

---

UGANDA MARTYRS UNIVERSITY

DEVELOPMENT THEORIES AND  
STRATEGIES

---

The Historical Origins and Implanting of  
Maldevelopment in Africa

---

Ouma Francis Michael

2009-03-MAED-FT-005

---

**LECTURER: DR ESURUKU ROBERT**

---

**DATE OF SUBMISSION: 1<sup>ST</sup> NOVEMBER 2009**

# **THE HISTORICAL ORIGINS AND IMPLANTING OF MALDEVELOPMENT IN AFRICA**

## **Introduction**

In this article, the group will present a brief history of development in Africa, the definition of Maldevelopment, Maldevelopment characteristics, historical factors that are contributing to Maldevelopment in Africa as well as implanted factors that have caused Maldevelopment in Africa. The discussion will be narrowed down to some African countries. Our academic position will show the factors that are causing the persistent Maldevelopment in Africa which stem directly from the individual countries themselves and they are neither historical nor implanted factors.

## **History of Development in Africa**

Development means a capacity for self-sustaining growth. It means that an economy must register advances which in turn will promote further progress. Taking a quick look at most African states and making critical assessment politically, socially and economically, development seem not to be a new phenomenon to her. Africans often sought for betterment of their livelihood and welfare. Although they lived in stateless societies, they were well organized under families, kinship, chiefdoms and kingdoms; this was a very high level of development that unfortunately faces criticism as being backwardness.

Subsistence production was sufficiently carried out and provided for the basic needs of the people's nutritional demands. Some industries as well existed in the African continent e.g. Back-cloth making in Uganda and Black Smiting in Egypt.

There was a perfect development in the field of education, here; the informal education was prominent in meeting the needs of the people by creating very responsible and productive citizens.

Africans constantly struggled with harsh environmental conditions and forged survival, in some cases they migrated from one place to the next; this opened them to learning new ideas

for improvement. They also had contact with the outside world through the missionaries, explorers and traders. This gradually dragged the African to the experience of colonial rule in the last quarter of the 19<sup>th</sup> century. The main objective of this scramble for colonies in Africa was to develop Africa and also a hidden agenda of looting African resources for the European home industries.

### **Maldevelopment**

‘Mal’ comes from a Latin word ‘*Malium*’ meaning bad or evil.

Development is a notion that denotes progress and improvement e.g. reduction of poverty, income inequality and unemployment within a growing economy.

Maldevelopment is a state at which an organization stagnates on and does not reach the desired projected stage. It can be an abnormal, imperfect or deficient formation of development. It depicts irrelevant development that does not meet the needs of the people.

The term Maldevelopment as a human and social term was first used in France in the 1990s to replace the word underdevelopment, today, Maldevelopment is a global concept that includes human and social development. Under the philosophy of sustainable development, economic development is only a tool that allows for greater human and social development, it is not the final goal. It is closely linked to under development, but an important distinction to note is that; underdevelopment is a quantitative notion, implying that a nation has a lack and must gain something to reach a particular reference state- the state of a nation that judges another nation as under developed. Maldevelopment synonym is ill development or bad development or de-development and it is a qualitative notion that expresses a mismatch, a discrepancy between the conditions (economic, social, political, meteorological, and cultural) and the needs of the people.

### **Outstanding salient characteristics of a Maldeveloped economy**

- Underemployment and unemployment problem
- Low standard of living
- Mismanagement of resources and improper resource allocation

- Wide gap between the few rich and the majority poor -Income inequality.
- Balance of payment deficit
- Poor human development (Few untrained and skilled personnel)
- Political instability
- High population growth rate and infant mortality occurrence

### **Historical origins of Maldevelopment in Africa**

**Cultures and traditions;** taking the case that Africa is composed of over 2,000 (two thousand) ethnic groups with 900 different languages, the fact of traditional and cultural diversities is paramount as regards issues of development. Cultures deal with ways of living comprising belief systems, values and traditions of a particular group of people. Taking the case of Uganda and Sudan, some cultures down grade the dignity of women, this means that women are subjected to inadequate formal education which limits their participation and production as creative agents in the economy. The women are made to focus more on nonpaying domestic chores which rob the economy of the potential tax base and productive sector given the fact that women are the majority in African continent.

Rigid cultures like those of the Karamojong of Uganda and Toposa of Sudan nomadic pastoralists tend to move from place to place while rearing their animals, and they care more about the quantity of the animals than their quality. Raids and cattle rustling is the order of the day to them; this creates an unsettled lifestyle and insecurity. Their livelihood is majorly based on pastoralism with minimum diversification of the economy. All these point towards a stagnated development and de-development.

**Tribal wars:** Due to differences in ideology, resource or economic levels, expansionist policy, migration and settlement of the traditional African societies, tribal wars have been indispensable. These tribal wars attack the security of the country and create meaningless suspicion and mistrust, for example, those that existed between Buganda and Bunyoro kingdoms in Uganda, Dinka and the Nuer in Sudan. These insecurity, looting and destruction

basing on tribal issues contribute immensely to Maldevelopment because service delivery will be impossible even by humanitarian organizations.

### **Implanted factors that have caused Maldevelopment in Africa**

**Education and Maldevelopment:** Education is crucial in any type of society for the preservation of the lives of its members and the maintenance of the social structure. Under certain circumstances, education also promotes social change. The greater portion of that education is informal, being acquired by the young from the example and behavior of elders in the society. Under normal circumstances, education grows out of the environment; the learning process being directly related to the pattern of work in the society. In many African communities before colonialism, children by the age of six could name fifty to sixty species of tree plants without hesitation, but they knew very little about ornamental flowers. The explanation is simply that knowledge of the trees was a necessity in an environment of 'cut and burn' agriculture and in a situation where numerous household needs were met by tree products. Flowers, however, were irrelevant to survival. This shows that education was not introduced in Africa by the colonialist but they brought a different form of education that today we call formal education.

Walter Rodney (1974) commented that, the most crucial aspect of pre-colonial African education was its relevance to Africans, in sharp contrast with what was later introduced. The following features of indigenous African education can be considered outstanding: its close links with social life, both in a material and spiritual sense; its collective nature; its many-sidedness; and its progressive development in conformity with the successive stages of physical, emotional and mental development of the child. There was no separation of education and productive activity or any division between manual and intellectual education. Altogether, through mainly informal means, pre-colonial African education matched the realities of pre-colonial African society and produced well-rounded personalities to fit into that society.

According to J.C. Ssekamwa (1999), the African education was seen as education that was given by adults to the youth in a homestead that would enhance peoples' lives. The education taught at that time enhanced three aspects of life (the social, political and economic), he draws a distinction between the education system of today and that of the past, whereby in today's education it is more on white collar jobs, that is, it is more theoretical than practical. Ssekamwa connects this type of education with the coming of the Europeans where they

abolished the practical education of the people and copied or adopted the education that could not help them. Thus, for example, the introduction of syllabuses and subjects that could not favor the community, like the introduction of history and Geography. In Geography, the European education system used to teach on seasons and how these people would live and cultivate, thus learning how to satisfy their needs and that was good for development. But the education that was introduced, especially Geography was talking about having river Mississippi, as good for irrigation in America which was not relevant to the situations at hand, because of this, adoption took people by surprise and therefore, put all what the Africans used to do on a standstill as to adopt this new culture, hence retarding development.

Nyerere set out his vision in 'Education for Self Reliance' (reprinted 1968). Education had to work for the common good, foster co-operation and promote equality. Further, it had to address the realities of life in Tanzania.

The formal education system divorces its participants from the society for which they are supposed to be trained. The system breeds the notion that education is synonymous with formal schooling, and people are judged and employed on the basis of their ability to pass examinations and acquire paper qualifications. This leaves a lot to be desired in terms of participation and productivity of the learners after schooling in to the society.

The complex question of the role and relevance education in Uganda and Africa as a whole as regards progressive and fundamental transformation of the society today is raised. The learning institutions in Uganda and other 3<sup>rd</sup> world countries have mis-education and de learning than the ideal expectation. Owa Mataze (2003) says that education system tends to be like a conveyor-belt of irrelevant and dangerous perspective on development. They are designed or influenced by the 1<sup>st</sup> world countries to keep the African societies in mal development. It offers very little terms of socially relevant, politically liberating and culturally

enriching experiences. In Uganda we breed job seekers and mass unemployment through the theoretical and exams oriented education.<sup>1</sup>

Universal Primary Education: it is true that it is taking effect well in Africa and Uganda in particular, but the question that remains to be asked is; is it equipping learners with relevant skills and attitudes? To a small extent yes, but to a greater extent its assessment is just based on examination oriented procedure- producing copy cats with limited innovative skills. It is being implemented at the disadvantage of quality assurance. It is only answering the demands from policies like Education for All (EFA) and Millennium Development Goals (MDGs).

**Religion:** During the colonial rule, the three religions acted concurrently, that is, the African traditional religion, Christianity and Islam. During the coming of colonial rule, the African religion faced attacks. The entire European intervention came up and based their assumption that “to bring out development, the African culture had to be modified if not destroyed altogether.” Since African culture was so intricately intertwined with religion, it was easy for the European colonial policy to clash violently with some of the events and practices in African traditional religion so as to underpin African society. Religious with its mentality of criticizing what ever was African killed the development of African medicine form herbs subsequently promoting European toxic medicine. The missionaries acquired land from the people on purely unequal terms with the local people, this has created a trend today that besides every mission station, a huge masses of poor, hungry and destitute people camp.

The colonialists weakened the influence of African traditional and spiritual leaders like priests, priestesses, magicians, rainmakers and divine monarchs who would play a big role in promoting economic development, for example in Uganda in 1921, the colonial administration passed an ordinance to punish all those who were involved in traditional worship and beliefs to be imprisoned for one to five years, e.g. Chief Awich who was imprisoned at Kololo. Religion therefore, retarded development in many ways e.g. it killed

---

<sup>1</sup> Nduhukire-Owa-Mataze, 2003. *Growth and Maldevelopment: Uganda's Experiences*; Uganda Martyrs University Press. p 7

our key items in African cultures, brainwashed the Africans to accept colonial rule, connived with colonialists and alienated land of the Africans and useful people who were local priests and priestess were being arrested.

The work of the Christian missionaries aided the imposition of colonial rule considerably in that both the colonial administrators and missionaries shared the same world view and had sprung from the same culture, so it was easy for them to manipulate and dominate the people. The colonialists introduced the efficient means of communication and established money economy which gave impetus to trade and commerce that ushered a new way of life into Africans which prevailed all over Africa and was characterized by the breakdown of communism in favor of individualism.

**Colonial experience:** To a great percent, this has provided a firm foundation for the subsequent processes of Maladjustment and Maldevelopment in Africa<sup>2</sup>. Capitalism, a term of disparagement was popular in the mid-nineteenth century, is a misnomer for “economic individualism” which Adam Smith earlier called “the obvious and simple system of natural liberty” (wealth of nations). Economic individualisms’ basic premise is that the pursuit of self interest and the right to own private property are morally defensible and legally legitimate. Its major thesis is that the state exists to protect individual rights. Individuals or groups are free to decide where to invest, what to produce or sell, and what prices to charge. There is no natural limit to the range of their efforts in terms of assets, sales, and profits, or the number of customers, employees and investors, or whether they operate in local, regional, national, or international markets (forces of demand and supply should be at play). The rich therefore, exploited the poor through poor working conditions, long hours of work, low pay, among others.

Capitalism as a system developed from the sixteenth century in Europe although capitalist organizations existed in the ancient world. Capitalism became dominant in the Western world

---

<sup>2</sup> Nduhukire-Owa-Mataze, (2003). *Growth and Maldevelopment: Uganda's Experiences*; Uganda Martyrs University Press. p. 2



following the terminations of feudalism. Capitalism gradually spread throughout Europe, and in the nineteenth and twentieth century, it provided the main means of industrialization throughout much of the world. The fundamental unit of meaning in capitalist and economic thought is the object, that is, capitalism relies on the creation of a consumer culture, a large segment of the population that is not producing most of what it is consuming. Since capitalism like mercantilism is fundamentally based on distributing goods/moving goods from one place to another, consumers have no social relation to the people who produce the goods they consume. When people no longer have social relations with others who make the object they consume, that means that the only relation they have is with the object itself.

Capitalism typically refers to an economic and social system in which the means of production are privately controlled by individuals; labor, goods capitals are traded in a market, profits are distributed to owners or investors in new technologies and industries, and wages are paid to labor. capitalist system increased the well-being of significant numbers of people as a by-product of seeking out profits for a few, but today the quest for profits comes into sharp conflict with people's demands that their material and social needs should be fulfilled. The capitalist or bourgeois class is no longer capable of guiding the uninhibited development of science and technology again because these objectives now clash with the profit motive. Capitalism has proved incapable of transcending fundamental weaknesses such as underutilization of productive capacity, the persistence of a permanent sector of unemployed, and periodic economic crises related to the concept of 'market' – which is concerned with people's ability to pay rather than their need for commodities. Capitalism has created its own irrationalities such as a vicious white racism, the tremendous waste associated with advertising, and the irrationality of incredible poverty in the midst of wealth and wastage even inside the biggest capitalist economies, such as that of the U.S.A. Above all, capitalism has intensified its own political contradictions in trying to subjugate nations and continents outside of Europe In Uganda for instance, a few processing industries have been established. These industries are privately owned by some multinational companies, the government give some of them tax holiday in order to promote investment. The profits they get are not reinvested in the country, they are repatriated to the native countries of the investors, the cooperate responsibility of this firms to the people is very low, since they have poor waste

management which ends up in environmental pollution, and above all, the workers in the industries are paid peanuts. This implies that the existence of the industries in Uganda are not meeting the needs of the people and especially the local economy, hence Maldevelopment.

**Non-industrialization policy:** The Europeans instead of establishing manufacturing industries in Africa, they preferred to export the raw material from African countries<sup>3</sup>. This made them to siphon natural resources from Africa and then the metropolitan attained great success/profits other than the productive colony which remained over exploited with the irrelevant remains of the exploitation monumental centers e.g. copper mines at Kilembe in Uganda. This has created depletion of the natural resources, creation of dormitory towns and distortion of Uganda's economy.

**Decolonization:** Decolonization equate to the handing over of African countries to the Africans for self government under a popular theme of independence. As regards the current Maldevelopment, to a greater degree it can be attributed to the premature decolonization that most African countries had. Most of the African leaders adopted the political systems from the colonial powers and embraced them as their system of governance. To these unprepared leaders of the primary regimes, development was not necessarily a basic objective, they were still to tighten political control and personal networks other than well functioning public institutions. This account for what up to now many African leaders fail to regard as fundamentally necessary, i.e. planning. Most African countries still do not have definite sources of income, since after colonization; Frederick cooper calls them as 'gatekeeper states' getting income/revenue from custom duties.

Political aspect of Globalization immediately came in soon after colonization, that is, a shift from one party state (military dictatorship states) to multiparty states. The wave of democracy swept in with the fall of communism. This led to political unrest based on a combination of economic crisis, social frustrations and weak governance. This dramatic shift left many

---

<sup>3</sup> Brett E. A., (1974). *Colonization and Under Development in East Africa: The Policies of Economic Change 1919-1939*. London; UK, William Heinemann Ltd. P 115

African countries at the awe of wondering and subsequently jeopardizing the growth and development of Africa. What Most African countries do is to appease the international communities by doing what they want other than focusing on meaningful development.

**Neocolonialism:** Neo-colonization is a term used by post colonial critics of developed countries involvement in the developing world. They argue that existing or past international economic arrangements created by former colonial powers were or are used to maintain control of their former colonies after the colonial independence movement of the post Second World War period. Nkrumah (1980) argues that “in place of colonialism as the main instrument of imperialism we have today neocolonialism. Neocolonialism is an attempt to export the social conflicts of capitalist countries.” The result of this is that foreign capital is used for the exploitation rather than for the development of the less developed parts of the world. Investment under neocolonialism increases rather than decreases the gap between the rich and the poor countries of the world.

The struggle against neocolonialism is not aimed at excluding the capital of the developed world from operating in less developed countries, it is aimed at preventing the financial power of the developed countries being used in such a way as to impoverish the less developed. The economies of the developing countries were distorted by imperialism, which has abnormally developed those branches of industry or agriculture needed to complement its complex economy. Distorted development brings a dangerous specialization in raw materials production, this creates uncertain sale depends on a single market imposing and fixing conditions. Neocolonial powers employ financial and trade policies to dominate less powerful countries.

Neo colonialism is also perpetrated through foreign aids. This grants and loans from international bodies come with a lot of strings attached to them. Just like other countries, Uganda had 53.2% of its national budget depending on foreign aid<sup>4</sup>. This instead of supplementing the domestic savings retards development through substitution, it worsens the

---

<sup>4</sup> NEPAD- *Public Financial Management Performance Report 2008 The Republic of Uganda* Development Cooperation Report 2006/07; interviews with development partners, Aid Liaison Department and Auditor General.

balance of payment problem amounting to debt servicing, it promotes dominance since the donors behave like masters, they devalue African currencies, inappropriate technologies e.g. environmental unfriendly industries and they often fund what they want not what the Africans want. In some cases, the arm the African governments, this defense establishment create a state of insecurity in African countries. And they foster unpopular governments who work in line with their exploitation policies. This shows the harm that the European powers still subject Africans to today to bad development patterns which do not meet the needs of the indigenous Africans, e.g. IMF, World banks policies, grants from America and other European countries.

**Land and Maldevelopment:** For any meaningful development, land is one of the most important factors of production, in the African perspective. Before the colonialists came to Africa, land ownership was communal, that is, land as a means of production belonged to the community. When a piece of land was allocated to an individual, he or she was not free to use it as he or she liked since it still belong to the community. Chiefs and elders were the controllers of land distribution and utilization. But when colonialists stepped into Africa, communal ownership of land in most communities was abolished and ownership of land imposed by law. Furthermore, through the system of “indirect rule”, chiefs became tools and in many cases paid agents of the colonial administration. In Malawi, for example, in 1892, more than sixteen percent of the land had been alienated, and three quarters of it was under the direction of eleven big companies. With the seizure of the land, with all its natural resources as the means of production two sectors of the economy emerged, the European and the African economies. Through the European exploitation of the Africans, subsistence agriculture was gradually destroyed and Africans were compelled to sell labor force to the colonialists who turned their profits into capital. Economic exploitation on a more systematic side took place in the 1930s with significant increase in forced crop cultivation, notably of cotton, and forced labor. Today some African communities are squatters in their own homeland just because their indigenous land was alienated from them by the colonialist and shroud investors at their expense. This had handicapped their productivity and reduced them to beggars’ for example in Kenya; the vast fertile Kenyan high land was taken by the white farmers.

**Administration:** Before examining the basic properties of the administrative systems of the African states at independence, we should remind ourselves of the colonial legacy. Colonial rule was alien rule super imposed from outside mainly in the last quarter of the 19<sup>th</sup> century and established in the midst of own going cultures. It was exercised by predominantly European administrators who were few in number in relation to the population being administered within what was typically a centralized and unitary framework. These administrators had political roles for protestation of political neutrality; policies were not only implemented by civil servants but were primary formulated by them. This in Ronald Robinsons' memorable description, the British colonial empire was often run by two men and one dog.<sup>5</sup> Local resistance was overcome, a national administration was established and civil warfare was prohibited. The colonial state was a bureaucratic state, this had its impact on the postcolonial state which tended to adopt the inherited civil service structure, rules and procedures, as well as the preferential arrangements for civil servants in relation to salaries, housing and medical services – subject rather than citizens.

They could not fulfill their electoral promises and several of them found in the bureaucracy a convenient scapegoat alleging that its members had absorbed colonial values, attitudes and methods. This cultivated Maldevelopment in the African states, no room for innovativeness and ideas from the native Africans were taking. The development patterns were downloaded from the former colonial masters. Besides, this Bureaucracy opened door for corruption, nepotism, self-seeking and inefficiency because there were no political institutions strong enough to control it. Fred Riggs and Hugh Roberts' school of development administration describe such situation as state between the traditional, fused society and the modern defracted (and functionally specific) society. It contains elements of each of the other two, for example, Algeria and Ghana.

Riggs said that there is also evidence to suggest that bureaucrats seek to maintain their living standards in deteriorating economic circumstances and has opportunities for upward mobility

---

<sup>5</sup> Tordoff William (1997). *Government and politics in Africa*. London; Macmillan Press. p.37

within the public service becomes progressively reduced, the incidence of corruption in many states has increased, for instance, in Tanzania where corruption was minimal until the late 1970s. Moreover, as was stated above, bureaucrats are subjects to social pressures and some of them do accord preferential treatment to their friend and relatives. Bureaucracy could be held responsible for the dismay economic records of most African states; it has been less than efficient since it directly attribute to maladjustments as highlighted above there by graduating to Maldevelopment.

The bureaucrats constituted high proportion of the people within a given state who were in wage and salaried occupation and therefore imposed a substantial drain on the national budget. In Senegal, by the late 1960s, over half of the national budget was allocated for civil service salaries. This hence force leads to Maldevelopment.

**Agriculture:** Cash crops were introduced eventually to the detriment of food production. In many African countries land was alienated, in these territories, Africans were employed as wage laborers on settler farms, plantation and mining companies. They were allowed to grow crops, but only to the extent that these did not jeopardize the interests of European agriculture. This depicts that the Europeans purely sought to trade and govern Africans. Africans were actively encouraged to grow cash crops on communally owned land, for the European market (cassava, sweet potatoes, yams and so on). Exports increased enormously while certain cash crops including Gold coast's Cocoa, Tanganyika's sisal collected high price. Maldevelopment here in that, African land is now owned by the rich capitalist white men, Africans work and a paid peanuts, cash crop production is high with low emphasis on food production leading to subsequent famine.

### **Internal causes of Maldevelopment**

Maldevelopment in Africa has also a number of internal factors that are furnacing its growth, theses factors are influence irrelevant development at various degrees

Borrowings and debt crisis: borrowing money from other countries sometimes create the burden of debt crisis in African countries. It can lead to sharp reduction of investment, negative growth rates, deep strains on government finance and considerable economic

hardships for millions of the citizens. Besides, these debts must be paid back even if the project goes bad.<sup>6</sup> In many cases these money borrowed or even grants come with strings attached which may lead to the establishment and implementations of projects which are not very relevant to the African countries but in favor of the donor. Tax payers will carry the burden for paying for the debts. These apart from creating an irrelevant development pattern in Africa is also draining more from the African countries because of high interest rate levied on the loans and borrowings. Dwight (2004) identifies that these borrowing are sometimes for unproductive expenditures e.g. fleets of cars, repairing lavished monuments.

Corruption is a very serious cancer eating up African economy today through embezzlement of public fund for self interest. It is associated with the transformation of common property rights into private rights. In Ugandan society, corruption is viewed as inhuman, anti-social and anti environment. It can technically be defined as whatever word or deed that facilitate the denial of appropriate goods and services(meeting basic human needs) from the larger social group, towards an individual's needs. These acts and ideas deny rightful claimants their basic human needs.<sup>7</sup> In Uganda for example, corruption ranges from financial to neglect of duties. This participation towards development at a standstill, hence stagnating development and creating maladjustments and Maldevelopment.

Poor political good will to implement current validated pragmatic researches. Many African countries have poor political and moral support to researches and well thought divergent ideas which could be use for the improvement of the national wellbeing. They ignore major concerns of the nationals and thinkers but rather stick to their own traditional perception of thing which may not be productive to the nationals. This is normally associated with inappropriate scale of preferences and priorities.

---

<sup>6</sup> Dwight, H. et al., (2004). *Economics of Development*; 6<sup>th</sup> edition. New York. WW Norton and Company Inc. p 566

<sup>7</sup> Nduhukire-Owa-Mataze, 2003. *Growth and Maldevelopment: Uganda's Experiences*; Uganda Martyrs University Press. p 117

Most of the African countries Lack of adequate strategic planning for the national economic progress, this creates gaps in planning. Taking the case of Uganda, for so long, long-term strategic planning for the economy has not been there (it has just been developed this year). This makes development pattern to follow individual interests other than the national objectives and holistic national growth, hence Maldevelopment.

Laziness of the individual Africans has also been a serious fuel to Maldevelopment; some people have specialized in vices alcoholism and theft other than on doing constructive work for the national economic recovery. This is because of poor/limited skills, inadequate education and overreliance/ depending on donors or a few successful members of the family and organizations. A typical example can be seen in the former IDP camps in northern Uganda where some people choose to be idle waiting for relief aid from the World Food Program.

### **Other factors causing Maldevelopment**

Bad governance: democracy in many African a=countries is yet considered illusion. Many leaders claim to be the only people with clear visions. This makes them have autocratic leadership styles with pseudo-democracy and often time trample on the rights of the citizens because of self interests. The manipulation of the constitution is yet another element that African leaders are concentrating on instead of a drive towards politically mature countries. This implies that there are much opposition in African countries and political instability. This call for heavy expenditures on arms like on the army, bullets, guns and teargas –which are non productive- other than on meeting the real needs of the people. Coup de tats as a chief means of political transition leaves a lot to be desired.

Gender issues are still big questions in Africa. In many countries the roles of the women are greatly unappreciated. In some cases their participation in economically viable activates for the improvement of welfare is artificially curtailed by beliefs and bad structures in place. For meaningful development according to NEPAD, should move on with the promotion of the role of women, NEPAD calls for the promotion of women roles and participation through civil society organizations in Africa. Women are not to be treated a passive group, and thus they should be empowered to contribute to their own development, and to the development of



the continent. Gender is not feminism but it recognizes the roles of both men and women towards creating an enabling environment for meaningful development. The tendency of sidelining women is a clear threat to development in Africa, it deprives us of relevant development which breeds Maldevelopment since the biggest sector of the economy is ignored and becomes non-productive.

Diseases: epidemics and pandemic diseases like HIV/AIDS are also contributing to mal development in Africa.

### **Academic Position**

The Maladjustment and Maldevelopment that exist in Africa is not by accident but a conscious and technically planned situation by the colonialists in collaboration with brainwashed Africans leaders. Maldevelopment in Africa is not dependent on historical factors not even on implanted factors from the otherworld only, but it is also initiated and nursed by African countries themselves due to the following factors; Corruption, Negligence to proper strategic planning, Laziness of Africans themselves underutilizing talents and the natural resources, Bad governance, Poor political will and priority of many African leaders is in consolidating themselves as life presidents, Dependence on foreign aid.

Africans in contemplating their predicaments, most of the time tend to behave as if they are the best as innocent as subject that are being mishandled or abused by others and prominent on the scene are the imperialists. Whatever the grain of truth may be in it, the attitude is not of much help, we advocate that the context of the grievances and mistakes be frankly recognized and talked about for the need of development. The people should be sensitized to see that even while they continue to look critically at what they think the rest of world is doing to them, they too, would do some introspection –soul searching – as to the roles they can play in national development in socio-politics and economic aspects. This, as a fresh beginning is needed by all African states. In Walter Rodney's words; *we should become self-conscious and*

are determined to take their destiny into their own hands<sup>8</sup> instead of the blame game that they are launching against the European imperialist.

## REFERENCES

Akinpelu, J. A., 1981. *An Introduction to Philosophy of Education*. Macmillan Education Limited

Brett E. A., (1974). *Colonization and Under Development in East Africa: The Policies of Economic Change 1919-1939*. London; UK, William Heinemann Ltd.

Curry, James. 1990. *General History of Africa: VII Africa under Colonial Domination 1880 to 1935*: Edited by A.A. Adu Boa hen: U.S.A. California Press

Ddumba J. Sentamu (2009). *Basic Economics for East Africa; Concepts Analysis and Applications*. Kampala; Fountain Publishers

De Beers Frik, et al., (2004). *Introduction to Development Studies*; 2<sup>nd</sup> edition. Cape Town. Oxford University Press.

Dwight, H. et al., (2004). *Economics of Development*; 6<sup>th</sup> edition. New York. WW Norton and Company Inc.

Nduhukire-Owa-Mataze, (2003). *Growth and Maldevelopment: Uganda's Experiences*; Uganda Martyrs University Press.

Nkrumah, Kwame, 1980. *Class struggle in Africa*. London; Panaf Books Ltd.

Omar, Kabbaj. 2003. *The Challenges of Africa development*. London; Oxford University Press.

Rodney Walter, (1973). *How Europe under Developed Africa*;

Samiri Amin, (1990). *Maldevelopment: Anatomy of Global Failure*; London, Zed Books Ltd

Ssekamwa, J.C., 2002. *History of Education and Development in Uganda*. Kampala, Fountain Publishers Ltd

Tordroff William (1997). *Government and politics in Africa*. London, Macmillan Press.

---

<sup>8</sup> Rodney Walter, (1973). *How Europe under Developed Africa*;