia to control African economic activities before 1950 (5)

- Matebeleland order in council -1894
- Order in council-1898
- The Industrial Conciliation Act -1934
- Native Registration Act- 1936
- Land Apportionment Act – 1930
- The Native Passes Act- 1937
- Maize Control Act-1931
- Cattle Levy Act-1934
- Land Commission Act

(b) Explain any six forms of action which were taken by workers in Rhodesia to protest against exploitation before1950 (6)

- Workers deliberately broke machines at work places.
- Absenteeism was also another action
- Desertion was also another action
- Workers caused accidents for whites
- Strikes for example Shamva Mine strikes
- Workers also refused to work
- They also refused to carry passes and they forged passes
- Formation of protest movements was also another move for example the Bantu African Voice Association of 1940

(c) How successful were the workers in fighting exploitation in this period (8)
To a greater extent they were not successful

- Their organisations were banned for example RBVA and ICU
- Their strikes were suppressed
- Their leaders were deported for example the RBVA and ICU
- Their leaders were arrested for example RICU
- Trade unions were banned
- However to a lesser extent
- They broke machines
- Absenteeism
- Organising strikes

5(a) List any six grievances of the African workers in colonial Zimbabwe between 1931 and 1953(5)

- Low wages
- Poor accommodation
- Ill-treatment at work
- Lack of job security
- Racial discrimination at jobs
- Forced Labour

(b) What steps were taken by the settlers and their governments to exploit African labour in colonial Zimbabwe between 1930 and 1953? Explain any six (6)

- The 1930 land apportionment act forced Africans to leave their land and drove them into white – controlled areas to look for jobs
- Found jobs in mines , farms and factories
- 1934 Industrial Conciliation Act , reserved high paying jobs for whites only
- Taxation such as hut, dog taxes, forced Africans to go and look for jobs. A system of forced labour (chibaro) was applied ruthlessly.
- Whites used the compound system (komboni) to house many workers in a small place to save on accommodation costs
- Meant overcrowding and insanitary conditions
- Rhodesia Native Labour Recruitment Bureau- had authority to forcibly recruit African labour and also import extra labour from Malawi , Zambia and Mozambique
- Individual white settlers evicted willingly, Africans close to their newly acquired farms ,taking stray cattle, sheep ,goats as punishment
- White also opened Domboshava and Tsholotsho training centres with specific purpose to create semi- skilled labour to serve the white employers

(c) To what extent did the workers' grievances between 1930 and 1953 lead to the rise of Mass Nationalism Colonial Zimbabwe? (8)

To a larger extent the workers' grievances between 1930 and 1953 led to the rise of Mass Nationalism in Colonial Zimbabwe because

- they formed political parties for example the Bantu Congress of Southern Rhodesia formed by Aaron Jacha in 1934
- It advocated against poor living , working conditions, the Pass Law Act and the Maize Control Act
- Most workers also supported Aaron Jacha's Party
- They also went on to form welfare groups in mines and farms were they helped each other in times of need and found time to discuss about their living and working conditions
- Workers also formed underground trade unions to discuss about their grievances

However, to a lesser extent

- Workers faced challenges from the settler regime government which continued to pass oppressive laws such as the Industrial Conciliation Act of 1934 were Africans were not fully recognise as employees
- Workers also faced a challenge of the banning of trade unions whenever they were discovered

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UNIT 3: THE ARMED STRUGGLE IN ZIMBABWE (1966-1979)

3.1 Causes of the armed struggle
3.2 Events of the armed struggle
3.3 The role played by the war collaborators
3.4 The role played by other countries
3.5 Attempts to bring peace

Introduction

This unit intends to give you an appreciation of the reasons for the armed struggle fought between the British imperialists and the Africans in Zimbabwe. We shall look at the background information to the liberation struggle, the role of the collaborators in the struggle and the role played by other countries. We shall also look at how peace was achieved. The short unit will help you to appreciate the spirit of nationalism shown by the Africans in the protracted liberation struggle.

Objectives

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

- identify the causes of the armed struggle.
- outline role of war collaborators in the armed struggle.
- explain the role played by other countries in the Zimbabwean armed struggle.
- analyse the attempts made to bring a peaceful settlement during the armed struggle.

Key words

Chimurenga is a Shona term for an armed struggle for the liberation.
Peace settlement is an agreement reached between two parties in disagreement
Armed struggle in Zimbabwe - a war of liberation in Zimbabwe

Time

Your study time for this unit will be 10 hours. Enjoy your study.

Study Skills

Specialised research skills are essential in this unit and collaborative approach.

3.1 Causes of the armed struggle

Tip

The causes of the armed struggle in Zimbabwe can be classified into economic causes, social causes, religious causes and political causes. The social causes refer to those problems which have to do with the day to day upkeep like how the Africans were deprived of practising their culture and the poor conditions under which they lived. The economic problems refer to those associated with labour and taxation. Then the political causes were to do with the desire of the Africans to rule themselves and be free from the oppressive laws of Europeans and police brutality. They also involved the demands by the Africans to be given the vote.

3.1.1 Social causes

In the Rhodesian colonial system, the Africans faced a difficult time concerning their social life. Can you try to think of activities which are done in your community today? How do people in your community relate to each other and their daily activities? Do they face any disruptions in what they need to achieve like education? You need to ask elders of their social activities and how these were changed due to colonisation. In the colonial system jobs were reserved for whites and the Africans were denied access to white collar jobs. This meant few educated natives had to do the dirty jobs while uneducated Europeans did office work even though they were less qualified. With time this created tension between the two groups. Various forms of abuse by the colonisers was another cause of the armed struggle where men and women were tortured, beaten and threatened with no pay conditions after having laboured for a month or more. It is this violation of human rights that created hostility between the two groups. Traditionally Africans believed in spirit mediums and the Europeans had replaced African traditional religion with Christianity. This alienation from traditional customs angered many Africans making the rise against the imperialists inevitable.

This led to the outbreak of the second Chimurenga. Settler brutality was another cause of the war as the Europeans were just cruel to both the Shona and the Ndebele. The imperialist could even kill or bit up anyone who violated their oppressive laws and this saw tension mounting between the two sides. Natural disasters such as rinderpest and drought made blacks more angry as they blamed it all on the colonisers. Drought led to the death of many Africans.. The Africans believed that the disasters were caused by their ancestors' anger for the colonisers. Family displacement due to the prazo system made the Shona and Ndebele more angry as boundaries continuously got shifted shrinking their potions of land. This angered the Africans as their social and economic activities were also eroded with the boundary shifting**.** There was under development in rural areas as Europeans only targeted development and servicing of roads to their towns for better communication systems. Neglect in development in the African areas also added to the hostility.

ACTIVITY 3.1

Briefly discuss the social factors which contributed to the 2nd Chimurenga with your friend. To what extent do you blame the whites for the war outbreak?

3.1.2 Economic causes

TIP

You need to understand that the Africans relied heavily on agricultural production as well as hunting as their economic activities. Which activities do you suggest mostly benefited the Africans during this time?

The second Chimurenga was a result of unequal distribution of land as the British owned huge tracts of land and even much of it had been left for unborn babies and reserved for those in Europe yet the Africans were shrieked to small unfertile portions like Gwai and Shangani. The natives were against the Land Husbandry Act of 1951which was meant to terminate the Africans off their land and give the land to the Europeans creating more reserves to the already existing Gwai and Shangani. There was ill-treatment at work places as the Africans could work for long hours and receive poor wages. Europeans imposed payment of many numerous taxes like hut tax, dog tax and poultry taxes meant to rob natives off their hard earned money from the farms and this also triggered the Second Chimurenga. African agricultural produce

like maize received low prices even though in the same grade with European maize.. Taxation imposed by the British was too high for the natives as various taxes levied could not match with the income received to those at work or dependent on farming.

ACTIVITY 3.2

With your friend, briefly describe the economic challenges faced by Africans during the colonial period. Were the Africans justified in starting the Second Chimurenga?

3.1.3 Political causes

TIP

In your community, there are different positions you have noted in the political circles. In the past we used to have chiefs, vassal chiefs, headman and Indunas. These marked the fabric of an African political system. Today the headman still exists and we now have councillors, mayors and the President. What do you think brought these changes?

Loss of political, social and economic power by Chiefs made the Ndebele and Shona much bitter against the British as chiefs commanded great respect. Chiefs were stripped off their powers and replaced with puppet leaders or Africans who acted in their capacity to administer their provinces. Another cause was on the spirit mediums that were not recognised and yet socially believe to be guiding spirits to African survival. Christianity substituted and natives resented restoring their African traditional religion. There was unfair judicial system as the trial between a British and African in court was treated differently. Courts trialled people along racial lines and this created further tension. The right to vote was the main concern as blacks were restricted to one man one vote. There was representation of one British official standing for ten or so people by vote and this was oppressive to their freedom of leadership. Police brutality was a cause of concern because they could beat to kill any native found suspected of being on the wrong side of the law. They were against pass laws which restricted their to movement. This limited their freedom of movement hence created tension between the two groups. Oppressive laws were also another cause of the armed struggle as they were aimed at punishing the natives for minor offences.

Aims of peasants in the struggle against colonialism before 1960

TIP

It is important to note that peasants had the following aims apart from their grievances against Europeans, they wanted to:

- keep cattle on their own land
- get good prices for their crops
- keep their culture
- avoid migrant work
- get more land
- To be free peasant farmers
- have fertile soils
- have good pastures
- grow own crops

Reflection

Having read about the armed struggle so far, which of the following reasons would lead the natives to form an uprising against the British? Which exactly angered the Africans of these three activities?

a) Political activities
b) Social activities
c) Economic activities

3.2 Events of the armed struggle

Now that natives were treated unfairly by the whites and were left with no choice but to fight, there are multiple events you need to consider which marked the armed struggle to address their grievances. The events are as follows:

On 28 April 1966 ZANLA forces fought the Rhodesian forces and were defeated at battle of Chinhoyi leading to the death of seven main freedom fighters namely David Guzuza, Arthur Maramba, Christopher Chatambudza, Simon Chingozha Nyandoro, Godfrey Manyerenyere, Godwin Dube and Chubby Savanhu. In July 1967 ZIPRA and the ANC of South Africa guerrillas crossed the Zambezi River and fought the Rhodesian forces at battle of Hwange and were defeated. From 1967-71 ZAPU and ZANU were performing a long war preparation sourcing weapons and training more people to fight the imperialists. In May 1970, ZANU, and FRELIMO of Mozambique forces worked together as one in supporting frontline states. ZANLA forces were given bases in Mozambique and ZIPRA in Zambia. ZANLA forces crossed into Zimbabwe from Mozambique avoiding another group of imperialist the Portuguese who were fighting FRELIMO guerrillas .The Liberation struggle began with the attack of the white owned Altena Farm in 1972. In December 1972 people rejected the new constitution given by Smith in the presence of the commission from Britain which was supporting the white to consolidate their control on Africans. Kenneth Kaunda of Zambia and John Vorster of South Africa organised for the Detente to settle the differences through negotiations between Smith and the nationalists. The Detente talks of 1974 failed and war continued with massive attacks on the white government. In 1974 there was a ceasefire in Mozambique and Frelimo gave more military bases to Zanla. In 1974 nationalist leaders who were arrested since 1965 were released after the intervention of Kenneth Kaunda of Zambia, Samora Machel of Mozambique in order to enter into the talks with Smith. After the release of the nationalists, there was the Victoria Falls talks organised by Commonwealth to try and solve the Rhodesian problem .In 1975 Herbert Chitepo was killed by a bomb placed in his car in Zambia who was instrumental in the liberation struggle. In 1976 there was the formation of the Patriotic Front which was made up of Zanu and Zapu and the two united to avoid being divided by Smith. There was the Geneva Conference of 1976 to try to end the war and Zanu and Zapu negotiated as Patriotic Front (PF).The Geneva Conference failed to end the war since Smith refused majority rule, one man one vote. In 1976 Zanla and Zipra forces formed the Zimbabwe People`s Army and fought together. In 1978 and 1979 Smith bombed neighbouring countries that supported the Liberation struggle, Victory camp, Chimoio, Nyadzonya and Mukushi were attacked and many people died. Smith introduced protected villages, burnt people`s homes, fields, poisoned water sources to discourage civilian support and the war. In 1978 there was the Internal Settlement by Smith, chief Chirau, Muzorewa, and Ndabaningi Sithole to try to end the war .The internal government was not recognised by Zanu and

Zapu and many African countries. Zanu and Zapu leaders continued with the war. The Lancaster House Conference of 1979 were negotiated and signed and therefore marked the end of the war. Elections were held in 1980 and the Zanu PF won the elections.

Tip

Rhodesian natives were educated on the social political and economic needs which they were deprived by the British. You need to know that these were the problems which aided the spirit of nationalism among the natives. Discuss with your friend which among the following you would consider a springboard to nationalism.

- Loss of power by the chiefs
- Inferior education to the blacks
- Non recognition of spirit mediums
- Police cruelty
- Undeveloped rural areas
- Low wages for Africans
- Unfair judiciary system
- Low prices for agricultural products and discriminatory laws like reducing livestock or carrying passes
- Separate accommodation places for Africans and Europeans
- Lack of education to African children
- Seizure of land by Europeans

3.3. Role of war Collaborators

Reflection exercise

From our different places of residence; we have come across the term war vet and war collaborators. Who do you think those people are what role did they have in the struggle. Can you now prepare another list of collaborators who assisted in the liberation struggle?

Reflection feedback

The civilian population included Mujibhas, Chimbwidos, Missionaries, Chiefs, Musicians, peasants, workers, spirit mediums, and business people as well as the headmen.

3.3.1 Peasants

These are the ordinary people in the struggle who played a central role towards liberation. Peasants refused to make contour ridges which protected imperialist crops in rainy season and this increased yield damage. They refused to pay tax as stipulated by the imperialists' further creating tension between natives and imperialist. Peasants encouraged each other to stop working for the British denied other fellow natives to work for white farmers .They refused to move from the land occupied by whites which created hostility between the two groups. Rich peasants bought land in Africa Purchase Areas and this move saw the rise of the native which was an economic threat. They refused to pay high cattle dipping fees to the British and this development angered the imperialist to charge against the natives.

3.3.2 Chiefs

Chiefs encouraged peasants to break laws .e.g. Land Husbandry Act which was oppressive to the Africans. They also encouraged formation of independent churches to oppose the government e.g. Zion and the Vapositori. Chiefs encouraged natives in refusing to pay rent for European farmers who took their land. They provided support to Africans through organising and mobilising food. Chiefs also encouraged African traditions and beliefs in ancestral guidance in opposition to the Europeans. The African chiefs played an instrumental role in helping with geographical assessments for guerrilla warfare. They continuously distributed land to natives violating British agenda to take all land. Chiefs and headmen received guerrillas into their areas which made a support base for the liberation.

3.3.3 Spirit mediums

They gave spiritual leadership to the freedom fighters .They cautioned political leaders where they did wrong. They also inspired people by their supernatural powers. Spirit mediums could predict and foretell events to happen and how to counter.

ACTIVITY 3.3

How effective were peasants in their struggle against the colonial government?
To a larger extent they were successful

- They continued as peasant farmers
- They harassed white farmers
- Rent was difficult to collect
- Lost livestock
- Some Africans became squatters
- Reserves made their lives difficult

However,

3.3.4 Guerrillas

You may have heard the term guerrilla from the first Chimurenga. This term has a wide range of meanings such as being small groups of people, combat in nature armed who played role of ambushes, raids and sabotaging the imperialists. They were a group of nationalists who educated natives on the need to support them by using Mao's ideas that the people were the sea and the guerrillas were the fish. Guerrillas educated people on the need for equality, justice, land and independence. Young people were trained in Mozambique and Tanzania. Land mines were used to make white movement difficult. Killing of sell outs in public was used as a lesson to others and to spread fear. Guerrillas used bomb attacks for example on petrol tanks in Harare and the aerodrome in Mutare. reducing them to ghost town "come to Mutare and get bombed." As a way of showing anger to the imperialist their resentment. They also downed passenger aircrafts. They negotiated for the Lancaster house conference, Malta and Geneva conferences. Guerrillas also made use of propaganda to boost confidence to the freedom fighters and the povo.

3.3.5 Mujibhas

The term refers to African boys who supported the guerrillas. Mujibhas were trained on how to look after guerrillas on arrival in the country and committed acts of

sabotage for example destroyed roads. They also provided information as regards the Rhodesia Front. Mujibhas also provided pamphlets with information on the war to the people. Another role was penetration of protected villages spying giving information to freedom fighters. They gave guerrillas moral support. Mujibhas and Zvimbwidos were the ears and eyes of the guerrilla's. They carried weapons and reported suspicious people to the guerrillas. They washed clothes, cooked food and carried weapons for the guerrillas.

3.3.6 Chimbwidos

Girls and young women who supported the guerrillas. They prepared food for the freedom fighters, washed clothes, gathered information and provide entertainment and morale through singing traditional and Chimurenga songs during pungwes (Night meetings).

The Zimbabwe People's Army (ZIPA)

It was formed in 1976 by ZANLA and ZIPRA. Its leaders were Jason Moyo,Rex Nhongo, Nikita Mangena, Dumiso Dabengwa and John Dube. There were differences between ZANLA and ZIPRA commanders in methods to use in fighting. ZANLA and ZIPRA fought in the camps and in the battle field. ZIPRA did not fight hard since their leader Nkomo was negotiating with Smith.

ZANLA forces

They attacked the Rhodesian forces at the battle of Chinhoyi in 1966. They killed European farmers around the country especially in Chegutu at Nevada Farm and in Mutare sabotaging farming activities and even in the cities. They recruited young boys and women for military training and as intelligent officers. They conducted mass mobilisation and political education visiting rural populations. They also mobilised weapons from outside the country. Elimination of opponents to the Chimurenga was another main task of the ZANLA forces.

ZIPRA forces

Was the military wing of ZAPU. It was formed by Jason Moyo, then by Alfred Nikita Mangena, Lookout Masuku and Dumiso Dabengwa. They operated from Sipolilo to plumtree. It was in alliance with Umkhonto we Sizwe, the military wing of the ANC. They downed civilian passenger planes. They operated from Zambia. One of the earliest battles was the Sipolilo battle. Their earlier battles however, usually resulted in defeat

Reflection question

How important was the civilian population or the masses in the liberation struggle? Brainstorm with your friend for each group of people without opening the module listing the group and its activities.

Tip

You have now realised that the civilian population played an important role in the armed struggle. However, despite the good work done, they had many challenges. Can you apart from the following add at least five more challenges they faced?

- Shortage of clothing
- Food shortages
- Poor transport
- They were spied
- Conflicts among leaders
- Death e.g. Chitepo
- Shortage of medicine and weapons due to poor funding
- Diseases .e.g. Malaria and Cholera

3.4 The role played by other countries

TIP

In times of crises, our neighbours usually help us, for example it could be death, wedding, attacks from robbers. Zimbabwe though it was still under oppressive white rule had it neighbours who contributed to the liberation of this country. The countries are called frontline states and without these wars could have taken much longer. Can you now list the countries and assess the role each played to the liberation struggle as well as identifying their leaders?

Mozambique, Zambia, Angola, Botswana, Tanzania provided bases for training of the freedom fighters and facilitated guerrilla movements. They also imposed sanctions to weaken the Rhodesian economy. Mozambique gave Zanla forces bases in the Tete province and Zambia and Tanzania also gave military bases in their respective countries. They were homes of nationalist parties where they could go and plan without the knowledge of the Europeans. Frelimo of Mozambique fought battles alongside Zanla forces against the Rhodesian forces in freedom fighters regalia to avoid suspicion. They were homes of refugees for example Botswana, Angola, and Mozambique at Chimio, Nyadzonya and Magakata. Zipra operated from Zambia where it was given bases. They gave moral support to guerrillas in food, weapons, military training, diplomatic support, refugee camps and medicine. They encouraged Zanu and Zapu to negotiate as the Patriotic Front since the two joined parties were representing the Ndebele and Shona so that Smith would not divide them. They gave Zanu and Zapu diplomatic help when negotiating with Smith and became middle man in the facilitation process for example Kenneth Kaunda in Lusaka agreement. They gave medical support. They negotiated for peace. They gave fighting strategies. They provided support. They were a home to peace conferences. They represented Zanu and Zapu at National conferences. They allowed dead war veterans to be buried in their own countries. They allowed guerrillas to pass through their own countries.hey allowed guerrillas to pass through their countries. They allowed liberation movements to operate radio stations in their country e.g. Radio Maputo in Mozambique. Frontline states encouraged organisations e.g. Organisation of African Union, United Nations, Non Aligned Movement and other socialist's countries like Libya, Algeria, Russia, China and Yugoslavia to support Zimbabwe. Told the world that the internal settlement did not represent Zimbabwe`s interests. They forced Zanu and Zapu to talk peace.

Tip

You could be wondering who the leaders of the Frontline states were .It is also important to note that there were also countries that gave support to the Rhodesian freedom fighters. Take the following hints and any other additional information from your reading sources.

Frontline states and leaders supporting Zimbabwe
Mozambique……Samora Machel
Tanzania ……..Julius Nyerere
Zambia……..Kenneth Kaunda

Angola……..Dos Santos
Libya ……..Muammar Gaddafi
Egypt……..Hosni Mubarak
Botswana……..Seretse Khama

The following countries also supported the Rhodesian government:

- United States of America
- Malawi
- Britain
- South Africa
- Portugal
- Israel
- Japan

ACTIVITY

Having discussed the help rendered by neighbouring states, the following activity will help you understand the role by frontline states and Rhodesian people. Make an assessment of the listed points.

To what extent did the Frontline States give moral support towards achievement of independence?

To a greater extent the Frontline states provided:

- Bases outside the country which improved guerrilla security
- Effective weapons which made the task of fighting the enemy easy
- Medical supplies were important on the battle field for the sick and injured
- Food supplies kept the guerrillas strong and healthy
- Sanctions weakened the government of Smith
- Travel documents enabled nationalists leaders to travel across the world
- Political leaders helped them deal with Smith better

- People were taken care of in refugee camps given outside the country
- Nationalists leaders were given security by outsiders and they continued to support the war
- Some people were trained to serve civilian needs of people
- Radio stations given spread war information

However, other factors were also important

- ✓ Some people in Rhodesia gave food, shelter and information
- ✓ Problems for the Rhodesian government weakened it e.g. fuel shortages
- ✓ Rhodesia lost friends .e.g. South Africa, America
- ✓ Conflicts in the Rhodesian Front Party
- ✓ Rhodesian forces criticised by local organisations e.g. The Catholic Commission For Justice And Peace

Study Tips

Now that you have noted of the overwhelming support from our neighbouring states, what measure do you suggest were to be taken to bring peace and end the war period. Battles have been fought and people were now tired of war. We hope you have taken note of various bases created and Frontline states leaders who helped. Suggest any possible solutions to end the war.

3.5 Attempts to bring peace

The long battles fought by the Rhodesian army against the freedom fighters finally resulted in leaders seeing the need for one common goal of achieving peace. Leaders of the two armed patriotic fronts started with the Lusaka agreement, internal settlement without interference of outsiders then the Lancaster settlement with the Rhodesian nationalist.

3.5.1 The Lusaka Agreement Of 1974

It was attended in Zambia by Joshua Nkomo, Ndabaningi Sithole, James Chikerema, Kenneth Kaunda, John Vorster; Muzorewa are among others and yielded the following:

Results of the Lusaka Agreement

Nationalists agreed to work together in Liberation struggle. Nationalist armies were to be united under the Zimbabwean Liberation Army. Nationalists agreed to work together under Abel Muzorewa. There was the Nhari rebellion which had support of Smith and the rebellion was involved in the killing of top ZANLA guerrillas. There was the killing of Hebert Chitepo by Rhodesian Secret Police. The armed struggle was brought to a standstill. There was the rejection of Ndabaningi Sithole by guerrillas. There was the replacement of Sithole as the leader of ZANU PF by Mugabe.

3.5.2 The Internal Settlement Of 1978

The internal settlement talks began in 1977.Leaders who attended included Chief Chirau, Ndabaningi Sithole, Abel Muzorewa and Smith. The settlement was held without the help of outside countries and it was Smith's effort to end the war. It was agreed that there would be a temporary government for one year under an executive council nominated from the leaders. It was agreed that the country was going to be called Zimbabwe Rhodesia after holding elections. It was agreed that the temporary government would have 18 ministers 9 Europeans and 9 Africans. Important ministers like the Home Affairs Minister, Finance, Foreign affairs, Judiciary were to be given to Europeans. Africans had no real power. Zanu and Zapu refused to take part in the elections and fighting continued. Elections were held in 1979 and Africans were forced to vote for Muzorewa`s UANC. Muzorewa won the elections but had no real power. Muzorewa became Prime Minister and the country became known as Zimbabwe –Rhodesia. African's who took part in the internal settlement government were nicknamed the 'three black Smith`s'. Muzorewa failed to persuade Zanu and Zapu to stop fighting. The internal settlement government was not recognised by many countries. Margret Thatcher of Britain wanted to recognise the internal settlement government. At the 1979 Victoria Falls Commonwealth African Conference countries put pressure on Margret Thatcher to call for a conference to solve the Rhodesian problem.

3.5.3 The Geneva Conference (1976)

It was organised by South Africa, United States of America and chaired by Britain. Zanu and Zapu were united under Robert Mugabe and Jason Moyo. Smith did not agree to majority rule and the talks collapsed after 10 weeks. War continued with Zanu and Zapu attacking the European installations.

3.5.4 The Lancaster House Conference (1979)

Margret Thatcher under pressure from African leaders at Victoria Falls Commonwealth Conference had to call for the Lancaster House Conference to solve the Rhodesian problem. Various leaders and interested nationalist attended the conference which was to see Rhodesia getting independent as the British Prime Minister had to declare since Rhodesia was a British colony. Zanu and Zapu negotiated as the Patriotic Front and include the following nationalists, Robert Mugabe, Simon Muzenda, Edison Zvogbo, Dumiso Dabengwa, John Nkomo (for ZAPU). UANC was represented by Abel Muzorewa and the Rhodesian Front was represented by Ian Smith. Lord Carrington chaired the Lancaster House Conference. The land question was discussed because it was central to the liberation struggle since it was the main cause of the liberation struggle. It was agreed that all unoccupied land was to be given to the landless peasants. Britain and America were to compensate the whites for the loss of land. A new constitution was to be written and it would last for ten years. At the conference it was also agreed that twenty seats will be reserved for the whites. It was agreed that there will be one man one vote for the coming elections. Lord Soames would lead the government before elections. The Rhodesian refugees in Mozambique, Zambia and Botswana would come back home. Political detainees would be released. All parties in Rhodesia interested in the elections would freely campaign. A ceasefire will come into effect on 21 December 1979.It was agreed that South African soldiers would leave the country. Rhodesian forces were to stay in barracks and guerrillas to assemble at assembly points. The Commonwealth observers were going to monitor the elections. There was deployment of monitoring troops and election observers. Zanu won the elections and independence was granted by Rhodesian government to Zimbabwe on 18 April 1980.

Study Tips

Did the internal government contribute towards the attainment of independence?
To what extent was the internal settlement important in peace settlement planning?
Did the Lancaster conference bring peace to Rhodesia?

Summary

You have studied the Armed Struggle in Zimbabwe and you probably still have other various reasons to the causes of the armed struggle. You may have realised that for

peace to prevail, various forces came into effect and there is need to assess their contributions. War collaborators, Frontline states and attempts to bring peace all brought a new Zimbabwe. This unit has attempted to expose you to various forms of peace settlements and respective leaders in the peace process.

Reading List

Now that we have come to the end of the unit on Armed Struggle, there is still need to consider other sources of History to gain more information about the liberation struggle. The following reading list will assist you in your reading schedule.

M. Sibanda, H Moyana: *African heritage Book 3*. ZPH publishers
S Mavuru, K Nyanhanda: *Step Ahead in History Book 3*. Longman Zimbabwe
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Assignment

1 a. Name any three African countries which supported freedom fighters and any three which supported Rhodesian government during the armed struggle (6)
   b. Describe methods which were used by guerrillas to fight the Rhodesian government between 1975 and 1979 (11)
   c. How far did the Lancaster conference contribute towards attainment of peace? (8)

Assessment Test

1. a. Name any five Zimbabwean nationals involved in the second Chimurenga war (5)
   b. Describe the activities of the Zimbabwe African National Liberation Army forces in the armed struggle in Zimbabwe between 1966 and 1980 (12)
   c. To what extent did Zanla forces contribute to the attainment of independence in Zimbabwe? (8)
2. a. Identify any five countries where Zimbabwean guerrillas were trained (5)
   b. Outline the African national grievances which the guerrillas used in political education of the masses during the armed struggle (12)
   c. How important were political grievances in the political education of Africans?

   Explain your answer. (8)

3. a. Identify any three frontline states that assisted during the armed struggle and any three respective leaders (6)

b. Describe the part played by Frontline states in the armed struggle (12)

c. Is it true that without the help of the frontline states, the war for independence would have taken much longer? Explain your answer. (8)

Sample Answers

1.a. Name any five Zimbabwean nationals involved in the second Chimurenga war (5)

- Michael Mawema
- Edgar Tekere
- Edison Zvobgo
- Enos Nkala
- Ndabaningi stole
- Robert Mugabe
- Leopold Takawira
- Morton Malianga

b. Describe the activities of the Zimbabwe African National Liberation Army forces in the armed struggle in Zimbabwe between 1966 and 1980 (12)

- All the battle at Chinhoyi (1966)guerrillas contracted Mai Chandigere
- Counter attacked Rhodesian forces
- Fought for the whole day Shenjere captured and sent to Khami prison
- In 1966 guerrillas killed J.H Viljoen and his wife at their Nevada farm near Chegutu
- Mass mobilisation and political education. Mayor Urimbo and Josiah Tungamirai and ZANU groups visited rural eastern Zimbabwe holding meetings
- Carried weapons secretly into the country and hid them
- Recruited young boys and girls (Mujibhas and Chimbwidos) as intelligence. Also trained them for combat
- Carried out bomb attacks in 1978 on petrol tanks in Salisbury (Harare) and Rhodesian railways recruited Mutare into a ghost town through a slogan "come to Mutare and get bombed"

c. To what extent did Zanla forces contribute to the attainment of independence in Zimbabwe? (8)

- Recruited cadres
- Did the actual fight
- Mobilised masses
- Smuggled weapons into Zimbabwe
- Continued fight despite détente
- Eliminated sell outs

However,

- Communist Russia and China provided weapons and training to the combatants
- The Frontline states provided military bases for ZANLA forces
- The peasants provided food and moral support to ZANLA forces

2. a. Identify any five countries where Zimbabwean guerrillas were trained (5)

- Zambia
- Tanzania
- Mozambique
- Ethiopia
- Libya
- China
- Cuba
- USSR
- Algeria

b. Outline the African national grievances which the guerrillas used in political education of the masses during the armed struggle (12)

- Seizure of land by white
- Lack of education for African children
- Inferior education for Africans
- No adequate health facilities for Africans
- Separate accommodation places for whites and blacks
- Low wages for blacks
- Undeveloped rural areas

- Policy cruelty
- Loss of power by chiefs
- Non-recognition of spirit mediums

c. How important were political grievances in the political education of Africans? Explain your answer. (8)

Political grievances
- The right to vote
- Restoration of chiefs power

Other factors
- Land education
- Wages
- Accommodation
- Counter ridge
- Discrimination

3. a. Identify any three frontline states that assisted during the armed struggle and any three respective leaders (6)
- Zambia - Kenneth Kaunda
- Tanzania - Julius Nyerere
- Mozambique - Samora Michael
- Botswana - Seretse Khama
- Angola - Augustino Neto , Edwardo Dos Santos

b. Describe the part played by Frontline states in the armed struggle (12)
- Used for training fighters
- Housed refugees
- Organised meetings to solve problems pertaining to the movement
- Became headquarters of ZANU and ZAPU
- Hired places for the fighters
- Material and financial support
- Provided medical supplies
- Facilitated alliance of ZANU and ZAPU to form the patriotic front

c. Is it true that without the help of the frontline states, the war for independence would have taken much longer? Explain your answer. (8)

- Training would have been difficult in the country
- No stable bases for nationalists
- Organisation of the war would have been difficult
- Imposition of sanctions
- Assistance from organisations e.g. OAU and Council of churches

3a. Name any five outside African countries that helped Zimbabwe in the liberation struggle (5)

- Japan
- Israel
- China
- Yugoslavia
- Russia
- Cuba
- India
- East Germany

b. Discuss the internal settlement of 1978 (12)

- It began in 1977
- Those who attended included Chief Chirau, Ndabaningi Sithole, Abel Muzorewa and Smith
- The Settlement was held without the help of foreign countries
- It was Smith's effort to end the war
- There would be a temporary government for one year under an executive council nominated from leaders
- The country was going to be called Zimbabwe Rhodesia after holding elections
- The temporary government would have 18 ministers 9 Europeans and 9 Africans
- Muzorewa won the elections but had no real power
- Africans who took part in the internal settlement government were nicknamed the "three Blacksmith's'.
- Muzorewa failed to persuade ZANU and ZAPU to stop fighting

- The internal settlement government was not recognised by many countries.
- Margret Thatcher of Britain wanted to recognise the internal settlement government.
- Pressure was put on Margret Thatcher to cal for a conference to solve the Rhodesian problem.

c. To what extent did the internal settlement achieve peace in Zimbabwe? (8)

- Managed to bring leaders together
- An agreement was reached for government
- Temporary peace was achieved
- It forced Thatcher to be involved in peace talks
- It saw the election of the first black president

However,

- Peace failed since Muzorewa was a puppet leader
- It led to the quick rise of leaders like Mugabe

UNIT 4 SOCIAL, ECONOMIC AND POLITICAL DEVELOPMENTS IN ZIMBABWE

4.1 Social Developments
4.2 Economic Developments
4.3. Political Developments

Introduction

Zimbabwe attained independence in 1980.Do you really think that the former colonial masters ever dreamt of black rule. If so the structures they left did they ever think one day the natives will rise and claim self-rule. Having attained independence many whites were afraid of bitterness that was created by colonial practises. Despite R G Mugabe s call for Reconciliation many whites left the country. In this unit, we shall look at the developments that took place on the political, social and economic side.

Objectives

- Outline the social, political and economic developments in Zimbabwe after Independence.
- Asses the economic, political and social developments in Zimbabwe after Independence.

Key Words

Independence: it is when a country attains self rule

Time

You must spend 10 hours in this unit

Study skills

Collaborative approach
Use of good Research skills

4.1. Social developments

If you may reflect back what colonial injustices have you heard of. In the education sector what were the so called group A schools? What kind of people went there?. What was enrolment like and fees in those schools. Does this scenario still prevail in today s society? What was the situation in the health sector like as well as the position of women in the society?

4.1.1 Education

The colonial government had implemented racist policies in the education sector for example there were separate schools for Africans and Europeans. With the attainment of independence the Government embarked on free primary education as well the vast expansion of educational facilities. In 1980 number of secondary schools rose from 197 to 1200 in 1985 while enrolment increased from 73 540 to 497 766 between 1980 and 1985.Enrolment in the primary sector rose from 819 128 in 1979 to nearly 2.25 million by 1985. Challenges rose as the rapid expansion of the school system made it difficult for the teacher training programme to cope with the rising figures in enrolment. Tertiary enrolment also increased by 5 folds between 1980 and 1990 especially at the University of Zimbabwe. New teacher training programmes (ZINTEC) were introduced and facilities were expanded. This however came with its own challenges in trying to cope with the rising demand. The government then responded by hiring expatriate teachers which in the long run proved to be very expensive. Differences in cultural background proved to be a major drawback. Moreover the shortages of learning and teaching materials also lowered the quality of education in the schools.

Pupils were allowed to enrol at schools of their choice. The policy of group A and group B schools was banned. Adult education centres were also established so as to carter for the elderly men and women who wished to pursue their education.

Primary school students were provided with subsidiaries such as milk, bread and those who excelled in their studies were also granted scholarships to study for their tertiary education. Foreign countries such as Britain, South Africa and Japan also provided scholarships for people who wanted to pursue their university studies.

A new examination board that catered for the curriculum of Zimbabwe known as ZIMSEC was established.

Now having looked at the Education sector lets now look at the Health Sector.

4.1.2 Health Sector

The government engaged in building more new hospitals and training many medical staff members. Special attention on the health sector was granted to those that were in the rural areas. The district hospitals and clinics that were built were well equipped. The government sent students to go and train in the sector of health in other countries. Basic health care programmes were introduced training people on basic health. The government engaged in projects of drilling boreholes so as to provide clean water to the people. Health workers were employed in each district. Free health services were given to low income people.

4.1.3 Equality

Colonisation had created a situation where there were inequalities that the government had to deal with soon after Independence. There was inequality in distribution and access to resources. The acts and laws introduced by the settler government placed Africans in reserves were there was infertile soils which was not suitable for their agricultural practices. After independence the government of Zimbabwe enforced the land reform program which allowed Africans to acquire their land from the whites on a willing buyer and willing seller bases. The Land reform programme was introduced so as to remove the racial imbalances that occurred during the colonial era.

I hope you are following this unit. Can you try to answer these questions

Activity 4. 1

State any 6 six schools that were built after Independence.

Describe measures taken by the government to address inequalities and anomalies that were found in the Education sector

Expected Answers

Activity 4.1

- Takwirira Primary
- Friendship High
- Construction of more primary schools
- Construction of more Secondary Schools
- Construction of more Universities
- Construction of more teacher training colleges
- Construction of more polytechnic colleges
- Hiring expatriate teachers soon after independence

4.2. Economic developments

Soon after attaining independence the government and the people of Zimbabwe embarked on a mission to reconstruct the economy of Zimbabwe which had been affected by war as well as sanctions.

Zimbabwe African National Union Patriotic Front (ZANU PF) government adopted a socialist stance as its guiding principle to improve the Zimbabwean economy. It believed in equal sharing of resources.

Through this Zimbabwe rose to fame as the breadbasket of Southern Africa from 1980 to 1990.Agriculture contributed about 15% to the gross profit of the country. The resettlement schemes introduced were the Resettlement Loan Scheme and the Resettlement Land Scheme. These schemes assisted farmers to get loans from banks and most of these funds were used to purchase inputs and building new houses.

The government also established more Grain Marketing Board (GMB) depots and the collection points to enable farmers sell their produce faster and easier. This drastically reduced the costs involved and allowed farmers to maximise their profits.

It also prioritised exports so as to gain foreign currency and during that time the Zimbabwean Dollar was at par with the British pound. Exports which brought in foreign currency were tobacco, cattle, maize as well as cotton among others. Foreign companies such as Coca Cola, Lonrho, British American Tobacco as well as Anglo-American Cooperation, Union Carbide and Rio Tinto were allowed to operate within the country.

These companies helped in improving the flow of the much needed foreign currency, created jobs as well as built infrastructure. In rural areas they focused on co-operative agriculture schemes and the establishment of growth points. This created employment in communal areas and reduced rural-urban migration as services were now available within reach.

The government was the sole buyer of farming products such as maize, cotton, tobacco and wheat and thus paid farmers well and on time. As such the first ten years of independence in Zimbabwe were characterized by resounding economic success.

4.2.1 Economic Structural Adjustment Programme in Zimbabwe (ESAP) 1990 -1995

In 1990 the Zimbabwean government changed from a socialist government approach to a capitalist approach. The socialist approach of free education, free health and free housing put a strain on the national finances such that the country was in debt.

The massive droughts faced by the country, the growing demand for services by the black majority, shortages in funding from foreign donors and a decline in agricultural productivity eventually led to government falling into a desperate situation. It introduced a Five-Year-Plan in which they launched under the Economic Structural Adjustment Programme.

This reform was introduced by western countries through the Bretton Woods institutions (World Bank International Monetary Fund) in order to help Zimbabwe's declining economic situation.

4.2.1 (a) Aims of ESAP

- To reduce the national debt of the country.
- To promote growth of the industry by providing loans to the private sector.
- To promote investment on friendly terms such as tax free, tax reductions and free trade.
- To assure investors of good returns through adopting a capitalist approach that would assure no government interference. This meant that Zimbabwe was to liberalise its economy.
- To provide and improve employment rate and more secure job prospects with lifelong benefits.
- To promote free trade through no export duties and encouraging free exchange of production.
- To revamp struggling government institutions so as to improve their productivity.

Having looked at the aims of ESAP let us now look at the terms of ESAP

4.2.1 (b) Terms of the adjustment programme

The government was to cut down expenses, a big reduction in government expenditure, especially on education and other public services. This would reduce government budget deficit and the national debt. Furthermore the government was to set up a treasury fund so as to fund local economic projects to promote economic independence. Moreso it was to introduce several taxes and reduce on free services such as health and education. These were to be paid for so as to generate income. The Zimbabwean dollar was weakened so as to promote profit for foreigners.

4.2.1 (c) Effects of ESAP

Were you born during the time of ESAP?.If so what do you remember happening during those days? If not ask your elders on what they remember about EASP or its effects.

Due to the end of free services in education, the country saw a massive decline

in primary as well as in secondary schools' enrolment. Despite the pledge for support through foreign investment, very little economic development was achieved during this period as investors only prioritized self-interests. The weakening of the Zimbabwean dollar, increased inflation and there was a massive rocketing in basic commodity prices.

The local industry was severely affected as free trade meant that, there was direct competition from foreign goods. Due to this economic deficiency, the state's debt grew worse than before. The massive cut down on employment as recommended by the programme led to several Africans being retrenched. As a result, poverty spiralled. Government also failed to fulfill its obligations in terms of student allowances and scholarship retention leading to them falling out of favour with most African tertiary students.

Case Study

ACTIVITY 4.2

Research on various countries that took up the SAPS programme. With your partner evaluate whether they were a success or a failure. What conclusion can you draw about these SAPS.

4.2.2 Zimbabwe Programme for Economic and Social Transformation (ZIMPREST) 1999

In 1998 the Zimbabwean government launched its second stage of its Economic Structural Adjustment Programme the Zimbabwe Programme for Economic and Social Transformation (ZIMPREST). ZIMPREST was launched in 1999 to succeed the ESAP program that had failed.

Its aim was not to totally remove ESAP but to improve the policies of ESAP in a way that would benefit the people. The ZIMPREST wanted to tackle the long standing budget shortfall. Although the ZIMPREST tried to suppress the economic problems, the prices of commodities kept on rising which later led to inflation. The land resettlement programme led to uncertainty and instability. ZIMPREST was

replaced by the Zimbabwean Millennium Recovery Programme which continued with the commitments and targets of the previous programme. The programme was introduced to fight spiralling inflation which was a major cause of macroeconomic instability. It wanted to create an economic government that would attract investors and to create stable real income.

4.2.3 Developments in Agriculture and industry

Soon after independence there was vast expansion in agriculture. Most communal farmers became significant contributors towards the national agricultural production. However expansion in agriculture was failing to absorb thousands of school leavers coming from the expanded education system. This also applied to the industry. It also failed to absorb most school leavers. Some industries began to flee from Zimbabwe due to reluctance to operate in a socialist society which was also another drawback. In addition, the country was not spared from shortages of foreign currency for economic advancement. This led to parallel economy emerging. Foreign currency began to trade illicitly. However the country experienced many direct investment from North America and Western Europe.

ACTIVITY 4.3

Find out

a) State any six aims of ESAP

b) Describe the features of ESAP

c) Explain why ESAP failed in Zimbabwe

Expected Answers

- To reduce the national debt of the country.
- To promote growth of the industry by providing loans to the private sector.
- To promote investment on friendly terms such as tax free, tax reductions and free trade.
- To assure investors of good returns through adopting a capitalist approach that would assure no government interference. This meant that Zimbabwe was to liberalise its economy.
- To provide and improve employment rate and more secure job prospects with lifelong benefits.
- To promote free trade through no export duties and encouraging free exchange of production.
- To revamp struggling government institutions so as to improve their productivity.

b) Describe the features ESAP

· ESAP involved cutting down expenses.
· It involved reduction in government expenditure especially on education and other public services.
· This would reduce government budget deficit and the national debt.
· The government was to set up a treasury fund so as to fund local economic projects to promote economic independence.
· Introduction of several taxes, reduce on free services such as health and education.

The Zimbabwean dollar was weakened so as to promote profit for

c) Explain why ESAP Failed

Tip

Look at Internal and External reasons which led to ESAP failing.

4.3 Political Developments

Were you born by 1980.If so what do you remember happening in Zimbabwe? If not what stories or songs have you heard. Sing some of the songs to your friend or tell a story you have heard about independence in Zimbabwe.

After attaining its independence in 1980, Zimbabwe, was faced by so many challenges despite having won self-rule. In the 1980 elections ZANU PF won 57 seats, PF ZAPU 20 seats and UANC took the remaining three seats. Robert Mugabe was elected as the Executive Prime Minister while Canaan Sodindo Banana became the non-executive president of the Republic of Zimbabwe. The new government had a lot of political issues to address. The policy was to facilitate peaceful co- existence between the whites and blacks despite their past history.

If you were one of the Africans who had suffered severely the effects of colonisation. Now elected to be the new leader after independence were you going to forgive the whites if so why if not why not.?

Firstly, the government accommodated members of the Rhodesian Front being part of the new government. Some of whites left the country at independence. Some of the white settlers were appointed as ministers for example Joseph Culverwell became the Minister of Agriculture. The political composition of government became multi-racial and it was made up of ZANU PF, PF ZAPU, UANC and former colonial Rhodesian Front. The government allowed new political parties to be formed such as Zimbabwe Unity Movement (ZUM), ZANU Ndonga and MDC T (Tsvangirai of 1999), amongst others. However, many whites left the country at independence.

Members of the other main opposition parties like the Patriotic Front, Zimbabwe African People's Union PF (ZAPU) and those of Smith's Rhodesia Front party were invited for Nation building through integration and reconciliation. The national army was formed by bringing together the ZANLA, ZIPRA and the Rhodesian Front forces together. In 1981 a battle known as the Bulawayo Battle occurred due to political tensions between ZANU PF and PF ZAPU. There was a shootout between ZANLA and ZIPRA. Moreover, arms of war were found hidden in PF ZAPU farms and this created more tension between these two political parties.

PF ZAPU was considered disloyal and this eventually led to the dismissal of its members in the government. This caused more conflicts as it saw the beginning of dissident wars in Matabeleland and Midlands. This became a civil war in Zimbabwe and the government had to send a Korean trained 5th Brigade to eliminate all the dissidents in those areas that opposed the government. However, having on realising that there will be unpleasant consequences, talks were made to resolve these conflicts.

The situation had already delayed developments in the Matabeleland region. This led to the signing of the Unity Accord on the 22nd of December 1987 between Robert Mugabe and Joshua Nkomo.

Fig. 6.1.5 Mugabe and Nkomo after signing the Unity Accord (22 December 1987)

The Unity Accord ended political disturbances that were ethnically motivated and had caused violence in the country. The agreement became a political decision in order to end the violence that stopped the country from moving forward. Robert Mugabe now ruled with his two vice presidents who were Joshua Nkomo and Simon Muzenda. The President further on elected the 12 members and 10 customary chiefs selected by the Council of Chiefs. The parliament was going to last for a period of 5 years and members of parliament were to stand for re-election while the Presidential term lasted for 6 years. A united party, ZANU PF was formed and peace was restored and the ethnic groups that existed were afforded another chance to exist in peace.

In 1989, the Zimbabwe Unity Movement (ZUM) was formed under the leadership of Edgar Tekere a former ZANLA guerrilla to contest for the 1990 elections. The party was formed to end the one party state and to expose the growing corruption in the country. Tekere managed to get 16% of the votes against Robert Mugabe while his ZUM gained 20% of the national vote gaining only two seats. In 1995, Ndabaningi Sithole won the Chipinge seat, while 66 out of 120 seats went to ZANU (PF) and some women became members of Parliament. A ZANU PF member Margaret Dongo formed her own party, the Zimbabwe Union Democrats (ZUD) and she managed to win the Harare South seat in Parliament. Several parties emerged after independence like the Movement for Democratic Change was formed by Morgan Tsvangirai in 1999. Zimbabwe also followed policy of non-alignment as a member of non-alignment Movement. It tried to maintain its independence in foreign policy matters.

Activity 4.4

Which organisations do you think Zimbabwe became a member of after 1980? Discuss this with your partner.

b) Describe the political developments in Zimbabwe since Independence

Expected Answers

- United Nations
- Organisation of African Unity
- Preferential Trade Area

- ZANU PF won the majority of the seats.
- Robert Mugabe was elected as the Executive Prime Minister of Zimbabwe became Robert Mugabe while Canaan Sodindo Banana became the non-executive president.
- The government pursued a policy of letting bygones be bygones
- The government appointed people like Joseph Curvewll as the minister of Agriculture
- Some of the white settlers were appointed as ministers for example David Smith became the Minister of Agriculture.
- The new government accommodated everyone despite one's political standing.
- The new government accommodated other opposition parties into the new government
- Members of the other main opposition party the Patriotic Front Zimbabwe A

- There was a civil conflict between ZANLA and ZIPRA arms of war were found hidden in farms belonging to ZANU PF.
- On 22 December 1987 the Unity accord was signed

- In 1989 Zimbabwe Unity Movement was formed led by Tekere
- Several parties emerged after independence like the Movement for Democratic change by Morgan Tsvangirai.
- Zimbabwe tried to maintain its independence in foreign policy matters policy of non interference.

There is need to take note of the fact that these were meant to promote cooperation regionally and internationally. Zimbabwe was seen taking part in promoting peace regionally when it sent its soldiers in DRC though it came with mixed feelings from its own populace. It also managed to stick to its constitution by abiding to regular elections since independence.

Reflection

I think you can easily follow where started from up to now. Take note that we looked at social, economic and political developments in Zimbabwe since Independence .I also think you can critically assess that though Zimbabwe faced its success it has also faced some challenges.

Summary

Zimbabwe scored many social successes. Many schools were built and quite a number of health centres were set up. There was a marked improvement on literacy rate in the country. Expatriate teachers were hired though it had its own challenges. In the economic sector Zimbabwe embarked on Land redistribution and also embarked on various economic development programmes. Some programmes like ESAP came up with its own negatives to the economy of the country. There was marked employment creation after independence. In the political side the country faced its inroads however challenges also emerged which the government had to deal with.

Readings

Mlambo A.S. Focus on History Book 4 A Secondary Course for Zimbabwe.

TIPS

When evaluating successes by the government do not be one sided. You need to look at both side of the coin. There is nowhere we can talk of total failure in terms of achievements.

4.2 Research Activity

Sample examination Question

a) State any six economic achievements by Zimbabwe since 1980 (6)

b) Describe the social challenges faced by Zimbabwe since Independence (11)

c) To what extent has Zimbabwe managed to deal with its social problems since independence.(8)

Sample Examination Questions

1a) List any six reasons which caused the Zimbabwe government to introduce the Economic Structural Adjustment Programme, (6)

b) outline the characteristics of ESAP in Zimbabwe (12)

c) To what extent was ESAP a success in Zimbabwe (8)

2a) State any five measures introduced by the government in health sector. (5)

b) Describe changes introduced by the Zimbabwean government in Education 1980-1985 (12)

c) To what extent did people benefit from these reforms. (8)

3a) Name any five goods that were exported by Zimbabwe after 1980. (5)

b) Describe developments that took place in agriculture after independence. (12)

c) To what extent did people benefit from these reforms? (8)

Suggested Answers To The Assessment Test

1a) Development of infrastructure like roads
- setting up new town and cities
- Land resettlement programme
- Gave farmers farming inputs
- It established more GMB depots.

b) Describe the social challenges faced by Zimbabwe since Independence (11)

- food shortages
- hike prizes of basic goods
- Shortages of basic goods
- High prizes of drugs
- Brain drainage of teachers, doctors and other skilled manpower
- Dealing with pandemics like AIDS, cholera and other diseases.

c) Now make a personal evaluation on the successes or failures by government in dealing with challenges in the social sector.

To a greater extent government managed to deal with social challenges

- Education was made free for all children, engaged many qualified teachers, started teacher training programmes such as ZINTEC, expanded universities produced many experts
- In health, easy access to health facilities
- Building of hospitals led to convenience since many nurses and doctors were trained

However,

- Education was negatively affected by ESAP
- There were teacher shortages due to the expansion
- Not enough infrastructure
- Doctors and nurses; shortages

UNIT 5: THE LAND REFORM PROGRAMME IN ZIMBABWE (1992-2009)

5.1 Reasons for the Land Reform Programme in Zimbabwe
5.2 Land Reform Models
5.3 Phases of the Land Reform Programme
5.4 Successes of the Land Reform Programme
5.5 Failures of the Land Reform Programme
5.6 Challenges met by the new farmers

Introduction

We hope you went through unit three which dealt with the liberation struggle in Zimbabwe. In the unit you may have realised that Zimbabwe attained independence in 1980 after a protracted liberation struggle. You may also have realised that the issue of land distribution was a key factor in the liberation struggle of the country. At independence in 1980, there was unequal distribution of land in the country between the Africans and the Europeans. This was perhaps because of the prohibitive nature of the Lancaster House constitution. The Zimbabwean government made some constitutional amendments which saw the country embark on a massive Land Reform Programme in the socio-economic and political history of the country. This unit seeks to describe the origins of the Land Reform Programme in Zimbabwe and the factors that influenced its development. It shall describe the resettlement models and the various stages in the implementation of the Land Reform Programme. An evaluation of the successes, failures and challenges of the Land Reform Programme shall be made .The unit shall also describe the reaction of the International Community to the Land Reform Programme. Some very interesting activities are prepared for you in the unit and we hope that they will be useful to you.

Objectives

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

- describe the reasons for the for the land reform programme in Zimbabwe.
- assess the role of the constitution of Zimbabwe in the redistribution of land in Zimbabwe.
- explain the reaction of the western countries to the land reform programmes in Zimbabwe.

Key words

- **Eviction** - forced removal of people from an area.
- **Referendum** - vote put forward to the electorate to answer a political question
- **Sanctions** - penalty imposed on a country or an individual to respect the rule of law. Such a penalty has negative political, economic and social effects.
- **Squatters** - the African people labelled as illegal owners of land taken over by the new European farmers in Zimbabwe. These Africans were liable to forced eviction from the land.
- **Women empowerment** – giving women resources to enable them to be independent.

Time

You need ten hours to cover this unit.

Study skills

Use of good research skills and collaborative approach

5.1 Reasons for the Land Reform Programme in Zimbabwe

From the previous units, you may have realised that land distribution in Zimbabwe was a matter of great concern since the colonial times. We hope that you also realised that the land distribution in Zimbabwe was unbalanced as most of the good land in the country was owned by a few European farmers whilst the Africans who were the majority owned very small pieces of land most of which were located in Zimbabwe's agro-ecological regions 4 and 5 which were characterised by poor soil and low rainfall.

5.1.1 Continued unbalanced land distribution

At independence, the Zimbabwean government embarked on a Land Reform Programme which saw the new farmers being allocated farms throughout the country. The imbalance in land distribution in the country was very critical. In 1980, six thousand white farmers owned most of the good land. The Lancaster House constitution had restrictive provisions on land acquisition .It stated that the government could acquire land to resettle its people by buying the land from the White farmers who will be willing to sell their farms .This was the "willing-seller , willing buyer" principle of the

Lancaster House constitution. The White-settler farmers were not willing to sell their land. The Zimbabwean government and the landless peasants became frustrated as land ownership continued to remain unbalanced. 45% of all agricultural land in the agro-ecological regions 1, 2 and 3.Communal areas with about 700000 families held 50% of the agricultural land and 8500 black small scale farmers held 5% of the commercial agricultural land.75% of the land owned by the blacks was in region 4 and 5 with poor soils, low rainfall and high temperatures .The whites occupied the Highveld were the major cities, towns and roads were built .The white areas were well-serviced and connected to the sea with roads, railway lines, telephone lines, fuel pipe lines and electricity.

5.1.2 The Lancaster House limitation

We hope you still remember that at independence in 1980 Zimbabwe was governed according to the Lancaster House constitution. The Lancaster House constitution which the new Zimbabwean government inherited continued to be prohibitive through its willing-seller, willing-buyer arrangement. The white farmers were not willing to sell their land. The Zimbabwean government and the landless peasants became frustrated as land ownership continued to remain unbalanced. The white farmers continued to hold on to the best land in the country while the peasant households occupied unproductive land.

5.1.3 Multiple ownership of farms by the white settlers

Most of the white farmers owned more than one farm and they resisted any form of land distribution. They went to seek court protection when their land was identified for redistribution. These actions continued to frustrate the government in its Land distribution programme.

5.1.4 Britain's refusal to compensate for land acquired

We hope that you still recall that Zimbabwe was once colonised by Britain. Can you name any other African countries that were colonised by Britain? When the ten year period of the Lancaster House constitution expired in Zimbabwe, Britain refused to honour her obligation of compensating white farmers for the land acquired by government for resettlement. This betrayal frustrated the Zimbabwean government and the landless peasants.

5.1.5 Lack of donor support for the programme

Donors were not forthcoming in supporting the land redistribution programme initiated by government. They complained about what they called "unmet conditions" by government. These included transparency, accountability and the rule of law which they said lacked in Zimbabwe. The 1998 Land Donor Conference, failed to mobilise enough resources to assist the government to embark on land reform. The slow pace of land reform increased the restlessness of the landless peasants.

5.1.6 "No" vote by whites

The government was further angered by what it perceived to have been the white farmers' support for the "No" vote in a referendum held in February 2000. The White farmers are alleged to have campaigned for the "No" vote because of the 'Land clause' in the draft constitution. The year 2000 was an election year and the government was forced to deliver on the land before the elections.

5.1.7 White resistance to land redistribution

In March 2000, the government of Zimbabwe amended the constitution in order to acquire land. When the Zimbabwean constitution was amended, the Commercial Farmers' Union (CFU) challenged the amendment which was going to help the government to acquire land for resettlement. Meanwhile, the landless peasants and the war veterans invaded commercial farms and looted them. The government insisted that the new farm occupants would not be removed until land was found for them to settle and that proper planning for resettlement would follow. In 2001, the state passed the Compulsory Land Acquisition Act to protect the new occupants. This Act enabled the government to identify the White farms to be acquired compulsorily. The Act also stated that compensation was only to be given for the improvements made on the farms, not for the land.

5.2 Land Reform models

NOTE IT

At this point you should note that the government acquired land for resettlement through various means. The government then introduced land resettlement schemes that included the establishment of production systems such as communal farming, co-operatives, and state farms. Land resettlement was conducted in different Models.

5.2.1 Model A

Under Model A, individual peasants were given about 5 hectares of agricultural land, a residential stand of 0.4 hectares and eight livestock units. Under Model B, villagers were settled in cooperatives with collective land use. Management rights were held through elected committees. Resettlement Model A schemes were divided into A1 farm models and A2 farm models. The A1 farm models catered for peasant producers whose farming thrust was basically subsistence and the A2 farm models were semi-commercial. A2 farms were given to farmers who had the capacity and potential to produce surplus for the local and international markets.

Table 5.1: The main features of the farm models A1 and A2

Farm model	Main features
A1 model	Small in size-about five hectares Catered for peasant farmers Crop production and livestock production for subsistence Located in rural areas of Zimbabwe
A2 model	Bigger in size Semi-commercial Given to farmers who produced surplus for local and international markets Thrust was on cash crop production as well as livestock production.

ACTIVITY 5.1 FIELD TRIP TO AN A1 MODEL FARM

Visit an A1 model farm owned by a woman in your area and make a tour of the farm. In your journal report the following:

- Location of farm
- Size of farm
- What is being produced at the farm
- Structures found at the farm
- Achievements, failures and challenges.

Answer the following questions.

1a. Identify the main features of an A1 model farm in Zimbabwe.
b. Outline the problems faced by the farmers during the land reform programme in Zimbabwe.
c. How far did women benefit from the land reform programme in Zimbabwe? Explain your answer.

We hope that you were able to come up with correct answers. If you are not sure, refer to the following self-check:

Activity 5.1 Self- check answers

ACTIVITY 5.1 SELF-CHECK ANSWERS:

1a. We hope that you gave the following as the main features of an A1 model farm in Zimbabwe:

- A1 model farms are mostly located in the rural areas.
- They are small in size, covering an area of about five hectares of agricultural land and a residential stand of about 0.4 hectares
- Subsistence crop and livestock production are practised.

2. Problems faced by the farmers during the land reform programme are quite many.

We hope that you were able to come up with the following problems:
There are several problems that were faced by the new farmers. Firstly, the farmers experienced erratic supplies of fertiliser and seeds. Secondly, some farmers lacked of expertise knowledge of managing the environment. Some of their management styles like cutting down trees for firewood increased land degradation. In addition, the government failed to put up corresponding infrastructures like schools and clinics. The temporary schools and clinics opened by the government turned to be too far from the people and also inadequately staffed. Furthermore, the government failed to provide enough irrigation support systems and so production remained low. Lastly, the new farmers also faced transport problems.

3. This question requires analysis. You should be able to give judgement such as the following:

To a greater extent women benefited from the land reform programme because

- They got access the ownership of fertile land by being settled under A1 and A2 models.
- They also benefited better pastures for their livestock.
- Some farms had good water resources which was also beneficial to women.
- The population in the towns and cities was reduced.
- Women also gained land leases
- They realised more yields.

However,

- Not all women were able to get land.
- Urban dwellers got more land under the A2 model
- Women also faced transport problems, inadequate funds and poor infrastructure.

5.3 Phases of the Land Reform Programme

The Zimbabwean government implemented the Land Reform Programme through various phases and these phases had varying levels of success.

5.3.1 Phase 1

The first phase ran from 1980 to 1992. During this phase the government aimed to get land for the land reform programme from the white farmers who were willing to sell their farms. This arrangement was called "willing-seller, willing-buyer". Under phase one, the government targeted to resettle 162 000 families between 1980 and 1998. However, the whites sold very little land on the willing-seller, willing buyer scheme. This was perhaps because the land had become quite expensive and also because very few farmers were willing to sell their land. The government sourced funds to buy land for resettlement from foreign countries like Britain and Australia. By 1992 the government had acquired only 3 498 444 hectares of land and had resettled 71 000 families. The first phase failed to reach its target because the White farmers sold very little land. The land was sold in small parcels and scattered all over the country making planning and resettlement difficult and expensive. The government did not have the money to buy the farms. The USA and Britain did not provide the money as they had promised at the Lancaster House Conference. The government

then amended the constitution and acquired land compulsorily. The government listed about 841 commercial farms for compulsory acquisition and the white farmers challenged this in court.

5.3.2 Phase 2

The second phase on Land Reform ran from 1998 to 2000.The Donor conference in 1998 ushered in this phase of the Land Reform Programme. At the donor conference, the international community agreed to support the Land Reform Programme. The white farmers and the government agreed on land resettlement. The government would compensate the farmers with assistance from the donors. However, the farmers did not give government the two million hectares needed. The western donors released the funds slowly. The government was slow in setting up a technical team needed for the resettlement programme. Meanwhile, the disgruntled and landless peasant farmers in Svosve area of Marondera district began to occupy white farms. The other areas in Mashonaland West, Mashonaland Central, Masvingo and Matebeleland South soon followed suit. These early land occupations were rather spontaneous and largely led by the peasant farmers.

5.3.3 Phase 3

The third phase of the Land Reform Programme was between 2000 and 2009.The phase was known by various names and these are "Fast track" Resettlement scheme, Third Chimurenga, Hondo yeminda, Agrarian Revolution, Land Invasion or The Land Grab. These names suggest the revolutionary nature of the programme during this phase. Following the referendum of February 2000, land occupation intensified in Zimbabwe. This time, the occupations were led and directed by the war veterans of the liberation war of the 1970s, with support from government. The government came in and organised a massive land reform programme called the 'Fast Track' resettlement scheme. The objectives of the 'Fast Track' resettlement scheme were to identify five million hectares for compulsory acquisition, to plan and demarcate areas for resettlement, to resettle people on acquired farms and to provide basic infrastructure such as boreholes, dip tanks, roads, and provide farm support services like tillage and crop packs. In March 2000, the Zimbabwean constitution was amended to enable the government to acquire land. The Commercial Farmers' Union (CFU) challenged the amendment. Peasants and war veterans invaded the commercial farms and looted them. Some lives were lost and property was destroyed during these land seizures.

5.3.4 The Commonwealth Foreign Ministers Conference (7 September 2001)

The Zimbabwean case drew much attention from the international community. An international conference was held at Abuja in Nigeria. This was the Commonwealth Foreign Ministers' conference of 7 September 2001. At the conference, the Foreign Ministers agreed on land reform for Zimbabwe. They also asked for respect of human rights, rule of law, transparency, freedom of expression and the stoppage of violence and intimidation. In 2001, the government enacted the Compulsory Land Acquisition Act to protect the new farm occupants. The Act helped the government in enlisting those farms that were to be acquired, with compensation only to be given for the improvements made on the farm. The land was taken and divided into A1 and A2 farm models. The international community led by Britain was not happy with the processes and worked on sabotaging the programme. By April 2003, 11 million hectares had been taken from the white farmers. Only 600 of the original 4000 farmers still remained on the land. About 330 000 households had been resettled under the A1 (peasant scheme) model. 55 000 had been settled under A2 (commercial scheme) programme. The programme continued with intensity through 2004 and 2005. It had become a real revolution. Banks provided financial assistance to the new farmers and several mechanisation schemes were put in place to help the farmers further e.g. buying tractors, combine harvesters, ox-drawn ploughs and others. The government also passed the Land acquisition bill amendment N$^{o//}$17 to protect the land reform programme. It became unlawful for anyone to remove properly resettled farmers. The new farmers were granted leases to their new land by the same Bill.

Halfway through the programme, the government appointed two commissions namely the Bhuka and Utete commissions to audit the programme. Their findings were that the programme was a resounding success in terms of the number of people resettled. The multiple ownership of land by some black farmers was worrisome this was against the principle of one man one farm proposed by the government. There was need to improve on mechanisation the provision of both material and technical support systems. Some new farmers were not producing to full capacity some of the so-called cell phone or Pajero farmers who use remote systems in managing their new farms.

Table 5.2: Methods used to acquire and redistribute land

In 1992 the government passed the Land Acquisition Act to which enabled it to take land legally. Farms to be taken were published in a newspaper. Farmers were to be served with notices so as to vacate although sometime the land invasions by the ordinary people forced farmers to vacate. Land redistribution was done by the District Land Committees led by District Administrators. Provincial governors also played a vital role in the distribution of land. People applied for land from government either under the A1 or A2 models. Lease agreements were signed. Offer letters were sent to successful applicants. The Constitution Amendment number 17 which was passed by the government protected the new farmers.

ACTIVITY 5.2: THE 'FAST TRACK' RESETTLEMENT SCHEME

1a) Give five other names for the 'Fast Track' resettlement scheme.

b) Outline the methods used by the Zimbabwean government to acquire land in Zimbabwe from the year 2000.

Suggested answers

1a)It is correct to give the following names:

- Third chimurenga
- Agrarian revolution
- Hondo yeminda
- Land invasion
- Land grab

b) The following were the methods used to acquire land in Zimbabwe:

The government passed the Land Acquisition Act to take land legally. Listed farms were to be published in the newspaper. District committees led by district administrators were set up to distribute land. People applied for land. Lease agreements were signed by the people. Offer letters were given to the people.

The government passed the Amendment Act number 17 to protect the new farmers.

5.4 Successes of the Land Reform Programme

The Land Reform Programme was successful because the colonial power (Britain) was no longer controlling of Zimbabwean Land. A large number of landless blacks were given land to settle on and produce. Statistically over 300 000 households were resettled between 1980 and 2007. There rose a new breed of commercial farmers, predominantly made up of blacks. These farmers were given the responsibility to feed the nation. They were to diversify into cash crop production to enable the country to earn foreign currency. Black empowerment through land ownership was achieved. Many blacks ventured into the production of crops like tobacco, sunflowers and paprika which were mainly produced for export. The use of legislation and other legal statutes as well as the "Third Chimurenga" resulted in the acquisition of most land required by the Zimbabwean masses. Very few white farmers remained on the farms.

5.5 Failures of the Land Reform Programme

Crop production has declined because of lack of inputs like farm machinery, seed and fertilisers. Willing-seller, willing-buyer was not able to realise all the land required. Cooperatives in the early 1980s were a failure because of lack of farming equipment among African farmers. Many new farmers have not been able to fully utilise the land allocated to them. Land redistribution caused environmental degradation in some areas because of poor farming methods. The 1991 Land Acquisition Act was not a success because white farmers resisted. Farm owners were against the idea of one person one farm. Peasants are still overcrowded in rural areas. From 1995 funds dried up as donors accused the government of not distributing land to the intended beneficiaries. Shortage of foreign currency made it difficult for farmers to procure pesticides, seed, fertilisers etc on their farms.

5.6 Effects of the Land Reform Programme (1980-2009)

We hope that you have realised the massiveness of the land reform programme in Zimbabwe. Such a big project was bound to have far reaching effects both positive and negative. The table below shows the effects of the Land Reform Programme.

Table 5.3 Effects of the Land Reform Programme (1980-2009)

Effects of the Land Reform Programme
· Migration from the rural areas to the urban areas was reduced. · Many black people decided to move from the urban areas into farms to live out on farming. · Land in Zimbabwe was democratised, thereby enhancing the agricultural security of the indigenous producers. · Successful A2 farmers received land leases which increased land security. · The new land laws further liberated women by allowing them to access land without seeking the support and endorsement of their husbands. · More women were able to get individual plots and produce on their own. · Some white farmers whose farms were listed by government for resettlement became resentful and took their cases to the courts and tried to sabotage the programme. · The capitalist west criticised the programme · The International Community imposed sanctions on the Zimbabwean government. · The Commonwealth, European Union and the United States imposed "smart sanctions" on Zimbabwe's political leaders and other leaders in industry and agriculture. · In 2003, Zimbabwe was suspended from the councils of the Commonwealth (which meant that it could not attend the Commonwealth Heads of Governments meetings (CHOGMs) and ministerial meetings). · Zimbabwe then withdrew from the Commonwealth in the same year.

5.7 Challenges met by the new farmers in implementing the Land Reform Programme

In your community you may have witnessed some projects being started. You may also have noticed the problems faced by the project developers which might have ranged from inadequate resources right through to the resistance/lack of support by other people. Similarly, the land reform programme was a new project which had its own challenges. These included erratic supply of fertilisers and seed, lack of expertise knowledge of environmental management e.g. their management styles such as cutting down trees increased land degradation, government failed to put up corresponding infrastructures like schools and clinics. Some were temporarily opened by the government but proved to be too far from the people and rather inadequately staffed and government also failed to provide adequate irrigation support systems, perhaps because of the massive nature of the programme. Production remained low and deteriorated with time.

ACTIVITY 5.3 THE 'FAST TRACK' RESETTLEMENT SCHEME.

We hope that you have gone through the section on the 'fast track' land resettlement scheme. You can check whether you have mastered the concepts of this section by doing this quick exercise.

1) Give the main features of the 'Fast Track' land resettlement scheme.

Self-check answers:

The correct features of the 'Fast Track' land resettlement scheme are:

- Restlessness among the landless and war veterans
- Government worried about the continued imbalances in land ownership
- Occupation of white farms by landless peasants led by war veterans
- White farmers took case to the courts and demanded the so-called-squatters to be evicted
- Violent clashes between the peasants and the police
- Government enacting the compulsory land Acquisition Act to protect the new farm occupants
- Government listing farms to be compulsorily acquired for resettlement
- Land taken and divided into A1 and A2 farms

ACTIVITY 5.4

1a) State any six reasons for the land reform programme in Zimbabwe from the year 2000.

b) Outline the methods used by the government to acquire and redistribute land in Zimbabwe from the year 2000.

c) To what extent did the peasants benefit from this land reform programme?

Suggested answers

1a) The following are correct reasons for the Land Reform Programme in Zimbabwe:

- to fulfill one of the aims of the armed struggle
- to relieve overcrowding in rural areas
- to correct racial imbalance in land distribution and ownership

- to improve agricultural production
- to maximise land use as most of the land was not being used
- to resettle freedom fighters and returning refugees

b) The government passed the Land acquisition act to take land legally. Farms to be taken would be published in newspapers. Farmers were served with notices so as to vacate land. The invasions by the ordinary people forced farmers to vacate farms. Land distribution was done by the district land committees led by district administrators. The provincial governors also played an important role in Land distribution. People applied for land- either government land under A1 model; or A2 model. Lease agreements and offer letters were given to the new farmers. The government enacted the Constitution Amendment Act number 17 to protect the new farmers.

c) The peasants benefited from the land reform program to a greater extent because,
- They settled under A1 and A2 model,
- They gained fertile land
- They had access to better pastures
- There were good water resources on some farms
- The land reform programme reduced the population in towns and cities
- There was migration from rural areas, relieving pressure on rural land
- They realised more yields.

However,
- Many peasants were not able to get land
- Urban dwellers got most of the land especially A2 models
- Health and educational facilities on the land especially A2 model was poor
- There were transport problems
- Sometimes peasants had to vacate by force some land to give it to the settlers
- There was vandalism of equipment
- Funds did not benefit the peasants

SUMMARY

In this unit you may probably have realised that the government has tried since independence to address the land question but from 1980 to 1990 it could not do much because of the willing-seller, willing-buyer principle of the Lancaster House

constitution. The requirement expired in 1990 and the government amended the constitution and instituted the Land Acquisition (1992) to allow for land redistribution and compulsory land acquisition. Again, the government efforts were hampered by factors such as resistance by the commercial farmers and others. The situation deteriorated and in 2000 and the frustrated peasants, led by the war veterans of the armed struggle, began land occupations on commercial farms under the "Fast Track" Resettlement Programme. The programme became a major source of violence, conflict and lawlessness which resulted in negative publicity for the country. There was mixed reaction to the Zimbabwe case by the International Community.

READING LIST

- Mavuru S and Nyanhanda-Ratsauka K *Step Ahead history, students book 3 (2011)*
- Mpofu T G et al *Total history 'O' Level Southern African History (2009)* Priority Projects Publishers (PPP)

ASSIGNMENT

1. What was the willing-buyer, willing-seller principle and why did it not resolve the land question?

ASSESSMENT

Four essay questions to be answered in four hours.

ASSESSMENT TEST

1a) State any six problems faced by the new farmers during the land reform programme (6)

b) Outline the successes and failures of the land reform programme in Zimbabwe (11)

c) How far were the women empowered by the land reform programme in Zimbabwe? (8)

SAMPLE EXAMINATION QUESTIONS

1a) State any six reasons for land redistribution in Zimbabwe after 1980. (6)

b) Describe the successes of the land reform programme in Zimbabwe. (11)

c) To what extent did the peasants benefit from this land reform programme? (8)

2a) Identify any six effects of the land reform programme in Zimbabwe. (6)

b) Outline the methods used by the Zimbabwean government to acquire and redistribute land in Zimbabwe from the year 2000. (11)

c) To what extent were these methods successful? (8)

3a) Identify any three features of an A1 model farm and three features of an A2 model farm. (6)

b) Outline the reasons for the land reform programme in Zimbabwe after 1980. (11)

c) How far was the land reform programme in Zimbabwe a failure? (8)

Suggested answers

1a) Reasons for the land redistribution in Zimbabwe after 1980

- To relieve overcrowding in rural areas
- To correct racial imbalance in land distribution and ownership
- To improve agricultural production
- To maximise land use as most of the land was not being used
- To resettle freedom fighters and returning refugees.

b) Describe the successes of the Land Reform Programme in Zimbabwe.

The Land Reform Programme in Zimbabwe was very successful. A large number of landless blacks were given land to settle on and produce. Statistically over 300 000 households were resettled between 1980 and 2007. There was a marked rise of a new commercial breed of farmers, predominantly made up of blacks. These farmers were given the responsibility to feed the nation. They were to diversify into cash crop production to enable the country to earn foreign currency. Black empowerment through land ownership has been a success. Many blacks ventured into the production of crops like tobacco, sunflowers and paprika which were mainly produced for export. The use of legislation and other legal statutes as well as the "Third Chimurenga" resulted in the acquisition of most land required by the Zimbabwean masses. Very few white farmers still remain on farms and the colonial power, Britain is no longer in control of the Zimbabwean land.

c) To what extent did the peasants benefit from the Land Reform Programme in Zimbabwe?

The peasants benefited from the land reform program to a greater extent because,

- They settled under A1 and A2 model,
- They gained fertile land
- They had access to better pastures
- There were good water resources on some farms
- The land reform programme reduced the population in towns and cities
- There was migration from rural areas, relieving pressure on rural land
- The peasants realised more yields.

However,

- Many peasants were not able to get land
- Urban dwellers got most of the land especially A2 models
- Health and educational facilities of the land especially A2 model was poor
- There were transport problem.
- Sometimes peasants had to vacate by force some land to give it to the settlers
- There was vandalism of equipment
- Funds did not benefit the peasants

In conclusion, the peasants benefited to a greater extent.

2a) Identify any six effects of the Land Reform Programme.

- Migration from the rural areas to the urban areas was reduced.
- Land in Zimbabwe was democratised
- Successful A2 farmers received land leases which increased land security
- The new land laws further liberated women by allowing them to access land without seeking the support and endorsement of their husbands
- Some white farmers whose farms were listed by government for resettlement became resentful and took their cases to the courts and tried to sabotage the programme
- The capitalist west criticised the programme and the International Community imposed sanctions on the Zimbabwean government

b) Outline the methods used by the Zimbabwean government to acquire and redistribute land.

The Zimbabwean government used many methods to acquire and redistribute land in Zimbabwe. In 1992, the government passed the Land acquisition act to enable it to take land legally. Farms to be taken would be published in newspapers. The affected

farmers were served with notices so as to vacate land. Invasions by the ordinary people forced farmers to vacate farms. Land distribution was done by the district land committees led by district administrators. Provincial governors also played an important role. People applied for land- either government land under A1 model; or A2 model. Lease agreements and offer letters were given to the new land owners. Finally the government passed the Amendment Act number 17 to protect the new farmers.

c) To what extent were the methods successful?
The methods were successful to a lesser extent because

- most of the land required by the Zimbabwean masses was acquired and more than 400 000 families were resettled
- Very few white farmers remained on farms.

However,

- peasants are still crowded in the rural areas and crop production declined because of lack of inputs

3a) Features of an A1 model farm

- Small in size, about five hectares in area
- Catered for peasant farmers
- Crop production and livestock production for subsistence
- Located in rural areas of Zimbabwe

Features of an A2 model farm

- Big in size
- Semi-commercial
- Given to farmers who produced surplus for local and international markets
- Thrust was on cash crop production as well as dairy farming

b) Reasons for the Land Reform programme
The government of Zimbabwe embarked on a massive land reform programme because it wanted to relieve overcrowding in rural areas. More so, it wanted to correct the racial imbalance in land distribution and ownership. Furthermore, the government wanted to improve agricultural production and to maximise land use as most of the land was not being used. It also wanted to resettle freedom fighters and

returning refugees. The British government refused to compensate for land acquired. The government also wanted to fulfil one of the aims of the liberation struggle, giving land to the blacks, and to create employment.

c) How far was the Land Reform Programme a failure?

The land reform programme was a failure to a greater extent because

- Crop production declined because of lack of inputs like farm machinery, seed and fertilisers
- Willing-seller, willing-buyer was not able to realise all the land required
- Cooperatives in the early 1980s were a failure because of lack of farming equipment among African farmers
- Many new farmers have not been able to fully utilise the land allocated to them
- Land redistribution caused environmental degradation in some areas because of poor farming methods
- The 1991 Land Acquisition Act was not a success because white farmers resisted
- Farm owners were against the idea of one person one farm
- Peasants are still overcrowded in rural areas
- From 1995 funds dried up as donors accused the government of not distributing land to the intended beneficiaries
- Shortage of foreign currency made it difficult for farmers to procure pesticides, seed, and fertilisers on their farms.

However, the land reform program was a success because

- Britain was no longer in control of Zimbabwean land
- A large number of landless blacks were given land to settle on and produce
- Statistically over 300000 households were resettled between 1980 and 2007
- Rise of a new commercial breed of farmers, predominantly made up of blacks
- Black empowerment through land ownership was achieved.

REFERENCES

Mavuru S and Nyanhanda-Ratsauka K *Step Ahead history, students book 3 (2011)*

Mpofu T G et al *Total history 'O' Level Southern African History (2009)* Priority Projects Publishers (PPP)

UNIT 6: THE INDIGENISATION PROGRAMME IN ZIMBABWE

6.1 Background to Zimbabwe's Indigenisation Programme
6.2 Reasons for Zimbabwe's Indigenisation Programme
6.3 Legal Instruments which justify Zimbabwe's Indigenisation Programme
6.4 Indigenisation Process in Zimbabwe
6.5 Zimbabwe's Indigenisation Programme successes
6.6 Zimbabwe's Indigenisation programme challenges
6.7 Western countries' reaction to the Indigenisation Programme

Introduction

We hope that you still recall that during the colonial era there was an inequitable distribution of resources in Zimbabwe. At independence the government of Zimbabwe undertook to redistribute the country's resources equitably. Most of this redistribution was achieved through the process of indigenisation and the empowerment of the Africans. In this unit we are going to look at the indigenisation programme in Zimbabwe. We are also going to examine how the western countries reacted to the indigenisation programme in Zimbabwe.

Objectives

After going through this unit, you should be able to:

- Describe the reasons for indigenisation in Zimbabwe
- Assess the role of the constitution of Zimbabwe in the indigenisation programme
- Describe the indigenisation policies in Zimbabwe
- Examine the successes and failures of the indigenization process in Zimbabwe
- Explain the reaction of the western countries to Zimbabwe's indigenisation

Key words

As you study this unit, you will come across new words and you have to work out their meanings and be able to apply them in your examinations.

Indigenisation - refers to a deliberate involvement of indigenous Zimbabweans in the economic activities of the country, to which hitherto they had no access, so as to have an equitable ownership of the nation's resources.

An indigenous Zimbabwean - means any person who, before 18 April 1980, was

disadvantaged by unfair discrimination on the grounds of his or her race and any descendant of such person and includes any company, association, syndicate or partnership of which indigenous Zimbabweans form the majority of members or hold the controlling interest.

Economic Empowerment - means the creation of an environment which enhances the performance of the economic activities of indigenous Zimbabweans into which they would have been introduced or involved through indigenisation.

Natural Resources - mean the air, soil, waters and mineral resources of Zimbabwe, the mammals, birds, fish and other animal life of Zimbabwe, the trees, grasses and other vegetation of Zimbabwe, the springs, sponges, reed beds, marshes, swamps and other streams of Zimbabwe, any landscape, scenery or site having an aesthetic appeal or scenic value or historical archaeological interest.

Seed Capital - is an amount of money, in the form of a donation, which is voluntarily given to a Community Share Ownership Trust or Scheme ("CSOTS") by a qualifying company operating in its area, to enable it to begin its operations, taking note that in the past, the communities had not benefited much from the operations of such qualifying companies.

Time

You need ten hours to cover this unit.

Study skills

You are advised to read every aspect of this unit thoroughly. You are also supposed to make use of problem solving, critical thinking and analysis skills as you go through this unit. This is going to help you to answer part "c" questions.

6.1 Background to Zimbabwe's indigenisation programme.

In life everything has its own background. Every human being can be traced to his/her own background. Try to reflect on yourself. Who are you? Where do you come from? When did you complete your grade 7? Your answers to these reflection questions are your background .This is the case with the indigenization programme in Zimbabwe. It has its own background and this is what is explained in this subtopic.

Note that;

Zimbabwe is not the first country to implement an Indigenization and Economic Empowerment programme. Almost all the rich countries of the world have done it in various forms at one time or another, e.g. USA, Japan, France, China, Finland, Norway, Italy, Austria, Taiwan, Singapore, South Korea and South Africa.

6.1.1 Discrimination and its consequences:

Before independence, the Africans in Zimbabwe were discriminated against socially, economically and politically. Extra judicial methods were used to further entrench the system of African servitude to ensure that there was a co-relation between race and wealth. The colonial socio- economic and political system was geared to serve the interests of the European minority and the colonial metropolis at the expense of the indigenous African population. The Africans in Zimbabweans did not have access to, and control over, their God given natural resources, and had limited access to education, health and other social services. This colonial heritage played a major role in the impoverishment of African Zimbabweans. Statistics show that seventy per cent (70%) of Zimbabwe's thirteen (13) million people live in rural areas and play no part in Zimbabwe's main stream economy. The same statistics show that 70% of the 13 million people are the youth, aged between 0 and 35 years, who play no part in Zimbabwe's main stream economy. Accordingly no nation can afford to see 70% of its people shut out of its mainstream economy. African areas, then known as Tribal Trust Lands or Communal Lands were neglected in terms of development by the European run Governments that ruled the country from 1890 to April 1980. The African population was only perceived as reservoirs of cheap labour. There is need to establish a socio-economic and political system that serves to improve the standard of living of the broad masses in Zimbabwe and further integrate them into the main stream economy, a national economy.

Zimbabwe lies at the heart of "The Persian Gulf" of strategic minerals of our earth. It is rich in diamonds which appear on the surface of the earth in the Eastern Parts of Zimbabwe, in the Marange area, which has now made the country the fourth largest custodian of diamonds in the World. These strategic minerals were being exploited by multinational corporations using the cheap labour of indigenous Zimbabweans and the country benefiting very little from its resources. Zimbabwe's Indigenisation Programme is perceived as necessary to reverse the discrimination.

The government of Zimbabwe enacted the Indigenisation and Economic Empowerment Act in 2008 to empower the historically disadvantaged indigenous Zimbabweans. In world politics, indigenisation is the process in which non-Western cultures redefine their native land for better use in agriculture and mass marketing. Due to imperialism and the impetus to modernise, many countries and cultures invoked Western values and ideals of liberalism, democracy and independence. However, Africans began to take pride in their traditions, culture and values hence began to revert to their culture.

Remember

The Indigenisation and Economic Empowerment Act was passed by the Zimbabwean parliament in 2008. It is a set of regulations meant to regulate businesses, compelling foreign-owned firms to sell 51% of their business to Africans over the years to follow. Five-year jail terms are assigned to foreigners who do not submit an indigenisation plan or use locals as fronts for their businesses. The intent of the law is to ensure that the country's African members fulfill a more prominent role in the economy. Controversy arose over this intent, with opponents stating that the law will scare away foreign investors. Zimbabweans form the majority of the members. This provision allowed the former Minister of Youth Development, Indigenization and Economic Empowerment, Saviour Kasukuwere, to keep a database of indigenous businesses from which foreign interest can pick partners from. At the time of the law passing, the ruling party in Zimbabwe was Zanu-PF, led by the former President Robert Mugabe. Mr Kasukuwere implemented the law regardless of critics by western countries who were against indigenisation in Zimbabwe.

6.2 Reasons for Zimbabwe's Indigenisation Programme

Everything happens for a reason. Just ask yourself why you engaged in Open Distance Learning. Now, let us look on the reasons why Zimbabwe indigenised.

Zimbabwe indigenized in order to economically empower indigenous Zimbabweans by increasing their ownership of productive assets in the economy, so as to create more wealth and reduce poverty among indigenous Zimbabweans. In addition, Zimbabwe wanted to create a conducive environment that will enable the indigenous Zimbabweans to participate in the economic development of their country , thereby earning themselves self-respect and enhancing their dignity and self-worth. Also, Zimbabwe wanted to democratise the ownership of productive assets of the economy so as to eliminate racial differences in the country. Furthermore, she wanted to develop

a competitive private sector that spearheads economic growth and development and to develop a self – sustaining economy. The instrument of effecting and achieving the objectives of indigenisation and economic empowerment is the Indigenisation and Economic and Empowerment Act, [Chapter 14:33] Finally, Zimbabwe wanted to achieve economic empowerment of the previously disadvantaged indigenous Zimbabweans.

NOTE:

The International Covenants and Human Rights Charters justify Zimbabwe's indigenisation processes. This means that the Zimbabwe's Indigenisation Programme is internationally approved.

6.3 Legal instruments which justify Zimbabwe's Indigenisation Programme

Every organisation has laws which govern it in its own constitution. In Zimbabwe, we have laws which govern the Indigenization Programme in the Zimbabwean Constitution. In this subtopic we shall look at the legal instruments that the government of Zimbabwe used to implement the programme of Indigenization and Economic Empowerment.

Section 14 of Chapter 4 of the New Constitution provides that the state and all institutions and agencies of government at every level must endeavour to facilitate and take measures to empower, through appropriate, transparent, fair and just affirmative action, all marginalised persons, groups and communities in Zimbabwe. Section 20(1) (c) of the same Constitution provides that the state and all institutions and agencies of government at every level must take reasonable measures including affirmative action programmes to ensure that the youth, i.e. between the ages of fifteen and thirty-five years, are afforded opportunities for employment and other avenues to economic empowerment In effect, the new constitution provides for socio-economic rights that were missing in the old Lancaster House Constitution. For instance it provides specifically for the right to education, healthcare, shelter, among others, using the country's available natural resources. Section 3 of Chapter 14:33 mandates Zimbabwe to take legislative measures to indigenise its economy and to provide support for the economic empowerment of indigenous Zimbabweans and sets the 51% indigenous quota as the minimum.

6.3.1 The Constitution of Zimbabwe Amendment (No. 20) of 2013

The constitution of Zimbabwe has, as one of its objectives, the need to empower marginalised persons, groups and communities in Zimbabwe. This is provided for in section 14 subsection (1) of the constitution, (government of Zimbabwe 2013:10). The indigenisation and economic empowerment legislation therefore derives authority from the supreme law. The programme is, thus, a fulfillment of a constitutional requirement.

6.3.2 The Land Acquisition Act (No. 15) of 2000

One of the main causes of exclusion of indigenous black Zimbabweans from the mainstream economy was limited access to fertile and thus productive farmland. The exclusion was perpetrated through pieces of legislation like the colonial era's Land appointment Act of 1930 which prevented Africans from meaningful economic activity in Agriculture, (Zhou 2006). Access to productive farmland would therefore improve the opportunities for the previously disadvantaged Africans to play a meaningful role in the economic activities of the country. This would also go a long way in fighting poverty and reducing income inequality. The thorough going land reform exercise initiated in 2000 was part of the government's programme to fight poverty among indigenous Zimbabweans, improve the equitable distribution of income and the means of production as well as creating a national bourgeoisie in the country's agricultural sector, (Government of Zimbabwe 2004;05). In pursuing those aims, the government of Zimbabwe settled over 300 000 families on previously European-owned commercial farms, (Government of Zimbabwe (2010; 15).

6.3.3 The Indigenisation and Economic Empowerment, (No. 14 of 2007) Act (Chapter 14; 33)

The indigenisation and economic empowerment act was introduced in 2007 and enacted in 2008. It is the main instrument to drive the implementation of the Indigenization and Economic Empowerment Programme. The act provides for the setting up of the Indigenisation and Economic Empowerment Board and the Indigenization and Economic Empowerment Fund, as the main institutions in the administration of the Act.

6.3.4 The Institutions set up to implement the Indigenisation and Economic Empowerment Programme

The administration of the Indigenization and Economic Empowerment Act is the responsibility of the minister of Youth, Indigenisation and Economic Empowerment. The act provides for the setting up of the National Indigenisation and Economic Empowerment Board, (NIEEB) to administer the implementation of the Indigenisation and Economic Empowerment Programme, (Government of Zimbabwe (2010;14).

6.3.5 The National Indigenisation and Economic Empowerment Fund

The Indigenization and Economic Empowerment Act provides for the establishment of a fund to facilitate the achievement of the objectives of the Act. The fund is meant to be used in finance acquisitions of the equity by indigenous Zimbabweans in firms, employee share ownership schemes and other activities related to meeting the ends of the Indigenization and Economic Empowerment Programme (Government of Zimbabwe 2007;3).

6.3.6 The National Indigenisation and Economic Empowerment Board, (NIEEB)

The National Indigenisation and Empowerment Board (NIEEB) is essentially the secretariat responsible for implementing the Indigenisation and Economic Empowerment Act using the relevant legislation.

6.3.7 Functions of the National Indigenisation and Economic Empowerment Board

The Indigenisation and Economic Empowerment Board is charged with monitoring compliance with the indigenisation and Economic Empowerment Act. However, the Act is not very clear on modalities of monitoring compliances and the penalties for non-compliance.

Remember:

The Zimbabwean law for indigenisation was an Empowerment Act on strategies to achieve the aims and objectives of the programme. It is also the entity responsible for administering the Indigenisation and Economic Empowerment Fund, which is set up in terms of the enabling Act (Government of (Zimbabwe 2007; 4)

ACTIVITY 6.1 RESEARCH AND WRITING

1a) List any five reasons for Indigenization in Zimbabwe.

1 b) List five problems faced by Zimbabweans before Indigenization.

1 c) The Zimbabwean law for indigenization was meant to benefit every citizen regardless of gender, race and ethnicity. To what extent is this statement valid with reference to indigenisation in Zimbabwe?

How did you find this activity? We hope you found it interesting. Here are some of the suggested answers to activity 6.1.

1a) Five reasons for Indigenization in Zimbabwe

- To empower historically disadvantaged indigenous Zimbabweans
- To increase local participation in ownership of companies and natural resources
- To allow Zimbabweans to exercise their political and economic rights
- To enable Zimbabweans to fully utilize their resources
- To empower all Zimbabweans even the marginalized group such as women

1 b) The problems faced by Zimbabweans before Indigenization were:

- Discrimination by Europeans to African Zimbabweans over the land issue
- African Zimbabweans did not have access to, and control over, their natural resources
- African Zimbabweans had limited access to education
- African Zimbabweans had limited access to health and other social services
- Colonial heritage played a major role in the impoverishment of African Zimbabweans
- The African population was only perceived as reservoirs of cheap labour

1 c) To a larger extent the above statement is justified because

- The indigenization programme in Zimbabwe is gender sensitive
- Both men and women were issued land for cultivation for example in the tobacco industry
- Most women have been empowered in various business sectors, unlike in the past where they were not allowed to participate in public spheres

- The indigenization process is open to every Zimbabwean irrespective of race for example both Europeans and Africans own farms and mines
- All ethnic groups are benefiting from the programme for example new farmers in the sugarcane industry comprise of ethnic groups such as the Shangani, Ndebele, Ndau and the Shona among others

However

- Shortage of funds by some of the new industries to fully develop

6.4 Indigenisation process in Zimbabwe

Now let us focus on the Indigenization process in Zimbabwe that is how Zimbabwe has indigenized.

A general legal framework which defines the process exists. Section 6 of Chapter 14:33 directs that companies and businesses owned by non-indigenous Zimbabweans (not foreign owned because the two are different) to sell, cede or donate 51% of the equity or shareholding to previously disadvantaged indigenous Zimbabwean, to enable them to participate in the main stream economy the national economy. This is a far cry from nationalization. The Zimbabwean Government interprets this Section to mean the creation of a mutually beneficial partnership based on the Covenant win to win principle, where the non-indigenous investor comes with his money and equipment to do business in Zimbabwe. The Zimbabwean State, which owns the natural resources in the country, meets him halfway by offering the natural resources that the investor is interested in as its part of the bargain to acquire 51% of the partnership. At the end of the day, it is a win to win for all to make the communities benefit from their God given natural resources. 10% of the equity or shareholding of the company or companies exploiting the natural resources in their areas (now technically called the qualifying company or companies), goes directly to the communities. This 10% which forms part of the 51% indigenization and economic empowerment quota of a qualifying company is held on behalf of the communities by the Community Share Ownership Schemes or Trusts ("CSOTS") which have been formed in about seven of the fifty nine (59) districts of the country.

The CSOTS' main objectives are to enable communities to benefit from their God given resources and to involve rural communities in the mainstream economy. The national economy reinforces the role of communities in economic development by

enabling them to make decisions on their development priorities. It also enables rural communities to hold equity in qualifying businesses or companies. The CSOTS use the monetary value of the 10% shareholding to build, operate and maintain schools, clinics, hospitals, roads, dipping tanks, water and sanitation facilities, dams, gulley reclamation, borehole drilling machines and other operations related to soil conservation and preservation of erosion in their areas. The CSOTS are also mandated to provide youth employment and poverty alleviation projects in their areas, and they are supervised by the Ministry of Youth Development, Indigenisation and Economic Empowerment in liaison with the Ministry of Local Government Rural and Urban Development. Under CSOTS, some qualifying companies have so far provided seed money to them, some as much as US$10 million (Ten million) to start their operations. To date, a little over US$107 million dollars has been pledged by twelve non-indigenously owned mining companies as seed money to the CSOTS, of which US$22.3 million has been paid. Besides the CSOTS, ZIP legislation makes room for workers share ownership schemes/trusts ("WSOTS"), which hold at least five per cent (5%) and in some cases as much as twenty eight per cent (28%) shareholding in qualifying companies they work for.

The WSOTS' main objective is to enhance the workers' livelihoods financially by empowering them to earn extra income by way of periodic dividends on top of their salaries and to receive a lump sum upon disposal of their shareholding when they retire from a qualifying company. The 5% shareholding for the WSOTS forms part of the 51% indigenization and economic empowerment quota of a qualifying company. Some companies have been allowed to give more, between 5% and 28% shareholding to their employees. Some companies, for Schweppes have even gone beyond the recommended maximum of 28% and have given 51% shareholding to their workers. Meikles Holdings has given 20% shareholding to its employees. Taking the CSOTS' 10% and the WSOTS' 5% together from the 51% indigenization and economic empowerment quota, leaves a balance of 35% which has been accounted for in one of two ways in terms of the law: either part, or all of it, is purchased by identified indigenous Zimbabweans while part or all of it has been acquired by the National Indigenisation and Economic Empowerment Fund (NIEEF"). The value of NIEEF's shareholding goes into the National Indigenisation and Economic Empowerment Board Fund later to be called a Sovereign Wealth Fund. Proceeds from this Fund, it is argued, have to be used for national development, especially in resource poor areas which may overall not have qualifying companies operating there. The 35% or more of

the 51% shareholding in qualifying companies is treated differently in some designed sectors. Section 5A of SI 21/10 empowers the Minister to establish committees for specific sectors of the economy and to make recommendations to the minister on the appropriate minimum net asset value threshold above which a business in the sector or sub-sector concerned is required to comply with the regulations.

At least fourteen (14) sector specific committees were established as follows:

- Mining
- Energy
- Agriculture, agro processing
- Transport and motor industry
- Telecommunications and ICT
- Manufacturing
- Trading
- Construction and engineering
- Financial services
- Tourism and Hospitality
- Arts, entertainment and culture
- Education and sport
- Services

The committees made their recommendations to the Minister in response to which at least eleven (11) of the 14 sectors have had regulations passed which outline indigenization procedures and obligations in the specific sectors. These were dealt with in the following paragraphs:

- GN 114/11 applicable to the Mining Sector directs that the 51% shareholding immediately be sold or disposed to designated entities defined to mean:
- The National Indigenization and Economic Empowerment Fund
- The Zimbabwe Mining Development Corporation
- The Statutory Sovereign Wealth Fund
- The Employee Share Ownership Scheme or Trust
- The Community Share Ownership Scheme or Trust
- This arrangement discourages concentration of benefits by individuals or groups of indigenous Zimbabweans to acquire part of the 51% economic empowerment shareholding quota at the expense of the broad masses

- NB. Not sure though whether this General Notice is valid at law. It remains to be tested in the Courts.

For the manufacturing sector:

- GN 459/11 prescribes that all businesses with a net asset value of at least US$100 000.00 shall comply with the 51% indigenization shareholding requirement over a period of four (4) years from the date of its publication.
- Eligible businesses are to submit their indigenization implementation plans within forty five (45) days from the date of GN459/11's publication in terms of Section 5(6) of SI 21/10 as amended

Compliance is as follows:

- Year One – 26% of indigenous shareholding
- Year Two – 36% of indigenous shareholding
- Year Three – 46% of indigenous shareholding
- Year Four – 51% of indigenous shareholding

GN 280/12 prescribes different indigenization thresholds and different periods for the following sectors: financial; arts, entertainment and culture; engineering and construction; energy services; telecommunications; transport and the motor industry.

NOTE IT:

You have to note that with the coming of the new dispensation in November 2018, changes were made on the Indigenous Empowerment Act. It was only left on the mining of diamonds and platinum. In the 13 sectors, indigenous Zimbabweans can no longer buy shares.

ACTIVITY 6.2 RESEARCH

1b) Describe the indigenization process in Zimbabwe.

Were you able to describe the indigenization process in Zimbabwe? We hope you did. Here are some of the suggested answers to activity 6.2.

1b) The Indigenization process in Zimbabwe was directed by Section 6 of Chapter 14:33. It directed that companies and businesses owned by non-indigenous Zimbabweans to sell, cede or donate fifty one per cent (51%) of the equity or shareholding to

previously disadvantaged indigenous Zimbabwean, to enable them to participate in the national economy.

- The Zimbabwean Government interprets Section 6 of Chapter 14:33 to mean the creation of a mutually beneficial partnership based on the Covenant win to win principle, where: the non-indigenous investor comes with his money and equipment to do business in Zimbabwe
- The Zimbabwean government offer the natural resources that the investor is interested in as its part of the bargain to acquire 51% of the partnership
- Ten per cent (10%) of the equity or shareholding of the company or companies exploiting the natural resources is channelled towards communities
- The Community Share Ownership Schemes or Trusts ("CSOTS") which have been formed in about seven of the fifty nine (59) districts of the country to enable communities to benefit from their God given resources
- The CSOTS use the monetary value of the 10% shareholding to build, operate and maintain schools, clinics, hospitals, roads, dipping tanks, water and sanitation facilities, dams, gulley reclamation, borehole drilling machines and other operations related to soil conservation and preservation of erosion in their areas
- The CSOTS are also mandated to provide youth employment and poverty alleviation projects in their areas
- The WSOTS' main objective is to enhance the workers' livelihoods financially by empowering them to earn extra income by way of periodic dividends on top of their salaries
- The 5% shareholding for the WSOTS forms part of the 51% indigenization and economic empowerment quota of a qualifying company
- Some companies have been allowed to give more, between 5% and 28% shareholding to their employees, for Schweppes have even gone beyond the recommended maximum of 28% and has given 51% shareholding to their workers
- At least fourteen (14) sector specific committees were established as follows Mining, energy, agriculture, agro processing, transport; motor industry, telecommunications and ICT, manufacturing, trading, Construction and engineering, financial services, Tourism and Hospitality, Arts, entertainment and culture, Education and sport services

6.5 Zimbabwe's Indigenisation Programme Successes (sweet benefits)

Did you notice that everything in life have successes and failures? Even at home, school, church or as an individual you may have realised that some of the programmes are successful while others fail. This is what we want to look at in this subtopic.

Valet services are one of the benefits of indigenisation. Barber shops, hair dressing and beauty salons, are also benefits of indigenisation. Employment agencies are also another benefit. Tobacco grading and packaging is also another benefit. Tobacco processing is also another benefit of indigenisation. Most Advertising agencies are a result of indigenisation so are Meat processing companies. The provision of local arts and craft, marketing and distribution are also benefits of indigenisation.

NOTE IT:

Despite indigenisation's successes, fourteen (14) sectors were closed to non-indigenous owned companies which are:

- Agriculture (primary production of foods and cash crops)
- Transportation (passenger buses, taxis and car hire services)
- Retail and wholesale
- Estate Agencies
- Bakeries
- Grain milling
- Successful Community Share Ownership Trusts to date.
- Community projects funded by different community trusts
- Evidence of employee empowerment for Schweppes

6.6 Zimbabwe Indigenisation programme's challenges (sour aspects)

Having discussed the sweet successes of indigenization, we want you to closely read and analyse the challenges/sour aspects of Zimbabwe's indigenization programme.

The limited geographical spread of ZIPs benefits is one of the major challenges since not all districts of Zimbabwe have significant natural resources from which CSOTS can generate revenue for local communities. Indeed most qualifying companies and business are not in all the 59 Districts of Zimbabwe .The emerging problem is selective development in areas where CSOTS have been established while other districts continue to wallow in poverty and minimal economic development. Many

Zimbabweans in these areas complain of being side-lined. NIEEB has come up with the equalization concept in answer to the problem, NIEEB argues that proceeds from the NIEEF is used for national development especially in resource poor areas which may overall not have qualifying companies operating there. The argument proffered is that the Fund is resourced through the monetization of the natural resources NIEEB brings to the investment table. This is an area which requires further debate and fine tuning. The next problem is conferring the benefits to the elite. Dr Jesimen Chipika and Joyce Malaba, in their research published in September 2012, noted that "While the majority of indigenous Zimbabweans support the IEEP as beneficiaries they are however generally concerned about the possibility of 'elite indigenisation' being the final outcome of this transformation and also the chasing away of IEEP. Some argue that it is no longer "indigenization" but "elitization" or "individualization. Former Minister Kasukuwere admited that in the scheme of things, some indigenous Zimbabweans may benefit more than others, as ZIP respects freedom of association. The other problem is politicization of ZIP and Ownership as raised by Dr Jesimen Chipika and Joyce Malaba in their report where they said "Other concerns raised include, the problem of the politicization of IEEP, the possibility of ownership 'fronting' by indigenous people in protection of foreign ownership, expropriation concerns during the transfer of the 51% to the indigenous Zimbabweans and the weak consideration of IEE legislation of the micro, Small and Medium Enterprises (SMEs) and other sectors which the indigenous people are largely involved in'' The other problem is resourcing indigenization, since some Indigenous Zimbabweans have no money. Legal instruments as Loan Agreements conjoined with the Charge over Shares Arrangements and the Voting Pool Agreements disadvantage other beneficiaries of the ZIP since they have interests. It is important for NIEEB to have resources to fund the indigenization process to nip this problem. The definition of an Indigenous Zimbabwean, it is argued makes the ZIP a constitutionalised racism in reverse since it is mostly benefiting African Zimbabweans, however this criticism is Eurocentric and trying to condemn the ZIP.

Reflection

Having studied the effects of indigenization, try to reflect on the following questions.

1. What are the benefits of indigenization in Zimbabwe?
2. What are the challenges of indigenization in Zimbabwe?

6.7 Western countries' reaction to the indigenisation programme in Zimbabwe

When an act is passed or when a programme is introduced people react to it differently. People and other countries reacted differently to the land reform programme in Zimbabwe. Some supported it while others criticised it. This was the case with the Indigenisation programme in Zimbabwe. In this subtopic we shall look at the western countries' reaction to the ZIP. Western countries refer to countries in Europe and America. The Zimbabwean indigenisation programme has faced enormous criticisms by western countries especially Britain and the United States of America who blame the Zimbabwean government for embarking on the programme. They blame ZIP as a method which has led to the economic decline in Zimbabwe. As a result most of these countries support the imposition of sanctions on the country. The sanctions are ruining Zimbabwe's economy. ZIP has also been condemned by western countries who find it unfair to transfer or sell shares to Zimbabweans in most predominantly European owned companies.

The western countries also criticize the indigenisation programme in Zimbabwe as Zimbabwe's own seed for its own destruction. They view the Zimbabwean government's indigenization programme as a way of creating a national and patriotic bourgeoisie. They also strongly view it as a way of seeking to create a middle class from among African citizens of Zimbabwe who are currently excluded from playing a role in the country's mainstream economy. They also view ZIP as a source of poverty in Zimbabwe. Most of the western countries critique the ZIP as a programme which only benefits the ruling party. However, some of the western countries support the ZIP but they argue that it was unfairly conducted since some indigenous Zimbabweans used force to remove the whites from their industries such as farms and businesses. They also point out that the ZIP has led to forced migrations of most whites to neighbouring countries such as Zambia and South Africa while some went to western countries such as Britain to seek new investments.

ACTIVITY 6.3 RESEARCH

1. State any 5 countries where some Europeans migrated to after the ZIP was introduced in Zimbabwe.
2. Name the Act passed in 2008 to introduce the ZIP.

3. State any 5 sour aspects of the ZIP.

We hope this activity was very easy and interesting. Here are some of the suggested answers to activity 6.3.

- Zambia
- Malawi
- Mozambique
- South Africa
- Namibia
- Britain

4. Indigenization and Empowement Act

- Lack of resources
- Poor management
- Politicising the ZIP
- Geographical location of resources not even
- CSTOS programmes sideline other areas

Reflection

From the whole unit try to remember the following: the reasons for indigenisation in Zimbabwe, the indigenisation process, Zimbabwe`s indigenisation policies the indigenisation benefits, the indigenisation challenges and the reaction of western countries to Zimbabwe`s indigenisation programmes.

Summary

From this whole unit, we hope you have realised the background information to indigenisation, reasons for the ZIP, its successes, failures and the reaction of western countries to it. The unit is addressing the racial discrimination Africans faced during the colonial era. Despite its challenges, the Zimbabwe Indigenisation Programme gained momentum since it empowered the African Zimbabweans. It has registered quite a number of success stories and the programme's goals remain noble. The implementation journey may be bumpy here and there, but there is hope that the empowerment of indigenous Zimbabweans will be achieved. You should also note that with the coming of the new dispensation, the Indigenous and Empowerment Act is now applicable to mining only.

Reading list

You have to research further on the internet and read further using the sources below.

a) The Constitution of Zimbabwe (Amendment No. 20) No. 1 of 2013 (the new Constitution).
b) The Zimbabwe Government Policy Framework for Indigenisation of the Economy (last updated Tuesday 24 November 2009).
c) The Indigenisation and Economic Empowerment Act, Chapter 14:33 ("Chapters 14:33"), as read with:
   The Indigenisation and Economic Empowerment (General) Regulations, Statutory Instrument 21/2010 ("SI 21/10")
   The Indigenisation and Economic Empowerment (General) (Amendment NO. 1 of 2010
   The Indigenisation and Economic Empowerment
   (General) (Amendment) Regulations No. 2, Statutory Instrument 116/2010 ("SI 116/10")
   The Indigenisation and Economic Empowerment (General) (Amendment) Regulations No. 3, Statutory Instrument 34/2011 ("SI 34/11")
   The Government General Notice No, 114 of 2011 ("GN114/11")
   The Government General Notice No, 459 of 2011 ("GN459/11")
   The Government General Notice No. 280 of 2012 (GN280/12")
   The Indigenisation and Economic Empowerment Regulations (SI 66/13")
   The African Charter on Human and People's Rights

Assignment

We hope that you understood the indigenisation process in Zimbabwe. Can you do the assignment below?

1. Show how the indigenisation process has benefited women in Zimbabwe.

Tips

Remember how the Indigenisation programme assisted Zimbabwe and its citizens. You should also take note of the challenges they faced. In the assignment, look at the positives and negatives of the Indigenisation programme in Zimbabwe to women. You may visit farms owned by women and find out how they benefited from ZIP.

Assessment test

1a) Name any five of CSOTS' uses of the monetary value of the 10% shareholding. ? (5)

1b) Describe the role of the Community Share Ownership Schemes /Trust (CSOTS) and WSOTS in promoting indigenisation in Zimbabwe. (12)

1c) How far was the CSOTS successful in achieving its aims?. (8)

Suggested answers for the assessment test

1a) Name any five of CSOTS' uses of the monetary value of the 10% shareholding. ? (5)

To build, operate and maintain the following;

- Schools
- Clinics
- Hospitals
- Roads
- Dipping tanks
- Water and sanitation facilities
- Dams
- Gulley reclamation
- Borehole drilling machines

b) Describe the role of the Community Share Ownership Schemes /Trust (CSOTS) and WSOTS in promoting indigenisation in Zimbabwe. (12)

- The CSOTS' main objectives are to enable communities to benefit from their God given resources
- It involve rural communities in the mainstream economy
- The national economy reinforces the role of communities in economic development by enabling them to make decisions on their development priorities. It also enable rural communities to hold equity in qualifying businesses or companies
- The CSOTS use the monetary value of the 10% shareholding to build, operate and maintain schools, clinics, hospitals, roads, dipping tanks, water and sanitation facilities, dams, gulley reclamation, borehole drilling machines and other operations related to soil conservation and preservation of erosion in their areas

- The CSOTS are also mandated to provide youth employment and poverty alleviation projects in their areas, and they are supervised by the Ministry of Youth Development, Indigenisation and Economic Empowerment in liaison with the Ministry of Local Government Rural and Urban Development
- ZIP legislation also makes room for Workers Share Ownership Schemes/Trusts ("WSOTS"), which hold at least five per cent (5%) and in some cases as much as twenty eight per cent (28%) shareholding in qualifying companies they work for
- WSOTS' main objective is to enhance the workers' livelihoods financially by empowering them to earn extra income by way of periodic dividends on top of their salaries
- The 5% shareholding for the WSOTS forms part of the 51% indigenization and economic empowerment quota of a qualifying company
- Some companies have been allowed to give more, between 5% and 28% shareholding to their employees
- Companies such as Schweppes have even gone beyond the recommended maximum of 28% and have given 51% shareholding to their workers.

c) How far was the CSOTS successful in achieving its aims? (8)

To a greater extent the CSOTS was successful in achieving its aims because

- It enable rural communities to hold equity in qualifying businesses or companies
- The CSOTS also use the monetary value of the 10% shareholding to build, operate and maintain schools, clinics, hospitals, roads, dipping tanks, water and sanitation facilities
- It also built dams and focused on gulley reclamation
- It also deal with soil conservation and preservation of erosion in their areas
- CSOTS also provide youth employment and poverty alleviation projects in rural areas

However to a lesser extent

- CSTOS faced some challenges such lack of finance and lack of experience by some newly formed companies

Sample examination questions

The following are examples of typical examination questions. You have to constantly attempt them to check your understanding of the topic.

1a) List any five natural resources that are found in Zimbabwe. (5)
b) Explain the strengths of the indigenisation programme in Zimbabwe? (12)
c) To what extent have Zimbabweans benefited from the indigenization process in Zimbabwe? (8)

2a) Name any five sectors which were closed to non-indigenous owned companies in Zimbabwe (5)
b) Identify the sectors that supported the indigenisation programme in Zimbabwe (12)
2c) To what extent are the people of Zimbabwe benefiting from the 14 sectors that supported the indigenisation programme in Zimbabwe? (8)
3a) Name any five rich countries of the world that have been indigenized. (5
b) Describe the background to Zimbabwe' indigenization. (12)
c) To what extent is the Zimbabwe indigenisation programme justified? (8)

4a) List any 5 lines of business reserved for indigenous Zimbabweans (5)
b) Describe the reasons behind reserving business in the 14 sectors for indigenous Zimbabweans (12)

5a) Name any five western countries that condemn the ZIP (5)
b) Explain the reaction of western countries to ZIP (12)
c) To what extent are the western countries' critics on the ZIP justified?

Suggested answers for the Sample Examination Questions

1a) List any five natural resources that are found in Zimbabwe.(5)

- Air
- Soil
- Waters
- Minerals
- Vegetation

1b) Explain the strengths of the indigenisation programme in Zimbabwe? (12)

- Valet services
- Barber shops, hair dressing and beauty salons
- Employment agencies Tobacco grading and packaging
- Tobacco processing
- Most Advertising agencies
- Meat processing companies

c) To what extent have Zimbabweans benefited from the indigenisation process in Zimbabwe? (8)

To a greater extent the Zimbabweans have benefited from the indigenisation process in their country because

- Of the provision of valet services
- Barber shops
- Hair dressing and beauty salons
- Employment agencies
- Tobacco grading and packaging

However,

- Some Zimbabweans faced some challenges such as lack of funds and other areas do not have natural resources

2a) Name any five sectors which were closed to non-indigenous owned companies in Zimbabwe (5)

- Agriculture (primary production of foods and cash crops)
- Transportation (passenger buses, taxis and car hire services)
- Retail and wholesale
- Estate Agencies
- Bakeries
- Grain milling

2b) Identify the sectors that supported the indigenisation programme in Zimbabwe (12)

The fourteen (14) sector specific committees established are as follows

- Mining
- Energy
- Agriculture and agro processing
- Transport and motor industry
- Telecommunications and ICT
- Manufacturing
- Trading
- Construction
- Engineering
- Financial services
- Tourism and Hospitality
- Arts, entertainment, culture
- Education
- Sport Services

2c) To what extent are the people of Zimbabwe benefiting from the 14 sectors that support the indigenisation programme in Zimbabwe? (8)

To a larger extent the people of Zimbabwe are benefiting from the 14 sectors that support the indigenisation programmes

- Many people who have been allocated land to grow sugarcane and tobacco are benefiting
- Many advertising agencies have been created due to indigenisation
- In the agricultural sector again, many meat companies are a result of indigenization
- The mining sector is also another example of indigenisation since many Zimbabweans have purchased their own mines and they are utilising them

However,

- Some of the 14 sectors are not fully supporting the indigenisation programme for example sport is not fully supporting some of the people with sporting talents

3a) Name any five rich countries of the world that have been indigenised. (5)

- USA
- Japan
- France

- China
- Finland
- Norway
- Italy
- Austria
- Taiwan
- Singapore
- South Korea
- South Africa

3b) Describe the background to Zimbabwe's indigenisation. (12)

- Discrimination of Africans(Black Zimbabweans) before Independence where black people were discriminated against social, economic and political systems
- Everything was in favour of the whites in Zimbabwe
- The colonial socio-economic and political system was geared to serve the interests of the white minority and the colonial metropolis at the expense of the indigenous black population
- Black Zimbabweans did not have access to, and control over, their God given natural resources
- Black Zimbabweans had limited access to education, health and other social services
- This colonial heritage played a major role in the impoverishment of black Zimbabweans
- Black areas, then known as Tribal Trust Lands or Communal Lands were neglected in terms of development by the white run Governments that ruled the country from 1890 to April 1980
- The black population was only perceived as reservoirs of cheap labour
- There was need to establish a socio-economic and political system that serves to improve the standard of living of the broad masses in Zimbabwe
- ZIP was introduced to integrate Zimbabwean masses into the main stream economy a national economy
- The Zimbabwe Indigenisation Programme was perceived necessary to end all these problems

3c) To what extent is the Zimbabwe indigenisation programme justified? (8)

To a greater extent the Zimbabwe indigenisation programme is justified because

- It is addressing the imbalances over the resources that existed in the colonial era where the whites were the only ones who utilized them at the expense of the Zimbabweans
- The distribution of resources was discriminatory
- Zimbabweans had lost their land and moved to reserves by the settlers who had taken their fertile lands
- It is a way of empowering Zimbabweans Zimbabwean companies such as Meikles have given 51% of their shareholdings to their workers to empower them
- Small businesses are also helpful to many people for example hair salon and barbershops

However, to a lesser extent

- ZIP has faced some challenges due to poor management,
- Poor funding of some businesses
- Lack of experience

4a) List any 5 lines of business reserved for indigenous Zimbabweans (5)

- Agriculture: primary production of food and cash crops
- Transportation: passenger buses , taxis and car hire services
- Retail and wholesale trade
- Barber shops , hairdressing and beauty salons
- Employment Agencies
- Estate Agencies
- Valet services
- Grain milling
- Bakeries
- Tobacco grading and packaging
- Tobacco processing
- Advertising Agencies
- Milk process
- Provision of arts and craft
- Marketing and distribution ,

4b) Describe the reasons behind reserving business in the 14 sectors for indigenous Zimbabweans

- The reasons behind reserving business in the 14 sectors for indigenous Zimbabweans is that, generally, these are businesses that require low capital
- Foreign Direct Investment (FDI), should be in areas requiring huge capital outlay as opposed to businesses that require low capital investments which essentially Small to Medium Enterprises (SMEs)
- To give indigenous Zimbabweans a head start in starting their entrepreneurial the SMEs
- To protect them from the unfair competition that would be posed by established businesses
- The Employee Share Ownership Scheme which is a scheme whereby as part of the indigenization and economic empowerment equity transfer to indigenous Zimbabweans, Companies can transfer a percentage of the company's equity to employees of the company
- Resource nationalism
- The indigenisation and economic empowerment relates to the mining or extraction sector
- The Community Share Ownership Schemes are meant to fund social projects in the locality like the construction of schools , bridges , roads and clinics

4c) To what extent have indigenous Zimbabweans benefited from the 14 sectors reserved for them?

To a large extent indigenous Zimbabweans have benefited from the 14 sectors reserved for them because

- These are businesses that require low capital
- Most people are business start-ups
- Most indigenous Zimbabweans' businesses in the 14 sectors are flourishing for example hair salons, barber shops and agriculture

However,

- On the other hand indigenous Zimbabweans are facing some challenges for example shortage of funds
- Other material resources

5a) Name any five western countries that condemn the ZIP (5)

- Britain
- USA
- New Zealand
- Canada
- France
- Australia

5b) Explain the reaction of western countries to ZIP (12)

- Enormous criticisms by western countries especially European countries and the United States of America who blame the Zimbabwean government for embarking on the programme
- ZIP seen as a method which have led to the economic decline in Zimbabwe
- Imposition of sanctions on the country
- Western countries find it unfair to transfer or sell shares to Zimbabweans in most predominantly white owned companies
- The western countries also view the Zimbabwean government's indigenization programme as a way of creating a national and patriotic bourgeoisie
- They also strongly view it as a way of seeking to create a middle class from among black citizens of Zimbabwe
- They also view ZIP as a source of poverty in Zimbabwe

5c) To what extent are the western countries' critics on the ZIP justified? (8)

To a greater extent western countries' critics on the ZIP are not justified because

- It is a good programme beneficial to indigenous Zimbabweans , for example the mining and agriculture sector
- Most SMEs such as barber shops and hair saloons are flourishing in Zimbabwe
- Due to ZIP most Zimbabweans have benefited from the programme since CSOTS build schools, clinics and bridges among other developments
- WSOTS is also beneficial to indigenous Zimbabwean workers, for example Meikles has given its workers 28% as share holders

However, to a lesser extent the ZIP is facing some challenges due to

- Shortage of resources such as funds and other material ones
- Not all Zimbabweans are benefiting from the ZIP

References

Zimbabwe indigenisation Program is authorized by:

a) The Constitution of Zimbabwe (Amendment No. 20) No. 1 of 2013 (the new Constitution).

b) The Zimbabwe Government Policy Framework for Indigenisation of the Economy (last updated Tuesday 24 November 2009)

c) The Indigenisation and Economic Empowerment Act, Chapter 14:33 ("Cap 14:33"), as read with:

- The Indigenisation and Economic Empowerment (General) Regulations, Statutory Instrument 21/2010 ("SI 21/10")
- The Indigenisation and Economic Empowerment (General) (Amendment NO. 1 of 2010
- The Indigenisation and Economic Empowerment
- (General) (Amendment) Regulations No. 2, Statutory Instrument 116/2010 ("SI 116/10")
- The Indigenisation and Economic Empowerment (General) (Amendment) Regulations No. 3, Statutory Instrument 34/2011 ("SI 34/11")
- The Government General Notice No. 114 of 2011 ("GN114/11")
- The Government General Notice No. 459 of 2011 ("GN459/11")
- The Government General Notice No. 280 of 2012 (GN280/12")
- The Indigenization and Economic Empowerment Regulations (SI 66/13")
- The African Charter on Human and People's Rights

UNIT 7: THE CONSTITUTION OF ZIMBABWE

7.1 Functions of the Constitution
7.2 Provisions of the Constitution
7.3 Functions of the arms of government

Introduction

Having learnt about human rights and democracy in the previous unit, we are now making a shift to the Constitution of Zimbabwe. A constitution is a set of basic laws or principles for a country that describes the rights and duties of its citizens and the way in which the country is governed. In our families there are certain rules and principles that we abide to daily and failure will result in trouble with parents or with siblings. Most importantly, a constitution sets out how all the elements of the government are organised and how power is carved up among different political units. It contains rules about what power is wielded, who wields it and over whom it is wielded in the governing of a country. It is important to note that, a constitution defines the rights and duties of citizens, and the devices that keep those in power in check. In Zimbabwe, the constitution is the supreme law of the land. No other law may conflict with it nor may the government do anything that violates it. This brings us to the crucial topic of constitutional supremacy. Now let us discuss the constitution of Zimbabwe and its functions.

Objectives

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

- define a constitution
- explain the functions of the Constitution of Zimbabwe
- outline the provisions of the Constitution of Zimbabwe on citizenship and human rights
- describe the functions of the judiciary, executive and legislature

Keywords

Constitution - a set of rules that stand with a citizen or any rules that govern a country
Human rights - rights which every citizen of a country is entitled to regardless of gender, place, nationality or ethnicity
Democracy - a system of government by the whole population or all the eligible members of a state typically through elected representatives
Legislature - the law making body in a country
Citizenship - the position or status of being a citizen of a particular country
Diplomat - an official representing a country abroad
Executive - the branch of a government responsible for putting decisions or laws into effect
Judiciary - the part of the country`s government that is responsible for its legal system, including all the judges in the country`s courts

Time

You need ten hours to cover this unit. In your final examination, you are expected to answer four questions in two hours.

Study skills

In your reading of the Constitution the following should mark your reading: Outlining the provisions of the Constitution of Zimbabwe, assessing the functions of the constitution and differentiating the functions of the executive, legislature and judiciary in the constitution of Zimbabwe.

Reflection Tip

We hope you recall that a constitution is an act of establishing rules and regulations that govern a country. It contains rules about what power is in an individual over certain rights and privileges. We need to start by establishing what power I have as an individual. What are my rights? What is bad or good for me, family, community and nation at large? How does the constitution function to protect or safeguard my rights?

7.0 Principles enshrined in the Zimbabwean constitution

The Zimbabwean Constitution is the supreme law of Zimbabwe. It imposes obligations that are binding on every person, natural or juristic. The constitution of Zimbabwe is bound by the following values and principles: Supremacy of the constitution and the rule of law; fundamental human rights and freedoms; the nation's diverse cultural religious and traditional values; recognition of the inherent dignity and worth of each human being; recognition of the equality of all human beings; gender equality and good governance and recognition of and respect for the liberation struggle. Here are some of the topics which are covered in the constitution of Zimbabwe:

- The methods of choosing the head of state; the powers and prerogatives/ rights and privileges of the head of state
- The status of ministers and the positions of the civil servants who act under them
- The legislature (parliament), its powers and the privileges of its members
- Disciplined forces such as the army and the police and the power to control them
- Relations between the central government and the local authorities
- Citizenship
- The raising and spending of public money
- The judiciary (i.e. the general system of the courts); its tenure (period of holding office) and the immunities/privileges of the judges
- The bill of rights for citizens and their limitations and
- The procedure for amending the constitution.

7.1 Functions of the Constitution of Zimbabwe

As the supreme law of the nation, the Constitution of Zimbabwe stipulates how the nation must be run. It spells out who qualifies to be a citizen of Zimbabwe and how one can lose the citizenship. The constitution of Zimbabwe outlines the powers of the different arms of government such as the Executive, Legislature and Judiciary. More so, it defines the powers of the security institutions such as the army, the police and the prison service, generally referred to as the uniformed or the disciplined forces. The Zimbabwean constitution limits the powers of the various branches of the government through a system of checks and balances. This system involves allowing each government branch to check and limit the powers of the others. Imagine what could happen if there were no checks and balances and the defence forces of Zimbabwe were left to become too powerful! We could have a reign of terror in the country. This shows that a constitution is very important in a country. Another function

of the Zimbabwean constitution is to protect the citizens from abuse. It is also the duty of the constitution to protect the people's fundamental freedoms and rights and to regulate the political processes in the country. The constitution of Zimbabwe sets out the election framework and it gives legitimacy to the government of Zimbabwe.

ACTIVITY 7 .1 The Constitution of Zimbabwe

Now that you looked at some of the basic functions of the constitution of Zimbabwe, how do you think this constitution has benefited the people of Zimbabwe? Write your answers in your journal.

7.2 Provisions of the Constitution of Zimbabwe

NOTE IT:

Most constitutions are in the form of written documents with specific rules and principles laid down for the group members or the citizens to follow but still there are some constitutions which are not written down but are known to the group members. The United Kingdom, for example, has no written constitution, but, we still use the phrase, "British Constitution" to refer to the set of rules determining the creation and the operation of the British Government institutions. The constitution of Zimbabwe is in the form of a written document with almost twelve chapters of specifically laid out provisions for the Zimbabwean citizens. For the purpose of our study we shall extract the most important sections of the constitution of Zimbabwe and discuss what is being provided for in each section. The provisions of the constitution of Zimbabwe are as follows:

7.2.1 The supreme law

The constitution is the highest law of Zimbabwe and all the other laws must agree with it. Any other law which is in conflict with it is invalid. Anything that agrees with the constitution is constitutional and lawful and anything that does not agree with the constitution is unconstitutional and unlawful.

7.2.2 Citizenship

A citizen is a member of a country, state or nation. A citizen gives full loyalty, owes allegiance and pledges to defend the country against enemies and to serve the country at all times. A citizen expects to get protection, food, education and employment from

his/her country. A person's citizenship is his/her nationality. Citizenship gives a person his/her duties, responsibilities, rights and privileges. All citizens are equally entitled to protection by the State and to acquire official documents such as passports, birth certificates, national registration certificates and any other identity documents issued by the State. The constitution also spells out the conditions to be a Zimbabwean citizen with full rights and for one to lose citizenship. Having through all the basics, we hope that you are now ready to look at citizenship in Zimbabwe.

7.2.3 Citizenship in Zimbabwe

The Zimbabwean citizenship is by birth, descent or registration. We shall look at what this means in the paragraphs below.

Citizenship by birth:

The Constitution of Zimbabwe defines citizenship by birth as that of a person born in Zimbabwe and, when they were born either their mother or their father was a Zimbabwean citizen; or any of their grandparents was a Zimbabwean citizen by birth or by decent. It also accords citizenship to persons born outside Zimbabwe are Zimbabwean citizens by birth if, when they were born, either of their parents was a Zimbabwean citizen and ordinarily resident in Zimbabwe or working outside Zimbabwe for the state or an international organisation. A child found in Zimbabwe who is, or appears to be, less than fifteen years of age, and whose nationality and parents are not known, is presumed to be a Zimbabwean citizen by birth.

Citizenship by descent:

Zimbabwean government also acknowledges citizenship to persons born outside Zimbabwe as Zimbabwean citizens by descent if they were born on the conditions that either of their parents or any of their grandparents were Zimbabwean citizens by birth or by descent or either of their parents was a Zimbabwean citizen by registration; and the birth of the parent is registered in Zimbabwe in accordance with the law relating to the registration of births. The person automatically becomes a Zimbabwean citizen.

Citizenship by Registration:

This is the legal process by which a citizen of one country becomes a citizen of another country. Any person who has been married to a Zimbabwean citizen for at least five years, whether before or after the effective date, and who satisfies the conditions prescribed by an Act of Parliament, is entitled on application, to be registered as a

Zimbabwean citizen. Any person who has been continuously and lawfully resident in Zimbabwe for at least ten years, whether before or after the effective date, and who satisfies the conditions prescribed by an Act of Parliament, is entitled, on application to be registered as a Zimbabwean citizen. A child who is not a Zimbabwean but is adopted by a Zimbabwean citizen, whether before or after the effective date, is entitled, on application, to be registered as a Zimbabwean citizen.

Revocation of Citizenship:

Revocation in this case simply means withdrawal or cancellation of citizenship that has been granted to certain individuals. There are many conditions which warrant withdrawal of citizenship in Zimbabwe if they acquired the citizenship by fraud or false representation. There are cases when parentage will be known to be false of the one given citizenship; the government has the right to withdraw citizenship of the minor.

ACTIVITY 7.2 RESEARCH

In Zimbabwe one becomes a citizen by meeting what conditions?
What do you understand by revocation of citizenship in Zimbabwe and what are the conditions for revocation?

7.2.4 Declaration of Human rights
The bill of rights:

Every person and institution at every level must be bound by the declaration of rights. All citizens are entitled to enjoy fundamental rights and freedoms such as the right to life, liberty, human dignity and personal security. It covers the rights of arrested persons as well. The provisions of the Constitution of Zimbabwe on human rights include an inherent right to life and the right to personal liberty which includes the right not to be detained without trial and not to be deprived of liberty without a just cause. A person who is arrested must be informed at the time of arrest of the reason for the arrest, must be treated humanely and must be realised unconditionally or on reasonable conditions, pending a charge trial, unless there are compelling reasons for justifying the continued detention. He/she must be permitted to challenge the lawfulness of the arrest in person before a court and must be realised promptly if the arrest is unlawful. Every person has an inherent dignity in their private and public life

and the right to have that dignity respected and protected and the right to personal security where one never feels threatened in any case and by anyone.

Freedoms:

The constitution of Zimbabwe also provides for freedoms such as freedom from all forms of torture, inhuman or degrading treatment or punishment that show abuse. No person must be subjected to slavery or servitude as people are exploited at work places, farms, mines, maids, and industries and as such no person may be made to perform forced or compulsory labour. All persons are equal before the law and have the right to equal protection and benefit of the law. Right to privacy, which include the right not to have their home, premises or property entered without their permission, freedom of assembly and association at any given place and time. All Zimbabweans have the right to demonstrate and to present petitions but these rights must be peacefully exercised. Every Zimbabwean has the right to freedom of expression. Every person has the right to use language of their choice and participate in the cultural life of their choice. The right to fair hearing and administrative justice are also enshrined in the constitution of Zimbabwe. The citizens also have the right to fair and safe labour practices and standards and to be paid a fair and reasonable wage. Every person has the right to an environment that is not harmful to their health and well-being the right to education for every child in the country and the right to proper medication and healthcare provisions. The right to food and water is also provided for in the Zimbabwean constitution.

ACTIVITY 7.3

With your friend can you quickly brainstorm on the freedoms that are guaranteed to the people of Zimbabwe through the constitution? Consider the list below as guide to the freedoms and make some additional after brainstorming. Also briefly explain what is meant by each freedom of the following:

Speech and expression……

Practice and religion……

Assembly……

Movement……

Association……

Unfair arrest and detention……

Freedom from slavery and forced labour……

7.3 Functions of the arms of government

The government of Zimbabwe is made up of three arms; can you try to recall these from your primary level? These are the Executive, the Legislature and Judiciary. You should be in a position to explain the functions of these arms in detail. Take the following as starting point.

7.3.1 The Executive

The executive branch of the government is responsible for carrying out or executing laws. The key member of the executive branch of the Zimbabwean government is the president. The Executive is what most people refer to as the government. The President is the head of government and he is the principal officer of the State. Therefore, he is referred to as the Head of the State and Government. In some countries, there is separation between Head of State and the head government. The President is also the Commander- in- Chief of the Defence Forces. According to the constitution of Zimbabwe the following are the functions of the President:

- To uphold, defend, obey and respect the Constitution
- To promote peace and unity in the nation for the benefit and well-being of all citizens
- To respect and recognise the values of the Liberation Struggle
- To ensure protection of the fundamental human rights and freedoms and the rule of law
- To respect the diversity of the people and communities of Zimbabwe
- To appoint Ministers and Deputy Ministers
- Receiving and recognising formal diplomats
- Conferring honours and awards
- Deploying the defence forces
- To call for referendums on any matter in accordance with the law
- To call for elections in terms of the constitution
- To make appointments which the constitution or legislature requires the President to make.

7.3.2 Legislature

Legislature is a word that comes from the Latin language meaning those who make the law. It consists of the parliament and the president. It has the legislative authority which specifically means the power to make laws "for the peace, order and good governance of Zimbabwe" according to the constitution. Only the Legislature can

make primary legislation. The legislature also has the power to amend the Constitution in a manner and in circumstances that are specially provided for in that constitution. For example, it can only amend the constitution if approved by at least two thirds majority of the Parliament and further, it can only amend a provision of the Declaration of Rights if the change is approved by referendum and is a progressive change which adds to rather than subtracts from already existing rights. The Legislature also has power to confer powers on other authorities, such as a Minister, to make subordinate legislation. Parliament consists of two separate Houses: the National Assembly and the Senate. The legislature is organ of the government which formulates laws. It is the assembly of elected representatives of the people that represents national or public power opinion and interest. It is an assembly with authority to make laws for political entity such as country or city.

7.3.3 Senate

As we go for elections after every five years, hopefully you have heard announcement of parliament, councillor, president and the senator. Who is your senator in your constituency?

In Zimbabwe, the Senate consists of 80 Senators. 6 are elected from each of the ten provinces (total 60) on the basis of proportional representation based on the number of votes for each party in the election of National Assembly members. The party list must ensure that female and male candidates alternate to enhance gender equality. 18 of the senators are Chiefs-the President and Deputy President of the National Council of Chiefs and 2 from each of the 8 provinces (excluding the metropolitan provinces). The final two are special seats reserved for representation of people living with disabilities. There is a special provision in the Electoral Act which defines the Electoral College which represents the interests of people living with disabilities. This means that there is no direct election of members of the Senate. They do not represent specific constituencies but they represent the Provinces. Their election is based on the votes that are obtained by the candidates contesting elections for the National Assembly. The main Parliamentary election is therefore at the level of the National Assembly. Senators ride on the success of the candidates for National Assembly seats. Members of Senate tend to be older, with the minimum age to qualify set at 40 while the minimum age to be an MP at the National Assembly is at 21. The Senate route is therefore a far easier way of getting into the Parliament for those who are no longer in the gruelling winner -takes –all competition of the National

Assembly. They will still enjoy the privileges and benefits of being in the Parliament. The duties of the senators include approving major presidential appointments such as cabinet posts or ambassadors, monitoring legislators and voting on bills. Senators also debate on parliamentary issues and create laws. They also amend laws.

7.3.5 National Assembly

In Zimbabwe, the National Assembly consists of members of parliament. Who is your member of parliament and what are his duties? However you need to know that the National assembly consists of 270 members of parliament. Of these, 210 members are elected directly in 210 physical constituencies spread across the country. The remaining 60 is a quota for women who are chosen on the basis of gender balance and proportional representation based on the number of votes for members of the National Assembly in the 10 provinces. This means each province has 6 female members of parliament based on proportional representation. The next election is the last in which this additional quota of 60 women is allowed. In the 2023 elections, there will be no quota of additional 60 female members of parliament. The quota was introduced for the two parliaments as an affirmative action or measure to promote women`s presence and participation in politics and in the parliament.

7.3.6 Duties of members of parliament:

They link the government to their constituencies, develop the constituencies and hold meeting rallies in constituencies. They also articulate problems of constituencies in parliament and seek donations for constituencies e.g. computers. It is also the duty of members of parliament to assist individual people with fees and to encourage the government to build infrastructure in the constituencies.

7.3.7 Reflection question!!!

Now that you have had an insight on some of the duties of members of parliament for your constituency, can you also try and identify some of the duties these parliamentarians should do, what have been the strengths of your member of parliament and what are the weaknesses?

7.3.8 The Judiciary

The Judiciary authority derives from the people of Zimbabwe and is vested in the competent courts. The competent courts comprises of:

The Constitutional Court:

In Zimbabwe this is a high court that deals primarily with constitutional law, Its main authority is to rule on whether laws that are challenged are in fact unconstitutional that is whether they conflict with constitutionally established roles, rights, and freedoms among other things.

The Supreme Court:

The supreme court of Zimbabwe is the highest court of order and the final court of appeal in Zimbabwe. The judiciary is headed by the chief justice of the Supreme Court who is appointed by the president on the advice of the judicial services commission.

The Labour Court:

This is one of the branches of the law that deals with labour issues from farming, mining and any other form of work that may have disputes between the employer and the employee.

The Administrative Court:

This deals with the cases which are administrative in nature. It mostly deals with appeals against decisions made by various public authorities. It is presided over by the president of the courts.

The Magistrates Court:

This is a court that hears evidence whether one is guilty or not to an offence charged. The duty of a magistrate is to impose penalty to an offence. The magistrate ensures that justice is administered fairly and impartially.

The Customary Law Courts:

This is generally a body that deals with the customs and practices of certain tribes of Zimbabwe. These customs must be certain, reasonable and must had attained recognition of formal law.

In conclusion the Judiciary strives to give justice to everyone irrespective of socio-economic and political status. Members of the Judiciary are obliged to perform their duties efficiently and in the shortest time possible. Most importantly, the role of the courts is important in safeguarding human rights and freedoms and the rule of law.

Of great significance is the fact that when making judicial decision a member of the judiciary must make it freely without interference as well as undue influence.

ACTIVITY 7.3 RESEARCH

With your friend, can you try to establish the extent to which the judiciary service has been successful in dealing with problems in various sectors of the country?

Summary

This unit has defined a constitution as a set of rules and regulations that govern the operation of a country or organisation. The constitution limits the power of the government, protects individual freedom and helps to lay the basic structures of the government. Most importantly, the constitution lays down national goals and gives legitimacy to a government. The unit also focused on citizenship and the Bill of Rights. In Zimbabwe, citizenship is by birth decent and registration. The Bill of Rights is contained in sections 48-78 of the Constitution. The unit ends by examining the functions of the Executive, Judiciary and Legislative.

Reading List

Now that we have come to the end of the unit on Armed Struggle, there is still need to consider other sources of History to gain more information about the liberation struggle. The following reading list will assist you in your reading schedule.

M. Sibanda, H Moyana: *African heritage Book 3*. ZPH publishers

S Mavuru, K Nyanhanda: *Step Ahead in History Book 3*. Longman Zimbabwe

J Gwezhira, D, D, D Mafara A Sadziva: *Focus on History New Curriculum*. College Press.

ASSIGNMENT

a. State any five wings of the judiciary services. (5)

b. Outline the functions of members of parliament in Zimbabwe. (12)

c. To what extent have members of parliament helped in the development of their constituencies? (8)

Assessment Sample Questions

1. a. Identify any three colours on the Zimbabwe flag and indicate what each of them represents. (6)
   b. Describe the functions of the constitution of Zimbabwe. (11)
   c. To what extent have the people of Zimbabwe benefited from his constitution? (8)

2. a. Identify any three political parties that were partners to the Global Political Agreement (GPA) of September, 2008 in Zimbabwe and their respective leaders. (6)
   b. Outline the features of Democracy. (11)
   c. How have the people of Zimbabwe been able to enjoy these features since 1980? Explain your answer. (8)

3. a. State any three qualifications required of a parliamentary candidate in Zimbabwe and any three reasons which may lead a Member of Parliament to lose his or her seat. (6)
   b. Outline the functions of Member of Parliament in Zimbabwe. (11)
   c. To what extent have members of parliament helped in the development of their constituencies? (8)

SUGGESTED ANSWERS TO SAMPLE ASSESSMENT TEST

1.a. Identify any three colours on the Zimbabwe flag and indicate what each of them represents(6)

- green - vegetation and life endowment
- yellow - mineral resources and wealth
- red - bloodshed and sacrifices of the armed struggle
- black - black majority Zimbabwe citizenry
- white - peace

b. Describe the functions of the constitution of Zimbabwe (11)

- basic law of the country /code of laws of a country
- guidelines on governance of Zimbabwe
- election frame work
- pronouncement of fundamental rights and freedom of individuals

- shows how state finances are run
- indicates functions of different uniformed forces
- indicates powers and functions of senate and parliament
- defines and state roles of executives - President Vice President and Ministers
- outlines compositions and functions of the judiciary
- shows composition and functions of the public service

c. To what extent have the people of Zimbabwe benefited from his constitution? (8)

Benefits

- has prevented abuse of power
- peoples rights have been protected
- enabled democracy e.g. voting
- enhance peace

Non benefits

- sometimes its provisions are ignored
- biased interpretations of the constitution
- sometimes people are ignorant of the provisions of the constitution

Sample examination questions

1 a) Identify any three political parties that were partners to the Global Political Agreement (GPA) of September, 2008 in Zimbabwe and their respective leaders. (6)

b) Outline the features of Democracy. (11)

c) How have the people of Zimbabwe been able to enjoy these features since 1980? Explain your answer. (8)

2 a) State any three qualifications that an aspiring member of parliament should have and three reasons which may lead to a member of Parliament to lose his or her seat.(6)

b) Outline the functions of a Member of Parliament in Zimbabwe. (11)

c) To what extent have members of parliament helped in the development of their constituencies?(8)

3 a) List any five types of law courts in Zimbabwe (5)
b) Discuss the functions of the executive in Zimbabwean government. (12)
c) How far have Zimbabweans benefited from the constitution (8)

Suggested answers to examination questions

1a) Identify any three political parties that were partners to the Global Political Agreement (GPA) of September, 2008 in Zimbabwe and their respective leaders. (6)

- ZANU - R .G. Mugabe
- MDC-T - Morgan Tsvangirai
- MDC-M - Authur Mutambara

b) Outline the features of Democracy. (11)

- Regular election of members of Parliament, the president, and local authorities.
- Rule of law – all people who commit crimes are brought to book
- Multi-party – people are able to join political parties of their choice
- Bill of right guaranteeing individual rights
- Separation of powers between the executive, legislature and judiciary
- Free and fair elections
- Responsive leadership
- Freedom of press association, movement, expression

c. How have the people of Zimbabwe been able to enjoy these features since 1980?

Explain your answer. (8)

Enjoyment of rights

- Parliamentary elections held every five years
- Different political parties are allowed to function
- Constitution has bill of rights guaranteeing individual rights

Non benefits

- Court orders have been disobeyed especially on land reform
- Police dockets have reportedly disappeared
- Violence occurs towards election
- Some people have no access to media coverage

3a) State any three qualifications required of a parliamentary candidate in Zimbabwe.

- Be a Citizen for Zimbabwe
- Should have no criminal record
- Should be a registered as voter
- Should has attained 21 years

ii) Any three reasons which may lead a Member of Parliament to lose his or her seat

- Resignation
- Mentally ill
- Has been convicted for 6 months plus
- Disqualified as voter
- Death
- Absconding from parliament

b. Outline the functions of Member of Parliament in Zimbabwe. (11)

- Making laws
- Debating issues
- Vote annual budget
- Help develop constituencies
- Hold meeting and rallies in constituencies
- Articulate problems of constituencies in parliament

c. To what extent have members of parliament helped in the development of their constituencies? (8)

- Sought donations e.g. computers, textbooks
- Assisting individual pupils with fees
- Encouraged government to build infrastructure in constituencies
- Influenced NGOs to help people in constituencies

c2

- Some have not done any work in the constituencies' only appear during election time
- Rarely visits constituencies or holds meetings
- Do not articulate problems of constituencies in parliament

UNIT 8: DEMOCRACY

8.1 What is Democracy?
8.2 Principles of Democracy
8.3 Types of Democracy
8.4 Factors that hamper Democracy
8.5 Efforts by Government to promote Democracy

Introduction

Have you ever discussed issues at family level or community level? How did you reach a consensus? Most commonly at such gatherings we go by majority vote. We go by common wishes of the people although it might not be as easy and as smooth flowing as we may want. That is what we call democracy. In this unit we shall look at the principles of Democracy, types of Democracy and what the government has done to promote Democracy.

Objectives

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

- describe the principles of democracy
- explain the different types of a democracy
- explain how the government has promoted democracy in Zimbabwe

Keywords

Democracy - It is a rule of the people, for the people and chosen by the people

Time

You should spend ten hours in this unit.

Study Skills

Reading and studying the unit closely and working collaboratively in groups regularly.

8.1 What is Democracy?

Democracy is rule of the people, for the people and by the people. It concerns equal distribution of resources and equal power distribution. It involves free ,fair and regular elections. It has its origins in Greek political thought around the 5th century BC. The word was derived from two Greek words: 'Demos' which means people and 'kratos' (kratein) which means rule. Democracy, therefore, is the rule of the people, for the people and by the people. It is a government in which the majority of the people are involved in decision making and governance of their villages, towns, cities and countries. Participation in the government of one's country is a right in the universal Declaration of Human Rights. Democracy involves equal distribution of resources and power. It also involves free, fair and regular elections.

Now that we have explained what democracy is can you cite examples of countries where democracy is practised with you friend. When you are done let's go on to look at its principles.

8.2 Principles/Characteristics of Democracy

Democracy is concerned with free and fair elections. It emphasises on equal opportunities for all despite one's race, gender or ethnic group. It emphasises on a fair legal system where everyone is equal before the law. It believes in the fair distribution of wealth where a government will not allow a small group of people or individuals to have total control of wealth. There is freedom of expression in Democracy. It involves all people in decision making processes. It believes in multi- party system where so many parties are allowed to exist and people are free to belong to any party of their choice. It also has free media where people are free to air their views without any fear of victimisation. It believes in transparency in all processes of the state. Democracy believes in respect for human rights.

ACTIVITY 8.1 RESEARCH

Find Out

Do you think you are following this unit well? If so can you try this activity?

Now that we have explained what democracy is can you give examples of countries in Southern Africa where democracy is practiced?

Suggested answers to Activity 8.1

We hope you found the task very easy. Here is a list of democratic states in Southern Africa:

· South Africa
· Zimbabwe
· Malawi
· Mozambique
· Botswana
· Namibia
· Angola
· Zambia
· Madagascar
· Mauritius
· Seychelles

8.1.1 Development of democracy in Southern Africa

We hope you can still recall the countries which belong to Southern Africa. If you cannot recall go back to the task on listing the countries which belong to Southern Africa. Now let us look at the development of democracy and the struggle is still on today. Countries like South Africa, Mozambique, Zimbabwe, Namibia and Zambia launched bitter struggles for democracy. After gaining independence, they established democratic structures which included giving all citizens the freedom of speech, freedom of worship, freedom of assembly, freedom of movement as well as freedom of association. All citizens were given the right to vote and elections held regularly. The term of office for the presidency was limited, particularly in Zimbabwe, and racial discrimination was removed.

However, Southern African democracy has many flaws. Some African leaders such as the late Hastings Kamuzu Banda of Malawi replaced colonial rule with dictatorship and opted for a life presidency some governments adopted a one party system and imposed it on the citizens. This perhaps true for the Democratic Republic of Congo under Mobutu Sese Seko. Some governments even revised the two-term presidential

mandate in order to stay longer in power and there were also allegations of electoral fraud and unfairly dealing with the opposition parties, torture, unfair detention of prisoners.

8.1.2 The practice of democracy

Democracy can be practiced directly or indirectly. Direct democracy refers to participation in decision making by the individual members of the community. Indirect democracy involves citizens' participation in government by electing representatives who make decisions for them. This is called representative democracy whereby the elected officials represent the voters' views and interests in parliament. In large and complex societies such as Zimbabwe, it is difficult for every citizen to participate directly so the people participate through their elected representative to parliament (also known as members of parliament). However, all citizens can participate directly during the presidential elections.

8.2 Principles of democracy

In a democracy, all citizens are equal before the law. This means that the law must be applied the same to all citizens with no one being above the law. All adults participate in the electoral process and the leaders are chosen in elections which have to be free and fair. The elections must be held regularly as set in the constitution. Another feature of a democracy is the existence of many political parties. in addition, the principle of separation of powers between the executive, judiciary and legislature works as checks and balances so that no one arm will dominate the other. Furthermore democratic governments base their legitimacy on representing the desires of their electorates. More so transparency and accountability must be strictly observed. Transparency means that the people who qualify to vote, also known as the electorate must know what is happening in government. Accountability means that those elected to public office must do their duties properly and must be responsible for their actions. In a democracy, human rights must be observed and protected and basic freedoms of the citizens and political leaders granted. These freedoms include the freedom of speech, press, assembly, movement and of worship. The minority groups and the disadvantaged must be respected in a democracy.

8.3 Types of Democracy.

They are so many types of Democracy these are Parliamentary Democracy, Presidential Democracy, Liberal Democracy, Combined Democracy, Direct Democracy, Majority

Democracy, Consensus Democracy and Representative Democracy. Now let's look at each of these in detail.

8.3.1 Direct Democracy

It places all power in the hands of the people. It involves consulting the people in all decisions. It also involves consulting everyone despite one's party. There are no agents and each person is treated equally and every individual is given a chance to directly influence the policy making process. It is very difficult to implement especially on a large scale. Direct democracy is suitable for a small population since it requires everyone to state his or her views. Now with your friend talk about different countries where this is happening.

8.3.2 Representative Democracy

It has an intermediary political actor between the citizens and the policy outputs of the state. It allows people's representation in the constitution and is more indirect. One person or a group of people are elected and assigned with the task of making decisions on behalf of citizens. This means that it is done by people elected or assigned the task to represent others. Do you the think this type of democracy is fair? Talk about it with your friend as well.

8.3.3 Parliamentary Democracy

The legislative board is the one which is responsible for choosing the cabinet that will lead the executive board. It involves people electing representatives that will be part of the Legislative board. The chamber and the executive remains in the office due to the will of the legislative board.

8.3.4 Presidential democracy

- the legislative and the executive are independent of each other
- people elect members of the legislature and the head of the executive president
- president holds office for specified periods
- president is not subject to the direct control of the legislative
- the legislature can check on the president's powers and vice versa
- president maybe from one political party and the majority of the legislature may be from another political party

The people are supposed to elect the president of their choice mainly through election. The president stays in power for a certain specific period of time. The position is shuffled through the process of elections.

8.3.5 Liberal Democracy

It focuses on elections in particular. Power is vested in the hands of the people although the government tends to limit it. Liberal views are examined first before final approval.

8.3.6 Totalitarian democracy

- Powers in decision making are limited. People in a representative democracy maintain the dignity and sovereignty of the nation.

8.3.8 Electoral democracy

It is a representative form of a democracy that is based on elections. Having looked at the various types of democracy, which type of democracy does Zimbabwe follow? Do you think that it is the best type for Zimbabwe? Support your answer.

ACTIVITY 8.2

Now that we looked at the different types of democracy can you do the following activity?

1. Identify any six types of democracy.

SUGGESTED ANSWERS

- Parliamentary Democracy,
- Presidential Democracy,
- Liberal Democracy,
- Combined, Democracy,
- Direct Democracy,
- Majority Democracy,
- Consensus Democracy,
- Representative Democracy.

8.4 Factors that hamper Democracy

There are so many factors that hamper democracy in the world. Civil conflicts affect promotion of democracy as people begin to fight for their rights which may be abused thus hampering democracy. Usually many people die during a civil strife. Racism also hampers promotion of democracy when people are discriminated upon when it comes to distribution of resources. Not everyone will have equal opportunity and access to resources under racism. Concentration of power in the hands of a few individuals also hampers democracy. The decision making powers are invested in very few hands. This leaves the majority powerless hence hampering the promotion of democracy. Too much dependency on foreign aid makes citizens very vulnerable. Usually foreign aid comes with strings attached to it hence limiting one's right to exercise own freedom thus hampering democracy. Inability to read and write works against democracy as it makes citizens open to abuse without them knowing it due to poor education levels hence affecting the promotion of democracy. Nepotism also hampers democracy in that resources and opportunities may be offered on the basis of whom you are or whom you know. This then leaves the poor who are usually not

well connected out of the equation. Poor agriculture affects people's rights to food especially to children. In addition, fear of the unknown makes one not to exercise own rights thus affecting democracy. Poor industries and lack of money work against the promotion of democracy.

ACTIVITY 8.3

a) Describe the factors that work against democracy.

SUGGESTED ANSWERS

- Civil conflicts
- Racism
- Too much dependency on foreign aid
- Inability to read and to write.
- Nepotism
- Poor agriculture
- Fear of the unknown
- Poor industries

8.5 Measures taken by the Government to promote democracy

The Government embarked on the construction of schools after independence in order to promote the right to education for all its citizens through free and compulsory primary education. The government has made efforts to promote children's rights by coming up with programs like BEAM to allow children from disadvantaged societies to have their fees paid There is use of courts making everyone free to be heard. In addition, the country has held regular elections since independence. It has allowed multi-party system where so many parties are allowed to operate in the country. The government of Zimbabwe has separated power into Judiciary, Legislature and the Executive. It has also joined international bodies like OAU and UN which promote the rights of the people.

ACTIVITY 8.4 RESEARCH

Within your community find out what the government is doing to promote democracy.

ACTIVITY 8.5

1a) identify any six types of democracy.

SUGGESTED ANSWERS

- Parliamentary democracy
- Presidential democracy
- Liberal democracy
- Combined democracy
- Direct democracy
- Majority democracy
- Consensual democracy
- Representative democracy

Remember that democracy has various types and that democracy has specific characteristics. There are so many factors affecting democracy that we looked at.

Summary

In this unit we have looked at democracy as government of the people, for the people and by the people. We have also looked at the types of democracy which we said include parliamentary democracy, presidential democracy, liberal democracy, combined democracy, direct democracy, majority democracy, consensus democracy and representative democracy. In addition, we also looked at factors that hamper the promotion of democracy and efforts by the government to promote democracy.

Tips

In your reading make sure you take note of the fact that democracy comes in many types. You should be able to identify each type of democracy.

Assessment

Sample Examination Question

1 a) State any five features of democracy. (5)
b) Describe the factors that hamper democracy. (12)
c) To what extent does corruption affect democracy? (8)

SUGGESTED ANSWERS

8 a)
- Free and fair elections.
- Equal opportunities for all
- A fair legal system
- Has fair distribution of wealth.
- There is freedom of expression.
- It believes in multi- party system.
- It believes in transparency in all processes of the state.
- Democracy believes in respect for human rights.

8 b)
- Civil and tribal conflicts
- Racism
- Concentration of power in the hands of a few individuals.
- Too much dependency on foreign aid.
- Illiteracy
- Poor education levels
- Nepotism
- Poor agriculture
- In addition Fear of the unknown
- Poor industries
- Lack of money

c) Corruption affects everyone's access to resources
- It violates rights of people on equality for all
- Corruption promotes only those connected to benefit

However, other factors play a part like
- Civil and tribal conflicts
- Racism
- Too much dependency on foreign aid.
- Illiteracy
- Poor education levels
- Nepotism
- Poor agriculture
- In addition, fear of the unknown
- Poor industries
- Lack of money

Sample examination questions
Assessment

1 a) State any five features of democracy
b) Describe the factors that hampered democracy
c) To what extent does corruption affect democracy?

Sample Examination Question

1 a) State any five features of democracy. (5)
b) Describe the factors that hamper democracy. (12)
c) To what extent does corruption affect democracy? (8)

SUGGESTED ANSWERS for the assessment test?

1a) Features of a democratic government
- Free and fair elections.
- Equal opportunities for all
- A fair legal system
- has fair distribution of wealth.
- There is freedom of expression.
- It believes in multi- party system.
- It believes in transparency in all processes of the state.
- Democracy believes in respect for human rights.

1b) Factors that hamper democracy

- Civil and tribal conflicts
- Racism
- Concentration of power in the hands of a few individuals.
- Too much dependency on foreign aid.
- Illiteracy
- Poor education levels
- Nepotism
- Poor agriculture
- In addition Fear of the unknown
- Poor industries
- Lack of money

c) Corruption affects everyone's access to resources

- It violates rights of people on equality for all
- Corruption promotes only those connected to benefit
- It promotes nepotism, regionalism and tribalism it terms of national development.

However other factors should be considered such as,

- Civil and tribal conflicts
- Racism
- Too much dependency on foreign aid.
- Illiteracy
- Poor education levels
- Nepotism
- Poor agriculture
- In addition, fear of the unknown
- Poor industries
- Lack of money

2 a) List ant five principles of a democratic society?

b) Describe characteristics of a Democratic Government

c) To what extent did the Zimbabwean citizens benefit from democracy.

a) List ant five principles of a democratic society? (5)

- Universality.
- Separation of laws.
- Individual freedom.
- Political participation.
- Popular representation.
- Limited government.
- Judiciary independence.

2b)

- A democratic government allows Free press
- A democratic government allows the freedom of expression.
- Newspapers are freely distributed without censorship.
- People are allowed to criticize the existing government or to present their views towards the existing government without being restricted.
- A democratic government has Freedom of religion
- There is no dominant religion in a democratic government.
- People are given the freedom to religion.
- Religion is not depicted on but it is rather a matter of choice.
- Democratic societies believe in equality of all its citizens.
- Equality basically means that every citizen is valued equally, has equal opportunities, treatment and is not discriminated due to race, religion, gender, age, economic status.
- This equality is protected by law for all citizens.
- In a democratic society the rights of the majority and minority are valued and protected.
- People who are not in power are allowed to comment, organize and speak out on the day to day running of the government.
- Democratic countries consisting of people of different cultures, races, religion or ethnic groups respect and tolerate one another.
- The ruling party and the opposition parties' co- exist.
- For the government to be accountable, people should be aware of what is happening in the country.
- A transparent government consists of the government holding meetings or briefings, allowing citizens to attend to those meetings.

- Publicizing and explaining national programmes such as State expenditure for an instance the auditor general makes investigations into government expenditure.
- This report is used to give indicators to the public on how state resources are being use
- A democratic government is governed by the rule of the people.
- A constitution is elected by the people through elections.
- There is total representation of all the citizens in the constitution.
- The constitution should contain three major boards which is the executive, Legislative and the judiciary board.
- Democracy values that the people should have a broad market were they will choose their leaders from.
- People are not allowed to follow a political party that is not of their wish, hence it promotes a multiparty system for example in Zimbabwe there is ZANU PF and MDC T among others.
- Opposition parties should be allowed to freely operate in a peaceful way.
- Human rights and dignity are supposed to be valued in a democratic government.
- Human beings should not be a subject of suffering through violence.
- The legacy of democracy is built through the respect of one's human rights.
- In a democracy the government is responsible for its actions to the people.
- The elected people should be accountable to the people.
- Elected representatives "must" make decisions and perform their duties according to the will of the people.
- In a democracy people should have economic freedom.
- The government should allow private ownership of property and businesses.
- People are allowed to select their work and create their own labour unions.
- In a democracy citizens are protected from possible abuse of power through Bill of Rights.
- A bill of rights consists of the lists of rights and freedoms guaranteed to all people in the country.
- A bill of rights limits the power of the government.
- In the Zimbabwean constitution human rights and freedoms are spelt out in Chapter 4 of the current constitution.
- The current constitution caters for a variety of rights unlike the Lancaster House constitution.
- Democracy has a lot of liberal principles that it is governed by apart from the above characteristics.

To what extent did the Zimbabwean citizens benefit from democracy.

Benefits

- There is freedom of movement, participation and expression.
- Right to education.
- Right to life and protection.
- Freedom of Assembly
- Protection from forced labour and abuse.

Non-benefits

- Freedom of expression was limited.
- The press is heavily censored
- Heavy handedness of political opponents.
- Biased coverage of political issues on state media.
- Police clearances were needed for political parties to hold rallies.

3a) State any five democratic states in Southern Africa.
Zimbabwe, Malawi, Zambia, Mozambique, South Africa, Botswana

b) Describe the features of
i) Representative democracy
ii) Presidential democracy

i) Representative democracy

- People elect representatives for the purpose of carrying out the day to day governing of the country on people s behalf
- the number of representatives vary from country to country
- chosen representatives make decisions and they must reflect the will of the people
- These representatives are accountable to the people and this calls for transparency in their actions and decisions
- This type of democracy entails regular elections where people may replace or retain their representatives

ii) Presidential Democracy

- the legislative and the executive are independent of each other
- people elect members of the legislature and the head of the executive president
- president holds office for specified periods
- president is not subject to the direct control of the legislative
- the legislature can check on the president's powers and vice versa
- president maybe from one political party and the majority of the legislature may be from another political party

c) To a greater extent the government has been successful in implementing the principles of Democracy

- has managed to hold elections at stipulated intervals
- the legislature and executive are independent of each other
- the legislature has powers to check on the powers of the president

However, to a lesser extent the government was successful due to some allegations of vote rigging, us of violence against opposition parties and its supporters

UNIT 9 Human Rights

9.1 What are Human Rights?
9.2 UDHR's Children and Human rights
9.3 Constitution of Zimbabwe on Children s rights and Human Rights
9.4 Efforts by Government to promote Children and Human Rights

Introduction

Some people think that human rights are for a certain group of people especially the rich. Yet Human rights are a birth right of every member of the society. Everyone deserves to enjoy human rights. This unit will look at the Rights for the children and efforts by government to promote them.

Objectives

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

- Outline Human rights and Children's rights as enshrined in Universal Declaration of Human rights (UDHR).
- Describe the Human Rights and Children Rights stipulated in the constitution of Zimbabwe.
- Debate on the governments' efforts in promoting human and children's rights in Zimbabwe.

Keywords

Human rights - these are moral principles or norms that describe certain standards of human life and recognise the inherent value of each person

Time

You shall spend ten hours on this unit

Study Skills

Reading and studying the unit closely and working as groups.

9.1 What are Human Rights?

Human rights are moral principles or norms that describe certain standards of human life and recognize the inherent value of each person. They are usually universal, inalienable, indivisible and inter-dependent. Their enjoyment is based on the principle of non-discrimination Human rights refers to the concept of human beings as having universal natural rights regardless of status, religion, language, sex and nationality.

People were born with their rights and those rights include the right of shelter, education, food and life, social interactions and employment. A right is the ability to do something good, honorable and can be done by anyone freely. Rights stem from the needs and every person has certain needs which must be met for survival purposes. These needs include food, shelter, water, education, clothing employment and social interactions.

What do you think guides people's rights? Where do they emanate from? I hope you have heard of the Universal declaration of Human Rights (UNDHR).

The United Nations Charter is founded on freedom, justice and peace and it recognizes the value and the worthy of the individuals. Human rights they belong to individuals and they cannot be taken away.

Do you think you have understood what human rights are? If so try to do the following activity with your partner.

Activity 9. 1

a) Define human Rights?
b) What are the basic needs of a human being?

Suggested Answers

a) Human rights are moral principles or norms that describe certain standards of human life and recognise the inherent value of each person. They are usually universal, inalienable, indivisible and inter-dependent.
b) Need for food, shelter, water, education, clothing employment and social interactions

Now let's continue with our discussion. Do you think Human Rights are important if so why if not why not. Do you think Human rights were there since time immemorial or it's a western concept penetrating into societies today. Share your views with your partner?

9.1.1 Why Human Rights are important?

They teach us about ideas of respect, fairness, equality and justice. Human rights protect the vulnerable and teach everyone to be responsible. They facilitate the personal and societal development. Human rights assist individuals to have knowledge and be active citizens. They help individuals to improve their lives and respect human dignity. Furthermore they assist citizens to be aware of government obligations. They also shape the thinking of an individual.

9.2 UDHR (Unilateral Declaration on Human Rights) on Human Rights

The UDHR was written to protest against the atrocities brought by the Second World War. To give independence to countries under colonial rule. To eradicate poverty and raise standard of living. To eliminate discrimination among the nations and all people. To stop the genocide as they saw the Nazi policy which killed a lot of Jews in concentration camps. Below is what the UDHR has agreed upon in terms of Humana Rights.

Right to Equality

This gives people the right to be equal

Freedom from Discrimination.

Everyone has freedom to enjoy equal opportunities despite one race colour or sex.

Right to Life, Liberty, and Personal Security.

Everyone has the right to live, to be free and to be protected

Freedom from Slavery.

Have you ever seen anyone being exposed to forced labour? If so know that the law does not allow any form of slavery to people. Freedom from slavery gives everyone the liberty not to be used for no payment or forced to perform certain tasks

Freedom from Torture, Degrading Treatment.
Do also remember any situation in your life where one was tortured or inhumanely treated. The next time you see this happening know those will be breaking the law and one can go to jail. The above sets everyone free from any form of torture or inhumane treatment.

Right to Recognition as a Person before the Law.
All people have the freedom to be equal before the law no matter one's structure or political status

Right to Equality before law.
Everyone has a right to be treated equally before the law. Have you ever visited the law courts in your area? How are people treated before the law? If you haven't make an effort to visit the nearest court just go and observe all proceedings and see if equality prevails

Right to Fair Public Hearing.
Everyone has a right to be heard in public without any discrimination.

Right to be considered Innocent until proven Guilty.
If one is alleged of doing wrong or committing a crime he or she remains innocent until enough evidence is presented to prove that one is guilty.

Freedom from Interference with Privacy, Family, Home and Correspondence.
Everyone has right to leave a free life without interfering with one's private space.

Right to Free Movement in and out of the country.
All people are free to move freely from one country to another without any restrictions.

Right to Asylum in other countries from Constitution.
All people have a right to be given an Asylum

Right to a Nationality and Freedom to Change it.
All people have a right to belong to a nation and belong to nation

Right to Marriage and Family.
All people have a right to get married and to belong to a family.

Right to own property.
Everyone has a right to own property.

Freedom of Belief and Religion.
Everyone has a freedom of believing in whatever he or she wants as well as worship the religion of choice.

Freedom of Opinion and Information.
This gives everyone the right to say own views and also the right to information

Right of Peaceful Assemble and Association people are free to relate to anyone of own choice

Right to Participate in Government and in Free Elections.
Have you ever participated in any elections? If you have yes indeed it's your right to take part in choosing your own leaders through the ballot.

Right to Social Security.
This gives people the right to be protected socially

Right to Desirable Work and to join Trade Unions.
All the people have the right to join any trade union of choice

Activity 9. 2

Now with your friend explain the following Rights and freedom in the same manner we did the above
Right to Rest and Leisure..... ....
Right to adequate Living Standard..... ....
Right to Education..... ....
Right to Participate in the Cultural Life of Community..... ....
Right to Social Order assuming Human Rights..... ....
Community Duties essential to Free and Full Development ....

Freedom from State or Personal Interference in the above Rights.....
.....
.....
Right to Remedy by Competent Tribunal.....
.....
.....
.....
Freedom from Arbitrary Arrest and Exile.....
.....
.....
.....

We hope the above task was not very difficult. Now in the next section we would like to look at the rights of children. Do you know of any?

9.3 The constitution of Zimbabwe on Children's rights and Human Rights

Have you ever seen the constitution of Zimbabwe? What does it look like? We hope you have come across or have heard about it. In this sub unit, we would like to look at the constitution and what it says with regards to children and human rights.

The Constitution of Zimbabwe is an important document which aims to protect and promote human rights. The constitution of Zimbabwe helps to translate the international law into domestic law within Zimbabwe. This document guides the government in its operation in relation to the peoples' Rights and freedoms.

9.3.1 The constitution of Zimbabwe on Children's Rights and Human Rights

The United Nations General Assembly adopted the Convention on the Rights of the Child (CRC) to promote the rights of Children. The following are a list of children's rights:

i) Right to shelter.
ii) Right to food.
iii) Right to education.
iv) Right to equal treatment regardless of gender, race, language and background.
v) The right to express opinions
vi) Right to play
vi) Right to leisure, play and culture.
vii) Right to identity

However, it is important to note that these rights come with responsibilities. In as much as one has a right he or she has a responsibility to do well. What therefore do you think are some of these responsibilities? Good let's look at it together.

Children in as much as they have the rights mentioned above they also have a responsibility to observe rules and laws in the community such as the respect of other people's rights and freedom, respect of an elder person or parent. It is also their responsibility to listen and do well as children.

9.3.2 The African Charter on Rights and Welfare of the Child (ACRWC)

It was adopted by the Organisation of African Unity Assembly to promote freedom of children s rights. It stipulated that children have a right to serve their country and states that every child has a duties and responsibilities towards the society and the community they live in for example they have the right to respect elderly people.

Parents however have also their responsibilities like making sure the welfare of a child is catered for, the best interests of the child are observed, carter for all the expenses needed in the development of a and behavior of a child..

Africa signed a treaty of African Charter on Human and People's Rights (1986) with its agency African Commission of Human and People's Rights.

Activity 9. 3

a) Identify any 5 Children s rights

b) Research what you think are children' s responsibilities in as much as they enjoy their rights

Activity 9.3

- Freedom from violence.
- Right to adequate nutrition.
- Right to education.
- Right to equal treatment regardless of gender, race, language and background.
- The right to express opinions and freedom.
- Right to leisure, play and culture

9.3.3 The Bill of Rights as in the Zimbabwean Constitution

i) Right to life – every citizen in Zimbabwe has inherent right to life and it is protected by the law. No one should

ii) Right to personal liberty - every citizen has a right to live in freedom unless if arrested or is infected with certain diseases that can spread such as Ebola, HIV/ AIDS.

iii) Freedom of Assemble and Association – a person is free to join any trade union, political party or associations of their own choices. No one should be forced to associate or compelled to belong to a certain group.

iv) Freedom of expression and media – every citizen has a right to say your ideas, opinions and information.

v) Freedom of movement.

vi) Right to health care - every citizen regardless the type of sickness has the right to access basic healthcare services.

vii) Right of women, children and people with disabilities.

The above have rights like anyone in society despite their sex age and stature

vii) Freedom from inhuman treatment; right to live a dignified life, no one should be abused or tortured.

vii) Right to food.

Everyone has the right to food

viii) Freedom from political affiliation, sex, creed, language, national origin, class and colour.

Everyone has the right to belong freely to any political group speaking language of own choice despite one's colour, class or origin

Activity 9. 4

Remember we noted that rights come with responsibilities. Research now on what are the children and senior citizens' s responsibilities as they exercise their rights

9.4 Government's effort to promote Children's rights

At independence the government made primary education free ensuring girls who had previously been disadvantaged go to school. In Education the government ensured that children learn the same subjects especially maths, sciences and practicals.

The government has worked with Organisations like Girl Child Network to help empower rights of a girl child UNICEF, ILO and UNESCO supported the government's effort in promoting the right to education. In 2013 the constitution of Zimbabwe included children rights in the Chapter 4 section 91. The government saw the need to address people on the rights of children which were violated due to economic and social problems increasing cases of child marriages and school dropouts.

The government introduced a number of policies on children's rights for example the Codification and Reform Acts (2004) which authorised moderate punishment of children by parents or school teachers.

The Zimbabwean constitution guarantee of freedom from torture or cruel, inhuman or degrading treatment or punishment but it remains a requirement that corporal punishment remains legal and widely practiced

9.5 Government's efforts to Promote Human Rights

The government has held elections regularly since independence. It has allowed its people to enjoy freedom of assembly and join trade unions. People can also

enter into marital associations of their choice. After independence, the government introduced free health services to people earning wages below $150 per month and free education to promote quality education to an African child. Land Acquisition Act of 1992 was passed to address the land issues for the peasants. The government introduced the Economic Empowerment Policy to address the unfair distribution of resources. Empowerment of gender equality and women, the government signed and declared the Conventions on the Elimination of All forms of Discrimination against Women (CEDAW).

The government introduced the Legal Age of Majority Act of 1992 to upgrade the status of women since black women were regarded as perpetual minors with no legal capacity to enter contract without the father as a guardian. Drivers of gender inequality include a culture, religion, and socialization, statutory and common law that still reflect patriarchal values, gender-based violence and limited women economic empowerment. The establishment of the Ministry of Women Affair was also formed to promote human rights. The Domestic Violence Bill was signed into law by the President of the Republic of Zimbabwe on 26 February 2007.

The NGOs also helped to promoted the awareness of human rights, women and children's rights.

Activity 9.5

a) Identify any five characteristics of human Rights
b) State any five NGOs that help in the promotion of children s rights

Suggested Answers

a) Human Rights are

- universal,
- inalienable,
- Indivisible and inter-dependant.
- Their enjoyment is based on the principle of non-discrimination

b) Save the Children

- UNICEF
- Girl child network
- Plan international

Reflection

I hope you are noting that all rights come with responsibility. In as much as you have your rights other people also have their which need not be infringed on.

Summary

In this unit you noted that everyone big or small has a right. These include right to life, education, food and to protection among others. In addition the government has made several efforts to promote both human and children's rights in the country.

Readings

Constitution of Zimbabwe
Mawuru R.Step ahead book 4 College Press

Assessment Test

a) Name six forms of human violation.

- Sexual abuse
- Genocide

- Corporal punishment
- Child labour
- Domestic violence
- Arbitrary arrest
- Racial discrimination

Murder or killing

b) Outline the provisions of the United Nations Convention on the Rights of the Child.
In 1989 the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC).

- It proclaimed that childhood is entitled to special care and assistance.
- The family is a fundamental group of society in respect of which the natural environment for the growth and well-being of all its members particularly children.
- Children should be afforded the necessary protection and assistance so they grow to take up their responsibilities.
- The CRC seek to promote the full harmonies development of children in an atmosphere of happiness, love, and understanding.
- Children should live in the spirit of peace, dignity, tolerance, freedom and solidarity.
- In addition children have civil, political, economic and cultural rights provided in the Universal Declaration of Human Rights.

States have an obligations to protect children against practices of special dang to their welfare for example economic exploitation, illicit use.

c. How successful was the UDHR in promoting the human rights.

- Slavery practices were banned.
- Brought Independence to countries under colonial rule.
- Declared human rights to live, shelter and food.
- It brought equality.
- The bill of rights was included to constitution of democratic countries.
- It eliminated discrimination among nations.
- It promoted equality education.

However,

- Genocide still exist in countries like Iraq.
- Independence countries still undeveloped.
- Exploitation still exists

Sample Examination Question

1a) List any six importance of human rights. (6)

b) Describe the aims and the importance of UDHR.

c) To what extent has the Zimbabwean government been able to promote children's rights? (8)

They shape thinking and actions of individuals.

- They teach about ideas of respect, fairness, equality and justice.
- They protect an individual, allow for participation, survival and development.
- They protect the vulnerable and teach them to be responsible.
- They facilitate the personal and societal development.
- They assist individuals to have knowledge and be active citizens.

b)

- The UDHR was written to protest against the atrocities brought by the Second World War.
- To give independence to countries under colonial rule.
- To eradicate poverty and raise standard of living.
- To eliminate discrimination among the nations and people.
- To stop the genocide as they saw the Nazi policy which killed a lot of Jews in concentration camps.
- To promote quality education.

c)

- It shapes the standard behaviour for individuals.
- Government is obliged to observe human rights.
- UDHR have been made into the law.
- Constitutions, laws and court decision are influenced by the UDHR.
- The government supported the works of Non- Governmental Organisations (NGOs).

- UNICEF, ILO and UNESCO supported the government's effort in promoting the right to education.
- In 2013 the government adopted children's rights in its constitution.
- The government saw the need to address people on the rights of children which were violated.
- The government introduced a number of policies on children's rights for example the Codification and Reform Acts (2004) which authorised moderate punishment of children by parents or school teachers.

However,

- Despite the government's effort children's rights have been limited due to state emergency such as drought.
- Due to economic crisis there is inadequate provision of education, particularly for girls and children from minority backgrounds

Sample Examination

1a) State any five Human Rights (5)

b) Describe efforts by government in promoting human Rights (12)

c) To what extent was the government successful in promoting human rights (8)

Suggested Answers

Sample Examination Questions

1a) Right to Equality
Freedom from Discrimination.
Right to Life, Liberty, and Personal Security.
Freedom from Slaver
Freedom from Torture, Degrading Treatment

b)

- The government has held elections regularly since independence.
- It has allowed its people to enjoy freedom of assembly and join trade unions.
- People can also enter into marital associations of their choice.
- After independence, the government introduced free health services to people earning wages below $150 per month and free education to promote quality education to an African child.
- Land Acquisition Act of 1992 was passed to address the land issues for the peasants.

- The government introduced the Economic Empowerment Policy to address the unfair distribution of resources.

Empowerment of gender equality and women, the government signed and declared the Conventions on the Elimination of All forms of Discrimination against Women (CEDAW).

- The government introduced the Legal Age of Majority Act of 1992 to upgrade the status of women since black women were regarded as perpetual minors with no legal capacity to enter contract without the father as a guardian. Drivers of gender inequality include a culture, religion, and socialization, statutory and common law that still reflect patriarchal values, gender-based violence and limited women economic empowerment.
- The establishment of the Ministry of Women Affair was also formed to promote human rights.
- The Domestic Violence Bill was signed into law by the President of the Republic of Zimbabwe on 26 February 2007.

c)
To what extent was the government successful in promoting Human Rights?
Look at both sides considering on one side what the government has managed to do and on the other side consider some of its shortcomings in its effort to promote Human Rights.

2a) List six examples of children's rights as declared by the Convention on the Right of the Child. (6)
- Freedom from violence.
- Adequate nutrition.
- Compulsory primary education.
- Equal treatment regardless of gender, race, language and background.
- The right to express opinions and freedom.
- Access to leisure, play and culture.

b) Describe efforts made by the government to promote human rights in Zimbabwe. (11)
- After independence, the government introduced free health services to people

earning wages below $150 per month and free education to promote quality education.

- Land Acquisition Act of 1992 was passed to address the land issues for the peasants.
- The government introduced the Economic Empowerment Policy to address the unfair resource distribution.
- Empowerment of gender equality and women, the government signed and declared the Conventions on the Elimination of All Forms of Discrimination against Women (CEDAW).
- The government introduced the Legal Age of Majority Act of 1982 to upgrade the status of women since black women were regarded as perpetual minors with no legal capacity to enter contract without the father as a guardian.
- Drivers of gender inequality include a culture, religion, and socialization, statutory and common law that still reflect patriarchal values, gender-based violence and limited women economic empowerment.
- The establishment of the Ministry of Women Affairs, Gender and Community Development in 2005 showed change of political attitude towards a commitment to promote women rights of the Domestic Violence Bill that has been enacted into law.
- The Domestic Violence Bill was signed into law by the President of the Republic of Zimbabwe on 26 February 2007.
- The government introduced the local Non-Governmental Organisations (NGOs) under the National Association of Non- Governmental Organisations.
- The NGOs promoted the awareness of human rights protected both women and children's rights.

c) To what extent have economic and socio-cultural challenges in Zimbabwe affected the rights of child? (8)

- Harsh economic climate has made some parents to force children to work on farms and as domestic workers.
- High school dropout rate.
- Parents send the boy child to school ahead of the girl child as economic situation declines.
- No decent accommodation.
- Food not enough and too expensive.
- Hospitals (drugs) and schools beyond the reach of many.

- Some religious aspects do not want to send children to school.
- System of betrothal quite common.

However,

- Government has built many schools to make education easily available to children.
- BEAM assistance to the disadvantaged.
- Westernization and education has meant many people are aware of children's rights.

UNIT 10: THE FIRST WORLD WAR (1914 -1918)

10.1 Causes of the First World War
10.2 Course of the First World War
10.3 Results of the First World War

Introduction

In studying this unit you shall realise that there are multiple factors which contributed to the outbreak of the First World War. The greed, divisions and mistrust among dominant powers such as Britain, Germany, France, Italy, Austria -Hungary and Russia played a significant role in the outbreak of the First World War. Two hostile camps existed before 1914 and these camps were later joined by other countries. Various battles were fought during the First World War and the battles had both negative and positive consequences on the social, political and economic life of the people in the whole world. In this unit we shall look at the weapons used during the First World War as well as the various types of warfare that were used. Very interesting activities are provided for you, which will help you to develop the important history skills of critical thinking, analysis, problem solving, appreciation and evaluation. Enjoy the unit.

Objectives

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

- state the long-term, short-term and immediate causes of the First World War.
- explain the causes of the World War 1.
- describe the events that took place during the war.
- examine the consequences of the First World War.

Key Words

a. War means an armed conflict between countries

b. Hostile camps refer to enemy camps

c. Battle means a fight or encounter usually by two sides which engage in combat

d. Alliance refers to the act of uniting or union between states, parties by compact treaty.

e. Nationalism – very strong feelings of support for and pride in one's own country.
g. Rivalry – competing with another for the same thing
h. Treaty refers to a formal agreement between states
i. Isolate – place something or someone apart from others and on their own.

Time

As you read this unit, you are expected to spend 10 hours.

Study Skills

We have briefly looked at the background to the First World War and stated the objectives of this unit. Now, can you identify the dominant states which were involved in this war? Your task is now to research and write notes on the First World War on your own. Share the information with your colleague take information below as your guide.

Reflection Questions!!!

a. Think deeply and reflect on the following questions:
b. What sparked the war? Where exactly did the war start?
c. Why was it called the First World War.?
d. How did the perpetrators of the war fight?
e. What weapons were used?
f. Who lost the war and with what results?

10.1 Causes of the First World War.

10.1.1 Long term causes

The System of Alliances

We all have friends in life. Think about the things that bring friends together. Friends are usually attracted by common or similar interests. Since 1872, Europe had been characterised by secret treaties signed to safeguard each nation's interests. These treaties were based on a common understanding between and among states. This saw each country striving to secure a friend or ally who could help in times of war or support each other's policies in pursuit of self interest politically or economically. Let's have an example of the desire by German to block and isolate France. Another

example is the system of alliance which was Otto Von Bismarck's brain child from 1871. He had to find an ally to support Germany keep control of the rich coal fields of Alsace and Lorraine which she had taken from France after the Franco-Prussian war. The impact of the alliance system was seen in the division of Europe into two hostile camps namely, Triple Entente and Triple Alliance. The members of the Triple Alliance were Germany, Italy and Austria-Hungary. On the other side was Triple Entente whose members were Britain, France and Russia.

a. The Dreikaiserbund Treaty 1872 was a treaty signed between Germany, Russia and Austria-Hungary. It is also best known as the League of three emperors. The emperor's were Kaiser William 1 of Germany, Tsar Alexander of Russia and Francis Joseph of Austria-Hungary. The aim of the treaty, according to Bismarck, was to neutralise the rivalry between Germans' two neighbours over their respective spheres of influence in the Balkans. It was however a treaty in threat because a strong conflict of interests continued between Austria-Hungary and Russia in the Balkans.

Terms /Conditions of Dreikeiserbund Treaty

The three emperors were to consult each other in case of a threat from any European state. They agree to assist each other in case of attack on any of their members by two or more aggressors. They were also to consult each other on matters or events involving the Balkan states. If any of the three members was attacked by one European country, the other two will not intervene.

b. The Dual Alliance 1879.

This was a secret treaty signed between Germany and Austria-Hungary.

Terms/conditions of the Dual Alliance treaty

If either German or Austria Hungary was attacked by Russia, mutual aid will be availed by either power. If there was any other European power to attack the two powers receiving assistance or back up from Russia, the two would assist each other. Neutrality would be applied in the case of attack by any other country like France. German was going to get support from Austria-Hungary should there be combined attacked from France and Russia.

Reflection questions 2

Here are two questions you should reflect on. Was the position of Russia compromised with the signing of this secret treaty? Since they signed together the League of three Emperors does this show anything about their friendship?

c. The Renewal of the Dreikeiserbund Treaty - 1881

There was fear and insecurity from Germany that France may want to attack her to recover the lost provinces. Bismarck muted the idea of keeping total isolation of France. He then successfully renewed the Dreikeiserbund and this meant Russia and France alliance was weakened. Bismarck again strengthened his position since Tsar Alexander the 2ndhad died.

Terms of Renewed Dreikeiserbund treaty

Austria-Hungary was granted permission by German to annex Bosnia and Herzegovina further strengthening the friendship between German and Austria-Hungary. There was to be creation of Big Bulgaria which saw see the union of Bulgaria and eastern Romania under the Russian influence. The three were to consult each other in case of threat from any European state. They agreed on commitment to assist each other in case of attack to any of their members by two or more aggressors. They were also to consult each other on matters to do with the Balkan states.

d. Triple Alliance

When one feels insecure about their friendship, they think of extending to other new friends. Bismarck thought again of engaging Italy which had clashed with France in North Africa to denounce her expansionist policy. Hatred between the two is expressed in this treaty. It is also important for you to note that Bismarck then secretly encouraged France to occupy North Africa so as to divert her from Alsace and Lorraine. This again would bring France and Italy into collision. The idea threw Italy into the hands of Germany forcing her to join Austria-Hungary and Germany to form triple alliance. The alliance was later joined by Bulgaria and later Turkey.

Terms of the Triple Alliance

Germany and Austria-Hungary agreed to give military assistance to Italy if attacked by France. In return to their friendship Italy agreed to assist Germany if attacked by France. To add on Germany and Austria-Hungary agreed to help each other against

Russian attack of either of them. In the event of war with Britain, Italy was to remain neutral. Each of the two states agreed to remain neutral if one of them was attacked by single power like Italy.

e. The Reinsurance Treaty 1887

The Reinsurance Treaty 1887 was signed between Germany and Russia. When the countries failed to renew the Dreikaiserbund Treaty, this resulted in Austro-Russian hatred over the Balkan affairs. Russia had shown hostility over German in her newspapers and it was by then advocating for the Franco-Russian alliance which Germany never wanted. Germany then decided to sign another secret treaty with Russia to assure her of their cordiality.

Reflection

Is it not sad to note that the treaty was signed without the knowledge of Italy and Austria-Hungary? How do you feel if you were Italy or Austria-Hungary to realise Germany was doing this behind your friendship?

Terms of the Reinsurance treaty

Both powers promised to remain neutral if one of them was at war with a third {single} power. If Russia attacked Austria-Hungary or Germany attacking France, they were to remain neutral. Conflicts were to be contained by the two states and solved among them and Germany was to support

Activity 10.1

As you continue reading the module so far, can you try to research on Russian interests in the Balkan states? What stimulated their interest?

f. Franco-Russian Dual Alliance

We have seen the mistrust on the great powers especially on Germany who could not trust anyone whom she allied with. It was now the same with France after having realised the need for an ally by 1890; she felt Russia will be a possible friend especially considering her relations with Germany. You must also remember that France had clashes with Italy and Britain especially in North Africa hence the need for a friend. Russia also came to know of Germany's deception as you might have realised German was much in support of Austria considering the treaties signed and matters concerning the Balkans. Austria-Hungary got much support from Germany hence

Russia needed a reliable ally and France was the only country. Sour relations could be noted as Russia refused to renew with Germany on one of the treaties.

Reflection

Do you still remember the treaty that was not renewed? More to it European political relations came to a turning point with Bismarck's dismissal. Russia signed the alliance because she had been receiving French loans to finance her lapsing industries.

Terms of the Dual Alliance

The terms were that Russia would help if France was attacked by German alone or by German and Italy. Also another important factor was that France would assist Russia in return if Russia was attacked by German alone or German and Austria-Hungary. The Dual Alliance will remain as long as the Triple Alliance remained in place. In this we hope you can see that **mistrust** and **tension** between these states prepared the political **feuding** parties almost gearing for war. Mobilisations by the members of the Triple Alliance would mean that Russia and France would also mobilise immediately.

g. The Anglo-Japanese Alliance 1902

Here is another tip you should know about the Anglo Japanese Alliance. You need to realise that the term Anglo refers to Britain and the other thing you must take note is the joining of non-European powers into the alliance system. Expansionist ambitions of Britain and France especially in their look east policy to the Far East, China could not go without monitoring. Japan was the only ally to be joined by Britain. Russia had to be blocked in the Far East occupation of Manchuria and Korea. The alliance was timely since Japan needed an ally to support her from Russian aggression. This was important because it brought an end to the British policy of splendid isolation. The isolation policy was practised by Britain where she didn't want to involve herself in European affairs.

Terms of the Anglo-Japanese treaty

Britain was to support German in the Far East if Japan was in war with the other two powers. There was to be support from each other if one of them was to wage war against two powers. In the event of each one of them getting into war to maintain the far eastern status quo, the other would remain neutral. Britain would remain neutral in the event of Japan at war with a third single power Japan would remain neutral in the event of Britain at war with a third single power. Britain was to recognise Japanese interest in Korea

Study Tip

What do you think were the British interests in Korea?

h. Anglo-Russian agreement 1907

You are now seeing the extension of Britain friendship to other countries which had already allied themselves to other states. This agreement was signed in St Petersburg. Britain feared the Franco Russian drive against India and this forced Britain to oppose Russian influence. Russian position was instead going stronger against Britain. Russia had conquered most of central Asia and her annexation of Manchuria posing threat to British business ambitions in China.

Terms of the Anglo-Russian Treaty

Britain's differences with Russia were settled. The two settled colonial differences in Persia, Afghanistan and Tibet. The state of Tibet was declared a neutral zone since it was of interest to the two. The two agreed not to intervene in Tibet's international Affairs. The treaty recognised annexation of Britain over Afghanistan. In its terms, Northern Paris came under Russian control. Britain on the other hand got control of the Persian Gulf.

i. The Triple Entente 1907

As you realised there was the three emperors' league, Britain signed the **triple entente** with France and Russia. It helped Britain and France to iron out their differences just like what you can do to your friend, talking over your differences. There was ultimate support of France and Britain at the Algeciras conference by Russia. It was meant to counter the triple alliance and became known in Europe as the anti German club of Britain, Russia and France.

Terms of Triple Entente

Persia (Iran) was then divided into three **spheres of influence** which were

a) Northern sphere

b) Southern sphere

c) Tibet the neutral zone

Tehran the northern sphere was to be under Russian influence. Britain took control of the southern influence. Tibet which was of interest to the three was declared neutral. China's **sovereignty** was to be recognised. None of the three was to interfere in

Tibet's international affairs. Balance of power was struck by the anti German club.

n. The Entente cordiale/Anglo French Entente/Anglo French agreement 1904

You need to understand what an entente is. The term simply refers to an agreement. Think of a situation when you have entered into one or two agreements with your friend. This is similar to the Anglo French agreement of 1904. This was mainly on colonial terms aimed to put away possible enemies based on colonial rivalry. It was a non military alliance meant to settle differences on overseas colonies. The entente cordiale saw the two former opposing forces burying their traditional differences. It showed that Britain preferred France to Germany .It helped France settle her differences with Russia and Britain.

Tip

It is the **isolationist** policy amongst European powers that triggered the alliance system which in turn contributed to outbreak of the First World War.

Terms of the Entente Cordiale

The duo (Britain and France) agreed to work together in the event of any conflicting area. The two realised that there was need to settle their differences over Africa and observed that they both had interest in Africa. Britain offered France free hand in Morocco and British occupation of Egypt was not opposed. Britain agreed not to oppose interests of France in Morocco.

j. Naval Race:

The term naval comes from the word navy which means a country's entire sea force which includes ships and personnel .This is a troop of soldiers who operate in the waters using various weapons of war .This was when Germany introduced naval laws to increase its navy. Britain built a new ship called the Dreadnought to outclass Germany**.** This was one of the long-term causes of the war since it increased **tension** between Britain and Germany. It created a strong base for system of alliances which can be viewed as seeding seeds for war than peace. Germany had aided the construction of big warships after it had championed naval laws. This can be regarded as the increased competition in building warships and was competition between Britain and Germany. Various types of ships were introduced including dreadnoughts, battle cruisers, light cruisers, submarines, destroyers and cruisers.

Tips to remember!!!

Now can you make a trace that the naval race increased tension and hostility as Germany had championed laws for naval race? There was competition for big war ships like the U-boat and torpedoes, cruisers which were used for war.

q. Arms race:

Note that there was competition to produce weapons. Most European countries increased their armies and weapons production.

This was when European countries embarked on making weapons to re-equip their armies. It was massive production of **armaments** (weapons used for war) and most European countries wanted to catch up with German who still manufactured weapons of warfare. Countries wanted to counter Germans advanced weaponry. There was rapid growth of ammunition factories in almost all European countries. The Hague conference of 1899 had failed to reduce armament production despite the Tsar Nicholas 2ndhaving suggested a ban on armaments which German fully rejected. It was made worse with announcement by any European power on armaments expenditure that most states felt they are lagging behind creating an atmosphere of fear and **suspicion** leading to **hostility**. Once each state started mobilising, it became difficult to slow down as there was complete lack of trust.

Tips

Do you now realise that arms race increased **tension** and **insecurity** among European states. Also weapons of mass destruction were produced with increased competition between Britain, Germany and Russia with the other European powers joining in the manufacturing.

k. Militarism:

This was a period of increase in military personnel in Europe. Compulsory military service introduced by most European states made an increase in number of soldiers. Able bodied men were forced to join the army. France and Russia began to increase their armies from 2 to three years of military service. Germany on the other hand was increasing her army and had up to 5 million soldiers. It was also a period when European countries started on various war plans like the Schlieffen plan. Massive construction of railway lines was made to carry heavy and light weapons to battle areas. Militarism resulted in competition for increased military personnel further

adding tension and competition for largest armies on land. Germany and Britain secretly began to mobilise and recruited army personnel that saw the entire European states following the example and mobilising.

l. Nationalism

The spirit of nationalism is the one that guides and make one feel an element of support, feeling pride for their countries. Balkan states were the ones largely rising for freedom since most European countries had taken charge of the Balkan states. Turkey had long oppressed Balkan states and the people wanted to win their independence. They wanted to fight oppression and liberate themselves to be at same level with other greater states raising their flags of freedom and independence. They yearned to spread their rule to people of the same nationality. Serbia had freed many of her countrymen from Turkish rule and was anxious to complete the task even from Austria who had taken the Adriatic coast which was inhabited by Slav speaking people.

Tips

Have you by now realised that tension between Austria-Hungary and Serbia was rooted in this dominance as Austria had incorporated Slavs into her empire. The prolonged desire on nationalism immediately led to the Sarajevo Assassination**.** Balkan states yearned for freedom while greater states suppressed their freedom especially Austria-Hungary.

m. Moroccan crises 1905 (Tangier Crisis)

One observation you should take note of now is the great states' shift from colonies in European countries to the African continent. Morocco in the north of Africa had been a country of interest between German and France. The first Moroccan crisis marked what was called the Tangier crisis. The Entente Cordial was a secret agreement between Britain and France. This is because France had left German in a state of shock as this agreement handed Morocco to France and Egypt to be under British control. European countries had regarded Morocco as independent since 1900 under the joint supervision of European power and this was violated by the Entente Cordiale. Agreement over the occupation of Morocco by France was a final blow to Germans ambition since she wanted to invest her economic and trading interests. The German Keiser and his Chancellor Bulow feeling they had been sidelined visited Tangier with the desire to punish French occupation and teach her that she cannot depend on Britain alone. In full strength the Kaiser William 2nd wanted to show that German was

now a powerful power state in the area. By this Kaiser was testing the strength of the Entente Cordial of 1904.Utterances made by Kaiser William the second of German in his speech to the Moroccans were a clear indication that he was against the French occupation. The crisis were heightened by Kaiser who tried to convince the Sultan of Moroccan support from German independence. Bold speeches by the Kaiser and his decision to address the Sultan and Moroccans angered both Britain and France and threatened war. The Algeciras conference was held as German had demanded to settle the dispute on the settlement in 1906.

Case study A

In your location, village, neighbourhood or country at large, can you try to find out if there were wars fought that were fought by your elders? Consider what they will say were the causes of the war? How did they fight the war or battle? In your case study you need to take note of names of significant battles which were fought. What then were the results of these battles and the war at large?

p. Bosnian crisis (1908)

Austria-Hungary was given the mandate to govern Bosnia and Herzegovina after the congress of Berlin 1908.The development was not well received by Serbia who wanted to control them since inhabitants of the two provinces were Slavs. Young Turks in 1908 organised a revolution to welcome the Turkish emperor Abdul Hamid whom they called a nationalist. The revolution would make Turkey develop a strong government hence affecting Austria-Hungary in her control over Bosnia Herzegovina and Austria-Hungary had to meet Russia to regain control of Bosnia. Russia in support of the **annexation, (taking away of a place or territory by force using military),** had to move her ship to Dardanelles and Bosporus to the Mediterranean. She then took it in 1908 in support of Germany. Occupation was a major blow to the more than three million Serbs who wanted to create a Slav speaking state that is Yugoslavia, the union of Bosnia and Herzegovina and Serbia. In mistrust Russia felt Austria-Hungary had cheated her since she failed to get international support from their alliances. Serbians were angry as their access to Adriatic Sea was blocked as a result of the annexation and further destroying their vision on the spirit of nationalism and they prepared for war. Russia then called for British support basing on Anglo Russian alliance and unfortunately Britain did not offer support to Russia. France did not give the support as well. Germany threatened to give maximum support to Austria-Hungary, Russia,

and Serbia gave in. Neither Russia nor Serbia was prepared to risk war with Germany and resultantly Austria-Hungary kept Bosnia and Herzegovina.

There was another event in Africa which further drew hostility amongst European states since Kaiser William the second had been disappointed with the outcome of the Algeciras conference of 1906. The French, in 1908, brought up or suggested the election of a new Sultan for Morocco. Three years later there was another crisis over Morocco. This was the second Moroccan crisis, also known as the Panther crisis or the Agadir crisis.

q. The Second Moroccan crises 1911

In your previous reading, you may have fully understood the first Moroccan crisis, which was to remove the previous Sultan who was against French policy in Morocco. There was widespread resistance from the Moroccans and the French mobilised an army to suppress the revolt. The French soldiers occupied the Moroccan capital of Fez. The Germans instead responded to the interests of their nationals by sending gunboat Panther to the west coast of Agadir to protect its citizens who they claimed lived there despite the fact that none existed. Germany had occupied the coast for two reasons which were to frighten France so that she could give her coast or territory and to test the strength of the Anglo- French entente. Britain was alarmed by the move since she also had a colony of Gibraltar which was close to Agadir. This was disastrous to Germany as Britain thought Kaiser wanted to establish a base at Agadir which would threaten Britain's trade routes. Both France and Britain thought and believed that Germany was testing the Anglo French entente or the Triple Entente. The British felt insecure and stood firmly behind France and the British regarded France as a bully and that they could not accept hence prepared for action. Tension escalated as the three sides prepared for war and it was eased as Britain gave part of French Congo to German though German had demanded the whole of Congo. In response Germany accepted the French occupation of Morocco and withdrew the Panther and crisis ended without war.

10.1.2. Short term causes (Balkan Crises 1908 – 1914).

The short term causes are the events that eventually led to the outbreak of the First World War. The tension and conflicts created in the system of alliances further worsened.

c) The First Balkan war (1912)

Now that the Balkan states had been enraged with spirit of nationalism you have read, wars for nationalism started with the first Balkan war. The long and hardly pressed Balkan states fought for their sovereignty since 1908.These include Serbia, Bosnia-Herzegovina, Bulgaria, Romania, Greece, Albania, Macedonia amongst others. Balkan league states namely Greece, Serbia, Montenegro and Bulgaria were attacked by Turkey over the rich state of Macedonia which had triggered interest to the town of Thrace. The Balkan league gained swift victory. Turks were driven out of most European territories in the Balkans. Great powers were remarkably shocked by this and immediately called for the London conference. Turkey wanted to totally colonise the Balkan part by introducing their language and have real power resting in the hands of a few. Renewed Turkish persecutions on Balkan Christians further fuelled tension and riots and made the Balkan nationals grab everything from Turkey. The Balkan states had taken advantage of the weakness in the Turkish army when it fought Italy in Libya when Italians decisively defeated the Turks. Serbians and Bulgarians captured Adrianople and Turkey was forced to make peace. Turkey was heavily defeated in 6 weeks and this was a loss to Austria-Hungary and Germany who anticipated Turkish victory.

d. The 2nd Balkan war (1913).

We all belong to different ethnic groups. An ethnic group is a group of common beliefs, customs they share. Various ethnic groups existed in the Balkans which included the Bulgars, Ruthenians, Albanians, Slavs, Czechs, Hungarians, and Romanians. This was a result on unfair spoils during the London Treaty**.** Bulgaria was dissatisfied on the spoils of war and immediately called for a settlement through the treaty of London. Bulgaria resented Greece's occupation of Salonika and felt that other countries had gained much at her expense. Bulgaria was also angered as Serbia was given part of Macedonia since she claimed the area was supposed to be part of her shares of spoils. Bulgaria claimed part of Macedonia which Serbia refused to give up. Bulgaria attacked Serbia in 1913 and war broke out forcing Greece, Romania and Turkey to declare war on Bulgaria since Serbia, Romania and Greece had formed the second Balkan league .With the hope that she will recover part her lost territories, Turkey joined the war.

Activity 10.1

With your friend as you get home after this session, briefly describe the contribution of the Bosnian crisis to the outbreak of world war one .You also need to analyse the extent to which the Sarajevo contributed to outbreak of the war.

To a lesser extent the Bosnian made a contribution as it added to the spirit of nationalism that cumulated until the Sarajevo incident which was the main event to the outbreak of war.

10.1.3. Immediate causes.

These are the triggering causes to the outbreak of the First World War,events which sparked the revolutionary spirit of nationalism. Do you know what the term Nationalism means?

The Sarajevo Incident, June 28, 1914/Sarajevo Assassination

Now that we have read and understood the long term causes of the First World War, we are now shifting our focus to the immediate cause of the war which was the Sarajevo incident. This marked the highest level on the spirit of nationalism amongst Balkan states especially among the Slavs. The Archduke Francis Ferdinand was the heir to the Austrian throne. He visited Sarajevo, the Bosnian capital, with his wife Sophie driving through the streets. A nineteen year old Gavrillo Principe, belonging to the Black Hand, a Pan -Slav movement, shot the Archduke and his wife. The Black Hand sponsored the Archduke assassination and Principe was given the task to assassinate. Serbia was bitter about the annexation or taking over without agreement of Bosnia and Herzegovina by Austria-Hungary as this destroyed her dream of nationalism and the killing of Archduke was a way of removing blockade to sovereignty. Austrian government consulted Germany since there was no evidence of the involvement of Serbia. Germany then gave Austria-Hungary a [blank cheque] unconditional support full of military aid and the whole of Europe turned into chaos. Britain, France and Russia had been warned previously by Germany not to interfere.

Austrian Responses

- ✓ An ultimatum was sent to Serbia with three demands of which refusal by Serbia within 48 hours would result in war between the two countries.

Austrian ultimatum demanded that:

- ✓ Serbia was to suppress all societies which organised anti Austrian propaganda
- ✓ Serbia was to dismiss all officials to whom Austria-Hungary objected.
- ✓ Austrian officials were to enter Serbia to ensure that these two demands were carried out.

Serbian Responses

Serbia refused the third demand stating the demand was practically impossible since it meant loss of Serbian sovereignty. Serbia instead made a suggestion that the third demand should be referred to the international court of justice in Hague. In return Austrian government strongly rejected to the response and on 28 July1914, Austria declared war on Serbia and within a week, the whole of Europe was in rage with each country filled with desire for war to any nation that had threatened its sovereignty. Russia was not ready to see a Slav country being crushed by a stronger force since she also had own interest in the Balkans to pursue. Nicholas the 2nd, on 30 July ordered for the mobilisation of Russian troops to protect Serbia. This further angered German who had demanded neutrality of Russia and also for France to give clear guarantee of her neutrality. Germany then declared war on Russia on 1 August 1914 and also declared war to France 3 August. Germany invaded Belgium, Britain declared war on Germany to protect Belgian neutrality.

Reflection exercise

To what extent did the Sarajevo incident contribute to the outbreak of the First World War?

The Sarajevo was the major contributing factor to the outbreak of the First World War, What have you noted in this discussion. Quickly brainstorm and see if you can come up with the following:

The Sarajevo incident contributed in that
a. It increased tension and enmity between Austria-Hungary and Serbia
b. It showed the German support for Austria-Hungary
c. It heightened Slav nationalism
d. It showed extent of Russian support for Serbia
e. It increased feelings of Slav nationalism

However, can you really consider the Sarajevo incident here as the only trigger to the war? The answer is no since multiple factors were at play which contributed to the outbreak of the first world war including
- Arms race and naval race
- Bosnian crises
- Colonial rivalry
- Balkan nationalism
- First and second Balkan wars

NB: learners should have an independent judgement on the possible causes of the war. Sarajevo assassination is enough to have caused the war to a greater extent.

10.2 Course of the First World War

Now that the Sarajevo had sparked the outbreak of the First World War with different states having prepared for war and the great states declared war on each other, which country do you think became victorious? The course here simply refers to the way in which the wars were fought at sea, land and air through use of various weapons.

a. Schlieffen Plan

German with the anger to decisively defeat France and destroy it decided to attack France using the Schlieffen plan. War in Europe was fought on four fronts namely the eastern, western, Balkan, Turkish and Austro-Italian fronts. General Alfred Count Von Schlieffen designed the plan that would use in war by Germany and to be fought on two fronts against France and Russia simultaneously. Railway lines were established to move troops. France instead was to be attacked through Belgium and the Germans had planned to march through France in two weeks. They were to attack France then swiftly move to Belgium before Russia mobilised and counter military action **Aims of the Plan.**

An aim is something you ought to do in your planning and we have in our lives aimed at many things for example we aim to pass but there are different things that make us fail. So this was the war plan but failed at the end.

a. Swift knock-out of France in the west through Belgium, Holland and Luxembourg.
b. Knock out France in 6 weeks
c. Encircle French armies to attack Paris from the west
d. Attack Russia in the far east defeating France and avoid war in two fronts
e. Capture Brussels within 19 days
f. March through Belgium in 12 days.

Tip

The plan failed because of the following factors on the ground versus German expectations

- The right flank was weakened.
- German failed to knock out France in two weeks.
- The plan failed to knock out Russia.
- Germany was forced to dig trenches.
- Britain quickly entered the war as it captured the channel ports and assisted France and Belgium.
- In one of the most disastrous alterations, Germany was forced to change the war plan because of Belgian resistance.
- France and Russia were forced to mobilise forcing Germany to fight on two fronts.

Reflection Feedback!!!

Why was American entry disastrous on Germany

United States of America joined the war later. More tanks were made available by USA when other weapons were weak and tired of fighting. America aided the allies with food, funds, weapons and ammunition in loan to ensure the defeat of Germany. USA had powerful navy, fresh soldiers and many allies. Entrance of USA was very timely since other states were weak from battlefields. Germany had weak allies like Turkey and Austria-Hungary. Germany troops were demoralised. Central powers were outnumbered by allied powers.

a. Battle of Marne

This was fought between German and France on 6 September 1914.The French tried to push the German troops and defeated German troops .German defeat was a major setback to central powers on Germans side discussed earlier as heavy material was lost. Germany had to re-strategise and fight on two fronts especially with the failure of Schlieffen plan.

b. Battle of Ypres

The battle was fought between German and Britain in 1914.
This was one of the fearsome two months battles where new weapons were used by the central powers.

Poisonous gas was first used by the Germans, Zeppelin planes characterised the air strikes. The British and the French managed to keep the Germans at hold and remained in the trenches firing volleys of bullets. There was however a deadlock in the western front

d. The Trench Warfare

Germany was defeated at the battle of Marne and instead of surrendering; the Germans retreated beyond the river Aisne and began to dig trenches for defensive warfare. After making some retreats in the battle of Marne, the hardly pressed German army was forced to retreat beyond the Aisne River. Germany never surrendered despite the pressure from the British skilled warfare. In their retreats the skillful Germans started digging trenches an idea which the British and French soldiers also copied. Trenches gave them protection from machine guns and explosives of artillery shells. There were millions of soldiers on each side and confronted each other beyond ground level. There was the no man's land as they fought which any soldier who crossed would be fired and that would be need of cruel voluntary death once crossed the no man's land. There was an outbreak of diseases since they could not go out of the trenches. Soldiers experienced the worst conditions as they were confined in the trenches. Heavy rains could see the soldiers drowning and it made the period 1914 to 1918 a stalemate. Life in the trenches was very difficult as boots stuck in the mud, seeing blood mixed in mud, homosexuality, deaths etc. The trench warfare also saw Bulgaria joining on the side of Germany and Romania on the entente powers but was decisively defeated by the Germans.

d. Weapons used during Trench Warfare

In our communities, we have gathered there were battles or wars which were fought. They used various weapons including guns and grenades. Our focus is now to look at weapons used during First World War. Can they match with those used in our country? Consider the following list and try to visualise what each weapon almost looked like.

- ✓ Rifles
- ✓ Machine guns
- ✓ Poisonous gas e.g. chlorine which caused blindness, death, lung infectious diseases
- ✓ Bayonets
- ✓ Artillery
- ✓ Aeroplanes e.g. Zeppelins
- ✓ Bombs
- ✓ Grenades

e. The Battle of Verdun February 1916

Since Britain was the strength for the allied powers, Germany thought of destabilising and frustrating the British. There was need for submarine warfare in which war was to be fought in the seas to force the British into retreat. Verdun was a strong French fortress located at the hub of French central point for activity. German thought of destabilising Verdun by capturing France. The French were forced to retreat by a highly active German infantry. Resultantly Britain allied with the French forcing the Germans to retreat to the trenches. German lost heavily in terms of manpower to the allied powers. Germans advanced to capture Verdun which was closely monitored by the British whilst she thought the only obstacle will be the French.

f. The Battle of Somme July 1916

This was a strategic battle by the British meant to reduce German concentration of Verdun..The Battle was a series of attacks commencing from 1 July till November. It was characterised by death of many soldiers unlike other battles leading to Germans failing to capture Verdun. Change of Generals by the British and French resulted in Germany losing the battle. Japan also fought on the side of Britain since this was the strongest battle.

g. The Eastern Front

Russia fought German and Austria-Hungary on this front. Russia had invaded eastern Prussia and Russia mobilised heavily. Germany never expected such mobilisation from Russia.

h. Battle of Tannenberg August 1914

It was between Russia and German. The weak Russian army was defeated. The hardly pressed Russians were forced to retreat driven back to Bukovina. The unfortunate Russians were also driven out of the Austro Hungarian territory. Entry of Turkey on the side of Germany became catastrophic as it blocked the British and French access to sea. This starved the Russians of both food and weapons and withdrew from the army in 1917.

j. Gallipoli Campaign/Battle.

This was a battle well inspired under Winston Churchill. The aim was to crush Turkey out of interest to any battle and withdraw from the war. The blocked access to the sea needed opening up and such saw allies in need of opening the straits. They also wanted to win Bulgaria on the allies' side and tried to bombard Constantinople so as to cause collapse of the Turkish government though it failed. They made another attempt through a combined force of the British, Australian and New Zealand forces had landed on Gallipoli peninsula. Allied powers were again defeated and there was loss of morale in the British, French camp. Austria continued to lose battles and straits to the sea remained closed.

k. The Balkan Front

On this front Serbia, Romania, Montenegro, Russia, Greece, Britain, Bulgaria, Austria-Hungary ware involved. It witnessed the entry of the United States of America into the First World War.1917 United States of America ended her policy of splendid isolation and joined on the side of the allies. Woodrow Wilson tried to mediate between the two sides: the allied and Central powers but to no avail. Both sides were not prepared for peace but war. Germany devised a new method of the German U-boat a strong submarine, underwater warship meant to crash the British through navy. They raided British merchant ships and this caused havoc in Britain. Germany wanted to have control of the seas which Britain took herself as master of the seas. Germany sank the Lusitania, the British vessel which had about 1200 people and this angered America. United States protested against German move and cautioned her on repeat of such offence would be catastrophic. German resultantly stopped the U-boat campaign since they could not match America. Germans uplifted the U boat campaign as they continued manufacturing the U boats and by that time they had 300 which could almost match America. Several British ships were destroyed and this led to United States declaring war on Germany. Japan also came with naval assistance to the Allied powers. The helpless Japan sought assistance from Mexico to no avail further infuriating United States of America which had taken Mexican territories. American entry into the war angered Germans as it aided weapons, loans to the Allied powers to decisively defeat Germany. The reinforcement of the Allied powers boosted their morale. Americans entered through the western front and forced Germans despite fighting courageously to withdraw. Tanks were bought into operation and the hardly pressed German soldiers were left with no option except to retreat.

l. The war at sea

In Zimbabwe do you remember the history of the first Chimurenga which was fought on the ground becoming one of the ground warfare's in the country. This is because we are a landlocked country without a sea. In Europe especially the First Word War saw the war fought on ground, air and sea. The war at sea was characterised by the shift from land battles to those fought in the seas through use of naval warfare weapons such as the U-boats, hydrophones, depth charges, dreadnoughts, cruisers, torpedoes, radar amongst others. Germany continued sinking British squadrons marking the war at sea. Britain tried to block the Germans to no avail as raids and sinking of squadrons continued. The battle of Jutland marked the first navy battle where German had some casualties from the battle. Germany continued sinking the British supply merchant ships and this crippled her economically. The continuous sinking of British vessels by Germany marked its death with sinking of Lusitania which also had American nationals. They also sunk the Sussex and there were also some Americans and it now meant full frustration and anger to the American. Germany soldiers were hopeless on seeing American troops and advanced warfare as they brought final defeat of German marking end of the war.

m. Entry of United States of America

Germany had violated Americans and British national right to life by the sinking of the Lusitania and Sussex. America had warned Germany on the sinking of the Lusitania and they continued on the Sussex. America had to join the war because they wanted to see the Germans punished and they were also a growing threat to the naval supremacy i.e. champions of the sea. America finally entered for the following reasons.

Germany introduced the unrestricted submarine warfare mobilising its navy in preparation to destroy the allied powers without warning. There was interception of the Zimmerman telegram which was hacked or intercepted by Britain and in its contents revealed the idea of German and Mexico forming an alliance that was to work against the allied powers. The sinking of the British Lusitania by the German U-boat also angered the Americans as the ship carried 148 Americans. America was also ready with financial loans to European countries and their victory would mean great financial reward to the United States of America as the allied would pay back the loans with interest. German had gone to the extent of not only sinking the British ships but also in the north Atlantic Germany started sinking American naval ships.

Reflection

Having read the causes of the First World War there are some minor states you observed which contributed to the outbreak of the First World War. There is also need to list the central powers members as well as the allied power members in this activity. With your friend can you try the following task?

Activity 10.2 Research

1.List any five Balkan states before the outbreak of the First World War
2.State any five members of the central powers. (5)
Suggested answers to activity 10.2

1.List any five Balkan states before the outbreak of the First World War (5)

- Serbia
- Bulgaria
- Greece
- Romania
- Montenegro

2. State any five members of the central powers. (5)

- Germany
- Austria-hungary
- Bulgaria
- Turkey
- Jordan

10.3 Results/Effects of the First World War

Results of the war are a two dimensional aspect which is negative or positive. In Zimbabwe after our first Chimurenga there were positive results and negative results like the new black leadership which saw new political dispensation apart from deaths experienced. Social and economic life also changed. Can we now trace the economic, social and political results of the First World War?

a. Political Results/Effects

We have all heard the word politics in our life. By political results we refer to the results which had to do with positive and negative impact of war. System of governance done by these allied and central powers we learnt about changed. Here are some of the changes experienced below.

The central powers were defeated that is German, Turkey Austria-Hungary amongst others. Self determination was given to some minorities like Serbia, Bosnia and Czechoslovakia. There was rise of dictatorship in Europe in countries like Italy and German. Women were now allowed to vote in countries like Britain, France and the United States. There was collapse of some empires like Russia, Austria-Hungary, Turkey and Germany. New states emerged like Czechoslovakia, Latvia, Poland and Yugoslavia. There was rise of extremist parties like Fascism in Italy which saw rise of new leaders advocating self- sufficiency, Nazism in Germany advocating strict monitoring of media and many governments facets and Communism in Russia which refers to holding of production together. Defeated powers were forced to sign peace treaties like Neuilly, Serves, Trianon, Versailles and St Germaine. There was development of new ideologies such as communism in Russia. There was the creation of peace building organisations like the League of Nations. Democratic governments were established in some states like Germany and Austria marking the fall of monarchism that is rule by Kings like the Tsars in Russia. A legacy of hatred and suspicion was created among those states especially central powers which caused the war. There were new methods of warfare like trench warfare, submarine warfare introduced and also new weapons were produced. The map of Europe was redrawn and it brought people of same ethnic group together. There was shift in balance of power for instance Germany was left a weaker state. New states were created in Europe such as Yugoslavia, Czechoslovakia and Poland.

b. Social Results/Effects

Now that we have looked at the political results, let us shift to the social results which deal with the way people lived and the changes they faced. Now the end of the First World War had some social effects which included:

Many children were orphaned since their parents had died during the war. Inflation lowered the standard of living and life was unbearable as prices were ever rocketing. Rise in prostitution because of poverty since many women had lost bread winners. Many women were widowed. There was widespread unemployment as industries had closed. War veterans or former soldiers became misfits since they could not be compensated equivalently. There was emergence of incurable diseases like influenza. There was great loss of human lives for example Germany lost a number of soldiers close to two million. Homeless societies were created. Erosion of social classes was achieved as people fought together in trenches enduring the same hardships despite class as war was now a collective effort. There were poor living and sanitary conditions since most homes had been destroyed. There was widespread poverty and destitution as people became unemployed. Hunger and starvation increased. There was improvement in communication for example televisions, radios and code languages were introduced. Equality between men and women was promoted as women could now do the same jobs as men in factories. Women could now smoke, move freely and drive cars.

c. Economic Results/Effects

What do you understand by the term economic results? Can you suggest any possible economic changes brought about by the First World War? By economic we are referring to what makes people have something for the stomach or earn a living. There was great industrial development especially to countries outside Europe like Japan and United States of America. Europe became relatively poor and the people of Europe were heavily taxed to pay war debts. America became the greatest state in trade through financial loaning thus becoming the greatest creditor nation. Countries like India started to develop and industrialise on their own without European intervention. Cheaper goods became available since there was increased production. Workers earned low wages. There was high rate of unemployment. Inflation was too high. There was closure of factories. Infrastructure was destroyed. Industries concentrated on war machinery than supply of day to day goods. Some countries lost raw materials to newly formed states. There was technological advancement for example washing

machines, gramophones, radios, vacuum cleaners and other developments. Many countries were left with huge war debts. There was bankruptcy as many countries were left incapacitated financially in Europe. There were strikes and demonstrations in Europe as people wanted to express their bitterness to leaders failing to address their plight.

Reflection

After you have read and understood the causes ,course and results of the First Word War, it is important to reflect on the long and short term immediate causes of the First World War.

Reflection questions

1. Which were the countries on either camps or the affected ethnic groups? What were their grievances? Can you try to justify on their grievances. Now that the war had been fought, what's your take on the consequences and impact of the war. Do you think the war was necessary or justified?

Feedback on reflection

Now finally you need to list members of the triple entente and those of the triple alliance. Do you still remember them? Ruthenians, Czechs, Bulgars, Slavs, Croats were the major affected ethnic groups in the Balkan areas. Then as a student who has read this tutorial module I think you can now narrate the impact of the war to European citizens at large

Assignment

List any 5 economic benefits of the First World War
Describe the Sarajevo incident
To what extent do you blame Serbia for the war outbreak?

Sample examination questions

1 a. Identify any five European countries involved in the system of Alliances (1900-1914) (5)
b. Describe the Bosnian crisis of 1908. (12)
c. How far did the Bosnian crisis contribute to the outbreak of World war one? (8)

2 a. State any five European countries that met at the Algeciras conference. (5)
b. Describe the hostility between German and France over Morocco in 1911 (12)
c. How far did this hostility increase tension in Europe? (8)

3 a. Name any five battles fought between Central powers and the Allied Powers between 1914 and 1917 (5)
b. Describe American Involvement in the First World War (12)
c. To what extent did the American involvement in the First World War contribute to the defeat of central powers? (8)

4 a. List any five victorious powers in the First World War? (5)
b. Describe the political effects of the First World War (12)
c. To what extent did USA benefit economically from the war? (8)

Test 1

1a. Identify any five European countries involved in the system of Alliances (1900-1914). (5)

- Germany
- Russia
- Austria –Hungary
- Turkey
- Bulgaria
- France
- Britain
- Italy

b. Describe the Bosnian crisis of 1908. (12)

- 1908 Young Turk Revolution.
- Austria –Hungary annexed Bosnia and Herzegovina.
- This was a blow to Serbia who wanted to acquire the two provinces which had three million Serbs
- Serbia wanted to create a South Slav State i.e. Yugoslavia
- Serbia appealed for help from fellow Slavs
- Russia called for a European conference and expected support from Britain and France.
- Austria-Hungary kept Bosnia and Herzegovina.

c) How far did the Bosnian crisis contribute to the outbreak of World war one? (8)

- Increased tension between Serbia and Austria–Hungary.
- Increased tension between Russia and Austria–Hungary.
- Worsened relations between Russia and German led to the formation of the Black Hand.

Sample examination questions

a. State any five European countries that met at the Algeciras conference. (5)

- Germany
- Britain
- France
- Italy
- Spain
- Russia

b) Describe the hostility between German and France over Morocco in 1911. (12)

- Tribes rebelled against Sultan in Morocco.
- This is also known as the second Moroccan crisis
- France sent troops quickly to subdue them
- German claimed she was protecting her interests but actually wished to take part in Morocco as compensation for French gains.
- Britain and France made a secret naval agreement to support each other in case of any eventuality.

c. How far did this hostility increase tension in Europe? (8)

- The incident like the Moroccan Crisis again pitted Germany on the one hand and the British and French on the other hand, thus increasing world tension.
- During the conference session, France, Britain and Russia had constantly outvoted German and the result was a decisive defeat of the Kaiser.
- However there were other factors besides the 1911 Moroccan crisis.
- Quarrel between Austria –Hungary and Serbia
- Naval and arms race.

Test 3

2.a) Name any five battles fought between Central powers and the Allied Powers between 1914 and 1917. (5)

- Battle of the Marne 1914
- Battle of Tannenburg 1914
- Battle of the Lemberg 1915
- Battle of Somme 1916
- Battle of Jutland 1916
- Battle of Verdun 1916

b. Describe American Involvement in the First world war (12)

- German U-boat activities led to the destruction of the Lusitania
- Germany claimed that the Lusitania was a war Auxiliary carrying ammunition
- Another aspect was the sinking of the British ship the Sussex carrying American passengers.
- There was increasing activities of German agents in the USA
- The Zimmerman Telegraph between Germany and Mexico
- On 6 April 1917 USA declared war on Germany
- First American troops landed in France in June 1917
- In June 1918 American troops were pouring inn and bringing 250000 men a month
- More tanks were available
- Financial support, food, war machinery
- Boosted Allied powers morale.

c. To what extent did the American involvement in the First World War contribute to the defeat of central powers? (8)

- Arrival of fresh American troops in large numbers
- Boosted Allied powers morale.
- It was hopeless to continue the war against an almost inexhaustible supply of American reinforcements
- Financial support to Allied powers

C2 However

- Naval blockade, air power ,sea power and lack of food
- Failure of the Schlieffen plan
- Failure of the submarine warfare (the U-boat campaign)
- Weak allies

3.a). List any five victorious powers in the First World War? (5)

- USA
- Britain
- France
- Italy
- Japan

b. Describe the political effects of the First World War (12)

- Defeat of the central powers
- Collapse of the four empires Russia, Germany, Turkey and Austria-Hungary
- Creation of new states e.g. Poland
- Signing of peace treaties with defeated powers
- Development of new political ideologies e.g. communism in Russia
- Creation of League of Nations
- Women given franchise (right to vote)

c. To what extent did USA benefit economically from the war? (8)

- War gave great commercial advantage to the USA
- She exported cars and chemicals to Europe
- USA loaned money to the fighting countries

C2 However

- Overproduction later lead to the great depression
- Some European countries introduced tariffs on American goods
- Some countries failed to pay back American loans

Reading list

Mlambo A.S Focus study Aids "O" Level History Revision (1999) College Press

Moyana H and Sibanda The African Heritage Book 4 (2003) Zimbabwe Publishing House

UNIT 11: THE WORLD IN PEACE

11.1 The Paris Peace Settlement
11.2 The Treaty of Versailles (1919)
11.3 The Treaty of St Germain (1919)
11.4 The Treaty of Neuilly (1919)
11.5 The Treaty of Trianon (1920)
11.6 The Treaty of Sevres (1920)

Introduction

In unit ten we looked at the First World War where you may have realised that the Allied powers such as the United States of America, Britain, France and Belgium won the war and the central powers such as Germany, Austria-Hungary, Bulgaria, Turkey and Jordan lost the war. You may also have realised the devastation that the war caused in Europe in particular and the world in general. The disastrous effects of the First World War may also have made you appreciate the importance of peace in the world. Now, after the First World War, the statesmen from the victorious powers met in Paris in France to discuss what was to be done with the defeated powers and how world peace was to be achieved. In this unit we shall discuss the provisions of the Paris Peace Settlement, the aims and ideas of the Paris peace makers, the problems in making peace and the peace treaties signed with Germany, Austria, Hungary, Bulgaria and Turkey. Get ready to analyse the fairness and unfairness of the Paris peace treaties.

Objectives

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

- identify the "Big Three" at the Paris Peace Conference
- outline the provisions of the Paris Peace Settlement
- explain the aims and ideas of the Paris Peace makers
- describe Woodrow Wilson's fourteen points
- describe the provisions of the Treaty of Versailles
- analyse the fairness and unfairness of the treaty of Versailles

Key Words

Reparations – compensation for war damage paid by a defeated country
Settlement – an agreement that is intended to settle a dispute
Treaty – a formal agreement between states
Territorial terms – terms relating to a territory or area
Non-territorial terms – terms which do not concern land or territory
War guilt clause – statement in the treaty of Versailles which stated that Germany was solely responsible for the outbreak of the First World War

Time

You need ten hours to cover this unit.

Study Skills

Specialised research skills and collaborative approach: As you go through this unit, you need to make use of research skills for you to accomplish the activities in this unit.

11.0 The world in peace

NOTE IT:

It was the tradition in Europe to make the defeated countries pay for the damage caused in a war and it is against this background that we shall discuss the peace settlement that was made at Paris in 1919. We hope you will appreciate peace in your life.

11.1 The Paris Peace Settlement (1919)

After the First World War, the statesmen from the twenty-five countries who had supported Britain and France during the war met at a peace conference in Paris to discuss the future of Europe and to consider settling the affairs of Germany and her allies that included Austria, Hungary, Bulgaria and Turkey. The defeated powers were not allowed to have a voice in the discussions except to sign the final treaty' hence the treaty was a diktat. Russia was not present at the conference. She was regarded by her former allies as not having a legitimate government. The representatives of all the nations formed too large a body for effective working. Therefore an inner group

did most of the decision making. The members of the inner group were Britain, led by Prime Minister David Lloyd George; France, led by Georges Clemenceau, Italy, led by Prime Minister Emmanual Vittorio Orlando; the USA led President Woodrow Wilson. The representatives of the inner group were also known as the "Big Three" and they are shown in the picture to the left.

Adapted from a book by a modern historian

ACTIVITY 11.1 PICTURE STUDY AND RESEARCH

1. Name the men in the picture.

2. Identify any five countries which were represented at the Paris peace conference.

3. State any five countries which were not represented at the Paris peace conference.

1. You can identify the men in the picture as: the tall man is President Woodrow Wilson of the USA, the old man to the right of President Wilson is Georges Clemenceau, the Prime of France (also known as the "Tiger" of France), the short man on the right of the "French Tiger" is Prime Minister Vittorio Orlando of Italy and the man on the far right is David Lloyd George, the Prime Minister of Britain.

2. It is correct to say that the USA, Britain, France, Japan, China, Belgium, Greece and South Africa were represented at the Paris peace conference.

3. Russia, Germany, Austria, Hungary, Bulgaria and Turkey were not represented at the Paris peace conference.

TIP:

Yes Russia was not represented! It may appear awkward that Russia, a member of the allied powers during the First World War, was not part of the peace that followed. This was because her former allies argued that she did not have a legitimate government so they did not invite her.

11.1.0 Aims and ideas of the Paris peace-makers

If you were one of the delegates what attitude would you have towards the defeated powers?

11.1.1 Woodrow Wilson's views (USA)

How many times have you been punished for wrong doing and was the punishment fair? Were you given the chance to state your case or it was just dictated punishment? At the Paris Peace Conference, Germany could have been crushed by France and Britain but Woodrow Wilson's fairness saved her. Woodrow Wilson's major aim was to create a peaceful world. He wanted the nationalists in Europe to rule themselves as democratic societies. In addition he wanted to prevent Germany from being aggressive again. Although President Wilson agreed that Germany should be punished, he believed that the settlement with Germany should not be too harsh lest Germany might recover and want to revenge thereby causing another war. He pleaded strongly for a fair settlement with the defeated nations and to base the peace treaties on his fourteen points.

11.1.2 Woodrow Wilson's Fourteen Points

The provisions of the Paris peace settlement were greatly influenced by Woodrow Wilson's fourteen points. Wilson suggested that nations should abolish secret diplomacy and that there should be free navigation at sea for all nations in war and in peace. In addition he encouraged nations to reduce armaments and to remove economic barriers between states. He also suggested a fair adjustment of colonial claims and the readjustment of Italian boundaries along the lines of nationality. More so France and Belgium had to be restored and Alsace-Lorraine to be returned to France. Furthermore, he suggested that independent states should be formed from the former Austro-Hungarian and Turkish empires and permanent opening of the straits of the Dardenelles. For Serbia Montenegro and Romania, Wilson had a plan that they be evacuated and Serbia be given access to the sea. Another suggestion by President Wilson was the removal of German troops from Russia and the creation of an independent state of Poland with access to the sea. The very last of Woodrow's fourteen points suggested the setting up of an international organisation to maintain peace. Note that Woodrow Wilson advised that the punishment for Germany should not be severe there should be cooperation among States as well as the promotion of democracy.

11.1.3 Georges Clemenceau's views (France)

Georges Clemenceau and the French wanted to revenge on Germany for the humiliation and suffering that she had caused on France. Clemenceau also wanted Germany to pay heavily for the damages caused during the Franco-Prussian war as well as the First World War. He wanted to weaken Germany militarily, economically and politically and to ensure that Germany will never be able to attack France again. For the safety of France, Clemenceau wanted either a separate state to be created to separate Germany from France or the German army to move away from the Rhineland. The French leader also wanted Germany to lose territory such as East Prussia, Upper Silesia, Danzig and the Saar. He even wanted Germany to be broken down into smaller states in order to weaken her and also wanted to protect secret treaties.

11.1.4 David Lloyd George's views (Britain)

David Lloyd George and the British wanted Germany to pay for the damages caused by the First World War. However Lloyd George did not want Germany to be punished too severely lest she might be weakened or become poor and turn to communism. He wanted to use Germany to block the spread of communism which had succeeded in Russia under the Bolsheviks. He did not want to humiliate the Germans so that they will not have a reason to seek revenge. At the same time he wanted to end German aggression, end the German threat to the British Empire and to take over the German colonies and increase the British Empire. Lloyd George also wanted Germany back on her feet quickly in order to restore trade with Britain. Lloyd George was aware that if the demands made by France were carried out, France would be to powerful, to upset the balance of power in Europe.

11.1.5 The views of Inaki Ikhali (Japan) and Vittorio Orlando (Italy)

Inaki Ikali, the Japanese representative at the Paris peace conference demanded racial equality for the Asians who were discriminated against by the Europeans. He also demanded trading rights for Japan. Similarly Vittorio Orlando represented his country at the conference and his main aim was to gain territory for Italy especially the former Austrian territories of Istria, Trieste, South Tyrol and part of Dalmatia.

11.2 The Treaty of Versailles (1919)

We hope that treaties are not new to you. You may have seen them in use or even used them yourself. In this section we shall be considering treaties as formal agreements

between states. The treaty of Versailles was signed between Germany and the allied powers which were being led by the USA, Britain and France. Its terms can broadly be divided into territorial terms and non-territorial terms. Now let us discuss the treaty under the two sub-headings.

11.2.1 The territorial terms of the treaty of Versailles

These terms had to do with land or territory which was taken away from Germany as part of her punishment for causing the First World War. Study the map which shows the territorial losses suffered by Germany. Remember to make use of the key.

Territorially Germany lost Alsace and Lorraine which were returned to France. Moresnet, Eupen and Malmedy were given to Belgium. Northern Schleswig was given to Denmark. Memel was given to Lithuania. In addition Upper Silesia, Posen and East Prussia were given to Poland. The Saar basin was placed under the League of Nations for fifteen years, after which a referendum would decide its future. The Rhineland was to be demilitarised. The port of Danzig became a free city controlled by the League of Nations. The union between Austria and Germany (Anschluss) was forbidden. Furthermore, the Kiel Canal was opened for international shipping. The former German colonies became mandates under the League of Nations. These included Cameroon and Togo which were mandated to Britain and France. Tanganyika was also given to Britain. Namibia was given to South Africa. The Baltic states of Estonia, Latvia and Lithuania became independent. Rwanda and Burundi were mandated to Belgium. The German New Guinea was given to Australia and Samoa was given to New Zealand. The Caroline Islands were given to Japan.

NOTE IT:

Now let us move on to the non-territorial terms of the treaty of Versailles and please note that these terms had nothing to do with land or territory.

11.2.2 The non-territorial terms of the Treaty of Versailles

These terms can be divided into military terms, reparations terms and the war guilt clause. Under the war guilt clause, Germany accepted that she was solely responsible for the outbreak of the First World War. Under the reparations provisions, Germany was to compensate for the damages caused by the First World War. The reparations were to be paid in cash or in kind. In cash, Germany had to pay an enormous amount of 6.6 billion pounds and in kind Germany could pay in the form of cattle, dye stuff

and coal. Germany was to surrender to the allies her railway engines and wagons and a quarter of her fishing fleet. She was to build battleships for the allies for five years. The German emperor and his accomplices were to be handed over for trial as war criminals. Militarily Germany had to reduce her army to 100 000 soldiers and she had to reduce her navy to 15 000 men. She had to surrender her navy and her merchant fleet to the allies. Germany was not allowed to have submarines. She was only allowed six very old vessels. Tanks and heavy artillery were not allowed for Germany. She was also not allowed to have an air force. Compulsory military service, also known as conscription, was not allowed for Germany. Germany had to return the French flags which she had confiscated after the Franco-Prussian war. The German naval base at Heligoland was demolished.

ACTIVITY 11.2 MAP STUDY AND WRITING

State any five states that were turned into mandates of the League of Nations.

The correct answers are that Tanganyika was mandated to Britain, Namibia was given to South Africa, Rwanda and Burundi were mandated to Belgium, Cameroon became a French mandate and Togo was mandated to Britain.

11.3 The Treaty of St Germain (1919)

We hope that you can still recall that Austria was one of the defeated powers in the First World War. She was also blamed for the war and was made to sign the treaty of St Germain. In the treaty, the former dual monarch of Austria-Hungary was separated into Austria and Hungary. Austria lost many territories as part of her punishment. Bohemia and Moravia were given to Czechoslovakia. Bosnia, Hezergovina, Slovenia and Dalmatia went to Serbia which together with Montenegro formed Yugoslavia. Bukovina went to Romania. Austrian South Tyrol, part of the Dalmatian

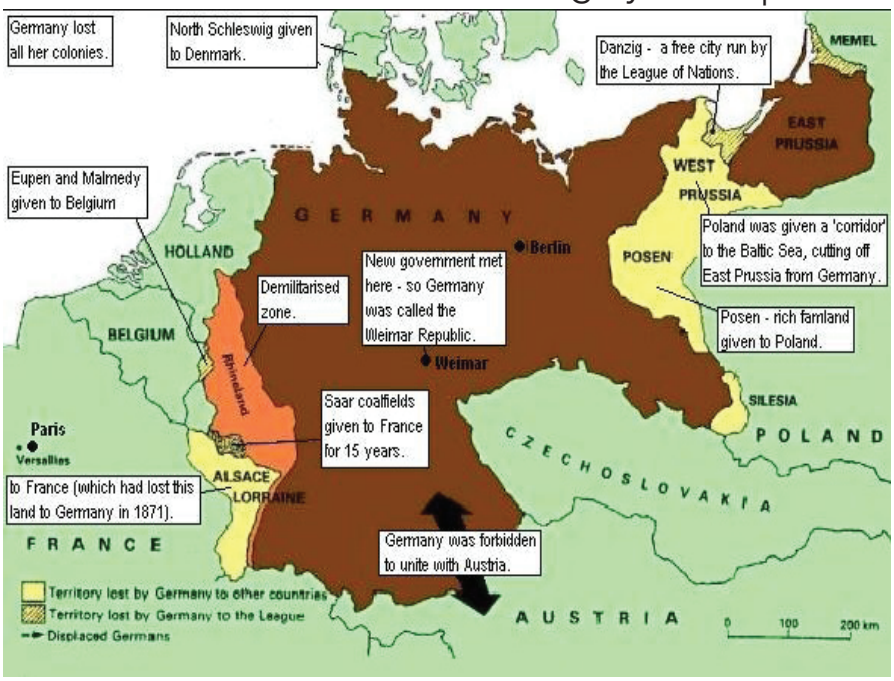

Fig 11.2

Islands, Istria, Trieste and Trentino went to Italy. Galicia returned to Poland. Austria was to pay reparations and her army was reduced to 30 000 soldiers. Union between Austria and Germany was forbidden and Austria was to accept the formation of the League of Nations. Territorially Austria was reduced to a small country. She lost three quarters of her territory and four-fifths of her population.

Now study the map which shows the territorial arrangements made in the treaty of St Germain.

Fig 11.3

11.4 Treaty of Neuilly (1919)

Bulgaria was equally punished for her role in the First World War. She was made to sign the treaty of Neuilly in 1919. The terms of the treaty included the reduction of the Bulgarian army to 20 000 soldiers. Bulgaria had to pay war reparations. She lost Macedonia to Yugoslavia. She also lost Western Thrace to Greece and Dobrudja went to Rumania.

ACTIVITY 11.3 RESEARCH

If you are looking at the above terms do you think Bulgaria was treated fairly? Have you ever been punished in life for a crime you committed? Was your treatment fair? Now come up with points that support that the treatment of Bulgaria was fair and also for the unfair side.

SUGGESTED ANSWERS

The treaty of Neuilly was fair to a lesser extent because

- Bulgaria took part in the first and the second Balkan wars which created tension between Bulgaria and the members of the second Balkan league.
- She formed an alliance with Germany and Austria-Hungary which divided Europe into hostile camps
- She participated in the First World War on the side of Germany and Austria-Hungary
- Reparations payment was a European phenomenon and so Bulgaria had to stick to tradition (abide by the European tradition)

However

- Bulgaria lost too much land and many Bulgars were scattered in foreign lands
- She lost access to the sea and she was economically weakened
- She was made to disarm which militarily weakened her
- She was made to pay reparations which also weakened her economically
- The treaty was dictated on her. She was not given the chance to state her case.

11.5 The Treaty of Trianon (1920)

This treaty was signed between Hungary and the allied powers. In the treaty, Hungary was made to reduce her army to 35 000 soldiers. She had to pay war reparations and the amount payable was to be decided by the reparations committee. Hungary lost two thirds of her territories. Slovenia and Croatia were given to Yugoslavia. Transylvania and Banat of Temesvar went to Romania. Magyars frontier was put under International Control. Transylvania went to Rumania. Ruthenia and Slovakia went to Czechoslovakia. Hungary lost her industrial areas and her population dropped from twenty million to 8 million. Lastly Burgenland went to Austria.

ACTIVITY 11.4 RESEARCH AND WRITING

To what extent was the Trianon treaty fair? Discuss this with a friend.

We hope you got the following answers:
The treaty of Trianon was fair to a lesser extent because

- Reparations payment was a European tradition
- Hungary was aggressive in the Balkans when she was part of the dual monarch with Austria
- She was involved in the system of alliances which divided Europe into hostile camps

However

- Her people were placed under foreign rule
- She was militarily weakened which made her vulnerable to attack by aggressors
- She was economically weakened
- The treaty was a diktat

Now did you that notice there is one country that had not been punished? Try to figure out which one.

IT'S TURKEY! YEEEE!

Turkey signed the Sevres treaty in 1920 which was later revised in 1923 to become the Lausanne Treaty.

11.6 The Treaty of Sevres (1920) (Later revised to become Lausanne treaty 1923)

The terms of the Treaty Sevres were both territorial and non-territorial. Territorially Turkey lost her non-Turkish zones as follows: Syria and Lebanon became French mandates. Palestine, Trans- Jordan and Iraq became British mandates. Rhodes and Dodecanese Islands went to Italy. Eastern Thrace, Adrianople and Smyrna went to Greece. The Dardanelles and Bosporus were put under International control. Saudi Arabia and Armenia became independent. Adalia and Rhodes went to Italy. Turkey was also made to pay reparations and reduce her army

NOTE IT:

The Turks hated the treaty of Sevres and the Turkish nationalists like Mustafa Kemal resisted the treaty and forced some changes at the treaty of Lausanne in 1923.

ACTIVITY 11.5 Research and speech delivery

Imagine you were one of the defeated powers. Write a speech appealing against the treaty. Be in a position to state the reasons why you are against it. Also go on to bring out the fairness and unfairness part of it in your speech

Reflection

Now you have managed to go through all the treaties and terms signed by defeated powers and I hope you noted that Germany signed the Versailles Treaty, Bulgaria signed the Neuilly Treaty, Austria signed the Treaty of St Germain, Turkey signed the Sevres Treaty and Hungary signed the Trianon Treaty.

Summary

Let us try to summarise what we have done so far. We hope you still remember we looked at Woodrow Wilson's fourteen points which guided the world especially after the first World War. That's when you saw the defeated powers signing treaties. We saw Germany, Bulgaria, Turkey, Austria and Hungary being punished for the role they played in the First World War. We hope you noted that some of the terms tended to be harsh as the defeated powers were not given room to negotiate the term. Neither were they given chance to explain their case. You will also see the formation of the League of Nations in the next unit.

Readings

Mavuru S and Nyanhanda-Ratsauka K *Step Ahead history, student's book 4*(2011) Longman.

TIP

As you evaluate the fairness and fairness of the treaties by defeated powers bear in mind that they were a diktat .The defeated powers were never given room to state their cases.

Assessment test

a) State any 5 territorial terms of the Versailles Treaty.

b) Describe the non-territorial terms of the treaty of Versailles.

c) To What extent was the treaty of Versailles fair?

Suggested answers to sample examination questions

a) 5 territorial terms of the Versailles Treaty

- Alsace – Lorraine was given back to France
- The Saar was to be administered by the League of Nations as a mandate for fifteen years
- Eupen went to Belgium
- Northern Schleswig was given to Denmark
- Memel was given to Lithuania

b) Describe the non-territorial terms of the Treaty of Versailles.

Germany had to sign a War Guilty Clause admitting she was responsible for the outbreak of the war. Germany had to pay reparations. She could pay her reparations in form of coal, chemicals, cattle, and to build ships for the allies for a period of 5 years. Her army was reduced to 100 000 soldiers. No tanks were allowed for Germany. No submarines were allowed for Germany except six small battleships. No air force was allowed for Germany. She had to hand over a quarter of her fishing fleet to the allies. Her compulsory military service was banned. Her naval base at Heligoland was demolished. Germany was forbidden to unite with Austria. French flags at Heligoland that had been seized by Germany in 1870- 71 had to be returned to France.

TIP

You can argue that the treatment of Germany was to a greater extent fair because Germany designed a war plan showing she intended on war. She had an aggressive foreign policy which caused war. Her gunboat diplomacy made her deserve the punishment showing how aggressive she was. The treaty was also fair because it was not the first time happening in Europe the same had happened to Russia at the Brest-Litovsk Treaty. She gave Austria- Hungary a blank cheque of support which made her act aggressively. However you need to look at the other side for you to come up with a balanced answer. You can argue that the treaty was fair to a lesser extent.

You can use the following points to support your argument. Germany was severely weakened. The treaty was a diktat. She was never given a chance to state her case. The entire blame seem to have been given to Germany as if she was the only country responsible for war yet other countries were equally responsible for causing war. The reparations were too high and highly unrealistic.

UNIT 12: THE LEAGUE OF NATIONS (1920-1939)

12.1 Origins of the League of Nations
12.2 Aims of the League of Nations
12.3 Structure of the League of Nations
12.4 Successes of the League of Nations
12.5 Failures of the League of Nations
12.6 Reasons for the Failure of the League of Nations

Introduction

By the way do you remember us talking about Woodrow Wilson? Yes you should. He was at the Paris Peace Conference. Do you remember anything about him? We hope you remember that he suggested the fourteen points which he believed would form the basis for world peace. In this unit we shall discuss the League of Nations which was formed in 1920 as a union against war. Its formation was the implementation of the fourteenth point of Woodrow Wilson which stated the formation of an international organisation to safeguard peace. We shall look at the origins, aims, work, successes and failures of the League of Nations. We shall also look at the weaknesses of the League of Nations which contributed to its failure. We hope that you will enjoy the unit.

Objectives

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

- Origin of the League of Nations
- Describe the aims of the League of Nations
- Outline the functions of the organs of the League of Nations
- Describe the work of the League of Nations up to 1939
- Explain the reasons for the collapse of the League of Nations

Keywords

Mandated territory - it is a territory that is put under the trusteeship of another until at a certain point when it is able to rule itself

Disarm - is to reduce the size of weapons for war

Annex - it is to take control of a state or a territory by force.

Time

You should spend 10 hours in this unit.

Study skills

Collaborative approach and use of good research skills

12.0 The League of Nations (1920-1939)

12.1 Origins of the League of Nations

The League of Nations was an international organisation which was formed in 1920 as a union of states against war. This means that the major task of the League of Nations was to promote and preserve world peace by preventing wars. We believe that the concept of international organisations is not new to you. You can consider such organisations as the United Nations that we have today. Now let us look at the formation of the League of Nations.

12.1.1 Formation of the League of Nations

The League of Nations was set up in 1920 in Geneva, in Switzerland. It was the brainchild of President Woodrow Wilson of the United States of America. It was the implementation of Woodrow Wilson's fourteenth point which suggested the formation of a general association of nations to preserve peace. The statesmen who were involved in the formation of the League of Nations included Woodrow Wilson of the United States of America, David Lloyd George of Britain, Georges Clemenceau of France, Vittorio Orlando of Italy, President Jan Smuts of South Africa, Inaki Ikhali of Japan, Venizelos of Greece and King Albert of Belgium among many others. The League was headed by a Secretary General and the first Secretary General at the inception of the League was Sir Eric Drummond from Britain.

12.1.2 Membership of the League of Nation

Are you a member of any organisation? If so what is the membership of the organisation like? You can discuss it with your friend. Many countries joined the League of Nations when it was formed. These included Britain, Italy, Japan, Holland, France, Belgium, Spain and China. Other countries joined the League of Nations after 1926. In theory,

membership was open to all countries but in reality, membership was limited to areas such as Europe, the United States of America, Latin America, Japan, China, Ethiopia, Liberia and The British dominions such as India, Canada, Australia and New Zealand. The League of Nations was not an all time international organisation because of the exclusion of some countries. None of the defeated powers joined the League at the onset. In addition, Russia, which was involved in a communist revolution was only admitted in 1934 and booted out in 1939 after the invasion of Finland. Furthermore, the United States of America did not join the League though very instrumental in its formation. Also countries like Germany, Italy and Japan withdrew from the League.

12.2 Aims of the League of Nations

The aims of the League of Nations can be divided into main aims and subsidiary aims.

12.2.1 Main aims of the League of Nations

These were the major concerns of the League of Nations. The League of Nations aimed to maintain peace through collective security. This means that all member states (forty-two when the League was formed in 1920) would act together to punish any nation that threatened an act of war against another nation. The nature of the punishment would either be economic sanctions such as refusing to trade with the aggressor nation or using military force. In practice, however, the League of Nations never raised an army to punish the aggressors. The other aim of the League was to encourage international cooperation in order to solve the world's social and economic problems. A variety of specialised agencies, also called commissions and committees were formed for this purpose. The League also aimed at reducing the armaments possessed by nations to the level consistent with domestic safety. It also aimed at guaranteeing frontiers and protecting the member states from aggression. We hope that you can recall the members of the League. If you cannot recall, go back to sub-section 12.1.2 of this unit. Another major aim of the League was to settle disputes by arbitration. This means inviting a third party to mediate between two nations in dispute so as to settle the dispute peacefully.

NOTE IT:

It is important to note that apart from the major aims above, the League had minor aims. These shall be discussed as subsidiary aims below.

12.2.2 Subsidiary aims of the League of Nations

Under its minor aims the League aimed at promoting the health of mankind and improving the living and working conditions of people in all parts of the world. It also aimed to controlling human trafficking and drug trafficking. This involved stamping out the selling of young girls for use as prostitutes and banning trade in dangerous drugs such as opium, mandrakes, cocaine and marijuana. We hope that you know the dangers of abusing drugs. In addition, the League aimed to help refugees, supervise the administration of mandated territories and safeguard the rights of the minority groups. We hope that you can identify the Tonga people, the Venda and the Kalanga as minority groups in Zimbabwe. Furthermore, the League aimed to end the slave trade and slavery and improve the conditions of labour.

ACTIVITY 12.1 RESEARCH AND WRITING

Find Out

I hope you are following. Let us see through this activity what you have mastered so far.

1. List any five members of the League of Nations before 1926
2. State any five aims of the League of Nations

Suggested answers

1. We hope that you found the activity quite easy. Well, the correct answers are:

- Holland
- Britain
- France
- Japan
- China
- Canada
- South Africa
- Greece
- Australia

2. To protect the member states against aggression

- To reduce armaments
- To prevent secret diplomacy and secret treaties
- To maintain peace
- To promote the health of mankind
- To help refugees

12.3 Structures of the League of Nations

Now let us look at the organisation of the League and the functions of the organs of the League of Nations. In the communities that we live in, in our churches or in our schools there are structures that help in the running of these organisations. Each usually has a distinct role. Similarly, the League of Nations maintained structures which were responsible for its day to day running. Among these structures there were main organs and minor ones, also known as agencies or committees and commissions.

12.3.1 The General Assembly

The General Assembly was the main body of the League of Nations in which all the member states had representatives. In 1920 it had forty-two members and in 1924 the number had increased to fifty-five. Each member state had equal representation in the General Assembly and each member sent three delegates to the Assembly. The General Assembly was the League's parliament where issues were debated. The members met every year in September and each member whether great or small had one vote. All decisions in the General Assembly had to be unanimous. Among the duties of the Assembly were to admit the new members and expel members who did not abide by the rules of the organisation. It also elected the Secretary General and the non-permanent members of the Council. The General assembly prepared the League's budget and proposed the revision of treaties.

12.3.2 The Council

It was a smaller body of five permanent members and four non-permanent members which formed the executive of the League of Nations. The five great powers namely Britain, France the USA, Italy and Japan were permanent members and the smaller nations that served on a three-year rotational basis were to be the non-permanent members. However the USA never joined the League. Each member had one vote and each member had veto power. The Council met three to four times every year and also in emergencies. Decisions in the Council had to be unanimous just like in

the General Assembly so that the great powers would not impose their decisions on the smaller powers. The Council dealt with problems which might arise when the Assembly was not in session. It mediated between conflicting members, raised peace keeping forces and organised sanctions against aggressors. It also promoted world disarmament which the Paris peace settlement of 1919 had failed to adequately deal with.

12.3.3 The Secretariat

The Secretariat was the permanent civil service of the League of Nations. It carried out the administrative functions of the League. Its headquarters were in Geneva and it was headed by the Secretary General who was elected by the General Assembly. The Secretary General acted as the spokesperson of the League and the first Secretary General of the League was an English man called Sir Eric Drummond. The duties of the Secretariat included carrying out the decisions made by the Council, arranging the League's meetings and keeping records of the League's proceedings. It also sent out reports for different agents of the League. In addition, it prepared reports, prepared agendas for meetings and translated the reports into various languages. Generally, the Secretariat was in charge of the documents and offices of the League.

12.3.4 The International Labour Organisation

It was established in 1919 and it dealt with the issues of labour. It was independent of the League but paid from the League's funds. It was made up of four members from each state and of these four members, two members represented the government, one member represented the employers and the last member represented the workers. It met once a year to discuss conditions of work such as salaries, hours of work. Workers compensation, trade unions, forced labour in the colonies and women and child labour. The organisation was successful in encouraging cooperation between the employers and the workers, establishing an eight-hour working day and a forty-eight-hour working week. It also stated the limits of ages of children allowed to work and campaigned for employers to improve general working conditions. When the League of Nations collapsed in 1946, the International Labour Organisation was incorporated into the United Nations Organisation.

12.3.5 Permanent International Court of Justice

It was set up at The Hague in the Netherlands in 1921. It was made up of fifteen judges and each judge held office for nine years. The judges were recruited from

different countries and they were experts in international law. The judges settled disputes submitted to them and they interpreted treaties. They also advised the General assembly and the Council on matters brought to them. In practice only thirty-two cases were heard in twenty-two years as the governments were unwilling to submit their cases.

12.3.6 The Agencies of the League of Nations

These were the subsidiary organs of the League of Nations which performed various duties. Some of them were commissions while others were committees. The following were among the most important:

- **The Drugs addiction Commission** controlled the movement of dangerous drugs into the world. It stopped trade in dangerous such as opium, mandrakes, cocaine and marijuana. We hope that you are quite aware of the dangers of drug abuse.
- **The Slavery Commission** campaigned against the slave trade and slavery in the world which led to the banning of the practices.
- **The Health Commission** aimed at promoting good health in the whole world and dealt with dangerous diseases such small-pox, tuberculosis and malaria. It started the global campaign to exterminate mosquitoes in order to combat malaria and yellow fever. The committee collected information on diseases, drugs and standards of nutrition and educated people about health and sanitation. It also stamped out trading in harmful drugs and educated people about the dangers of addictive substances.
- **The Minorities Commission** looked at the welfare of minority groups in the world. We hope that you are aware of the minority types that we have. Some are linguistic minorities such as the Hlengwe, Ndau and Venda in Zimbabwe. We also have religious minorities. The committee encouraged countries to sign treaties guaranteeing minority people the rights to practise their own religion and speak their own language. It also supervised those states that had agreed to give rights to racial, linguistic or religious minorities. The countries concerned were supposed to send annual reports on the development of minorities (as feedback to the committee).
- **The Mandates Commission** looked at the welfare of mandated territories in the world, such as Tanganyika, Cameroon and Togo were given to the allies as mandates of the League of Nations. The mandate powers reported annually to the League on the progress of the mandated territories towards independence.

- **Help for Undeveloped Nations** offered economic particularly financial help to needy countries to develop their economies. The agency was instrumental in giving financial to Austria to rebuild her economy which had been shattered by the First World War.
- **The Refugees Commission** looked at the welfare of refugees in the world. It was also known as the Nansen Agency because of Dr Fridtjof Nansen, a Norwegian explorer, who was instrumental in running the commission. Dr Nansen became the first high commissioner for refugees for the League. The commission found homes for the White Russians who fled after the Bolshevik revolution and repatriated Greeks from Turkish territory. It also repatriated prisoners of war to their homes guaranteed stateless people passports (the Nansen passports).
- **Disarmament Commission** promoted the general disarmament and organised disarmament conferences.

ACTIVITY 12.2 RESEARCH AND WRITING

Briefly describe the membership and duties of the General Assembly.

SUGGESTED ANSWERS

The General Assembly was a large body to discuss issues affecting the League. It was the body where every nation sent delegates. Each member state had one vote. The members met once a year to discuss matters affecting the world. Decision was reached after a unanimous vote. The Assembly prepared the budget of the League. It also elected the non-permanent members of the Council.

12.4 Successes of the League of Nations

Do you remember our last example where we talked about structures in our communities, school or churches? The success of these will only be realised if each organ performs its duty and there is unity of purpose. Hence some organs became successful but others failed.

The League was largely successful when dealing with smaller states and minor disputes. It settled the dispute between Finland and Sweden in 1920 over Aaland islands. The ruling was in favour of Finland. It also settled the disputes between Peru and Columbia; the dispute between Paraguay and Bolivia; the dispute between

Columbia and Venezuela and the dispute between Guatamala and Honduras. The dispute between Albania and Yugoslavia was also settled by the League. The League managed to debate on the workers working conditions and compensation of workers in the world. It managed to set up health services which dealt with epidemics like influenza. The League of Nations also managed to give famine relief to needy countries. It also managed to rescue prisoners of war find homes for white Arabs. It managed to control the movement of dangerous drugs into the world. It also managed to abolish all forms of slavery. The League managed to rescue Austria from Financial crisis. It managed to solve disputes between Turkey and Iran over Mosul province. It solved disputes between Hungary and Czechoslovakia. It managed to force Serbia to withdraw from the League of Nations. It also managed to administer territories of Saar and Danzig. It provided a high commissioner for the Danzig.

12.5 Failures of the League of the Nations

Now let's look at the Failures of the League of Nations in detail

The League of Nations failed to stop rearmament especially by France and Germany. It failed to stop Japanese aggression when it invaded the Chinese province of Manchuria. The League failed to stop Hitler withdrawing Germany from the League of Nations. In addition it failed to prevent secret diplomacy in 1935 with Britain and Germany signing the Secret Naval Treaty. In 1930 it failed to stop Russo – Polish War. In 1923 it failed to take effective action against Greece in Corfu Islands. The League failed to stop Italian invasion of Abyssinia in 1936. In addition it failed to stop Germany invasion of Poland in 1939. The League failed to stop Lithuanian annexation of Memel. Its major failure was when it failed to prevent the Second World War yet its main objective was to maintain peace in the world. It also failed to stop Germany and Italy in the Spanish Civil war.

ACTIVITY 12.3 RESEARCH AND WRITING

Identify any 5 successes of the League of Nations

Tip

Take note that though the list is endless the question demands you to identify any 5.

12.6 Reasons for the failure of the League of Nations

12.6.1 Absence of the major powers

The League suffered from inconsistent and exclusive membership which made its decisions less binding. At the beginning some major nations were not members of the League. It became a club of victors. For instance other nations, such as Japan (1933), Germany (1933) and Russia (1939) left or were expelled upon clashing with the League.

12.6.2 Absence of the United States of America

Woodrow Wilson was in the fore-front calling for the formation of an international organisation which would assist in maintaining world peace but USA was not a member. The USA did not become a member as a result of the senate which disapproved both the Versailles and the League of Nations. Another factor which contributed was the failure of Wilson's Democratic Party to return majority rule in both houses (Representatives and the Senate). The Republicans posted a resounding victory in the 1938 elections. The populace was against the idea of joining the League. Instead they called for an isolation policy. People of America had been shocked by the horrors of the First World War so they wanted their country to refrain from international affairs. This crippled the activities of the League of Nations as it faced problems in enforcing some of its decisions especially against powerful aggressors like Japan, Italy and Germany. The League of Nations was missing the political, financial and military muscles of the USA.

12.6.2 Absence of Germany

Germany and her allies were not part of League of Nations because they were defeated powers. This is the reason why the League is being branded as the club of victors. Germany later on joined the League but it was of no effect. Other reasons why Germany did not join the LON were as result of resentment from German Nationalists and also in 1933 Hitler simply walked out of the organisation.

12.6.3 Absence of Russia

The allied powers did not trust the Bolshevik regime which had come to power in 1917 so Russia was not given room to join the League because it was dominated by pro-capitalists nations.

12.6.4 Inconsistent membership

The membership of the League was ever fluctuating, especially as countries left it randomly. Therefore there was never a moment whereby all the Great Powers were members of the League at the same time hence its effectiveness was diluted.

12.6.5 Lack of a standing Army

The League was weakened by having no armed forces of its own to impose the military sanctions against the aggressors. This weakened the League as it lacked the military muscle required to rein in aggressor nations. This gave the aggressor nations room to contradict the League, since they knew that it was incapacitated to act against them.

12.6.6 Selfishness of Great Powers

The League was handicapped by the disunity and self-centeredness of its main members namely Britain and France. These members did not co-operate to strengthen the work League of Nations. The British were interested in Appeasement in the 1930s resulting in unwillingness to enforce the terms of the Versailles treaty. This clashed with French desire to enforce the same for her security which posed a challenge to the League. This selfishness was also evident when France and Britain during the Manchurian and Abyssinian Crises either did not act or imposed half-hearted economic sanctions.

12.6.7 Constitutional defects

The League failed because of its constitutional defects. It met once per year which gave it very limited time to discuss issues affecting the organisation.

12.6.8 Lack of Cooperation

There was lack of cooperation among member States. Some Member states were more concerned with Nationalism rather than Internationalism.

12.6.9 Some members failed to disarm

Some members of the League did not disarm like France and Britain which made prevention of another war very difficult.

12.6.10 Association with the hated Treaty of Versailles

The League was associated with the harsh terms of the Versailles Treaty. This made it fail to be effective. The League of Nations was seen as a club of victors which led to states not respecting its decisions

12.6.11 Lack of financial resources

The League lacked financial resources to implement its decisions .This crippled its operations it as a whole.

ACTIVITY 12.4 ESSAY WRITING

Describe the failures of the League of Nations.

SUGGESTED ANSWERS

The League of Nations was largely a failure when dealing with major powers. It failed to stop the Russo-Polish war. It failed to stop the conflict between Poland and Lithuania which it referred to the conference of ambassadors. It also failed to take a decisive action against Mussolini's seizure of the Greek Island of Corfu in 1923. It failed to deal with the Japanese invasion of Manchuria in1931. The League also failed to stop Hitler's aggression over Austria, The Sudetenland, Czechoslovakia and Poland. It also failed to save the world from the Great Depression and to prevent the outbreak of the Second World War.

Reflection

Remember that

The league was regarded as club of victors. This made it fail get respect from other powers. We hope that you are following the argument that t the League was left an orphan after it was disserted by Woodrow Wilson.

Summary

We hope you can still follow. We started off with the aims, and moved on to the roles of the different organs, we also looked at successes and failures of the League of Nations .Lastly in this unit we looked at why the League of Nations failed to maintain peace. The League lacked a standing army to enforce its decision it became known

as a toothless bulldog. Absence of Great Powers such as Germany, USA and Russia limited the operations of the League of Nations. The League of Nations had limited financial resources to deal with issues affecting world peace. The withdrawal of major powers like USA, Germany and Japan weakened the League of Nations. The League was associated with the harsh terms of the Versailles Treaty which made it fail to be effective. The League of Nations was seen as a club of victors which led to states not respecting its decisions.

READING LIST

Mavuru S and Nyanhanda-Ratsauka K *Step Ahead history, student's Book 4 (*2011) Longman

Assessment Question
Sample Examination Question

a) State any 5 Commissions of the League of Nations (5)
b) Describe roles of the following organs of the League of Nations (12)
i) The Council
ii) The Secretariat
iii) The International Labour Organisation
c) To what extent was the Council successful?

TIP

Part c is a two sided question where you need qualify whether the council was successful or not and to what extent. Remember there is no hard answer for weather it is to a greater extent or lesser extent. What remains important is for you to support your answer.

Sample Answer to sample Examination Question

- The mandates commission
- The refugees Commission
- The slavery Commission
- The Health Commission
- The help for underdeveloped Nations commission

The Secretariat

It carried out all administrative work. It wrote down minutes during meetings. The secretariat dispatched information or reports to member states. It prepared the league s agenda for meetings. In addition it organised translators of League documents into official languages. It was headed by the secretary general.

The Council of the League

It had permanent members which were Britain, Italy, Japan France, Russia but USA was never a member. It met three times per year. It discussed matters affecting peace. It submitted reports to the General Assembly for discussion. The Council of the League recommended sanctions. It raised the army.

c) To what extent was the council successful?

To lesser extent the league's council was successful in achieving its aims because it managed to solve disputes between Finland and Sweden over Aaland Island. It managed to solve the conflict between Russia and Finland over Memel. The League s council settled Greece refugees from Thrace. It managed to prevent war between Greece and Bulgaria. In addition the council solved disputes between Turkey and Turkey over Mosul province. Moreover it solved disputes between Hungary and Czechoslovakia .Hence showing that the league was to some s successful

However the to a Greater extent The League Council was failed because its main aim was to maintain peace but it scored quite a number of failures like failing to stop rearmament especially by France and Germany which made war more likely. The Council failed to stop Hitler from withdrawing Germany from the League of Nations which was a peace promoting organisation. Hence this made her to act aggressively thus violating peace. It failed to prevent secret diplomacy in 1935 with Britain and Germany signing the Secret Naval Treaty which made war more likely. In addition it failed in 1930 to stop Russo – Polish War yet its mandate was to maintain peace. It also failed to take effective action against Greece for her aggression in Corfu Islands. The League council failed to stop Italian Invasion of Abyssinia in 1936 which was an act of aggression which threatened peace. Its major failure was when it failed to prevent the outbreak of the Second World War.