



KIBU NEWSLETTER

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Celebrating Freedom

**Madaraka Day 2024 – Honoring Kenya's
Journey to Self-Determination**



MADARAKA

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PREFACE



Prof. Isaac Ipara Odeo
VICE CHANCELLOR

The 2024 Madaraka Day celebrations are extra special to Kenya and particularly Bungoma County. It marks a day when Kenya is commemorating independence and internal self-rule and doing so against a backdrop of significant historical events. We get to experience it all in Bungoma, the host county boasting of the imposing Mt. Elgon, a water tower that has been a source of water to many.

The theme for this year's celebrations, "Agriculture and Food Security", highlights the importance of this sector to Kenya's economy and reflects the nation's focus on food sufficiency. Food security is one of the pillars of self-rule. A nation, whatever the length of its independence, has no moral authority to claim sovereignty if it cannot feed its population.

"Madaraka" is a Swahili word meaning "authority" or "self-governance." Kenya celebrates Madaraka Day every 1st of June to honor the sacrifices and struggles of those who fought for Kenya's self-determination. Madaraka Day is thus a time for reflection on Kenya's progress as a nation since

independence and for all Kenyans to recommit themselves to building a brighter future.

Thanks to the transformative power of the Constitution of Kenya, 2010, which introduced devolution that brought forth the rotational system of hosting national celebrations, Bungoma is privileged to host this momentous event.

Bungoma's story is one of convergence, with a history dating back to the great migrations of 1000 AD. Over the centuries, diverse Kenyan communities have traversed or settled within its borders, shaping its vibrant, cosmopolitan character as well as biological diversity. Today, we have the Babukusu, Sabaot, Iteso, Tachoni, Bongoméek, Batura, as well as people from all corners of Kenya and the world who call Bungoma home. For some, it is an opportunity to retrace the historical footsteps of their ancestors.

The name Bungoma itself has an etymological significance arising from intense cultural interaction among different groups of people. Annals of history report that Bungoma was named from eng'oma, the Bukusu word for drum. Drums were used to call elders to a specific meeting place that was eventually named Bungoma.

Another version avers that, long ago, the area was occupied by the Bongomek, a clan of the Sabaot. The Bongomek were later driven out by the Bukusu, but the name Bungoma, which made reference to their occupation, remained.

From its courageous resistance against colonial subjugation fought at Lumboka and Chetambe, to its pivotal role in the evolution of education and political discourse, Bungoma's legacy is woven into the fabric of Kenya's narrative.

One of Bungoma's most enduring contributions to Kenya's Madaraka lies in its tradition of visionary





PREFACE



leadership, exemplified by figures such as the iconic Masinde Muliro, the person after which the stadium where the celebrations are taking place is named. Leaders such as Elijah Masinde, Elijah Mwangale, Wamalwa Kijana, Mukhisa Kituyi, and Cardinal Maurice Otunga who are strongly associated with Bungoma have not only shaped national dialogue, but also paved the way for future generations to enjoy the fruits of Kenya's self-rule.

Over the last 60 years, the people of Bungoma have invested heavily in education. Bungoma now prides itself in premier higher learning institutions including Kibabii University and the Bungoma National Polytechnic which have produced men and women of substance. In line with this year's Madaraka Day's theme, Kibabii University hosted a week-long agricultural exhibition sub-themed "Food and Security" leading up to these celebrations. Kibabii University has continuously partnered and collaborated with the County Government of Bungoma to showcase the importance of Agriculture and also ensure the success of these celebrations. The University reiterates its commitment to stirring up Kenya's agricultural development and creating opportunities through quality teaching, research, training, scholarship, consultancy, and outreach programs.

These celebrations give Bungoma an opportunity to recognize and honor the sacrifices made by our forefathers. As a host, Bungoma is greatly benefitting from the infrastructural boost, the economic boom from the influx and increased activities of visitors, government officials, and media coverage of the national celebrations. Moreover, Bungoma County has been put on the global stage, and its visibility to potential investors greatly boosted.

As we celebrate Madaraka Day, let us not forget those who have dedicated their lives to the service of our nation, including the retiring civil servants born in 1964 who have faithfully served Kenya for many decades.

The organization of the celebrations has been seamless due to the unity of purpose exhibited by national and county leaders fronted by none other than the Speaker of the National Assembly, Rt. Hon. Moses Wetangula, Governor of Bungoma County, H.E. Kenneth Makelo Lusaka, the Senator Bungoma County, Hon. Wafula Wakoli, the Bungoma County Women Representative, Hon. Catherine Wambilianga, Members of Parliament, as well as former and current leaders.

To the people of Bungoma, I urge you to extend your warmest hospitality to our guests, embodying the spirit of unity and camaraderie that defines our beloved County and Nation.

Long live Kibabii University! Long live Bungoma! Long live Kenya!

Prof. Isaac Ipara Odeo
VICE CHANCELLOR
KIBABII UNIVERSITY



**Stories of Kenya's
History & Journey to
Freedom, Unity,
National Growth and
Achievements**



By Isaac Manje



MADARAKA DAY

It is observed annually on June 1st, marking a pivotal moment in Kenya's history when the country attained internal self-rule in 1963, paving the way for full independence later that year. This day is not only a celebration of freedom, but also a reflection on the nation's journey of unity, growth, and numerous achievements.

THE STRUGGLE FOR INDEPENDENCE

Kenya's path to freedom was characterized by the determined efforts of many dedicated freedom fighters and political leaders. The Mau Mau uprising in the 1950s was a significant catalyst, drawing global attention to the injustices of colonial rule.

The sacrifices and vision of these leaders laid the groundwork for Kenya's self-governance (Madaraka) on June 1st, 1963, and eventual independence on December 12th, 1963.

For more than half a century, many Kenyans stood against British colonization and rule (1895-1963). In the mid 1940s, a group of Kenyan freedom fighters, originally a group of landless farmers, transformed into rebel movements led by Kikuyu tribesmen.

Mau Mau became the greatest resistance movement, an anti-European movement. They fought against British rule for freedom, land rights, and other resources.

The Mau Mau fighters had little funding. Out of necessity they made their own weapons, such as home-made rifles. The Mau Mau waged a serious fight for freedom against both white European settlers and fellow Kenyans who were suspected of collaborating with the oppressive colonial government.

The roots of the colonial history of Kenya go back to the Berlin Conference in 1885, when East Africa was first divided into territories of influence by the European powers. The British Government founded the East African Protectorate in 1895 and soon after, opened the fertile highlands to white settlers. Even before it was officially declared a British colony in 1920, these settlers were allowed a voice in government, while the Africans and the Asians were banned from direct political participation until 1944.

During this period, thousands of Indians were brought into Kenya to work on building the Kenya Uganda Railway Line and subsequently settled there, whilst inviting many of their kith and kin who were mainly traders from India to join them. Colonial rule brought about significant changes, including the introduction of cash crop farming (tea, coffee), infrastructure development (railways, roads), and new administrative structures.





Kenya's Colonial History

Long before colonialism, Kenya had established trade links with the Arab world, especially along the coast. The Swahili culture, a blend of Bantu and Arab influences, emerged from this interaction. Coastal cities like Mombasa and Lamu became bustling trade centers, dealing in goods such as ivory, gold, and slaves. This trade network extended to the interior, influencing economic and social dynamics.

One of the most profound impacts of colonialism was land alienation. Large tracts of fertile land were seized by European settlers, displacing many African communities. This led to the creation of reserves and the imposition of taxes, forcing many Africans into waged labor on settler farms and plantations. The labor demands also saw the development of urban centers, attracting workers from various parts of the country.

In 1942, members of the Kikuyu, Embu, Meru and Kamba tribes took an oath of unity and secrecy to fight for freedom from the British rule. The Mau Mau Movement began with that oath and Kenya embarked on its long hard road to National Sovereignty.

In 1952, Jomo Kenyatta was charged with directing the Mau Mau and sentenced to imprisonment alongside Fred Kubai. Paul Ngei, Kungu Karumba, Bildad Kaggia, Achieng' Oneko, infamously known as the Kapenguria Six (6). Another freedom fighter, Field Marshall Dedan Kimathi, who led the Mau Mau, was arrested in 1956 for his role in the Mau Mau uprising as one of the leaders of the struggle for independence and was subsequently hanged by the colonialists.

The Mau Mau rebellion (1952–1960), also known as the Mau Mau uprising, or Mau Mau revolt, was a war in the British Kenya Colony (1920–1963) between the Kenya Land and Freedom Army (KLFA), also known as the Mau Mau, and the British authorities. Dominated by Kikuyu, Meru and Embu fighters, the KLFA also comprised units of Kamba and Maasai who fought against the European colonists in Kenya, the British Army, and the local Kenya Regiment (British colonists, local auxiliary militia, and pro-British Kikuyu).

Kenya was put under a state of emergency from October 1952 to December 1959, due to the Mau Mau rebellion against British colonial rule and thousands of Kenyans were incarcerated in detention camps. During this period, African participation in the political process increased rapidly and in 1954 all three races (European, Asian and African) were admitted into the Kenya Legislative Council on a representative basis.

On June 1, 1963, Kenya attained internal self-government, a significant milestone known as Madaraka Day. Jomo Kenyatta became the first Prime Minister of Kenya. This marked the beginning of the end of colonial rule and the transition towards full independence.

It was blood, tears, and imminent death for the brave men and women who fought against the British colonial rule for Kenya to be self-governed. Below is a snippet of some of the key leaders who laid the foundation for the attainment of internal self-rule and the birth of the Kenyan nation:



MADARAKA DAY SPECIAL



Jomo Kenyatta (c.1897 - 22 August 1978) : Founding Father of Kenya



Role: Leader of the Kenya African National Union (KANU), First Prime Minister (1963), and First President of Kenya (1964). Kenyatta was born Kamau wa Ngenji in the village of Gatundu,

Contribution: He was key in Kenya's independence movement. His leadership and advocacy were instrumental in mobilizing the masses and negotiating with the British for Kenya's self-rule. He was part of the Kapenguria 6.

In 1952, he was arrested by British authorities during the Mau Mau uprising and detained for nearly nine years without trial. Imprisoned during the Mau Mau uprising, he became a symbol of the struggle for independence.



MADARAKA DAY SPECIAL



Dedan Kimathi Waciuri (1920 - 1957)



Role: Freedom fighter, field marshal, and leader of the Mau Mau uprising, which aimed to end British colonial rule in Kenya.

Contribution: Kimathi led the armed resistance against British colonial forces. His leadership of the Kenya Land and Freedom Army made him a significant figure in the fight for land rights and independence.

The Mau Mau, primarily composed of the Kikuyu ethnic group, sought to reclaim land and freedom taken by British colonizers. The uprising involved guerrilla warfare, sabotage, and acts of defiance against colonial authorities.

Kimathi was known for his leadership, strategic planning, and ability to inspire his followers.

Despite his capture in 1956, his defiance and commitment to the cause of Kenyan independence remained strong.

Tom Mboya (1930 - 1969)

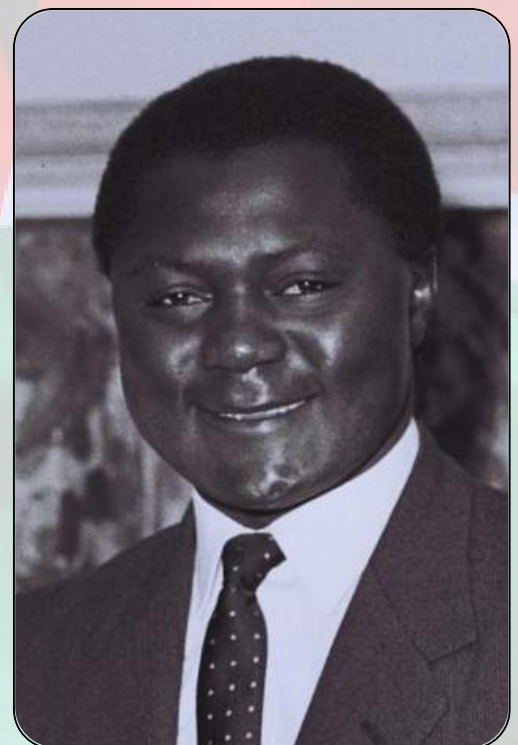
Role: Trade unionist, politician, and key independence activist.

Contribution: He worked closely with other leaders like Jomo Kenyatta and is remembered as one of Kenya's founding fathers and a champion of workers' rights and education.

Participated in the Lancaster House Conferences in London, which negotiated the terms of Kenya's independence from British rule.

Was instrumental in the formation of the Kenya African National Union (KANU) in 1960, which became the leading party in the push for independence.

In his roles as Minister of Labor & later for Economic Planning & Development, he implemented policies that laid the groundwork for Kenya's economic development & modernization.





MADARAKA DAY SPECIAL



Harry Thuku (1895 - 1970)



Photo credit: Kenya National Archives

Role: Early nationalist and influential Kenyan politician.

Contribution: Thuku was one of the earliest voices against colonial policies. His arrest in 1922 sparked protests that are considered a significant moment in Kenya's early nationalist movement. Crowds gathered at Nairobi Central Police Station demanding his release but the protest turned violent when police opened fire, killing at least 21 people in what became known as the "Thuku Massacre" or "Nairobi Massacre."

Thuku's political career began in the 1920s when he started advocating for African rights and welfare.

In 1922, Thuku founded the East African Association (EAA), which became a platform for broader African nationalist sentiments.

Thuku was a vocal critic of colonial policies, particularly those related to land, taxes, and labor conditions.

Waiyaki wa Hinga (c.1860s - 1892)

Role: Kikuyu leader (paramount chief) & early resistance figure.

Contribution: Waiyaki led armed resistance against British incursions in the late 19th century. Though predating the organized independence movement, his actions are part of the broader resistance narrative.

As the British began to expand their control over Kenyan territories, Waiyaki emerged to lead opposing their advances.

In the 1880s, British colonial agents and missionaries began encroaching on Kikuyu lands to establish their presence there.

Waiyaki's resistance culminated in a confrontation in 1890 when he led an attack on a British establishment at Fort Smith (modern-day Nairobi). This act was in response to the British fort's encroachment on Kikuyu territory.





MADARAKA DAY SPECIAL



Mekatilili wa Menza (c.1860s - 1924)



In October 1913, she was arrested by colonial officials & subsequently exiled to a distant location in western Kenya. Despite this, Mekatilili's spirit remained unbroken, & she continued to inspire resistance against colonialism.

Role: A legendary Giriaman woman who became a symbol of resistance against British colonial rule in Kenya.

Contribution: Mekatilili led the Giriaman people in resisting British colonial policies in the early 20th century. Her leadership and defiance have made her an important figure in Kenya's history.

In 1913, tensions reached a boiling point when the British colonial administration attempted to impose harsh taxes and forced labor on the Giriaman people.

Mekatilili emerged as a vocal opponent of British rule and mobilized her community to resist these oppressive measures.

She led a widespread rebellion known as the Giriaman Uprising, rallying her people to refuse to pay taxes and resist colonial authority.

Paul Joseph Ngei (1923 - 2004)

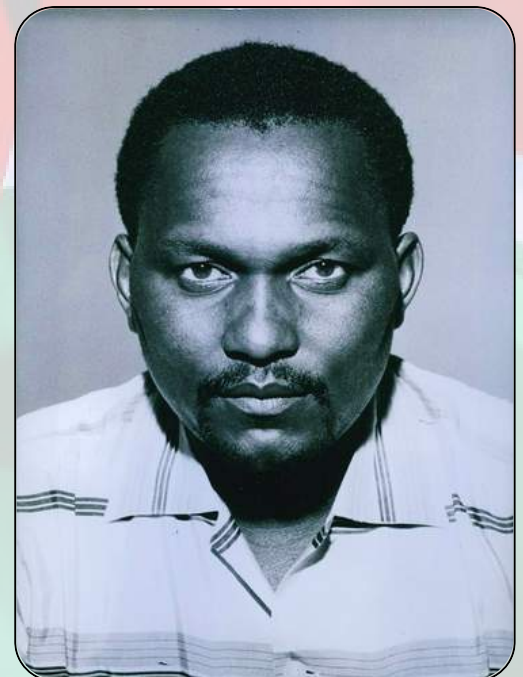
Role: Member of the Kapenguria Six, politician.

Contribution: Ngei was one of the leaders arrested and tried alongside Jomo Kenyatta. His imprisonment and subsequent political career made him key in the independence movement.

Ngei became involved in politics during the 1940s and joined the Kenya African Union (KAU), one of the leading political organizations advocating for African rights.

He was a close associate of Jomo Kenyatta, Kenya's first President, and other prominent independence leaders.

Ngei supported the Mau Mau movement, which sought to end British colonial rule through armed struggle. He provided material support and shelter to Mau Mau fighters.





MADARAKA DAY SPECIAL



Jaramogi Oginga Odinga (1911 - 1994)



His relationship with Kenyatta soured due to ideological differences and political rivalries.

Role: Politician, first Vice President of Kenya.

Contribution: Odinga was a prominent figure in KANU and played a significant role in the political organization leading up to independence. He later became Kenya's first Vice President.

Joined the Kenya African Union (KAU) in the 1940s, which was one of the first organizations advocating for African rights.

Became a close associate of Jomo Kenyatta and other leaders in the push for independence from the British colonial rule.

In the 1950s, Odinga became deeply involved in the Mau Mau uprising, which sought to end British colonialism through armed resistance and civil disobedience.

He advocated for socialist policies and greater government intervention in the economy to address social inequalities.

Pio Gama Pinto (1927 - 1965)

Role: Journalist, politician, and freedom fighter.

Contribution: Pinto was an important figure in Kenya's independence struggle, advocating for freedom through his writings and political involvement. He was assassinated in 1965, becoming a martyr for the cause.

He used his skills as a journalist to promote the cause of freedom and social justice, writing for various publications and articulating the aspirations of the Kenyan people.

Pinto was deeply involved in the Mau Mau uprising, although not a combatant, he supported the movement by facilitating communication and providing resources.

Pinto was a close ally of prominent Kenyan leaders such as Jomo Kenyatta and Tom Mboya.



On February 24, 1965, Pio Gama Pinto was assassinated outside his home in Nairobi.



MADARAKA DAY SPECIAL



Achieng' Oneko (1920 - 2007)



In 1952, as the Mau Mau uprising intensified, the British colonial authorities arrested & detained Oneko.

Oneko was detained in Kapenguria and later in Lokitaung' Prison, spending nearly nine years in detention.

Role: Member of the Kapenguria Six, journalist, and politician.

Contribution: Like Ngei, Oneko's arrest and trial highlighted the colonial repression of nationalist leaders. His involvement in KANU and political activism were significant in the lead-up to Madaraka.

Oneko began his career as a journalist, working with the Luo-language newspaper Ramogi, and later became involved in political activism.

He was one of the founders of the Kenya African Union (KAU), which was instrumental in mobilizing Kenyans against British colonial rule.

Oneko was a close ally of Jomo Kenyatta and played a significant role in the nationalist movement, advocating for land rights, political representation, and the end of colonial exploitation.

Bildad Kaggia (1921 - 2005)

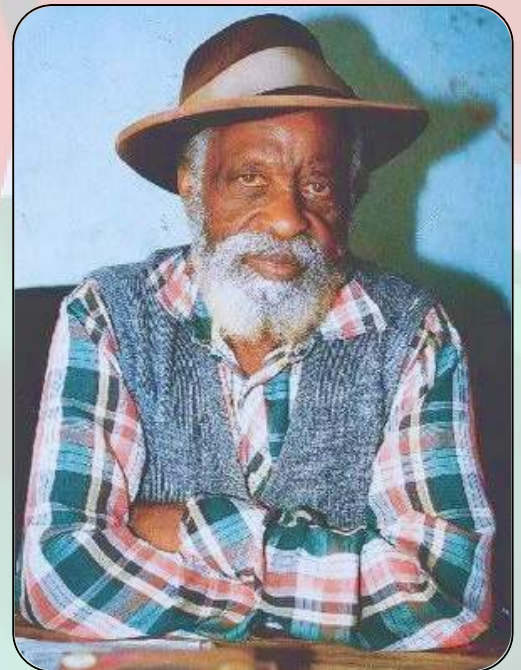
Role: Politician, activist, and Member of the Kapenguria Six.

Contribution: Kaggia served in the British Army during World War II, where he rose to the rank of sergeant. His experiences in the army exposed him to ideas of equality and justice, which influenced his later activism.

Kaggia was one of the key leaders of the Mau Mau rebellion, a movement that sought to end British colonial rule. He was involved in organizing and mobilizing support for the movement.

In 1952, Kaggia was arrested by British colonial authorities during the crackdown on Mau Mau leaders. He was detained without trial for several years

Remembered for his dedication to the fight for independence and his unwavering commitment to social justice and equity.





MADARAKA DAY SPECIAL



Kungu Karumba (1919 - Disappeared Mysteriously in 1974)



Karumba, along with his co-accused, served time in prison under harsh conditions. He was released in the early 1960s, as Kenya was on the brink of gaining independence.

Role: Member of the Kapenguria Six, and activist.

Contribution: Karumba was an active participant in the Mau Mau rebellion who played a crucial role in organizing and supporting the Mau Mau fighters.

In 1952, Kungu Karumba, along with Jomo Kenyatta and four other leaders, was arrested and charged with managing and being members of the Mau Mau rebellion.

Unlike some of his contemporaries who took up political roles, Karumba ventured into business after his release. He became a successful businessman in the transport sector.

In 1974, Kungu Karumba mysteriously disappeared while on a business trip to Uganda. Despite various theories and extensive searches, his fate remains unknown, and his disappearance has never been conclusively resolved.

Fred Kubai (1917 - 1996)

Role: Trade unionist, politician, freedom fighter, and Member of the Kapenguria Six.

Contribution: Kubai served in the British Army during World War II, where he rose to the rank of sergeant. His experiences in the army exposed him to ideas of equality and justice, which influenced his later activism.

Kubai became actively involved in trade unionism in the 1940s. He was instrumental in organizing labor strikes and advocating for workers' rights and was accused of managing the Mau Mau rebellion and later detained for nine years in Kapenguria.

His activism extended to the political arena, where he joined the Kenya African Union (KAU), a leading organization in the independence movement.





MADARAKA DAY SPECIAL



Masinde Muliro (1922 - 1992)



Known for his integrity and dedication to public service.

Role: Politician, educator, and freedom fighter.

Contribution: Known for his principled stance and advocacy for democracy.

Muliro was educated at Kamusinga and Alliance High School before studying at Makerere University in Uganda and later at the University of Cape Town in South Africa.

Muliro returned to Kenya in the early 1950s, becoming involved in the anti-colonial movement.

He was a founding member of the Kenya African National Union (KANU) in 1960, which was pivotal in the fight for independence.

He advocated for the rights of marginalized communities and emphasized the need for unity among Kenya's diverse ethnic groups.

Martin Shikuku (1932 - 2012)

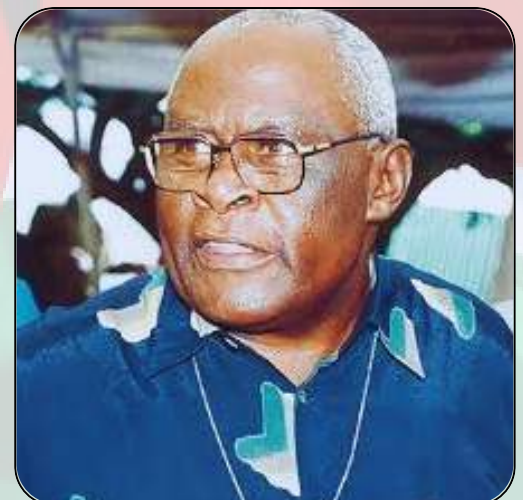
Role: Politician, activist, and an advocate for democracy and human rights.

Contribution: Shikuku entered politics in the late 1950s, joining the Kenya African National Union (KANU).

He was a freedom fighter in his own right who was popular among the masses for representing them against forms of political injustices.

After his release, Shikuku was elected to the Legislative Council (LegCo) in 1963, representing the Butere constituency.

Shikuku was known for his fearless criticism of government corruption and inefficiency, earning him the nickname "The People's Watchman."



Shikuku's legacy is celebrated for his unwavering commitment to justice, his role in Kenya's democratic transition, and his enduring advocacy for the welfare of the Kenyan people.



MADARAKA DAY SPECIAL



Koitalel arap Samoei (1860 - 1905)



In October 1905, Koitalel arap Samoei was tragically assassinated by British colonial officials during peace negotiations.

Role: Supreme Chief, activist, and freedom fighter.

Contribution: He played a significant role in resisting British colonial encroachment into Nandi territory during the late 19th and early 20th centuries.

Koitalel's leadership and defiance against colonial forces have made him an enduring symbol of resistance and pride in Kenyan history.

Under Koitalel's leadership, the Nandi people experienced a period of unity and prosperity.

He vehemently opposed British colonization and refused to sign treaties that would cede Nandi lands to the colonial authorities.

He led numerous raids and attacks against British forces and their allies, seeking to defend Nandi land and autonomy.

Ronald Ngala (1923 - 1972)

Role: Politician and activist.

Contribution: He played a significant role in shaping Kenya's post-independence politics and was a founding member of the Kenya African National Union (KANU), one of the leading political parties in the country.

Ngala became involved in politics during the 1950s, joining the growing nationalist movement advocating for Kenya's independence.

He was a founding member of KANU in 1960, which played a crucial role in mobilizing Kenyans against British colonial rule.

Ngala was known for his oratory skills, leadership qualities, and ability to bridge ethnic divides within the party.



Photo credit: Kenya National Archives



MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



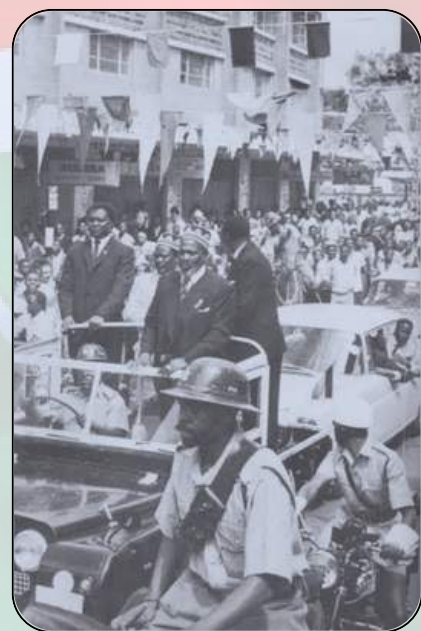
Mzee Jomo Kenyatta leading Madaraka Day celebrations on June 1st, 1967



Dedan Kimathi during his capture in 1956



Dedan Kimathi in 1953 at Aberdares Forest



Jomo Kenyatta after the 1st Madaraka Day celebrations in 1963



MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



Home made guns made & used by Mau Mau in 1950s



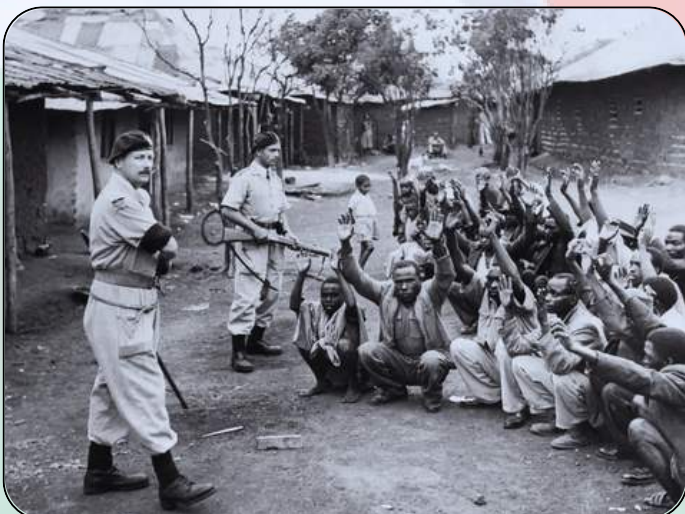
Mau Mau cleansing oath in Nyeri, 1952



British officers screening Kikuyus suspected of being Mau Mau during the 1953 state of emergency



From left: Oginga Odinga, Mzee Jomo Kenyatta, and Tom Mboya



British troops holding villagers at gunpoint while their huts are searched for evidence of Mau Mau activity



Jomo Kenyatta leading Kenya's 1st Madaraka Day celebrations





MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



Colonial police forces stand guard over Kenyans suspected of being in Mau Mau



Members of the Mau Mau movement



Kikuyu women in the Mau Mau rebellion





MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



Kenya's first Madaraka Day Celebrations



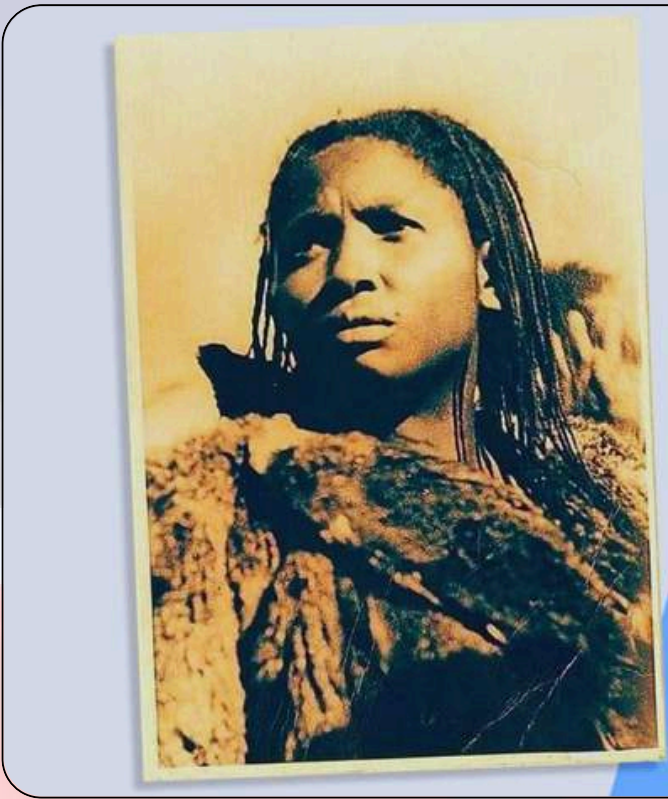
Kenyans suspected of participating in Mau Mau activities being held in a detention camp



MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



Field Marshall Muthoni Kirima



Field Marshall Musa Mwariama



Field Marshall Musa Mwariama with President Jomo Kenyatta

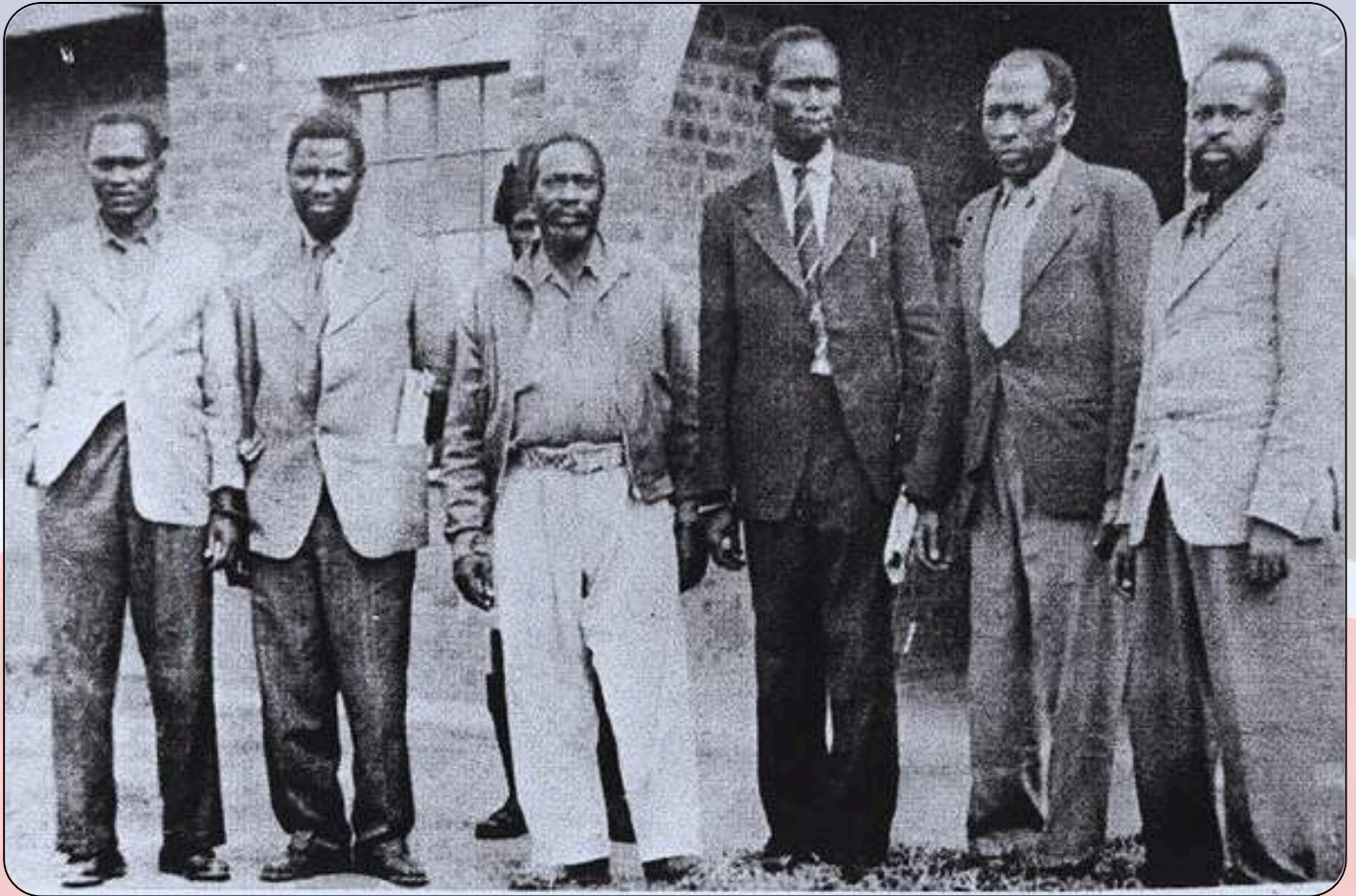




MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



The Kapenguria Six from left: Paul Ngei, Fred Kubai, Jomo Kenyatta, Achieng Oneko, Kungu Karumba and Bildad Kagia.



The Kapenguria Six



The Kapenguria Six





MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



The King's African Rifles on watch for Mau Mau rebels.



The Kapenguria Museum that held the Kapenguria 6.



Entrance to the site where the Kapenguria Six were held which is now a museum in their honor.



1955: Mau Mau detainees under armed guard at Manyani, being subjected to hard labor at quarries.



Celebrating the first Madaraka Day in Nairobi's Harambee Avenue in 1963 outside the Prime Minister's Office.



Local guards serving under the colonial chiefs escort a team of suspected Mau Mau collaborators from the bush in a suspected oath-taking ceremony.





MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



April 1962, when Jomo Kenyatta and Ronald Ngala, of the Kenya African Democratic Union attend the London talks when Kenya was just about to achieve self-rule



Pre-Madaraka Minister for Constitutional Affairs & Economic Planning, Mr. Jomo Kenyatta (right), the Minister for Lands and Settlement, Mr Bruce R. Mckenzie (left).



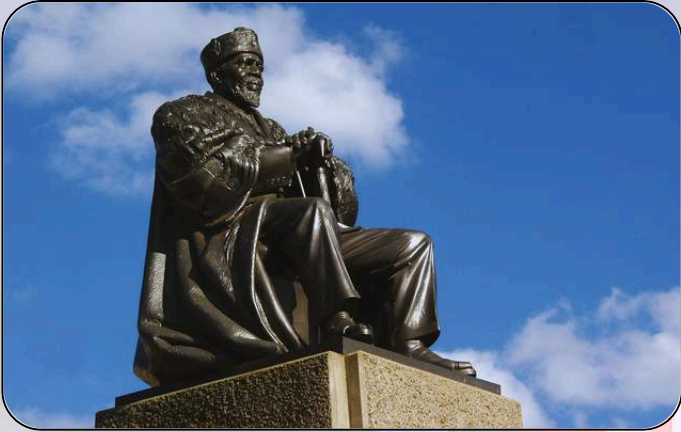
Kenya's Ministers



MADARAKA DAY SPECIAL



Our Independence Journey in Pictures



Mzee Jomo Kenyatta statue at KICC Nairobi



Dedan Kimathi statue along Kimathi Street Nairobi



Tom Mboya statue on Tom Mboya Street Nairobi



Paul Ngei statue in Machakos



Ronald Ngala statue in Ronald Ngala Street Nairobi



Masinde Muliro Monument in Kitale Town

The background of the page is a stylized, wavy representation of the Kenyan national flag, featuring horizontal stripes of black, white, red, white, green, and black, with traditional Maasai spears and spears in the center. The text is overlaid on this background.

Kibabii University Stories

NATIONAL TREE GROWING DAY



KIBU Marks the National Tree Growing Day

By Dorcas Kosgei

The Government led by H.E Hon. William Samoei Ruto, PhD., C.G.H. President of the Republic of Kenya and Commander-in-Chief of the Defence Forces initiated a campaign to plant 15 billion trees by 2032, a move aimed at reducing greenhouse emissions, stopping and reversing deforestation and, restoring 5.1 million hectares of deforested and degraded landscapes through the African Landscape Restoration Initiative which was launched in December, 2022. Tree planting has emerged as a powerful sustainable solution to mitigate the adverse effects of climate change and reduce environmental degradation. Planting trees not only helps combat climate change, but it also provides a wide range of environmental, social, and economic benefits. Forests act as “carbon sinks,” helping to reduce the concentration of greenhouse gases in the atmosphere. This has been proven by studies by institutions such as the Intergovernmental Panel on Climate Change.

Kibabii University together with stakeholders from Bungoma County participated in the National Tree Growing Restoration Campaign to mark the National Tree Growing Day on 10th May, 2024 at Kaberwa Forest in Mt. Elgon in solidarity with all persons affected by the cyclic floods and subsequent droughts in recent times. The tree planting exercise was graced by the Principal Secretary, State Department for Sports, Engineer Peter Tum, and the Principal Secretary, State Department for Public Service, Amos Njoroge Gathecha.

The University was ably represented by the Vice Chancellor, Professor Isaac Ipara Odeo, together with the Deputy Vice Chancellor (DVC), Administration, Finance and Development, Professor Donald Siamba. The tree planting exercise saw the successful planting of more than 10,000 trees at the forest. Prof. Odeo also planted trees at his farm to mark the National Tree Growing Day. In his remarks at Kaberwa,

National Tree Growing Day (10th May, 2024)

Prof. Odeo reiterated Kibabii University's commitment to environmental conservation and indicated that the University was in the process of signing a Memorandum of Understanding that would see it adopt over 30 acres of forest land at the Kaberwa Forest for the sole purpose of planting and nurturing trees. On the other hand, Prof. Siamba planted 45 trees at his farm and donated 75 trees to Chesamisi Boys' High School, 75 trees to Bokoli High School, 20 trees to Friends Church Maeni, and 65 trees to individuals.

Other Government Agencies that took part in the exercise were the Kenya Forest Service (KFS), the National Environment Management Authority (NEMA), the Kenya Wildlife Service (KWS), the National Youth Service (NYS), and the Bungoma County Security team led by the County Commissioner.

Kibabii University has been on the forefront in fulfilling the President's directive that targets the planting of at least 15 billion trees by the year 2032. In line with this, Kibabii University's Environmental Management Mainstreaming Committee also distributed hundreds of seedlings to the Kibabii University fraternity to plant at their homes to mark the National Tree Growing Day.

"The true meaning of life is to plant trees, under whose shade you do not expect to sit." - Nelson Henderson



KIBABII UNIVERSITY'S TREE PLANTING CULTURE



By Isaac Manje

Kibabii University has a strong tradition of tree planting and environmental conservation, which is deeply embedded in its culture. This commitment is reflected through various initiatives and programs aimed at promoting sustainability and environmental awareness.

The University, through the Environmental Management Mainstreaming Committee, has organized several tree planting events over the years, often involving students, staff, and the local community. These events have been aimed at increasing Kenya's forest cover and promoting environmental stewardship.

Kibabii University continues to collaborate with various governmental and non-governmental organizations to enhance its tree planting initiatives. There have been partnerships with governmental entities like the Kenya Forest Service (KFS), National Environment Management Authority (NEMA), and corporate entities such as Equity Bank and NCBA aimed at increasing Kenya's forest cover.

The University's commitment to a green campus involves continuous efforts to plant and maintain trees within the campus. This has not only beautified the campus but also contributed to a healthier environment for learning and living. On numerous occasions, Kibabii University has extended its environmental efforts to the surrounding community, promoting tree planting and environmental conservation beyond the campus boundaries. This community engagement has fostered a collective effort towards sustainability.

The University has been actively involved in tree planting in the Mt. Elgon region, particularly at Kopsiro and Kaberwa where more than 30 acres of land are in the process of being adopted by Kibabii University for purposes of planting and nurturing trees.

Dignitaries visiting Kibabii University are also engaged in ceremonial tree planting as part of the efforts of reaffirming the University's commitment to environmental conservation.

Ceremonial Tree Planting by Kibabii University Guests



Prof. Inyani Simala, former Executive Secretary, East African Kiswahili Commission



Kakamega County Governor, Hon. Fernandes Baraza



Prof. Nathan Ogechi, Vice Chancellor, Kisii University



Prof. F.E.M.K. Senkoro, Professor Emeritus of Kiswahili, Dar es Salaam University



Prof. Charles Ngome, Director NEMA and former Bungoma Deputy Governor



Bungoma County Governor, Hon. Kenneth Lusaka

Elimu Tree Planting Day at Kibabii University (24th May, 2024)



Elimu Tree Planting Day at Kibabii University (24th May, 2024)





Nutrition

Good Nutrition Helps in Social and Economic Development

By Joseck Alwala

The World Health Organization (WHO) reveals that health is not only the absence of disease but a state of complete mental and physical wellbeing in relation to the productivity and performance of an individual. This depends on nutritional status which is a measure of the health condition of an individual as affected primarily by the intake of food and utilization of nutrients. When individuals within families and communities are food-secure, good nutritional status is realized and sustained.

Adequate availability of food supplies, assured access to sufficient food for all individuals, and its proper utilization to provide a proper and balanced diet are the main components of Food security. Access by all people at all times to the food needed for a healthy life is paramount.

Lack of food results to hunger and malnutrition within a country, affecting its level of development. For instance, a hungry, malnourished child may have mild to serious learning disabilities, resulting in poor school performance; a sick, poorly nourished individual will not respond well to treatment, could lose many working hours, and may continue to drain family and national resources. All this undermine investments in education, health and other development sectors.

The big question is: 'what can be done to prevent and control malnutrition?'. However the good news is that globally, there are efforts to prevent and control malnutrition in the areas of advocacy, service delivery, institutional capacity building, and community empowerment.

SCIENCE LAB

Programmes for improving nutrition have focused on several interventions, including household food security, a problem that is of major concern to many countries. Such programmes include: household food and nutrition security, child survival and development, micronutrient initiatives (such as backyard gardening, vitamin A fortification and salt iodization), nutrition surveillance and intervention, poverty alleviation and nutrition education.

Household food security needs to be translated into good nutritional status. This calls for the relevant ministries to lead in providing sufficient knowledge and skills to acquire, prepare and consume food that provides a nutritionally balanced-diet, with special attention to the needs of young children and access to health services and a healthy environment to ensure effective biological utilization of foods consumed.

The food agricultural organization is working on developing and maintaining up to date, the Food Insecurity and Vulnerability Information and Mapping System (FIVIMS), which was launched 1996. Protagonists in food industry should be aware of such activities around the world. The main objectives of FIVIMS are to identify food-insecure and vulnerable groups, prevalence and degree of low food intake, under nutrition, and causes of food insecurity and vulnerability.

FIVIMS has seven general relevant categories of national information systems which include: agricultural information systems, health information systems, land, water and climatic information systems, early warning systems, household food security and nutrition information systems, market information systems, and vulnerability assessment and mapping systems.

Joseck Olukusi Alwala, is the Head of Chemistry Laboratories, Kibabii University, and Organizing Secretary, Kenya Chemical Society, Western Chapter. joseckalwala@gmail.com

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University Students and Crime

By Kelly Inyani

“Varsity Student in Lock up over rape of comrades” is the headline that recently appeared on the Directorate of Criminal Investigations X (Twitter account) on 16th May 2024. The shocking article detailed how two female students were violently robbed and raped while sleeping in their hostel in Maseno University. “Machakos University student’s gruesome murder shatters Kisii family’s hopes” Daily Nation January 15th 2024. “Deadly campus romance: Tragic stories of Kenyan university students who kill for love” The Standard May 18th 2015. “Rise in student crime, death rates in universities raise concerns” Daily Nation 01 August 2022. I don’t think I would be wrong if I claimed that for the last decade or two, a week doesn’t pass in Kenya without our media capturing a report of a University student having engaged in a crime.

It is no longer a secret that University students contribute to the population of law breakers in Kenya either as perpetrators, accomplices and/or accessories. From engaging in felonies; very serious crimes to misdemeanors which are petty crimes, the numbers of students participating in illegal activities is a concern to criminologists, sociologists, education stakeholders and the larger society. This concern can be attributed to the irony that a population which is in institutions that ideally are to mold the best out of the youthful citizenry, is in fact a breeding ground for law breakers. A simple search on the internet will expose you to dozens of media reports and studies that have been done around the world by various scholars on this phenomenon that is baffling; an indicator of a very worrying trend.

Why are University students committing crimes? Which are these common crimes committed by this population? which factors are contributing to these crimes? Are there measures that can be employed to address this issue?

Common forms of crimes committed by University students

Drugs related offences

From cultivating, production, selling, trafficking, possession and consumption University students have contributed to the perpetuation of drugs business. The drugs that are in common circulation within this population includes; bhang, illicit liquor, shisha and in a handful of cases cocaine and heroin. The reasons why there is a prevalence of these drugs related offences is the fact that the students population provides a ready market with a very high demand, the fact that it is easy to conceal these crimes among this population, the culture of 'coolness' and the 'partying culture' oblivious of the dangers they expose themselves to both legally and health wise students from institutions of higher learning contribute to the largest percentage of those who are in conflict with the law and those in rehabilitation institutions.

The Narcotic Drugs and Psychotropic Substances (Control) Act is one law that each and every student in our institutions should always walk around with. An interest in this law will illuminate to our students the danger that come with being found with illegal drugs and substances in Kenya.

Assaults

It is sad that anyone visiting security departments in our institutions will not fail to note the prevalence of assault cases among the students population. These assaults may be common assaults and assault causing actual bodily harm.

The Penal Code is very clear in Sections 250 and 251 on the punishments for common assault which is 1 year imprisonment and 5 years imprisonment for assault causing actual bodily harm.

The reasons why there are many incidents of assault in our institutions can be attributed to drugs and substance abuse, relationship wrangles, gambling, debts, personal conflicts, frictions due to sports among others. It is imperative that students are encouraged to seek alternative dispute resolution mechanisms whenever conflicts arise.

Theft

In these institutions of higher learning, a wide range of items, including electronic devices like computers, laptops, mobile phones, televisions, and radios, as well as clothing (shockingly, even undergarments, both wet and dry on washing lines), utensils, and furniture, routinely disappear even from secured rooms, washing lines, and other locations on a daily basis. It is estimated that seven out of ten university students have experienced theft of their property. Sadly, many of these stolen items are sold off at extremely low prices to quickly obtain money for drugs or gambling. In some instances, the thieves are found with the stolen goods, predominantly clothing and phones. According to the Penal Code Cap 63 Laws of Kenya, the punishment for theft is three years' imprisonment.

Traffic in obscene publications

The Penal Code Cap 63 laws of Kenya makes one of the normalized activities among the populations in institutions of higher learning illegal and a punishable offence. Section 181..produces or has in his possession any one or more obscene writings, drawings, prints, paintings, printed matter, pictures, posters, emblems, photographs,

cinematograph films or any other obscene objects, or any other object tending to corrupt morals. Any one liable attracts a jail term. The production and circulation of such materials has been perpetuated by the growth in technology and the anonymity that comes with it. Anyone on the main social media sites in Kenya will not fail to see how this crime has been normalized.

Sexual offences

Sexual harassment, rape, defilement are some of the common sexual offences committed by students in institutions of higher learning. These crimes might largely be blamed on ignorance, growth in technology, drugs and substance abuse, peer pressure among many others. It is important for students to know that sexual offences are felonies; very serious crimes that attract punishments that range from 5 years to life imprisonment. The Sexual Offences Act is an important legal document for students to have. One thing is for sure, majority don't know that some of the acts they engage in ignorantly are very serious offences punishable by our laws.

Robbery & Robbery with violence

Knowingly or unknowingly the steady increase in University students being arrested for involving in robbery and robbery with violence is alarming. The Penal Code Section 295 defines robbery as using or threatening to use violence before, during and/or after the act of stealing something from someone while robbery with violence as wounding, beating, striking or use of other personal violence to any person while armed with offensive weapons or instruments to aid in the theft. The punishment for robbery is 14 years imprisonment while robbery with violence carries a death penalty.

Murder, attempted murder and manslaughter

Murder which is the intentional killing of an individual and manslaughter the opposite;

the unintentional killing have started being normal occurrences in our institutions. The Penal Code gives the punishment for murder to be death while that of manslaughter is life imprisonment.

These punishments should help scare our students from engaging in these felonies as they attract harsher punishments that in most cases not only leaves a devastating mark on the student but also on their families and those of the victim. The common causes of these crimes in our institution has been relationship issues, love triangles, drugs and substances, conflicts either due to misunderstanding between students, gambling among others.

Illegal Gambling

The Betting, Lotteries and Gaming Act prohibits a number of illegal activities that Universities students engage in ignorantly. Some of the punishable acts here includes prohibition against unlicensed bookmaking, laying of totalizator odds, offences related to pool betting schemes, betting with young persons, betting in public places among others. It is sad that apart from the menace of drugs and substance abuse; gambling has consumed a majority of the population of students in institutions of higher learning.

Other crimes that are rampant in our institutions includes cybercrimes, fraud, abortion and infanticide, attempting suicide

Factors contributing to these crimes

A number of factors in different studies have been blamed for this unfortunate situation. These factors have included, drugs and substance abuse, peer pressure, poor upbringing, media influence, gambling, ignorance among many others. It is sad that a majority of students in institutions of higher learning have created a conducive market for the

CRIME, SECURITY & SAFETY

growth of illegal drugs and substances. The increased numbers can be due to the unchecked freedom enjoyed by these students away from parents and guardians, the urge to look cool and fit in with their colleagues who are into these illegal drugs, the uncontrolled monies this population is exposed to either from parents or from other legal and illegal sources and last but not least the availability of these illegal drugs and substances. The addiction that most of these students have is what pushes them to engage in crimes so as to be able to get monies to purchase these illegal drugs.

Peer pressure is another powerful force that pushes our students to engage in crimes. A larger percentage of students who have been arrested have attributed their criminality to bad company that they found themselves in when they joined these institutions. Most of these bad companies are usually associated with the abuse of drugs this forces these innocent individuals to try and fit in. It is not only drugs but also the flashy lifestyles most portray and live from proceeds of crimes that forces the majority to emulate. Advancement in technology has worsened an already dire situation.

Measures to contain these crimes

A number of remedies have been fronted by scholars to help curb criminality among students in institutions of higher learning in Kenya. They include constantly reminding our students to focus on their academics since this is the main agenda that brought them to these institutions. This should be done during inductions and during their occasional lectures and holiday breaks. This initiative demands concerted efforts from not only stakeholders in these institutions but also parents/guardians, religious institutions among others.

Preaching against drugs and substance abuse can play a crucial role in curbing the vice. Drugs and substance abuse has been blamed to be one of the leading motivation to commission of crimes among University students. These drugs which are easily accessible and highly consumed by students have affected the students thinking and decision making. The most consumed illegal drugs among students includes bhang and alcohol among others. Avoiding bad company will be another good study to prevent students from being engulfed by peer pressure. A good number of students have had a great challenge in saying no to the negative influence they pick from their colleagues leading to regrets later.

Engaging in co and extra-curricular activities has been proven to be a better alternative in keeping students engaged and channeling their energies to constructive engagements. Sports, theatre, dancing, choirs, drawing, painting among others are very good avenues where students can grow and nurture their talents and have healthy breaks in between their academic life. These activities have helped in keeping the youthful population away from drugs and other destructive behaviors. Universities are also advised to periodically engage in civic education and constantly remind and educate their students on crimes and their dangers. This can be done during induction of new students, lectures, seminars and trainings periodic updates on universities notice boards, students' portal, websites, and publications among others.

Dear students, crimes come with a heavy price; at all costs desist from engaging in crimes.

Kelly Inyani is a lecturer of Criminology in the Department of Criminology at Kibabii University and a PhD. Candidate in Criminology & Criminal Justice.



Floods, Floods, and more Floods

By Lilian Wanjala

"The wind howls; the trees sway; the loose housetop sheets clatter and clang; the open window shuts with a bang, and the sky makes night of day. Helter skelter, the parents run, Pressed with a thousand minor cares, Hey, you there! Pack up the house wares, and where on earth is my son? Home skip the little children; where have you been you naughty boy? But the child feels nothing but joy, for he loves the approach of rain."

Like the naughty boy in Pius Oleghe's famous poem 'Sudden Storm' we were joyous as we anticipated the approach of rain after months of sweltering heat. Finally, the rain came and since it is planting season in this part of the world Jembes were pulled out and shambas were prepared in readiness for sowing seed.

Long queues to collect GoK subsidized fertilizer and seed were and are still being witnessed at the National Cereal and Produce Boards' premises across the Country - scandals of fake fertilizer notwithstanding.

But Lo and Behold! the rains have been pouring relentlessly for the last one month and this has become disastrous. Kenyans earning their bread in urban centers are not wired to thrive in natural disasters. Well, what we define as "disaster" may be trivial to the rest of humanity who often find themselves on the nasty end of mother nature's wrath like those living beyond the equatorial belt that have to deal with tornadoes, hurricanes and earthquakes; our contact with calamity has always fallen under the realm of traffic jams, water shortages, blackouts, death from religious indoctrinations, drought, famine etc.

LIFESTYLE

Handfuls of terror attacks like Westgate and Dusit might have brought us close or given us a whiff of what it is like to live on the edge of a knife the way those in Japan, Florida, Middle East not to mention but a few who have lived with disasters as part of life; and even prepared for these eventualities.

Maybe the last time you heard the word 'flood' was in reference to Budalangi and you kept wondering why the residents of Budalangi did not just move away from that area... the solution seemed simple according to you. May be the last time you heard about floods was in church when your Priest or Pastor was delivering a fiery sermon on God's wrath using Noah and the Ark to drive the point home. This time round, most parts of the Country and the world as well have been hit by the horrific floods, not just "Budalangi".

We were caught flat-footed by these doomsday-like floods after the warm days in March when our biggest problem was the heat, housing levy... the heat waves in other parts of Sub-Saharan Africa were fatal but these floods came in so viciously. An excerpt of media headlines tells it all:

"Hundreds killed after floods wreak havoc in Kenya, Tanzania and Burundi."

"Over 40 people killed after Dam bursts its bank and seeps villages in Mai Mahiu."

"Tears as Budalangi Residents nearly drown in floods, Busia County."

"Heavy rains flood parts of JKIA."

Despite all this the weather man has kept warning of the impending El Nino and its effects. They say no one can be fully prepared for a natural disaster, after all we always have rains in March and April. It has been reported that the flooding is due Climate change, buildings on riparian land and reserves meant for drainage. The water is naturally trying to find its rightful abode.

When all is said and done, there is need to take precaution. The KIBU Epidemic and Disaster Management Unit has cautioned us to protect ourselves from floods by:

- Avoiding driving through water on the roads;
- Gathering enough emergency supplies to sustain you and your family;
- Listen to the meteorological department and local media for crucial updates;
- Keep all important documents and papers safe... probably use waterproof files.
- Turn off utilities at the main switches or valves and disconnect all electrical appliances
- Do not shelter under trees during heavy rains
- Evacuate to higher areas that are less prone to flooding.³

There is this old adage, "Man plans, and God laughs" All this is in the power of the Almighty, and so to him we pray for comfort and mercy upon all those affected directly and indirectly by these floods. My heartfelt condolences to the families that have lost loved ones in this disaster.

We hope for a rainbow at the end of these. One to assure us that God is love. One to strengthen our faith. One to remind us to pray and most importantly to remind us to always have hope.

Lilian Wanjala is a Senior Administrative Assistant at Kibabii University in the Academic Affairs Division

QUALITY ASSURANCE



The Kenya Universities' Quality Assurance Network Training

By Onex Opati and Lilian Wanjala

The Kenya Universities Quality Assurance Network held a three day training workshop at Kibabii University from 22nd to 24th of May bringing together key stakeholders in academe from various public and private universities in Kenya. These education experts presented, amongst other things, the paradigm shift from traditional teacher-centered models to dynamic learner-centered approaches that have revolutionized the educational landscape over the past two decades.

What stood out clearly during the workshop was the fact that the days of rote memorization, regurgitation of course content, and passive learning are long gone. The emergence of Competence-Based Education heralds a new era, one characterized by active engagement, practical application, and personalized learning paths.

This paradigm shift reflects a growing recognition that education must evolve to meet the demands of a rapidly changing world, where adaptability, critical thinking, and problem-solving skills reign supreme.

At the heart of Competence-Based Education lies the principle of learning by self-steering. No longer are students mere recipients of knowledge; they are empowered agents driving their own educational journeys. This approach acknowledges the diverse needs, interests, and aspirations of learners, fostering a sense of ownership and motivation crucial for lifelong learning.

According to Dr. Mukirae Njihia of Kenyatta University, Competence-Based Education transcends the confines of the classroom, embracing the concept of workplace learning as well.

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Recognizing that real-world experiences are invaluable in shaping competencies, educators are forging partnerships with industries to provide students with authentic learning opportunities. From internships to apprenticeships, these hands-on experiences not only enhance skill acquisition but also bridge the gap between theory and practice.

At the heart of Competence-Based Education is meaningful learning. It's not simply about acquiring knowledge for the sake of passing exams; it's about understanding concepts deeply, applying them in context, and making meaningful connections to real-life situations. By contextualizing learning experiences and fostering relevance, educators are cultivating critical thinkers and problem solvers equipped to tackle the challenges of tomorrow. The impact of Competence-Based Education extends far beyond the classroom walls. Employers are increasingly recognizing the value of competencies over credentials, seeking individuals who possess not only technical expertise but also a repertoire of transferable skills such as communication, collaboration, and adaptability. In this way, Competence-Based Education serves as a bridge between education and employment, ensuring that graduates are not only academically proficient but also professionally adept.

Implementing Best Management Practices

In the ever-evolving landscape of higher education, universities continually strive for excellence in all facets of their operation. Central to this pursuit are Best Management Practices (BMPs), which serve as guiding principles to enhance operational efficiency, sustainability, and overall academic and research excellence. Drawing from personal experiences as both a classroom practitioner and a university administrator, Professor Maurice Okoth delved into the significance of BMPs in universities, emphasizing their critical role in promoting a healthy learning environment and ensuring clear, non-overlapping roles for officers to effectively execute the institution's vision and mission.

Professor Okoth underscored the multifaceted benefits of BMPs, highlighting their pivotal role in streamlining university operations. He emphasized the need for operational efficiency, a cornerstone of BMP implementation, which is crucial for optimizing resources and maximizing productivity. By establishing streamlined processes and procedures, universities can navigate complex administrative tasks with ease, thereby freeing up valuable time and resources for core academic pursuits.

Sustainability emerged as another key focus of BMPs, reflecting universities' commitment to environmental stewardship and responsible resource management. Through initiatives such as energy conservation, waste reduction, and eco-friendly practices, institutions can minimize their ecological footprint while setting an example for the broader community. Moreover, integrating sustainability into campus operations fosters a culture of environmental awareness among students, faculty, and staff, nurturing a sense of collective responsibility for the planet.

In addition to operational and environmental considerations, BMPs play a pivotal role in fostering a conducive learning environment. By prioritizing factors such as safety, accessibility, and inclusivity, universities can create spaces where students can thrive academically and personally. From well-maintained facilities to comprehensive support services, every aspect of campus life is carefully curated to promote student success and well-being.

QUALITY ASSURANCE

Furthermore, the implementation of BMPs is instrumental in enhancing academic and research excellence, driving innovation and scholarship within the university community. By optimizing administrative processes and promoting collaboration across departments, institutions can create an environment conducive to groundbreaking research and intellectual discovery. Through strategic investment in faculty development, research infrastructure, and cutting-edge technologies, universities can position themselves as leaders in their respective fields, attracting top talent and fostering a culture of academic excellence.

Central to the successful execution of BMPs is the establishment of clear and non-overlapping roles for university officers. By delineating responsibilities and fostering effective communication channels, institutions can ensure alignment with the overarching mission and vision of the university. With clearly defined roles, officers can focus on their core areas of expertise, leveraging their skills and resources to drive progress and innovation across the institution.

Harnessing Emerging Technologies for Interactive Course Material

As the digital age continues to reshape the landscape of higher education, the needs and expectations of learners have undergone a profound transformation. Today's students, often referred to as "21st-century learners," are digital natives who are accustomed to engaging with information in dynamic and interactive ways. Recognizing this paradigm shift, Sr. Dr. Jacklyne Alari emphasized the imperative for universities to adapt their instructional practices to meet the evolving needs of this tech-savvy generation.

Central to her presentation was the crucial role of technology in higher education. Dr. Alari firmly believes that the days of traditional lectures and static textbooks are behind us as universities increasingly harness the power of technology to enhance teaching and learning experiences. From online learning platforms to multimedia resources, technology has become an integral part of the educational ecosystem, offering new avenues for engagement, collaboration, and personalized learning.

However, it is the emergence of cutting-edge technologies that holds the greatest promise for revolutionizing education. Dr. Samuel Barasa highlighted several key emerging technologies that are poised to transform the educational landscape. From artificial intelligence and virtual reality to augmented reality and gamification, these technologies offer unprecedented opportunities to create immersive and interactive learning experiences that cater to diverse learning styles and preferences.

Dr. Barasa underscored the need for faculty to move with speed and embrace technology. It is only by doing so, he posited, that they will gain the requisite knowledge on how to develop interactive course material using these emerging technologies. By leveraging the power of AI-driven adaptive learning algorithms, educators can tailor course content to individual student needs, providing personalized learning experiences that maximize engagement and retention. Virtual and augmented reality technologies offer students the opportunity to explore complex concepts in a simulated environment, fostering deeper understanding and practical skills development.

Dr. Barasa believes that the integration of gamification principles into course material transforms learning into a dynamic and interactive experience.

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Through gamified learning modules and interactive simulations, students are motivated to actively participate in their own learning journey, while also fostering collaboration and healthy competition among peers.

Insights on Setting Quality Examinations and Marking

Dr. Samuel Mutweleli's presentation was centred on the meticulous process of setting quality examination items. Emphasizing the importance of rigor and relevance, he underscored the need for examination questions that effectively assess students' understanding of key concepts and their ability to apply knowledge in real-world scenarios. By crafting well-structured questions that align with course objectives and learning outcomes, educators can accurately gauge students' mastery of the subject matter.

Another critical aspect highlighted by Dr. Mutweleli was the moderation of draft examination papers. Recognizing the significance of impartiality and objectivity, he stressed the importance of involving multiple stakeholders in the review process to ensure the validity and reliability of assessment instruments. Through collaborative efforts and rigorous scrutiny, educators can identify and rectify any potential biases or errors in examination items, thereby enhancing the overall quality and integrity of assessments.

In the realm of essay marking and scoring, Dr. Mutweleli underscored the importance of consistency and transparency. Adopting clear and objective criteria for assessment, educators can ensure equitable evaluation of students' responses, irrespective of individual biases or subjective judgments.

He also emphasized the importance of developing a model answer that outlines the key points or arguments that students are expected to address in their essays. This model answer provides a roadmap for markers to assess the relevance and depth of each response. The model answer may include examples or evidence that support the main points, helping markers distinguish between insightful analysis and superficial understanding. When assessing essays therefore, markers should adhere strictly to the model answer or scoring guide. Dr. Mutweleli strongly advises that irrelevant material should not be credited, even if it demonstrates a student's knowledge of related topics. He believes that consistency is key in ensuring that all students are evaluated fairly and equitably.



The Vice Chancellor, Prof. Ipara Odeo, addressing attendees during the training



Ag. Coordinator, Quality Assurance, Ms. Sophy Nekoye Waliaula

ACADEMIC AFFAIRS STAFF WORKSHOP



Academic Affairs Staff Attend Workshop on Effectiveness and Efficiency in Service Delivery

By Isaac Manje

Staff from Kibabii University Academic Affairs Department attended a two-day workshop at Farm View Hotel Busia County on 17th and 18th May 2024. The workshop focused on effectiveness and efficiency in service delivery.

Ag. Deputy Vice Chancellor, Academic and Student Affairs, Prof. Stanley Mutsotso officially opened the training, giving an informative presentation on the core mandate of the Academic Affairs Division. He emphasized that the Academic Affairs Department was the engine of the University; hence, the inevitable need for continuous improvement of service delivery.

The Registrar, Academic Affairs, Sr. Dr. Jacklyne Alari appreciated all the members of staff for the work being done in the department.

She emphasized the need for every member of the University to understand the New University Funding Model to assist new students apply for funding.

Other speakers included Prof. Maurice Okoth from Moi University, and Prof. Julius Maiyo and Dr. Ruth Mitalo from Kibabii University. Prof. Maiyo, an ISO lead auditor trained members of the Department on the Quality Management Systems and Procedures and also reviewed the Departmental Procedure Manual.

Prof. Maurice Okoth focused on the provision of quality customer service and quality management of academic documents and records. He emphasized that customer do not depend on staff, but it is staff who depend on the customer, hence the need to serve them well.

The Registrar, Administration and Human Resources, Dr. Ruth Mitalo, took the members through the Human Resource Policy documents and urged members to read and understand the documents. She also highlighted the emerging issues in HR that included the Wage Bill, performance management model, Digitalization, and harmonization of employee grading systems.

KIBU ALUMNI ASSOCIATION ELECTIONS

KIBU Alumni Association Holds its Elections

By Isaac Manje

The Kibabii University Alumni Association held its elections on 10th May, 2024 to elect leaders who will oversee its activities for the next three years.

KIBU alumni drawn from various professions and locations turned up in large numbers to cast their votes for their preferred candidates.

The elections were overseen by the KIBU Alumni Electoral Commission comprising the Chairperson, Prof. Samwel Mbuguah who also served as the Returning Officer, Dr. Robert Wafula, the Deputy Returning Officer, Dr. Benson Nasongo, the Presiding Officer, and Mr. Noah Wafula, a Commissioner, among other officials.

The election results were as follows:

#	Position	Winner	Graduation Year	Votes
1	Chairperson	Yvonne Kariuki	2015	92
2	Vice Chairperson	Christopher Simiyu	2018	142
3	Secretary General	Meshack Wataka	2017	145
4	Deputy Secretary General	Dennis Barasa	2021	Unopposed
5	Treasurer	Boniface Odhiambo	2021	115
6	Resource Mobilizer	Evans Lusiche	2022	106
7	Special Interests	Joseph Mbogoh	2022	Unopposed

In marking the National Tree Growing Day which coincided with the Alumni Elections, the KIBU Alumni Association partnered with Equity Bank to plant more than 1,000 trees at different points in the University with the aim of fulfilling the President's directive that targets the planting of at least 15 billion trees by the year 2032.

RESEARCH TO COMMERCIALIZATION WORKSHOP



KIBU Hosts a Research to Commercialization (R2C) Sensitization Workshop

By Agnetta Shilasi

The Division of Planning, Partnerships, Research and Innovation, under the Directorate of Research and Innovation, recently organized a comprehensive two-day R2C Sensitization Workshop at Kibabii University's Auditorium C from 15th May, 2024. The primary focus of the workshop was to enlighten both staff and students about the critical process of Commercializing Research. The workshop was officiated by the then Acting Deputy Vice Chancellor, Planning, Partnerships, Research, and Innovation, Prof. Joshua Abuya.

Facilitated by a dedicated team from the Research to Commercialization (R2C) Program under the Research and Innovative Systems for Africa (RISA), various strategies and steps essential for the successful commercialization of research projects were discussed. Funded by the UK International Development's Research Innovation system in Africa (RISA), Kenya National Innovation Agency (KENIA), and Viktoria Ventures, the program aimed at equipping participants with the necessary skills and knowledge to navigate the complexities of commercializing innovations.

During interactive sessions, attendees were guided through a range of topics aimed at empowering them to effectively commercialize their research endeavors. The overarching objectives of the training were twofold. Firstly, to bolster the capacity of 40 researchers by the year 2024, with a particular focus on an accelerator program geared towards preparing them for investment and commercialization, with 30 participants in Kenya and 10 in Ethiopia. Secondly, to enhance the technology transfer capabilities of over 40 institutions by the same year, employing a cascaded training model to enable them undertake Research to Commercialization (R2C) initiatives, with an emphasis on training trainers.

The program has yielded promising outcomes, including the successful mobilization of \$328,422 (equivalent to 48 million Kenyan Shillings) to support R2C ventures, thereby catalyzing financial access for innovative projects.

RESEARCH TO COMMERCIALIZATION WORKSHOP

Moreover, it has empowered 28 institutions to establish and sustain research-to-commercialization programs, with 12 institutions actively engaged in related R2C activities. Additionally, the program has emphasized the mainstreaming of Gender Equality and Social Inclusion (GESI) in innovation programs, fostering a more inclusive and diverse research landscape.

The workshop concluded on Friday, 17th May, 2024, with participants expressing their appreciation for the valuable insights gained regarding the significance and processes involved in commercializing research. Overall, the event proved to be a significant milestone in fostering a culture of innovation and entrepreneurship within the academic community, setting the stage for impactful collaborations and transformative research endeavors.



Prof. Joshua Abuya, Director, Research during the launch of the workshop



Attendees following the workshop proceedings



Attendees taking part in the workshop activities



Attendees taking part in the workshop activities

LACTATION CENTER



KIBU Officially Launches a Lactation Center

By Isaac Manje

In a significant stride towards promoting inclusivity and supporting the welfare of its staff, students, and community members, Kibabii University officially launched a lactation center on 14th May, 2024 at the University grounds. The launch was graced by the Vice Chancellor, Prof. Isaac Ipara Odeo, and attended by Senior University Management, staff, and student representatives. Speaking during the launch, Prof. Odeo noted that he had been looking forward to this moment when the Lactation Center would officially be open to serve the Kibabii University Community.

Prof. Odeo emphasized that the bonding period between a mother and child is very crucial for the proper growth and development of the child, as well as the positive mental state of a mother. He asserted that the numerous benefits of proper lactation to the family unit cannot be overstated. "Lack of proper lactation may negatively affect the mental state of mothers, thereby affecting their performance at work since they will keep worrying about their babies," said Prof. Odeo.

The Vice Chancellor underscored the need for a comfortable and private environment for breastfeeding, whether at work or at home. He thanked the Office of the Registrar, Administration and Human Resources, under the leadership of Dr. Ruth Mitalo for introducing such an initiative which not only ensures that the University complies with the law, but also gives lactating mothers peace of mind as they discharge their duties at work.

The Deputy Vice Chancellor (DVC), Administration, Finance and Development, Prof. Donald Siamba, thanked the Vice Chancellor for supporting the project to its completion. He noted that the Center provides a comfortable space for mothers to bond with their young ones and create meaningful relationships with them. Prof. Siamba reiterated that the University will continue to revamp the lactation center by adding more resting spaces and boosting its privacy.

LACTATION CENTER

Prof. Franklin Wabwoba, speaking on behalf of the Ag. DVC, Academic and Students Affairs, narrated the struggles he faced with his wife during their early days as parents due to lack of lactation facilities like the one that was launched. He noted that the newly launched Lactation Center is invaluable to lactating mothers at Kibabii University.

Prof. Joshua Abuya, representing the Ag. DVC, Planning, Partnerships, Research and Innovation, thanked the University management for this timely idea and joined the rest of the attendees in celebrating its launch.

The Registrar, Administration and Human Resource, Dr. Ruth Mitalo, thanked the management for supporting this initiative and for catering to staff welfare issues. She termed the lactation center a mothers' day gift to lactating mothers since it has been officially launched just two days after celebrating mothers' day. She reiterated Kibabii University's care for its lactating staff and students as it endeavors to promote mother and child bonding.

Dr. Mitalo stated that the Center is well equipped with a refrigerator for storing expressed milk, beds for babies, sitting spaces, and a small kitchenette for cleaning used utensils. She further noted that it places the University in compliance with the law that requires such a public institution to provide a lactation center.

The Director, Institute of Gender and Development Studies, Dr. Rispah Wepukhulu, who was also the rapporteur during the launch, thanked the University Management for this timely initiative that will give lactating mothers peace of mind as they discharge their duties.

Students Organization of Kibabii University (SOKU) Vice Chair, Elizabeth Kemunto expressed gratitude on behalf of the students noting that this initiative would give lactating students a private and comfortable space to breastfeed and bond with their babies.



KIBU's newly launched lactation center



The Vice Chancellor, Prof. Ipara Odeo officially launching the lactation center

Lactation Center Pictorial



Registrar, Administration & Human Resources, Dr. Ruth Mitalo during the launch of the lactation center



DVC, Administration, Finance & Development, Prof. Donald Siamba during the launch of the lactation center

Facilities at the Lactation Center



KIBU Constructs the Roundabout at the Sanga'lo Junction on the Musikoma-Kanduyi Road

By Isaac Manje

As part of its Corporate Social Responsibility initiatives, Kibabii University constructed the round-about at the Sang'alo junction along the Musikoma-Kanduyi Road. Staff from the Estates Department, led by the Estates Officer, Engineer Julius Maloba were on site to oversee the construction of the roundsabout to its completion.



CAREER MENTORSHIP

KIBU's Office of Career Services Hosts Academic Visit by Secondary Schools

By Onex Opati

On 23rd May 2024, the Office of Career Services at Kibabii University hosted a career mentorship event for secondary school students.

Attendees included teachers and students from Namawanga Girls High School, St. Chrispine Samia Girls, and Kaptola Secondary. The visit aimed to mentor students and prepare them for university life.

The students toured key sections of the university, including the library, and received mentorship talks from Mr. Onex Opati, a lecturer and the Coordinator of the Institute of Gender and Development Studies.

Other speakers were Mr. Lirhu Wafula from the Office of Career Services and Mr. Dennis Barasa, an alumnus of Kibabii University and the current deputy Secretary General of Kibabii Alumni Association.





Kibabii University's Vibrant Culture Celebrates Diversity and Collaboration

By Valon Andati

In the heart of Kibabii University lies a rich tapestry of values, traditions, and social dynamics that define its unique campus culture. Boasting a collaborative approach that involves various stakeholders, this culture has garnered admiration for its inclusivity and community engagement.

At the core of Kibabii University's cultural ethos is a commitment to academic and personal development. Through initiatives promoting lifelong learning, service learning, and holistic growth, the university fosters an environment conducive to student success and fulfillment.

But what truly sets Kibabii University apart is its dedication to diversity and inclusivity. Embracing individuals from all backgrounds and identities, the university prioritizes creating a welcoming space where every member of the community feels valued and respected.

From vibrant campus events to student-led initiatives, Kibabii University's culture thrives on collaboration and inclusivity, making it a beacon of inspiration for universities nationwide. With its environment-friendly ethos and unwavering commitment to diversity, Kibabii University stands as a testament to the transformative power of inclusive education.

EMPOWERING WOMEN IN CAMPUS



Empowering Women in Campus: Fostering Equality and Leadership for a Brighter Future

By Vernah Wanjala

In today's academic landscape, empowering women within campus communities is recognized as a fundamental pillar in promoting gender equality and nurturing inclusive environments conducive to growth and development. Universities and colleges play a pivotal role in shaping the future leaders, innovators, and changemakers of tomorrow, underscoring the importance of initiatives aimed at supporting and uplifting young women.

Educational empowerment stands as a cornerstone in this endeavor, with efforts focused on providing equal access to education and fostering a supportive learning environment. Breaking barriers to entry and promoting inclusivity, mostly in STEM fields, are essential steps in empowering women academically and professionally.

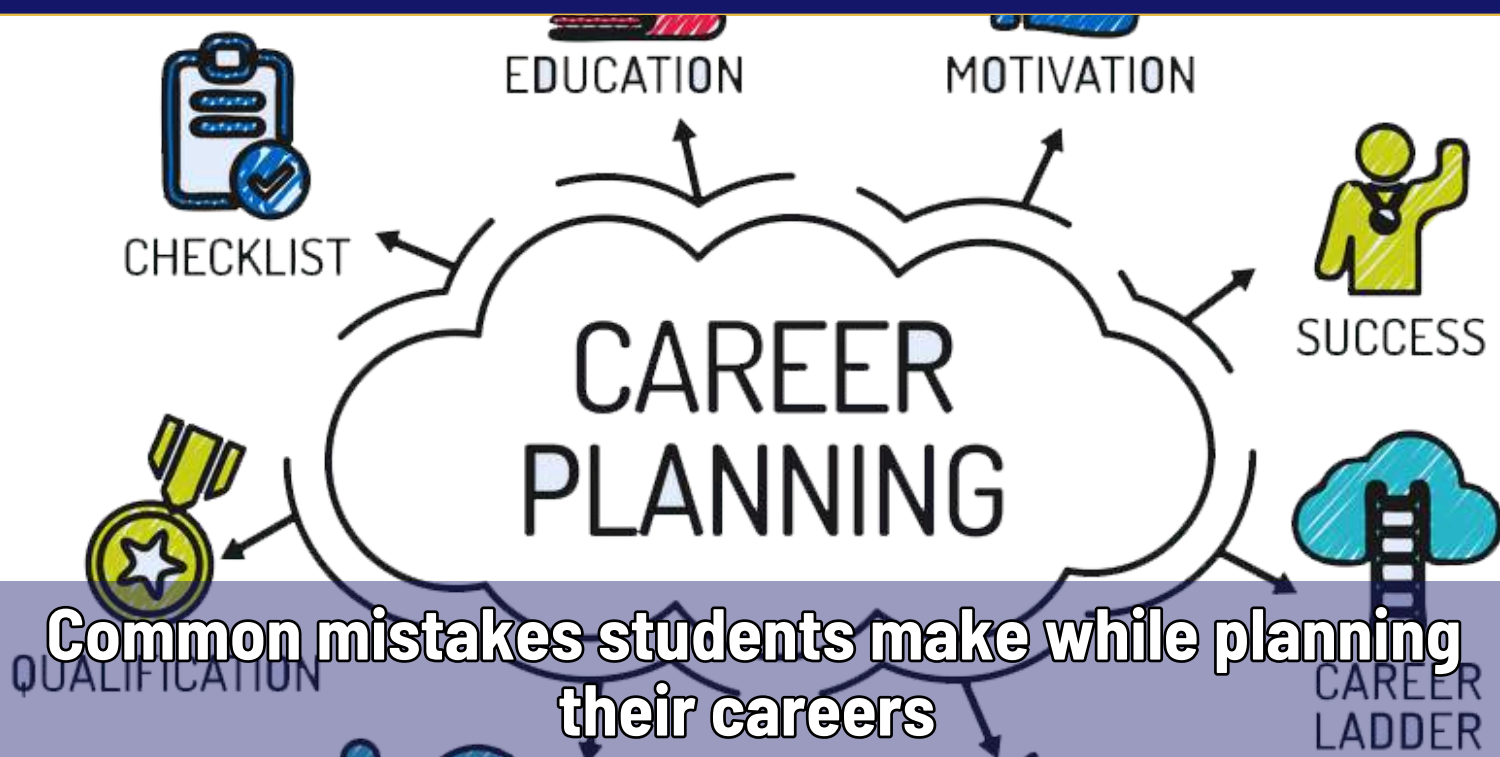
Economic and social empowerment are equally vital, emphasizing the promotion of women's economic rights and leadership opportunities within campus communities. Addressing gender gaps in the workforce, providing avenues for professional development, and ensuring access to resources are key strategies .

Intersectional feminism plays a crucial role in fostering inclusivity within campuses, recognizing and addressing the unique challenges faced by women from diverse backgrounds. By embracing intersectionality, educational institutions can create environments that address intersecting factors of race, class, and gender.

In recognizing the importance of empowering campus women, initiatives such as mentorship programs, leadership opportunities, and advocacy for inclusion in STEM fields are being prioritized. Mentorship, networking, workshops, and training sessions are employed to equip women with the skills and support needed. Promoting health and well-being among campus women is also paramount, with access to healthcare and wellness programs being emphasized to ensure holistic empowerment.

By creating environments where women feel valued, supported, and capable of achieving their full potential, universities contribute not only to the success of individual women but also to the broader movement toward gender equality in society. As these empowered women graduate and enter various fields, their influence and leadership will shape a more equitable and prosperous future for all.

STUDENTS' CAREER PLANNING



Common mistakes students make while planning their careers

By Diana Wachiye

Planning a career is one of the most significant decisions students will face. Recognizing these mistakes early on can help students make more informed and satisfying career choices and achieve their goals.

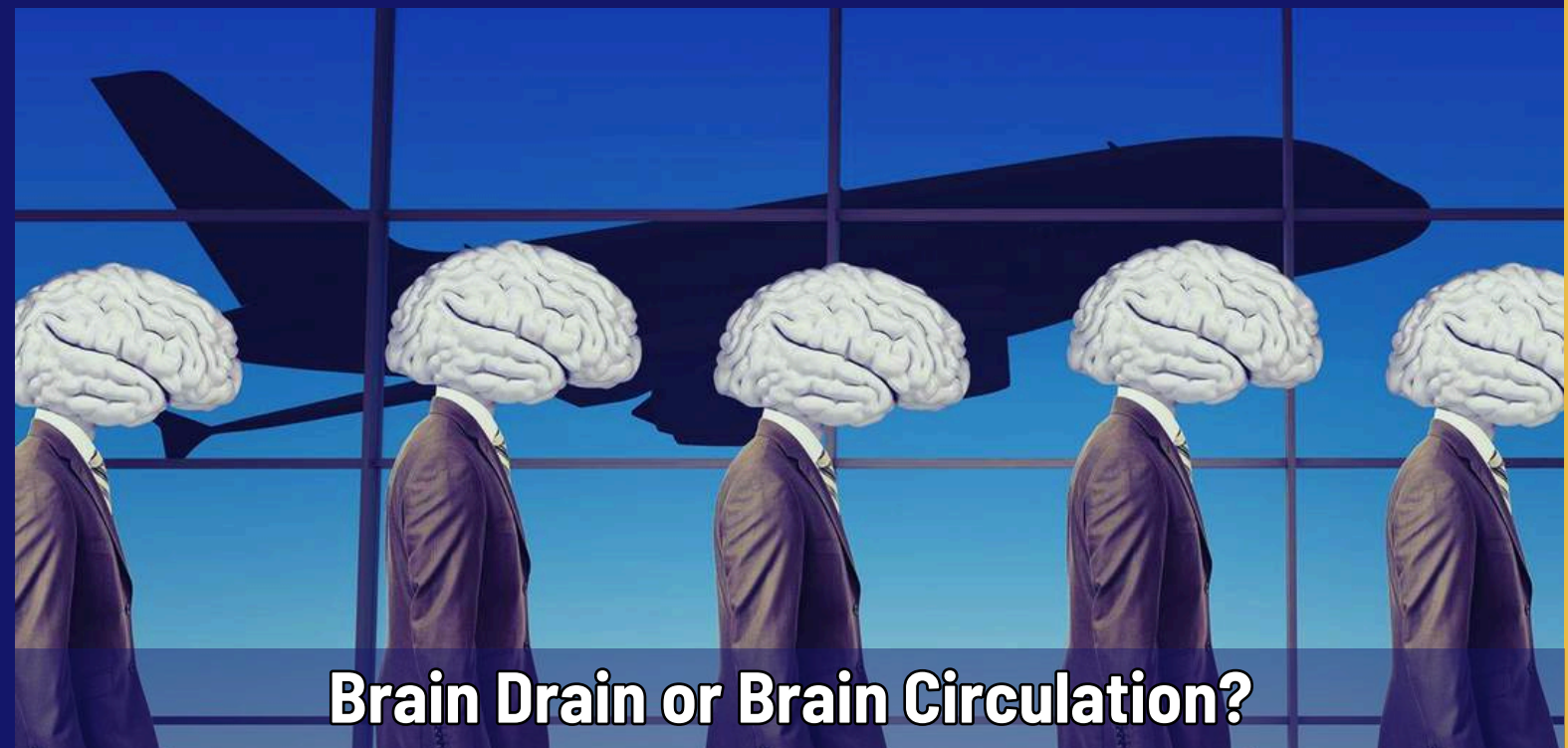
Lack of self-assessment is the fundamental mistakes students make while planning their careers. Without a clear understanding of oneself, it is challenging to choose a career path that aligns with personal attributes. Many students often select careers based on parental expectations and peer pressure. To overcome this mistake, students are encouraged to engage in self-assessment exercises such as career counseling sessions.

Secondly, lack of researching their career options. Making career decisions based on limited information can lead to unrealistic expectations. Therefore students should conduct a comprehensive research on potential careers.

underestimate the value of seeking advice from career counselors, mentors or professionals in their desired fields. Guidance from experienced individuals can help students make informed decisions. They are then encouraged to make use of career services offered by their educational institutions and seek mentors in their field of interest. Professional guidance provide direction helping students avoid common mistakes and make well-informed career choices.

Lastly, peer pressure. Planning a career based on what friends are doing is a common mistake. Peer pressure can lead students to make choices that are not suited to their individuals' preferences and strengths.

Planning a career is a critical decision that requires self-awareness. By avoiding these mistakes students can make more informed choices. A thoughtful approach to career planning can lead to greater professional success.



Brain Drain or Brain Circulation?

By Onex Opati

In an increasingly interconnected world, the movement of skilled individuals across borders has become a common phenomenon. Often dubbed as "brain drain," this migration of talent has raised concerns about its potential negative impact on the home countries. However, a closer look reveals that this phenomenon is not merely a one-way street of loss but rather a dynamic process known as "brain circulation," where the benefits of individuals working abroad far outweigh the perceived disadvantages.

One of the most significant advantages of brain circulation is the financial remittances sent back to the home country by expatriates. These remittances serve as a vital source of income for many families and contribute significantly to the economy. According to the World Bank, remittances to low- and middle-income countries reached a record high of over \$550 billion in 2019, surpassing foreign direct investment. A recent report by Central Bank of Kenya claims that Kenyans living abroad remitted a cumulative sum of \$1.2 billion (equivalent to Ksh158 billion) back to their homeland in the first quarter of this year, representing a notable increase of 18.8 percent compared to the remittance figures observed during the corresponding period in 2023. These funds often support education, healthcare, and entrepreneurial endeavors, thereby fostering economic growth and reducing poverty levels.

Moreover, brain circulation facilitates the transfer of knowledge and technology between countries. When skilled individuals migrate to work in foreign countries, they acquire new skills, expertise, and technological know-how. Upon returning home, they bring back this valuable knowledge, which can catalyze innovation and development in various sectors. For instance, engineers who gain experience working in advanced economies bring back innovative techniques and technologies that can enhance infrastructure projects in their home countries. This exchange of knowledge not only benefits the individuals but also contributes to the overall advancement of society.

Furthermore, working abroad exposes individuals to diverse cultures, languages, and perspectives, fostering cross-cultural understanding and global cooperation. These experiences cultivate a cosmopolitan outlook and promote tolerance and empathy, which are essential qualities in an interconnected world. Moreover, individuals who have lived and worked in different countries often possess valuable intercultural communication skills, making them highly sought after in today's globalized job market.

Critics of brain circulation often argue that it leads to a "brain drain" phenomenon, whereby the loss of skilled individuals hampers the development of the home country. While it is true that brain drain can pose challenges, such as a shortage of skilled workers in certain sectors, it is essential to recognize that brain circulation can mitigate these effects. For instance, many expatriates maintain ties with their home countries through collaborations, investments, and philanthropic activities, thereby contributing to their development even from afar.

Additionally, brain circulation can create opportunities for reverse migration, where skilled individuals return to their home countries to pursue career opportunities or entrepreneurial ventures. Countries like India and China have witnessed significant reverse migration in recent years, driven by factors such as economic growth, improved job prospects, and a desire to reconnect with one's roots. This reverse migration can inject fresh talent and ideas into the local economy, driving innovation and revitalizing communities.

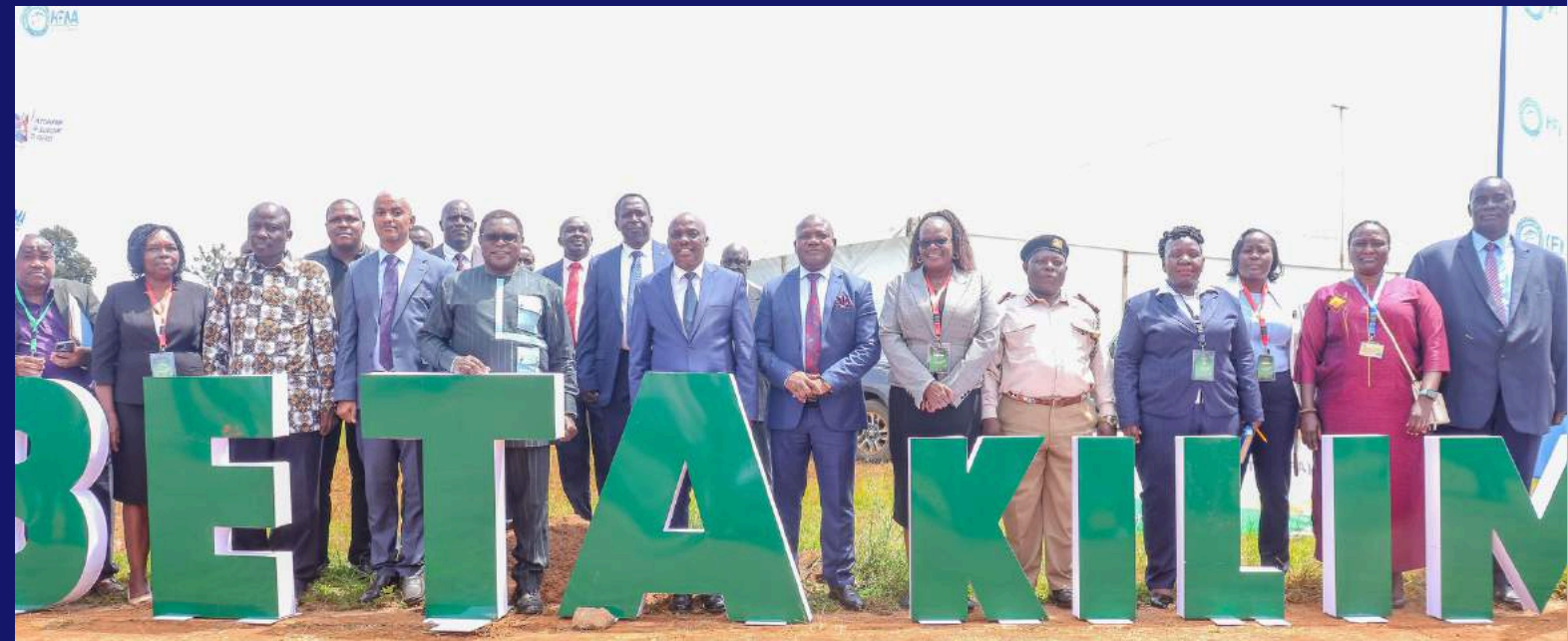
Given the many advantages of brain circulation, it is therefore not accidental that the government of Kenya, in its quest to address the unemployment problem, has been engaging other countries in the west to create employment opportunities for Kenyans. Many political pundits have viewed this effort as mainstreaming brain drain. While brain circulation may initially appear as a drain of talent from the home country, its long-term benefits far outweigh the short-term drawbacks. From financial remittances and technological transfer to cultural exchange and global cooperation, the advantages of individuals working abroad are manifold. Embracing brain circulation as a positive force for development can help countries harness the full potential of their human capital and foster inclusive growth on a global scale.

Onex David Opati is a lecturer in the department of Educational Foundations & the Coordinator of the Institute of Gender & Development Studies. He is also a motivational speaker & is involved in career mentorship. His Contact is 0725301792 and his email is oopati@kibu.ac.ke

Register for a 4-week short course in Women and Political Leadership at Kibabii University's Institute of Gender & Development Studies.

The course is offered through a blended mode of study.

PRE-MADARAKA DAY EXHIBITION



KIBU Hosts the Pre-Madaraka Day Exhibition

By Isaac Manje

Kibabii University played host to the historic week-long Pre-Madaraka Day Exhibition on food and security from 27th to 31st May, 2024. Hundreds of exhibitors from the public and private sectors were present to showcase their goods and services that revolved around the theme of the exhibition.



Pre-Madaraka Day Conference 2024



Pre-Madaraka Day Conference 2024



OUR COURSES



KIBABII UNIVERSITY

Knowledge for Development

FACULTY OF ARTS & SOCIAL SCIENCES

- PhD in Religion
- PhD in Kiswahili Studies
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- Master of Arts in History
- Masters of Arts Kiswahili
- Master of Arts in Comparative Literature
- Bachelor of Social Work
- Bachelor of Criminology
- Bachelor of Journalism & Mass Communication
- Diploma in Social Work and Community Development
- Diploma in Journalism and Mass Communication
- Diploma in Criminology and Criminal Justice
- Certificate in Social Work and Community Development
- Certificate in Criminology and Criminal Justice

SCHOOL OF EDUCATION

- PhD in Curriculum and Instruction
- PhD in Educational Planning & Management
- PhD in Education Management & Policy Studies
- PhD in Economics & Management of Education
- Master of Education in Curriculum & Instruction Technology
- Master of Education in Educational Planning and Management
- Master of Education in Educational Management and Policy Studies
- Master of Education in Educational Planning & Economics
- Master of Education in Early Childhood Education
- Master of Education in Kiswahili
- Bachelor of Education (Arts)
- Bachelor of Education (Science)
- Bachelor of Education in Early Childhood Education
- Post Graduate Diploma in Education

SCHOOL OF BUSINESS & ECONOMICS

- PhD in Business Administration
- Master of Business Administration
- MSc. in Human Resource Management
- MBA with Information Technology (IT)
- Master of Science in Logistics & Supply Chain Management
- Bachelor of Commerce (BCom.)
- Bachelor of Business Management
- Bsc (Cooperative and Entrepreneurship Management)
- Diploma in Business Management
- Certificate in Business Management

SCHOOL OF COMPUTING & INFORMATICS

- PhD in Information Technology
- Master of Science in Information Technology
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- Master of Science in Digital Forensics
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- Bachelor of Science in Information Technology
- Diploma in Information Technology
- Certificate in Information Technology

FACULTY OF SCIENCE


- Doctor of Philosophy in Applied Mathematics
- Doctor of Philosophy in Pure Mathematics
- Doctor of Philosophy in Physics
- Doctor of Philosophy in Statistics
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- Master of Science in Applied Mathematics
- Master of Science in Pure Mathematics
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- Master of Science in Chemistry
- Master of Science in Microbiology
- Bachelor of Science (Mathematics)
- Bachelor of Science (Chemistry)
- Bachelor of Science (Physics)
- Bachelor of Science (Agricultural Education and Extension)
- Bachelor of Science (Biology)
- Bachelor of Science in Bio resources Conservation & Management
- Bachelor of Science (Agricultural Economics & Resource Management)
- Bachelor of Science (Agriculture & Biotechnology)
- Bachelor of Science (Renewable Energy & Bio-fuels Technology)

SCHOOL OF NURSING

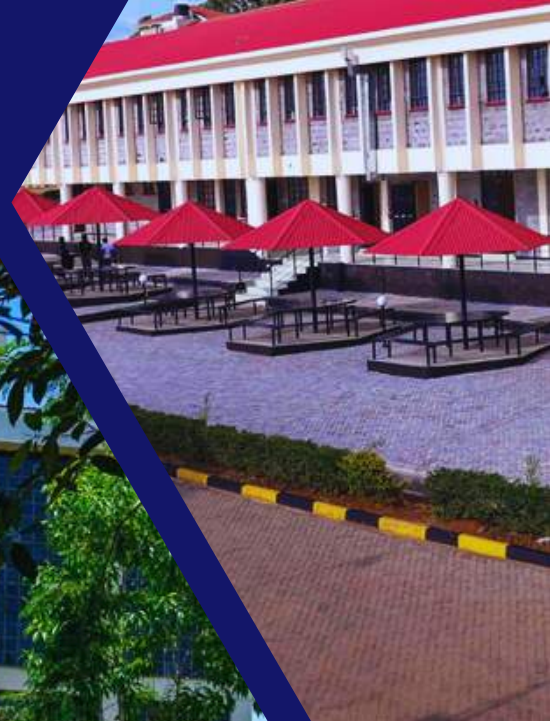
- Bachelor of Science in Nursing (Direct Entry)

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- ICT Technician
- Library & Information Science
- Data Management & Analytics
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- Faculty of Science
- School of Education
- School of Business & Economics
- School of Computing & Informatics
- School of Nursing
- School of Graduate Studies
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