

MISSIONARIES AND SOCIAL SERVICES IN EAST AFRICA.

Ever since its introduction into East Africa, Christianity played and has continued to play a leading role towards the provision of key social services in East Africa which include education and health services. These have been achieved through construction and funding of schools and health centers respectively.

1. MISSIONARY EDUCATION IN EAST AFRICA

Education refers to a process of imparting knowledge, skills and values from one generation to another or from one individual to other individuals. This can be formal or Informal education.

Informal education is the African Traditional type of education which was imparted into young ones and other members of the community by the elders with no classrooms, no trained teachers, no time table, no syllabus, no credentials, and no assignments at the end of it all.

Formal education on the other hand, is the western type of education that involves reading and writing and learners are assessed and given academic credentials at the end of it. Formal education in East Africa was introduced by missionaries and later it was taken over and offered by the colonial government to the people of East Africa.

CHARACTERISTICS OF MISSIONARY EDUCATION/ FORMAL EDUCATION

The missionary type of education is still going on in East Africa and it's characterized by the following:

Missionary education is formal in that learners are taught by teacher on how to read and write hence being a literate system of education. Those who cannot read and write are considered to be failures of this system of education.

Formal/ missionary education is conducted in well-established schools Such as Kigumba intensive secondary school, King's College Buddo, Gayaza high school etc. with good infrastructures and facilities that favor the teaching and learning process.

This type of education is carried out in classrooms and classes are classified according to the age of learners for example lower class, middle class, upper class etc. which in most cases match with the age of learners.

Missionary education is provided by specialized trained and qualified teachers such as Mr. Opala Charles from teacher training colleges and universities like Makerere and Kyambogo. It thus requires well trained teachers to teach learners at different institutional levels like primary, secondary and higher institutions of learning.

Successful learners in this form of education are given academic credentials such as report cards, certificates, diplomas, degrees, master's and doctorates as evidence to show that they successfully completed a specific level of education.

Formal education is characterized by a teaching time table which guides both its teachers and learners. The time table for instance explains a certain time when to teach and evaluate the learners, time for meals, games and sports among others which do not need to be mixed up.

This education system is not compulsory to everybody but it is rather attained by those who are lucky and those who can afford in terms of paying school fees and other scholastic materials like books, pens, calculators etc. simply because it's too expensive for an average Ugandan.

Formal education is today regarded as an investment because people invest in it expensively and expect wealth after attaining it. A parent with a child at Kigumba intensive today, averagely pays one million shillings expecting to achieve when his/her child finally gets employed.

Missionary education creates classes among people in societies based on the levels of education one has attained. These classes for instance include primary leavers, O' level leavers, A' level leavers, diploma holders, degree holders etc. which are also followed by employers when recruiting workers.

Missionary type of education is characterized by formative evaluation of learner termly or per semester to find out the academic achievements or failures of the learners. Learners are for example given end of term and semester examinations to evaluate their concentration in class.

Learners in this type of education expect white color jobs with big attractive salaries and other fringe benefits after completing a training or course. Those undergoing a law course at Law Development Center (LDC) for instance expect to be employed with law firms within or outside the country.

Formal education system follows a set syllabus which is uniform in all schools. What is taught for instance in S.5 CRE paper 3 in one school is what exactly is taught in other schools in the country.

Formal education involves a lot of research in order to find out new things which motivate human learning and development. Students accomplishing different courses at universities are for example encouraged to do research and forward their research findings for awards.

Formal education is also gender sensitive in that both boys and girls attain it simply because it aims at bringing women at the same level with men in the society. Missionaries for instance built girl schools like Kyebambe Girls School in Fort- Portal, Tororo Girls School, St Thereza Girls School and Gayaza High School among others with intentions of empowering girls.

Formal education is very theoretical and neo-colonial and its major graduates are mainly job seekers. It for instance teaches theoretical subjects like history, Geography, Divinity among others which puts many of its products at a risk of job seeking than creating for self-sustainability.

It is also practical in nature with practical skills such as carpentry, tailoring and brick laying offered at tertiary institutions. This thus equips its products with opportunities of becoming job creators other than languishing on streets seeking for jobs.

The missionary type of education teaches against African culture, condemning African cultural believes and practices like polygamy, circumcision, FGM etc. and it emphasizes so much on European culture. This explains why its graduates so much want to go to Europe instead of serving Africa.

Formal education is paid for in terms of school fees and tuition to facilitate provision of scholastic materials, food and payment of salaries and wages for school employees. Gayaza High School for instance today pays 1.7million per term and those who fail to pay the fees may likewise fail to access the education.

Formal education is characterized by a special language of instruction which in most cases is the national language. In Uganda and Kenya for instance, English is used as the medium of communication in schools while in Tanzania the language of instruction in schools is Swahili.

ROLES PLAYED BY MISSIONARIES IN THE PROVISION OF EDUCATION IN EAST AFRICA

Missionaries established academic schools in East Africa such as Alliance High school in Kenya established in 1926, Namilyango college in 1902, king's college Buddo from where they impacted skills, knowledge and attitudes to Africans.

Missionaries set up technical schools for equipping Africans with practical skills in agriculture, bricklaying, tailoring, carpentry and building for self-reliance. These for instance included St Joseph Technical Institute Kisubi and a technical institute at Bagamoyo established by Catholics.

They set up theological training colleges such as St Paul's Theological college Limuru, Katigondo National Seminary etc. where African priests were taught religious education and theology to sustain the gospel of Jesus Christ in East Africa.

Missionaries set up medical schools like Mengo hospital medical training school in Uganda established in 1917 from where African doctors and other medical practitioners were taught basically to help offer health services in east Africa.

Missionaries also provided financial support for the smooth running of education in East Africa. they for instance paid salaries for the teaching staff and financed all academic programs in missionary established schools like Gayaza High School, Alliance High School and many others.

They provided free scholastic materials such as books, pens and other stationary to the learners and schools hence motivating them to love the education as well as making the learning and teaching process possible.

Missionaries translated the English books into local languages such as Luganda, Swahili and others a factor that facilitated easy learning of western education in East Africa. Ludwig Krapf for instance wrote a Swahili dictionary that eased learning at the coast and interior of east Africa.

Christian missionaries further provided the teaching staffs from among themselves such as Alexander Mackey and Dr. Albert Cook who were good teachers. These taught east Africans with various skills, knowledge, attitudes and trained some others as teacher that extended formal education to fellow Africans.

Missionaries also introduced and designed the school's curriculum and syllabuses to aid the teaching and learning process in East Africa. Some of these curriculums and syllabuses are still being used in primary and secondary schools across East Africa up to date.

They introduced formative and summative examinations in order to evaluate the academic achievements and the failures of the learners. This greatly promoted hard work and commitment among learners at all levels of education to avoid being seen as failures in communities hence promoting formal education.

Christian Missionaries introduced academic credentials in form of report cards, certificates, diplomas, degrees etc. that were given to successful candidates. These credentials promoted hard work and concentration among learners in class so as to be awarded at the end of the course.

Missionaries gave out white color jobs to successful learners trained in different professions such as Bishops, catechists, secretaries, doctors, lawyers, teachers among others a factor that attracted and motivated more Africans to embrace formal education.

They also trained some Africans as teachers and tutors that were later recruited to teach fellow Africans in various missionary schools across the region hence sustaining formal education in East Africa even after the departure of missionaries.

Christian missionaries also decompaigned and taught against African informal education calling it useless and primitive in nature. This as a result, made majority Africans to abandon informal education and embrace formal education in East Africa.

Missionaries solicited for funds from their home governments like Britain, German and France which boosted formal education in East Africa to the extent that they were able to buy printing machines, pay salaries for teaching staffs and establish more schools in the region.

Some Christian missionaries served as advisors to East African governments in matters pertaining provision of formal education a factor enabled east Africans countries to greatly invest in education sector by establishing more schools and pay salaries for their teachers.

Missionaries built better roads, bridges and railway lines that linked east African communities to various established schools. These facilitated movements of both teachers and learners to schools thus promoting formal education in the region.

Christian missionaries also gave gifts such as blankets, clothes, books and many others as rewards to the academically successful learners a factor that motivated learners to work hard in class and also attracted many Africans to embrace formal education so as to attain such gifts.

STRENGTH / IMPORTANCE OF MISSIONARY EDUCATION TO EAST AFRICA

Missionary education provides direct and indirect employment to professionals like teachers, doctors, secretaries, lawyers and librarians among others hence improving on their livelihood through wages and salaries earned.

Missionary education equips its products with knowledge, skills, experience and competences that enables many to attain employment opportunities and offer productive labour that is efficient and effective.

Missionary education is too instrumental in supporting industrial development because it provides skilled labour with ideas, creativity, innovativeness and experience that is necessary for industrial development in the country.

Missionary education also reduces on the need for expatriates and brain drain thus saving on the country's foreign expenditure. With the current covid-19 pandemic, Uganda is for instance able to use its own professionally trained doctors and nurses other than spending on importing medical personnel from foreign countries.

Formal education helps in controlling population simply because people spend more years in school and when they start producing, they produce few children hence reducing on population increase that hinders government's efforts to provide initial social services like education and health.

Missionary education helps people to do away with traditional beliefs and practices like having extended families, witch craft, cannibalism, considering women as inferior to men and producing food for home consumption among others that greatly undermine development.

Missionary education has led to employment of many educated people in different sectors which has helped in reducing income in quality among people, increased savings, investment and development as well as controlling high crime rates like theft, robbery, murder among others.

Missionary formal education has increased people's levels of income because educated people tend to have good jobs with good salaries. Under normal situations, the higher the level of education one attains, the better the job he or she gets with good pay and the reverse being true.

Attaining missionary education also gives self-satisfaction to its products (educated) and therefore it makes them have confidence and high self-esteem in societies. It helps the educated to always be hopeful of a successful life after attaining a job.

Formal education is a great source of foreign exchange for a country through labour export as expatriates that keeps remitting money to countries of origin. Shaka Shali of Voice of America (VOA) is Ugandan based and working in America but continues remitting money back home that has been used by the government to offer social services.

Formal education provides infrastructural development through building of schools that attract other forms of infrastructures like roads, markets, health centers hence overcoming remoteness. Some areas of East Africa have highly developed because of the presence of schools and other infrastructures like roads put up to boast formal education.

Missionary formal education has promoted use of uniform languages such as English that is widely used across all schools in East Africa as medium of communication. This has besides promoted social interaction and unity among all members of East African community that include countries like Uganda, Kenya, Tanzania, Rwanda and South Sudan.

Formal education empowers its products to become self-reliant and job creators other than roaming on streets searching for jobs. This is because it equips its learners with practical skills in carpentry, building, agriculture, bricklaying, and tailoring among other skills for self-sustainability.

Formal education is also a source of government revenue through taxes collected from individuals employed in education sector inform of pay as you earn tax. Taxes are also collected from schools and scholastic materials among others hence paving way for investment and development in a country.

WEAKNESSES OF MISSIONARY FORMAL EDUCATION SYSTEM.

Missionary formal education is too theoretical and hence produces more job seekers than job creators thus increasing on the problem of unemployment in East Africa today. The rate of unemployment in Uganda today stands at 83 percent which is mostly attributed to the theoretical system of education.

Formal education is too costly in terms of paying school fees and purchase of other scholastic materials like books, pens, bags and uniforms among others. This as a result has made many especially the poor to drop out of school because they cannot afford the costs.

Formal education also encourages rural urban migration because its products want to live in urban areas like cities with good facilities such as accommodation, health, roads and recreation facilities hence abandoning villages that are left under developed.

Missionary education is too theoretical and this explains why there are few skilled people which has increased dependency on expatriates from foreign countries who are very expensive. Uganda for example has deeply depended on expatriates from countries like china and Cuba because it fully tends to undertake its students through theory than practical lessons.

Most products of this education system have a negative attitude towards agriculture and this has hindered agricultural production in many African countries. Many of its graduates tend to perceive agriculture as being for the less educated people, the poor and less successful and yet it is the back born of African economies and source of food.

This education system is urban based because it provides good education standards in urban areas neglecting the rural areas. Good schools such as Kigumba Intensive Secondary School, King's College Buddo and Nabisunsa girls are for instance based in urban areas whereas rural areas are characterized of sub- standard schools.

Missionary formal education being gender sensitive, it has greatly undermined African natural family standards. This is because many educated and employed wives have demanded for equal rights in marriages hence causing conflicts and misunderstandings that have broken marriages.

Formal education creates classes in communities such as the learned and the unlearned, the superior and the inferior and the rich and the poor and classes based on profession hence leading to discrimination and conflicts. Many conflicts in marriages are for instance caused due to variations in the levels of education between marriage couples.

Formal education has today led to cultural imperialism because its contents are based on foreign curriculum thus making Africans abuse their own culture and praise European culture. Many of its graduates have for instance abandoned African cultural practices such as polygamy and circumcision simply because these are taught in schools as backward and primitive practices.

Formal education is teacher centered but not learner centered and it does not therefore answer the needs of the learners to fit well in the society i.e. it does not give a chance to learners to think for themselves besides undermining their talent development.

Formal education cares less in uplifting morals among the learners but it has instead increased on immoral behaviors among learners in terms of words, thoughts and actions. This is because it emphasizes so much in academics than rehabilitating morals among its learners.

Formal education encourages individualism and selfishness among its products hence killing the spirit of social and mutual concern which used to be among Africans. Many educated people today fail to help the needy because they think they spent a lot towards education to achieve their success.

Study Questions:

- 1. Assess the impact of missionary formal education in East Africa.**
- 2. Evaluate the effectiveness of church education in East Africa.**

HOW MISSIONARY EDUCATION FACILITATED THE SPREAD OF CHRISTIANITY IN EAST AFRICA

Missionary formal education greatly contributed to the spread of the gospel as shown below

Missionary formal education led to the creation of a literate society with people who could read and interpret Christian literatures such as Holy Bibles, prayer books and hymn books hence facilitating the spread of Christianity in East Africa.

Missionary education produced African evangelists such as priests and catechists who spread the gospel to fellow Africans in societies. training African evangelists eased the spread of Christianity as they were easily accepted and welcomed by fellow Africans thus reducing on the resistance that white evangelists encountered.

Missionary schools such as king's College Buddo, Gayaza High, Namiliango college and Alliance High school among others become avenues in which Christian values like love for one another, honesty, and prayers were promoted to the learner hence attracting and converted many into Christianity.

Missionary schools also became evangelical centers where the gospel of Christianity was preached to those who went for studies thus formal education promoting the spread of Christianity in East Africa.

Under normal circumstances, all Missionary schools had established churches or chapels within the school premises that served as worship centers for the purpose of strengthening faith of learners towards Christianity hence formal education contributing to the rapid spread of Christianity in the region.

Missionary schools further included Christian religious education (CRE) as a subject in their education system. This imparted Christian values among learners such as living a prayerful life, forgiveness and Bible studies among others thus attracting many into converting to Christianity.

Education in Missionary schools like King's College Buddo, Alliance High School and Namiliango College among others was only given to those who accepted to convert into Christianity. This as a result, forced many people to embrace Christianity so as to attain education hence formal education contributing to the spread of Christianity in East Africa.

Missionary schools also provided jobs such as teaching, secretarial, cooking etc. to only those that accepted to the gospel of Christianity. This equally, compelled many people who wanted such jobs for survival to get converted into Christianity hence its expansion in East Africa.

Missionary schools served as centers for conducting catechetical and confirmation lessons to African students who were later baptized and confirmed into Christianity thus promoting the spread of Christianity in East Africa.

Missionary schools strongly emphasized Christian practices and doctrines to be practiced by all their workers. They for instance emphasized all workers to adopt monogamous marriages, baptism and bible studies thus spreading Christianity among Africans in the region.

Missionary formal education served as a civilizing tool that awakened African cultural beliefs hence easily accepting Christianity. As a result of formal education, many Africans were motivated to abandon bad African cultural beliefs and practices such as witchcraft, polygamy, human sacrifice, cannibalism and others thus paving way for the spread of Christianity.

Formal education promoted use of English language as an official language used in established schools. This as a result, eased communication between Africans and Christian missionaries thus easing the rapid spread of the gospel in the interior of East Africa.

Study Questions:

- 1. How did missionary education facilitate the spread of the church in East Africa?**
- 2. To what extent did missionary education contribute to the spread of Christianity in East Africa?**

REASONS WHY THE BRITISH(COLONIAL) GOVERNMENT TOOK OVER CONTROL OF EDUCATION IN EAST AFRICA AFTER 1920

Initially, Missionaries were in charge of providing formal education in the three East African countries of Uganda, Kenya and Tanzania as a tool of spreading Christianity. However, when the colonialists came they realized a number of weaknesses in missionary education and thought of taking it over. Before taking it over, the colonial government ordered the Phelps Stokes commission to re-examine the state of education in the three East African countries.

The Phelps Stokes commission investigated and found out many weaknesses in missionary education and issued out report which influenced the British government to take over missionary education.

The following are the reasons why the British (colonial) government took over education from missionaries in East Africa after 1920.

Missionary education was too theoretical in nature something that compelled the colonial government to take over its control so as to provide practical education in order to produce more job creators than job seekers.

The British colonial government wanted to change on the teaching curriculum at all levels of education so as to produce graduates who were not against colonialism but rather those that supported all colonial government policies.

The colonial governments also wanted to develop a uniform curriculum to be used by all those giving formal education in East Africa since initially each Christian denomination i.e. Catholicism and Protestantism had its own curriculum and learners were taught on different curriculum.

The colonial government desired to provide uniform standards of assessing learners by all schools and denominations simply because each denomination initially used to set and examine its own learners. As a result, the Phelps Stokes commission called for the government's intervention to set a uniform examination for all schools regardless of the denomination.

There was also a need to develop and award a similar standardized academic credential to all graduates regardless of schools and denomination simply because initially each school and denomination used to award graduates credential different from others awarded by other schools and denominations.

The colonial government wanted to start funding missionary schools financially in order to improve on service delivery since many had even failed to meet operational costs such as paying

salaries for the teaching staffs. From 1920, many missionary schools received a yearly grant of 40 percent per student and teachers' salaries paid by colonial governments.

The colonial government wanted to train and produce professional teachers of uniform standards to manage the schools and teach uniform contents in all established schools. This explains why the catechist schools became teacher training colleges for training primary teachers to supplement on missionary man power.

The colonial government wanted to use the schools to produce African colonial agents who would co-operate with the colonialists to extend colonial policies among Africans. These according to the colonial government, would promote colonial ideologies especially to the rigged and conservative Africans thus overcoming African resistance.

The Colonial government wanted to promote the use of English language in East Africa in order to promote British imperialism in their colonies. With English as a uniform language used and taught in schools, the colonial government was assured would easy communication with Africans and thus promote imperialism.

The colonial government also wanted to use formal education as a British tool of civilizing Africans and make them admire and take on British ways of life such as dressing codes, eating habits among others.

The British colonial government wanted to heal the divisions that had already been created by denominational education among Africans. This according to the British government, would only be solved through establishing a neutral education that offers uniform education, curriculum and a uniform credential awarded to all learners regardless of their religious denominations.

There was need for the colonial government to permanently supervise and advise on the conduct and offer of education by the missionaries throughout colonial territories hence calling for its intervention towards offering formal education in East Africa.

The colonial Government wanted to improve on school infrastructures and expand education services to all interested Africans. As a result, bush schools were improved with better teachers made available and boarding schools like King's College Buddo, Ngora ss and Kilimanjaro schools among others established.

The colonial government also aimed at educating and training African officers to work in remote areas characterized of poor roads, poor accommodation facilities and poor health services among others because most Europeans felt uncomfortable to work and stay in such areas.

The colonial government took over education in East Africa because it wanted to produce cheap African labor to exploit and deploy in European farms, industries, communications and promote colonial interests throughout their colonies.

The colonial government complemented on the missionary efforts towards offering formal education in East Africa because they wanted to support the Christian missionaries in promoting the rapid spread of Christianity among Africans.

They also wanted to produce educated westernized Africans who would provide market to the European produced goods such as clothes, shoes, mirrors, watches among others since they would be educated “Europeans in African skin” who would demand such items.

The colonial government took over education from missionaries with intentions of demonstrating its relevancy before people of East Africans as most humanitarian and probably reduce on African resistance towards colonial policies.

The government also wanted to develop a high education training for a ward of diploma and degree courses. In 1938, East African governments took steps towards raising the government technical college at Makerere to a university status thus becoming the university college of East Africa.

Study Question

Why did the government become interested in controlling education after 1920?