**History and Government for form 3**
Hallo. Welcome to History and Government for form 3.

We are going to learn about European invasion of Africa and the process of colonisation, establishment of colonial rule in Kenya, colonial administration, social and economic developments in Kenya during the colonial period, political developments and the struggle for independence
in Kenya, emergence and growth of nationalism in Africa and, lives and contributions of Kenyan leaders. Further, we shall discuss The Formation, Structure and Functions of the Government of Kenya in regard to the Legislature, the Executive and the Judiciary as outlined in the constitution. European invasion of Africa

European interests in Africa began as early as the 1st century Ad. The
Greeks, Romans, Portuguese, British, French and the Dutch traded with the
Africans as we learnt in form one. This led to the development of trade
routes and centres which opened up Africa. For centuries, these
foreigners interacted with the Africans through trade, exploration and
missionary work. These however changed between 1884 and 1914 when the
Europeans started to invade and colonise Africa in What came to be known
as the Scramble and Partition of Africa. European Invasion of Africa

**European Invasion of Africa**

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**European interests in Africa.**

**Objectives**

**By the end of the lesson you should be able to:**

1. Define the terms scramble and partition
2. Identify the methods used by Europeans to acquire colonies in Africa
3. Describe the process of partition
4. Analyze the impact of partition

**Scramble and Partition for Africa**

To scramble means to rush for, compete or struggle with others in order
to get something. Partion means to divide something among people or
competitors. The scramble and partition of Africa refers to the rush for
European powers to establish their spheres of influence or colonies in
Africa. Click on the play button to view animation on scamble.

**Methods used by European to acquire Colonies in Africa**

European powers used the following methods to acquire colonies in Africa:
1) Signing of Treaties - Europeans used to sign treaties with the local leaders and also among themselves.
2) Military Conquest - this was used whenever treaty making failed
3) Diplomacy - this is when Europeans used peaceful negotiations to acquire territory
4) Trickery - this involved luring African leaders with gifts to surrender their territory to Europeans
5) Company rule - this was the use of chartered companies to administer the colonies on behalf of the European powers
6) Missionaries - this is when missionaries asked for protection from
their parent countries after converted Africans to Christianity

**Process of Partition**
1) Missionaries, traders and explorers irrespective of their countries of origin should be protected by the colonial powers
2) Any power owning territory in Africa must undertake to abolish slave trade
3) River Niger and Congo must be left free for all European powers for fair trade
4) Partition treaties must be used to sort out any future disagreements

This process involved dividing Africa among European powers after the Berlin conference of 1884-85. The terms agreed during the Berlin conference were: once an area is declared a sphere of influence effective occupation must
be established
Any European power claiming any part of Africa must inform other powers. Process of Partition

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**Terms of the Berlin Conference**
The Berlin Conference had the following terms;
1. Once an area is declared a sphere of influence, effective influence must be established
2. Any European country claiming any part of Africa must inform other interested parties
3. Missionaries, traders, explorers, irrespective of their countries of origin should be protected by the colonial power
4. Any power acquiring territory in Africa must undertake to abolish slave trade
5. River Niger and Congo to be left free for all European powers for fair international trade

**Impact of Partition**
The partition of Africa had several effects both to both Africans and Europeans. Some of these impacts include:

1. Drawing of boundaries in Africa

2. Spread of Christianity

3. Introduction of Western education

4. Abolition of slave trade

5. Improvement in agriculture

6. Some communities were split into different countries

**Symbol of Christianity. Prior Knowledge**
In the previous lesson, we learnt about the impact of the partition of Africa. In order to review this lesson, attempt the following exercise by ticking the negative effects of the partition from the list given.

**Objectives**
By the end of the lesson, you should be able to; 1. Identify different ways in which Africans reacted to European
colonization. 2. Discuss the Mandinka resistance under Samouri Toure.

African Reaction to European colonization (Resistance) In this lesson we are will discuss the Mandinka resistance by identifying the reasons for the resistance, reasons for Mandinka defeat by the French and effects of the resistance.Resistance refers to the use weapons by Africans to fight the foreigners. An example of a community that resisted was the Mandinka led by Samouri Toure. Why did the Mandinka resist the French invasion?
African Reaction to European colonization (Resistance) Several reason led to the Mandinka resistance. These include:
To safeguard their independence Samouri Toure was unwilling to lose the Bure Gold mines to the French
Samouri wanted to maintain economic and military supremacy
He was against the introduction of Christianity to his Muslim subjects
The French supplied weapons to his enemy Tieba of Sikasso

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***African Reaction to European colonization (Resistance)***
**The Mandika resistance**

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Why the Mandinka resisited French invasion of their territory
Several factors enabled Samouri Toure to resist the French for a long
time. In order to understand these factors, listen to the following
conversation between an elderly man explaining to his grand son why the
resistance took so long. Reasons for Samouri Toure's defeat
From the conversation we have listened to in the conversation, we have
learnt that Samouri Toure was able to resist the French for a long time
because;
1) He was a soldier and had a large army that was well equipped with modern weapons.
2) He also used the guerilla tactics in fighting the French and he knew his terrain well.
3) He had a workshop where he made and repaired his weapons.
One might wonder why Samouri Toure was defeated by the French. Several
factors contributed to Samouri Toure's defeat by the French. These
included:

1. Lack of adequate supplies
2. Lack of unity among African societies
3. Samouri's second empire was open to attacks
4. The British refused to support Samouri against the French
5. The French had superior weapons
6. The weapon become demoralized due to continuous warfare.

Results of Samouri Toure's resistance
The Mandinka resistance had several effects on both Africans and the
French. Some of the effects were:

1. Loss of independence
2. Loss of lives
3. Destruction of property
4. Displacement of people
5. Samouri was deported to Gabon where he died.

People lying dead an effect of war.
**Prior Knowledge**
In the previous lesson, we discussed the different types of response to
colonization among African communities. These were: 1. Resistance

2. Collaboration

Other examples of African resistance in Africa were;
- Maji Maji

-Ndebele

Objectives

By the end of the lesson you should be able to:-
(a) Discuss the Lozi reaction to British colonization.
Reasons for Lewanika's collaboration

Collaboration means getting into a cooperation, association or
partnership with another person, party or group. Lewanika entered into a
partnership with the British unlike Samoure Toure who resisted the French. Sign of collaboration

Some of the reasons for Lewanika's collaboration with the British were: 1) Lewanika needed British cooperation so as to quash a succession
dispute to the throne that was threatened by his half brother Mwanawina. 2) External attacks in the form of Ndebele cattle raids

3) The Portuguese were raiding the Lozi for slaves with sophisticated
weapons

4) Lewanika was impressed by the benefits that Chief Khama of the Ngwato
in Botswana obtained from cooperating with the British. 5) Lewanika admired the western way of life and his thinking was
influenced by his secretary who was also a French missionary, Francois
Coillard. 6) Lewanika was aware of the British military supremacy

**Reasons for Lewanikas collaboration**
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by his secretary who was also a French missionary, Francois Coillard.
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**Course of Lewanika's collaboration**
What did the process of Lewanika's collaboration involve? It involved; 1) The Ware treaty of 1889 that allowed the British to prospect for
minerals. 2) The Lochner treaty of 1890 which gave the British exclusive mining
rights in all areas of Balotse except for certain traditional iron mines

3) Lawley treaty of 1898 which allowed British settler farming in
Balotseland

4) The Coryndon treaty of 1900 that gave the British judicial and
administrative powers, and as a result, Lewanika become a paramount chief
and an employee in the British administration, and therefore no longer an
independent king. Lewanika during negotiations with white colonialists

**Results of Lozi collaboration**
Lewanika's collaboration with the British had several effects on both
Africans and Europeans. Some of the effects were;
\* Lewanika retained his position as paramount chief of the Lozi
\* The British used Lozi to establish their authority over northern
Rhodesia
\* Lozi chiefs lost all their powers except that of tax collection
\* The British South Africa company exploited minerals in Borotseland
\* The British built schools, hospitals, transport and communication
links on Borotseland. Objectives

By the end of the lesson you should be able to; 1. Explain factors for the European invasion of Kenya

2. Describe the process of British occupation of Kenya

Background to the Scramble and partition of East Africa

**Quiz**
In our lesson we have learnt about the background to the scrable and
partion of East Africa. Attempt the following exercise by filling in the
correct word or words in the spaces provided.in each of the statements.
During the sharing, East Africa fell under two European colonial powers,
namely Britain and Germany. The colonial interests of these powers were
enhanced by the activities of explorers, traders and missionaries. The
activities of Carl Peters from Germany and Harry Johnston in East Africa
led to the scramble for and partition of the region into British and
Germany spheres of influence. German spheres of influence in East Africa during the 19th century. Background to the Scramble and partition of East Africa

In todays lesson, we shall learn more about the scramble, partion and the
British occupation in Kenya. In Lesson one, we said that scramble is to
rush for, compete or struggle with others in order to get or do something
while partition is to divide something among people or competitors. We
shall now look at the Berlin conference that was held between 1884 to
1885 which enabled the European powers to share Africa among themselves. Background to the Scramble and partition of East Africa

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activities of Carl Peters from Germany and Harry Johnston in East Africa
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Germany spheres of influence. Causes for the scramble of East Africa
What was the main cause of the scramble? Several causes led to the
scarmble and partion of East Africa. The main cause of the British
interest in East Africa was to control the source of River Nile for her
security in Egypt. River Nile as it flows through Africa from its source in Lake Victoria to
Egypt

Other causes that led to the scamble and partition of East Africa were;
1) The rise of Germany and Italy in Europe which led to competition for
colonies outside Europe. Many countries wanted to control the source of
the Nile and Suez canal which was a center of interest in Europe
2) Demand for raw material for industries in Europe
3) Europeans believed they had superior culture hence wanted to spread it
4) Missionaries appealed for protection from their home governments

**Causes for the scramble of East Africa**
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**The Process of British occupation in Kenya**

The process of partition of East Africa involved two powers, namely
British and Germany. The actual partition was done through signing of
agreements. This included Anglo-Germany agreement of 1886 and
Anglo-Germany agreement of 1890, also known as the Heligoland treaty.
During the 1886 Anglo-Germany agreement, the two countries agreed that a
line was to be drawn from the coast to Lake Victoria. The northern part
of the line which today kenya was to belong to the British and the
southern was to belong to the Germans. Witu on river Tana was given to
Germany, the coastline and the islands of Lamu, Pemba, Zanzibar and Mafia
were controlled by the Sultanate if Zanzibar.

Why was it necessary to sign the Heligoland treaty? This was a treaty
that gave Britain full occupation of Uganda after she surrendered
Heligoland island in the North Sea. Germany purchased the coast of
Tanyanyika from the Sultan of Zanzibar. The Sultan retained the 16
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that gave Britain full occupation of Uganda after she surrendered
Heligoland island in the North Sea. Germany purchased the coast of
Tanyanyika from the Sultan of Zanzibar. The Sultan retained the 16
Kilometer coastal strip. Establishment of colonial rule in Kenya

In this Topic we shall learn about the response of the people of Kenya to
British invasion and occupation. Some Kenyan societies resisted the
British. They include the Bukusu, Gusii and Somali, Agiryama. In this
lesson we shall pay particular interest to the Nandi resistance. Koitalel Arap Samoei the Nandi leader

**Objectives**
By the end of the lesson, you should be able to:
(a) Explain African response to British invasion of Kenya.
(b) Explain the Nandi response to British invasion of their territory.

**Quiz**
In this lesson we have learnt the response of the Nandi to British
invasion and occupation. To evaluate yourself on what you have learnt,
attempt the following exercise by filling in the correct answers in the
blank spaces provided in the passage

**The response of the Nandi to British invasion and occupation**
Some Kenyan communities strongly resisted the initial occupation of their
territory. They used armed struggle to resist British rule. Among the
communities that resisted were the Nandi. In this lesson, we shall
discuss the causes of the Nandi resistance, reasons why the resistance
took a long time, and results of the resistance.
Causes of the Nandi resistance

Why did the Nandi resist British invasion of their territory? Several
reasons led to the Nandi resistance. These included: 1) They regarded themselves superior due to their good military
organization

2) Kimnyole's prophesy had warned them against allowing foreigners in their territory

3) Koitalel Arap Samoei's able leadership. He was also a symbol of unity among the Nandi

4) They were against the construction of the Uganda Railway across their territory

5) They disliked the Europeans due to their pale skin, clothes and
associated them with devils

6) They wanted to preserve their cultural practices and religious beliefs

Nandi woman being reprimanded for wearing earings and necklace made from telegraph wires.

**Why the Nandi resisted the British for so long**
The Nandi resistance lasted for about ten years. The Nandi were favoured by the following factors:

1) Their land is mountainous with valleys. The Nandi were conversant with
the terrain

2) They practised mixed economy hence when the British confiscated their
cattle, they could still depend on food crops

3) The age set system supplied them with reliable military force

4) Climatic conditions were very harsh for the British invaders

5 Poor transport and communication delayed quick movement of British forces

**Nandi warriors**
Results of the Nandi resistance

The Nandi put up a spirited resistance against the British but were
eventually defeated. Their defeat led to the following: 1) Loss of independence

2) Loss of lives

3) Destruction of property

4) The Nandi leader, Koitalel Arap Samoei, was killed in 1905

5) Land alienation

6) creation of African reserves. Koitalel Arap Samoei

**Objectives**
By the end of the lesson, you should be able to:
(a) Explain the Maasai response to British invasion.

The Response of the Maasai to British Invasion and Occupation

Collaboration means to cooperate with another person or a second party
for various reasons. In this, lesson we are going to discuss the Maasai's
response to colonial rule. Maasai reserves and Maasai territories. Causes of Maasai collaboration

During the time of scramble and partition of Africa, the Maasai led by
Lenana collaborated with the British because of the following reasons:

1) Succession dispute between Lenana and Sendeyo

2) Natural calamities such as drought and locust invasion

3) External attacks from the Nandi and Luo

4) Protect their independence

5) Wanted to protect their pasture land and water points

**Sign of drought**
***Course of collaboration***
The process of collaboration between the Maasai and the British involved
sigining of treaties. The first one in 1904 and the second in 1911. These
recognised Lenana as a paramount chief and moved Maasai to semi arid
reserves to pave way for white settlers. Collaboration of the Maasai with
the British involved: 1)The signing of the 1904 treaty which created the Laikipia Plateau in
the North and Ngong reserves to the South

2) The signing of the 1911 treaty which pushed the Maasai to the Southern reserve

3) Use of Maasai mercenaries by the British to fight the Nandi and Luo

**Effects of Maasai collaboration**
The collaboration of the Maasai had several effects. They include the
following:

1) Lenana became a Paramount Chief of the Maasai in 1901

2) The Maasai were moved to reserves, namely Loita and Ngong

3) They lost their land to the British

Lenana and colonial masters

Other results are: 4) The Maasai freedom was curtailed and were required to conduct their
rituals within a specific area

5) There was total disruption of their economy

6) The animals and foodstuffs that were looted from the Nandi, Agikuyu
and the Luo was given to the Maasai

7) The Maasai were used as mercenaries against resisting communities such
as the Nandi and Agikuyu

8) The Maasai migratory grazing habits were also curtailed

9) The Maasai lost their independence and their land was declared British protectorate

**Masaai Morans**
Effects of Maasai collaboration

The collaboration of the Maasai had a lot of effects. Some of them
lasting upto date (many years after independence). Some of them include
the following:
- Lenana became a Paramount Chief of the Maasai in 1901
- The Maasai were moved to reserves, namely Loita and Ngong
- They lost their land to the British

Other results are:
- The Maasai freedom was curtailed to conduct their rituals within a
specific area
- There was total disruption of their economy
- The animals and foodstuffs that were looted from the Nandi, Agikuyu and
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as the Nandi and Agikuyu
- The Maasai migratory grazing habits were also curtailed
- The Maasai lost their independence and their land was declared British
protectorate

**Objectives**
By the end of the lesson, you should be able to: 1. Explain the Akamba response to British invasion

2. Discuss the effects of Akamba response to the British invasion

The Akamba Response to British Invasion and Occupation (Mixed Reactions) Mixed reaction refers to a situation where some people within a community
collaborated while other resisted the colonialists. Some of the
communities that offered mixed reaction include the Akamba, Agikuyu and
Luo. In today's lesson we shall learn about the Akamba mixed reaction to
British invasion and occupation.

The Akamba community felt threatened by British interference of their
activities and responded by resisting. Some of the causes of resistance were:

1) Loss of independence after the establishment of the colonial rule

2) Cutting down of the shrine tree

3) Abuse of their culture

4) Forced labour

5) Military expeditions

**MIXED REACTIONS**
In today's lesson we shall define mixed reaction, explain the Akamba
response to British invasion and discuss the effects of Akamba mixed
reaction to British invasion. Mixed reaction referes to a situation where
some people in the community collaborated while other resisted. The
Akamba community felt threatened by British interference of their
activities and responded by resisting. MIXED REACTIONS

Some of the causes of resistance were: Loss of independence after the establishment of the colonial rule
Cutting down of the shrine tree
Abuse of their culture
Forced labour
Military expeditions

**Course of the Akamba resistance**
What methods did the Akamba use in the process of their resistance? The following are ways in which the Akamba resisted and the British response. These included: 1) They refused to sell goods to the company agents. 2) The cutting of shrine tree made the prophetess to organize an attack
at Masaku Fort

3) The company responded by burning and looting Akamba villages

4) In 1894 more attacks by the Akamba on the British

5) In response, the British attacked and defeated the Akamba, and then
the Akamba started collaborating.
Collaboration of the Akamba

Collaboration means getting into a cooperation, assosciation or
partnership with another person, party or group. The Akamba collaborated
because of the following reasons: 1) They had been defeated many times by the British hence many
collaborated

2) Mwatu wa Ngoma was stopped from attacking Masaku Fort by John Hensworhy, making him to collaborate

3) The famine of 1899 made Akamba people weak to effectively fight against the British

4) The ruthlessness with which the British attacked the Akamba scared many warriors

5) They wanted to get some benefits from the British, for example
clothes, beads and cowry shells

**Ways in which the Akamba collaborated with the British**
Some sections of the Akamba collaborated with the British through various ways. Some of which included: 1) Creating friendship with British administrators

2) Selling food to the British

3) Working for the British

4) Making of covenants with the British

5) They surrendered their land

6) Receiving gifts from the British such as clothes and guns

**Indirect rule in Kenya**
In this topic, we shall discuss the framework of central administration
used by the British in Kenya. We are also going to identify the reasons
why the the British used indirect rule and the effects of indirect rule
in Kenya. A traditional chief

**Prior Knowledge**
In the last topic, we discussed the various responses of Kenyan
Communities to the establishment of colonial rule. These were:

1. Resistance

2. Collaboration and

3. Mixed reactions

In this lesson, we shall discuss the colonial system of administration in Kenya. Objectives

By the end of the lesson, you should be able to:
(a) Discuss the British system of indirect rule in Kenya

**British Indirect rule in Kenya**
***Indirect rule in Kenya***
As discussed earlier, Indirect rule was a British system of
administration where African chiefs who were in power before the coming
of the British were allowed to continue ruling under the British District
Commissioners. An African chief

**Central Administration**
In order to effectively administer Kenya, the British government
introduced a central government which had the following structure:
What was the role of African Chiefs in the colonial administration setup?
African chiefs worked under District officers. Some the African chiefs
had been in power before colonization. The African chiefs had the
following duties:

1) Solving petty disputes among Africans

2) Maintaining law and order

3) Collection of taxes

4) Mobilizing African labour for public works

5) Explaining colonial government policies to the people

6) Organizing public Barazas

Central Administration

In order to effectively administer Kenya, the British government introduced a central government which had the following structure: The colonial secretary based in London

The Governor or Chief executive officer based in Nairobi
The Provincial commissioners who were in charge of provinces
District commissioners who were in charge of districts

**Division officers.**What was the role of African Chiefs in the colonial administration setup?
African chiefs worked under District officers. Some the African chiefs
had been in power before colonization. The African chiefs had the following duties:
Solving petty disputes among Africans
Maintaining law and order
Collection of taxes
Mobilizing African labour for public works
Explaining colonial government policies to the people
Organizing public Barazas

**Why the British used indirect rule in Kenya**
***Reasons for Indirect Rule in Kenya***
There were several reasons that made the British to apply indirect rule
in Kenya. Some of them are: 1) It was cheap because African Chiefs did not require to be paid high
salaries

2) The British controlled many colonies and suffered lack of enough personnel

3) There was less resistance from Africans because they were being ruled by their fellow African chiefs

4) Due to poor transport and communication network, the British could not access some of the rural areas

5) The system was already successful in other areas, for example, India. Effects of Indirect rule in Kenya
Indirect rule had several effects both on the Africans and Europeans. some of these effects were:
1) The appointed African chiefs facilitated implementation of colonial laws
2) It made African communities to remain divided as the appointed chiefs supported colonial administration
3) The British policy of divide and rule led to isolation of Africans along tribal lines to serve British interests
4) The creation of chiefs in the former stateless societies made them mediators between the ruler and the ruled. This led to colonial misrule
whereby Africans suffered from unpopular colonial laws

5) Independent rule prepared Africans for future responsibilities after independence. Objectives

By the end of the lesson, you should be able to:
(a) Define the term indirect rule

(b) Give reasons for indirect rule in Nigeria

(c) Explain how indirect rule was applied

(d) Analyse the effects of indirect rule in Nigeria

In this lesson, we shall learn about Indirect rule in Nigeria. We shall
define Indirect rule, reasons for the application of indirect rule in
Nigeria, how it was applied and its effects. What is Indirect rule?
Indirect Rule was a British system of administration where African chiefs
who were in power before the coming of the British were allowed to
continue ruling under the British Administrators. Map showing Nigeria

**Reasons for Indirect rule in Nigeria**
Listen to the following conversation between Captain Lugard and the
Colonial Secretary.
How Indirect rule was applied

Different European powers used different methods to apply their rule in
Africa. In Northern Nigeria, indirect rule was applied using the
following methods:

1) Northern Nigeria was divided into Emirates headed by Emirs.

2) Emirs were left to rule their own people.

3) Fredrick Lugard assured the Emirs that the British did not intend to
replace them hence they cooperated.

4) Lugard allowed the Emirs to impose and collect taxes as before. 5) They were also allowed to judge cases in their courts.

6) The Emirs retained their powers to appoint officials in charge of
villages.

7) In each Province, Lugard created a protectorate court to serve as a
Court of Appeal presided over by Africans. Challenges in Administration of Indirect rule

**Challenges of Indirect Rule in Southern Nigeria**
Indirect rule was faced by several challenges while being applied in
Nigeria. Some of these challenges were:

1) Southern Nigeria had many different ethnic groups with diverse
political and religious systems.

 2) The attempt by Fredrick Lugard to give more powers to the Yoruba
traditional leaders proved futile.

3) Egba Community resisted paying taxes.

4) Among the Ibo Community Lugard had appointed Young Mission Educated
men to the position of Emirs were opposed by the elders.

5) There was no common language in the South because Elite used English
while others used their local languages. Effects of Indirect rule

**Effects of Indirect rule**Indirect rule in Southern Nigeria affected Africans and Europeans in
several ways:

1. The role of African traditional rulers was transformed.
2. The indigenous systems of administration and justice was modernized by

the British.
3) African chiefs accumulated a lot of wealth at the expense of their people.
4) Developments like introduction of Christianity, western education and
technology took time before gaining root.
5) Indirect Rule created suspicion and mistrust between the educated
elite and traditional chiefs.
6) Indirect Rule helped to preserve African culture.

**Objectives**
By the end of the lesson, you should be able to:
- Discuss the British Colonial System of Direct Rule in Zimbabwe

**DIRECT RULE IN ZIMBABWE**
In this lesson, we will discuss the British colonial system with
reference to Zimbabwe formerly known as Southern Rhodesia. We shall
define direct rule, identify reasons for direct rule, process and effects
of the same. Direct Rule was a system that involved the use of European
administrators in all the units of administration form the highest to the
lowest. It was used in colonies with a large white population and in
areas that faced constant revolts against European colonial rule. Reasons for Direct Rule in Zimbabwe

Zimbabwe was one of the colonies where the British extensively used
Direct Rule because of the following reasons: 1) Zimbabwe had a large white population

2) The Africans especially the Ndebele kept on revolting against colonial rule

3) The British South Africa Company had enough personnel for
administration

4) They wanted to fully exploit the natural resources

5) The traditional system of administration was dismantled and the local
chiefs were deprived of their powers. 6) Europeans never intended Zimbabwe to be given independence at any time

Processes of Direct Rule in Zimbabwe

A process is the way things are done. British Direct Rule in Zimbabwe
began effectively on 4th November 1893. The British South Africa Company
hoisted the Union Flag and by 1895, the new British Colony was named
Rhodesia after Cecil Rhodes. The administration was authoritative and
managed by the white minorities. The structure used in administering Zimbabwe was as follows; 1) The highest officer in Zimbabwe was the Governor who was under the
Colonial Secretary

2) There was a legislative council that was dominated by white minority

3) The Prime Minister controlled the legislature and the Cabinet that was
made up of only whites

4) There were magistrates who dealt with issues affecting the settlers

5) There were Native Commissioners who settled cased involving Africans

6) The Native Affairs Department was equivalent to a district under a
white officer assisted by African chiefs

7) The chiefs had no powers but were supported to implement orders from
the Native Commissioners.
Effects of Direct Rule in Zimbabwe

The application of Direct Rule in Zimbabwe had the following effects: 1) Settlement of whites who took most of the fertile land

2) Africans were displaced to semi-arid reserves

3) The power and authority of African traditional chiefs was undermined

4) It led to imposition of heavy taxes on Africans

5) Africans were subjected to forced labour

6) African economic activities were disrupted

7) Racial segregation legalized the oppression of Africans by the whites. 8) Unilateral declaration of independence by Ian Smith in 1965 delayed
the attainment of real independence in Zimbabwe upto 1980.

**Objectives**

By the end of the lesson, you should be able to:

1. Define the term assimilation
2. Explain the characteristics of assimilation policy
3. Identify factors for the failure of the assimilation policy
4. Analyze the effects of assimilation policy

**Quiz**Drag and drop the communes in their respective places on the map on
Senegal provided where assimilation was applied.

Assimilation: The French in Senegal
Assimilation means "similar" or to "resemble". This meant that the
assimilated Africans were the same as the Europeans in terms of culture.
Assimilation policy meant that the assimilated Africans acquired the same
status as the French people.
Map of Senegal showing the four communes.
The assimilated Africans had the following privileges: 1) Were granted French citizenship

2) Were treated as African Frenchmen

3) Enjoyed educational opportunities like the Frenchmen

4) Were employed in the French civil service

5) Enjoyed the same voting rights as the Frenchmen

6) Could send representatives to represent them in the French chamber of
deputies

7) Enjoyed similar trading rights like Frenchmen

8) Were exempted from forced labour, taxation and other forms of
discrimination. Characteristics of Assimilation Policy

Assimilation policy was an administration policy used by the French which
was intended to create Frenchmen out of Black Africans. The main
characteristics of this type of administration were as follows: 1) Colonies were regarded as oversees departments of France

2) The colonized people were to adopt the French culture

3) Colonies elected representatives to the French parliament

4) There were common legal practices in French colonies with those of France

5) French language was used as the official language for communication

6)Introduction of French system of education

7)Attempt to transform the Africans in Senegal into Frenchmen in black skins

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discrimination

**Listen to the French National Anthem**

***Factors that led to the failure of Assimilation Policy***
Assimilation policy failed in West Africa because cultures cannot die
overnight, which is what the French wanted and most of the French
nationals were also opposed to the idea of elevating Africans to their
equals. Other factors that resulted to the failure of this policy are as
follows: 1) It was an expensive policy to implement and sustain

2) The policy was confined to the four communes of Senegal while the
interior was not affected

3) Cultural differences between the Africans and the French such as
polygamy among the Africans and monogamy among the French

4) Racial discrimination whereby the French resented the idea of equality
with Africans

5) Fear of economic rivalry with Africans as it would bring competition

6) Increased dissatisfaction from the African elite elected to the French
parliament for they were discriminated by their French counterparts

7) African rejected the policy on religious grounds since they were
Muslims and French were Christians

8) Differences between the French legal system and African customary laws
in relation to inheritance, divorce, marriage.

Effects of Assimilation Policy

The assimilation policy had several effects on the people of France and
Africa. 1) The policy of assimilation undermined African culture

2) The authority of the traditional African leaders were eroded

3) The colony was incorporated into the French republic

4) Africans in Senegal were allowed to participate in the political
matters of France

5) The assimilation policy frustrated the spread of Islam especially in
the French quarter communes

Social and Economic Development During The Colonial Period in Kenya

In today's lesson we shall discuss the reasons for the construction of
the Uganda railway, problems encountered during the construction and the
effects. The colonial government was determined to develop Kenya socially
and economically in order to make the colony pay for its administrative
costs. The Kenya-Uganda railway. Objectives

By the end of the lesson, you should be able to: 1. State the reasons for the construction of the Uganda Railway

2. Discuss the problems encountered during the construction of the Uganda
Railway

3. Discuss the effects of the Uganda Railway

**The Uganda Railway**
In order to open up the territory, the British had to establish better
means of transport and communication. This led to the construction of the
Uganda railway. The need to construct the Uganda railway started with
ideas of William MacKinnon who was in charge of the imperial British east
Africa company. The railway started in 1895 and was completed in 1901. It
was called Uganda railway because it linked Uganda to the outside world.
Reasons for Building the Uganda Railway

**The reasons for the construction of the railway were as follows:**To link Uganda with the Kenyan coast and the outside world
To enhance maximum economic exploitation of the east African protectorate
To facilitate quick and efficient movement of administrators and troops
To stop slave trade and promote legitimate trade
To enable Britain protect her strategic interests of the source of river
Nile in Uganda

**Reasons for building the Uganda Railway**
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protectorate

3) To facilitate quick and efficient movement of administrators and troops

4) To stop slave trade and promote legitimate trade

5) To enable Britain protect her strategic interests of the source of
river Nile in Uganda

Problems encountered in the Construction of the Uganda Railway

What were the problems encountered during the construction of the Kenya -
Uganda railway? Some of the problems were as follows: 1) The British had to impose skilled and unskilled labour from India
(coolies) 2) Resistance by some African communities who did not want the railway to
cross their land such as the Nandi

3) Imposition of materials from abroad increased the cost of construction

4) The man eating lions of Tsavo killed many workers

5) Scarcity of essential supplies, for example water and food
particularly across the dry wasteland

6) Tropical diseases such as malaria claimed the lives of railway builders

7) The escarpments of the rift valley posed engineering challenges to the
railway construction

8) Jiggers were a problem to the Indian workers who were walking bare feet

Effects of the Construction of the Uganda Railway

The construction of the Uganda railway affected people of Kenya socially
and economically. Some of these effects were; 1) Development of urban centres to replace urbanization

2) It opened up the interior of Kenya to the outside world

3) It facilitated the coming of white settlers to Kenya who introduced
new methods of farming

4) The settlers occupied the fertile highlands which made some Africans
landless

5) The Indians who had come as railway workers settled in kenya
permanently

6) It encouraged the spread of Christianity

7) It promoted both local and international trade

8) It encouraged construction of other means of transport and
communication such as roads

9) It led to the redrawing of boundary between Kenya and Uganda

10) It led to the transfer of the capital of kenya from Mombasa to Nairobi

**Objectives**
By the end of the lesson, you should be able to:
(a) Explain the settler farming in Kenya.
(b) Discuss the colonial land policies.

**Settler Farming in Kenya**
In today's lesson we shall learn about the settler farming in Kenya, why
the Colonial government encouraged white settlement in Kenya and the
methods it used to promote settler farming. A tea plantation

Reasons why the government encouraged white settlers to come to Kenya

There were various reasons why the colonial government encouraged the
white settlers to come to Kenya. Some of them were;

1) the colonial government encouraged the white settlers to make Kenya a white mans country since they would form the backbone of the economy

2) to help finance the administrative cost. 3) To produce the raw materials for British industries

4) The Africans lacked funds and skills of large scale farming

5) Check Asian migration ad influence by settling more whites

6) To pay for the construction cost of the Kenya Uganda railway

**Methods used to promote settler farming in kenya**
The colonial government used various methods to promote settler farming
in Kenya. Some of these methods were as follows: 1) Provided land

2) Improved transport and communication network

3) Formation of cooperatives for marketing their goods

4) Provided security

5) Banned Africans from growing cash crops

6) Provided agricultural extension services to settlers

A good road

**Problems faced by the white settlers**
Farming in the Kenya highlands was not an easy task. The first European
farmers faced a wide range of problems, some of which include the
following: 1) Constant raids in the farms by the local communities for example the
Nandi and the Maasai

2) Many Africans were not willing to offer labour

3) Settlers lacked basic knowledge, skills and experience on agriculture

4) Shortage of funds to buy farm inputs and machinery

5) Poor transport and communication network for example roads and railways

6) The settlers lacked knowledge about the seasons

6) Pests and diseases affected crops and animals

A sick animal

Problems faced by the white settlers

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**Maasai**

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Shortage of funds to buy farm inputs or machinery
Poor transport and communication network for example roads and railways
The settlers lacked knowledge about the seasons
Posts and diseases affected crops and animals

**Cash Crops**
The white farmers introduced cash crops and exotic breeds of livestock in
Kenya. They include-Coffee- this was one of the earliest cash crops. It
was was first planted around Taita Taveta before later moving into
central province were it become more prominent. Other crops include
Wheat-which was introduced by lord Delamare in Njoro in 1903. Wheat is
grown in Nakuru and Uasin Gishu. Sisal- which was introduced in 1893 from
Tanganyika by Richard Hindrf. The crop is grown in Thika, Eastern
Province, Kibwezi, Baringo, Voi, Taita Taveta and Kilif. Tea- which was
introduced in Kenya in 1903 at Limuru by Messrs Caire. It is grown in
Kericho, Nandi, Muranga, Meru, Nyeri and Kiambu and Livestock- settlers
like lord Delamere introduced the rearing sheep and cattle in Njoro. Colonial Land Policies

The colonial government encouraged white settlers in Kenya through
creating land policies that legalized annexation of land from the
Africans for white settlement. The government alienated land to enable
the settlers established large scale farming. This was done by passing
legislation legalizing the annexation of land through legislative
councils.

**A white settler**
These legislations came to be known as land policies. They were;
1) Indian acquisition act of 1896, empowered the government to take over
land for the construction of the railway line
2) The land legislation act of 1897 which enabled the government to offer
certificate of occupation
3) The 1907 east African order in council which defined crown land as all
public land which is not private and the government would take it at
will, sell it or lease it
4) The Maasai agreement of 1904 pushed the Maasai to Laikipia and Ngong
reserves. Settlers were encouraged to take up the Maasai land for farming.
Effects of Land Policies

The colonial land policies had a number of effects on the people of
Kenya. These include: 1) The Africans lost their land

2) Africans were pushed to the reserves, for example the Maasai

3) Land alienation stopped widespread migration and settlements of the
Africans

4) Led to the introduction of the Kipande system

5) Many Africans become squatters and laborers in European farms

6) Led to the rise of African nationalism and the struggle for
independence

**Man carrying a Kipande**
**Prior Knowledge**
In our previous lesson we discussed settler farming and colonial land
policies in Kenya. Some of the consequences of the colonial land policies
were: 1. Loss of land by Africans

2. Poverty and misery to the Africans

3. Improvement of agriculture through the introduction of cash crops

4. Introduction of taxes to ensure Africans worked for the whites

5. Introduction of the kipande system to control the movement of Africans. Objectives

By the end of the lesson, you should be able to:
- Discuss the main developments in education in Kenya during the colonial period.

**Health and Education**
We shall start our lesson by identifying the groups involved in the
development of education in Kenya during the colonial period. These were
the Christian missionaries, the colonial government, Africans and Asians. Illustration showing education introduced during the colonial period

**Aims of Missionary Education**
Western education was introduced in Kenya by the Christian missionaries.
The aims of missionary education were to: 1) Offer basic literacy skills to enable Africans read the Bible and to
do simple arithmetic

2) Enhance the spread of Christianity by training some African catechists

3) Teach Africans basic technical skills for example, carpentry

4) Teach Africans better methods of hygiene

5) Teach Africans agricultural skills to promote European farming. Development of Education
Education during the colonial period can be divided into three levels
namely elementary, secondary and university. The development of education
followed the given stages:
1) The first schools in Kenya were started at Mombasa and Rabai in 1840s
by Church Missionary Society (C.M.S.) missionaries Krapf and Rebmann.
2) Upto 1910 missionaries established schools without government assistance.
3) The education offered did not have a syllabus, formula or certificate
4) In 1911 the colonial government started an education department that started the first government schools and drew a syllabus to guide the type of education in Kenya.

5) Secondary education did not exist in Kenya until 1926 when an Alliance of protestant churches started Alliance High School.

6) The Holy Ghost Father (Catholics) started Mang'u High school
originally at Kabaa. 7) By 1940 secondary schools in Kenya controlled by different Christian
missionaries included Alliance, Mang'u, Maseno,Kagumo, Kibianga, St.
Mary's Yala and Shimo la Tewa.
Kangumo High school

St Mary's Yala Seconadary school
8) These schools were only admitting students whose parents belonged to
the particular missionary sect sponsoring the school.
9) Africans also started their own independent schools which were free of
missionary influence. Githunguri Independent school opened in 1925 and
Gaithieko in 1912.

**University Education**
The First University in East Africa was Makerere which was started in
1949.
In 1963, Makerere, Royal College Nairobi and Dar-es-Salaam merged and
formed the University of East Africa. In 1971 each became a separate University.
University of Nairobi

Political developments and Struggle for Independence in Kenya (1919-1963)
In today's Topic, we shall discuss early political organisations, their
characteristics, grievances, problems and the achievements.
Mzee Jomo Kenyatta and Jaramogi Oginga Odinga, who played key roles in
early political organisations.

**Objectives**
By the end of the lesson, you should be able to:
(a) Identify the early political organizations

(b) Discuss the characteristics of the early political organizations

(c) Identify the grievances of the Early Political Organisations

(d) Problems faced by the Early Political Organisations

(e) Achievements of the Early Political Organisations.
Early Political organisations in Kenya upto 1939
The inter-war period between 1919 and 1939 saw the emergence of many
African political Associations. This was mainly attributed to the world
war two where many Africans participated. During this period, the
Africans united and realised they had the same grivances. When Kenya
changed status to become a British protectorate in 1920, the Africans
realised that they had lost their freedom. As a result, they formed
groups to fight for their independence.
Africans during the second world war.

Early Political Organisations
After Kenya became a colony in 1920, Africans formed several ethnic
Political Associations to express their grievances, some of these
Associations are:
1) East Africana Association- Its members included Hurry Thuku, Jomo
Kenyatta and Jesse Kariuki.
2) Kikuyu Central Association- Had members such as Joseph Kangethe and
Jesse Kariuki
3) Kavirondo Tax Payers Welfare Association- The members here included
Jonathan Okwiri, Simon Nyende and Benjamin Owuor Gumba
4) Ukamba Members Association- Members included Samuel Muindi Mbingu,
Isaac Mwalonzi, Simon Kioko and Elijah Kavula
5) Coast African Association- The key leaders included Noah Mwana Sele,
Mohamed bin Mwichande, E.W Timothy and H.G Banks
6) Taita Hills Association-Daniel Mapinga started the association, but
died before it established itself. Later, his course was taken up by
Woresho Kolandi Mengo, Jimmy Mwambishi and Paul Chumbo.

Characteristics of Early Political Associations
Most of the early political organisations had common characteristics.
Among issues they had in common wre grivances and tructure of the methids
of operations. Which were the characteristics of the eraly political
parties? They were: 1) They were tribal based

2) They were led by mission educated young men

3) Asians gave them both material and moral support

4) They had similar grievances for example, land alienation, poor living
and working conditions

5) They were non-militant

6) Had small membership

7) They were not well organised.

Grivances of Early Political Organisations

The early political organisations had a number of demands; 1) Removal of the Kipande system

2) Return of the alienated land

3) Reduction of taxation

4) Better working conditions

5) Provision of quality education for Africans

6) Protection of African culture

7) Removal of colonial oppressive laws

8) Removal of destocking policies.

Challenges faced by the Early Political Organisations

Early Political Oganisations in Kenya faced a number of problems. These
include: 1) Harassment by the colonial government

2) Deportation of leaders, for example, Harry Thuku

3) Leadership wrangles between members

4) Lack of experience in running political parties hence mismanaged their offices

5) Lack of enough funds

6) Disunity due to ethnicity

7) Banning of Political Parties by colonial government

Achievements of Early Political Parties

Early political oganisations in Kenya had a number of achievements. These
include: 1) Provided political education to African communities

2) They communicated the communities' feelings to the colonial government

3) They defended African cultures against further erosion by European
missionaries

3) They played the role of trade unionism by fighting for the welfare of
workers

4) They demanded better wages and living conditions for the Africans

5) They publicized African grievances to the international community

6) They promoted nationalism for forging Inter-Community relations

**Prior Knowledge**
In our previos lesson, we discussed the early political organisations in
Kenya. Let us remind ourselves about the characteristics of the eraly
political organisations by indicating TRUE ot FALSE on the statements
given.

**Objectives**
By the end of the lesson, you should be able to:
- Trace the origins of the independent churches and schools in Kenya.

Emergence of Independent Churches and Schools

In this lesson, we shall discuss reasons for the emergence of independent
churches and schools, their characteristics and the problems they faced.
Independent churches and schools emerged in Kenya during the colonial
period as a protest against mission churches and schools established by
different missionary societies, They were also against the westernizing
influence of missionaries. Late Melkio Ondeto leader of Legio Maria Sect one of the independent
churches in Kenya. Reasons for Emergence of Independent Churches and Schools

Africans were against the westernizing influence of the missionaries and
started their independent churches and schools. What other factors
contributed to the emergence of independent churches and schools? 1) Africans were discriminated in leadership positions in the church

2) Africans considered the missionaries as agents of the colonial government

3) Some Africans were dissatisfied with the interpretation of Christian scriptures

4) Children of parents who were not converted to Christianity were
refused admission in missionary schools

5) Africans wanted to preserve their customs for example female
circumcision, polygamy and payment of dowry

**Characteristics of Independent Churches and Schools**
Independent churches and schools had several characteristics. These include:
They were made up of African congregation and led by Africans
They combined African traditions and customs with Christian teachings.
They allowed African practices for example, polygamy
They served as alternative outlets of nationalism during the struggle for
independence
Teachers in the independent schools were Africans
They adopted the use of drums and African type of music and dancing in
their worship

**Characteristics of Independent Churches and Schools**
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include:

1) They were made up of and led by Africans,

2) They combined African traditions and customs with Christian teachings.

3) They allowed African practices for example, polygamy,

4) Teachers in the independent schools were Africans,

 5) They adopted African musical instruments and dancing in their worship.

Click on the play button to view clip on African dancing. Problems facing Independent Churches and Schools

Independent churches and schools faced several problems, these were:

1) Lack of adequate funds to undertake their activities

2) Leadership wrangles led to further splitting of the churches

3) Poor and inadequate facilities to run the schools

4) Lack of trained personnel

5) They faced competition from mission churches and schools

6) Most of the independent churches and schools were closed during the emergency in 1952

7) They faced constant harassment from the colonial government and
missionaries

**Objectives**
By the end of the lesson, you should be able to:
(a) Discuss Political Organizations and Movements after 1945.
(b) Describe the role of KAU and KANU in the attainment of independence.

**Political Organisations and Movements after 1945**
After the first World War, there were significant political developments
in Kenya. The colonial government allowed formation of national political
parties, one of which was Kenya African Union (KAU). Mzee Jomo Kenyatta elected president of KAU in 1947

Kenya African Union (KAU) KAU was started as Kenya African Study Union in 1944 but later changed
its name to Kenya African Union (KAU) in 1946. Its objectives were; 1) To unite African people, 2) Promote economic, social and political interests of the people, 3) To support Eliud Mathu, 4) To co-ordinate African nationalist activities. Eliud Mathu

**Development of KAU**
Listen to the conversation between a teacher and a student on the
development of KAU. Click on the play button to view the dramatized conversation.

**Prior Knowledge**
We remind ourselves of the previous lesson in which we learnt about the
formation of Kenya African Union and its contribution to the struggle for
independence. We also learnt about the formation of Kenya African
National Union and its contribution to Nationalism. In this lesson, we shall discuss:
(i) The Trade Union Movement

(ii) The role of women in the struggle for independence. Objectives

By the end of the lesson, you should be able to: 1. Discuss the role of trade unionism in the struggle for independence

2. Discuss the role of women in the struggle for independence.

**Trade Union Movement In the struggle for Independence**
In this lesson, we shall discuss the role of trade unionism in the
struggle for independence. We shall also discuss the role of women in the
struggle for independence. Trade Unions refers to associations of workers
whose objectives are to fight for improvement of their welfare. The Trade
Union Movement played an important role in the struggle for independence. Statue of Tom Mboya, a charismatic trade Union leader. Reasons for the formation of Trade unions In Kenya During the Colonial
Period

Kenyan workers during the colonial period encountered several problems and channeled their grievances through trade unions. which were these grivances?

1) There was need for a united front to press for better wages

2) The introduction of the Kipande System interfered with freedom for workers

3) The African workers were heavily taxed, poorly paid

4) The banning of political associations created the desire for alternative avenue to express their political feelings

5) To fight for better working conditions and housing

6) High cost of living due to increased prices of essential commodities

**Contributions of the Trade union Movement to the struggle for Independence in Kenya**
Trade unions played an important role in the struggle for independence.
Some of the achievements of the trade unions are:

1) They served as a training ground for nationalist leaders for example Tom Mboya

2) They raised funds to sustain political leaders

3) Demanded for the release of political leaders

4) Trade unions served as political outlets when political parties were banned

5) Sensitizing workers on the need for joining political parties

6) Organizing strikes, go-slows, sit-ins and boycotts to oppose some policies of the colonial government

Tom Mboya

**Role of Women in the struggle for Independence for in Kenya**
The African woman is a source of strength. Women contributed toward the
struggle for independence economically, politically and socially. Let us
highlight the role of some of the women who participated in the struggle
for Kenyan independence. Moraa Moka Ngiti mobilised her people againsy
colonialists, Mekatilili wa Menza mobilised the Agiryama against the
British, Syotune wa kithuke used the Kilumi dance in 1911 to mobilise the
Akamba against colonial rule, Kobilo Kwondoat Kimosop provide herbal
medicine for wounded Tugen worriors. Mary Nyanjiru attacked police
officers when Harry Thuku was arrested, Chief Mang'ana of Kadem led her
people in resisting the British. Other roles include:

1) They cared for children and families of freedom fighters when they  were in the forest

2) They provided food to freedom fighters in the forest

3) They acted as spies for the freedom fighters

4) Some women actively participated in Mau Mau as fighters for example
Field Marshall Muthoni

5) They boosted the morale of freedom fighters for example for by singing
praise songs and joining the demonstrations

6) They acted as conveyors of arms and intelligence to freedom fighters
on government operations for example Wambui Otieno. Illustration of Field Marshall Muthoni

Click on the play button to view a clip on the class topic on the role of women.

**Rise of African Nationalism**
Nationalism means national pride, patriotism and belonging to one's own
country. A nation means people who belong to the same tribe, religion and
geographical location. However, Nationalism in Africa was the struggle
for independence against colonialism. A picture of Africans under their colonial masters

**Objectives**
By the end of the lesson, you should be able to:

1. Define the term Nationalism.

2. Discuss the factors that favoured the development of African Nationalism.

3. Explain the growth of Ghanaian Nationalism.

4. State the methods used by Ghanaian Nationalists in their struggle for independence.
Factors favouring

**Development of African Nationalism**
Factors that brought about Nationalism in Africa were as follows: 1) Discontentment of Second World War ex-service men who were not compensated for their services in the war

2) Africans were exposed to radical nationalism through interactions with
other people

3) Influence from other countries granted independence namely India and
Pakistan

4) Western educated elite enabled Africans demand for their rights

5) The Pan-African Movement inspired African nationalists in their
struggle for independence

6) The formation of UN after 1945 supported decolonization of colonized people

7) Disregard of traditional African rulers by colonialists

8) The resentment of oppressive colonial policies such as land
alienation, taxation and racial segregation

**Growth of Ghanaian Nationalism**
Active nationalism in Ghana started after the second world war around
1945 when the UN declared the right of all the people to choose the form
of government under which to live into govern them. The process of
nationalism that eventually led to independence started with the
formation of the first national political parties in 1947.
- After 1945, the radical nationalists in Ghana demanded for complete
independence

- Nationalism in Ghana was characterized by formation of Political
Movements which included United Gold Coast Convention (UGCC) in 1947

- The Accra riots of 1948 spread to other parts of the country after
British soldiers killed people who were marching to present their
grievances. Kwame Nkrumah and other nationalists were arrested

Other causes of Ghanaian nationalism included low profits from the sale
of cocoa and high prices of European manufactured goods;
- Also there was selective granting of trading licences to European
traders while denying the same to Africans

- After the riots, it was recommended that Ghana needed a new
constitution to cater for African interests

- In 1949 Kwame Nkrumah formed Convention Peoples Party which demanded
for independence and got support from the masses

- In 1950 Kwame encouraged constitutional strikes, boycotts and
non-co-operation without the use of violence although violence broke out

- Government declared a state of emergency and Kwame and other officials
of CCP were imprisoned

- During his imprisonment newspapers campaigned for independence

- In 1951 a general election was held and CCP won and Kwame formed the
government

- In 1954 National Liberation Movement (NLM) emerged to compete with CCP
but was defeated

- In 1957 Ghana attained independence and Kwame Nkrumah became Prime
Minister.
Methods used by Ghanaians in the struggle for Independence

The Ghanians used various methods in their fight for independence. Some
of them were;
The use of public rallies
The formation of Trade Unions
The Africans demonstrated, boycotted and used strikes against the
colonial rule
The International Fora and nationalists presented their grievances such
as UNO
The use of publications such as the Evening News Magazines
Africans participated in constitutional negotiations such as Coussey
Commission
In 1957 Ghana attained independence and Kwame became Prime Minister

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5) The use of publications such as the Accra Evening News Magazines

6) Africans participated in constitutional negotiations such as Coussey
Commission

7) In 1957 Ghana attained independence and Kwame became Prime Minister. Kwame Nkruma

**Prior Knowledge**
In the precious topic we discussed the causes of African Nationalism that
resulted to the independence of African countries in the 1960s. They
included the effects of the Second World War, pressure from the United
Nations Organisation (UNO) and the super powers together with the general
change of attitude towards colonization in the world. In this lesson, we
shall discuss the struggle for independence in Mozambique

**Objectives**
By the end of the lesson, you should be able to:
Discuss the rise and growth of nationalism in Mozambique

**Rise and Growth of African Nationalism in Mozambique**
Portuguese interest in Mozambique dates back to the arrival of Vasco da
Gama in the 15th Century. During the period of the scramble and partition
of Africa between 1880 to 1914 Portugal established chartered companies
to control Mozambique. In this lesson, we shall discuss the struggle for
independence in Mozambique. Map showing Mozambique

Course of Nationalism in Mozambique

Mozambique was one of the Portuguese colonies in Africa. The struggle for
liberation started with the formation of political parties. Formation of
political parties in Mozambique delayed up to the 1960s because the
colony was treated as an extension of Portugal and not allowed to form
any political associations. Other reasons included:
- The large size of Mozambique colony

- Existence of many ethnic groups

- Strict and rigorous censorship by the security forces. Map of Mozambique

Mozambicans in exile formed a number of political movements. Among these
were the National Democratic Union of Mozambique (UDENEM0), the African
Union of Independent Mozambique (UNAMI) and the Mozambique National Union
(MANU). In 1962, these parties merged to form a common front for the
Liberation of Mozambique (FRELIMO) with Eduardo Mondlane as president of
the Movement. Its headquarters were in Dar-es-Salaam, Tanzania. Eduardo Mondlane

**Grievances of the Mozambiquans against Colonial Rule**
The Mozambicans were negatively affected by the Portuguese colonial
administration. What were the grievances of the Africans in Mozambique?
Some of them were; 1) Forced labour where Africans were forced to work on sugar plantations,
cotton fields and public works

2) They were forced to pay heavy hut taxes

3) Racial discrimination against the Africans especially in job opportunities, education and health

4) Land alienation by the settlers

5) Poor working conditions and low wages for Africans

6) Restriction of African movement

7) Brutality, oppression and arbitrary arrests and murder of Africans

**The War of Liberation**
The main events in the war of liberation in Mozambique were as follows;
- Liberation Front of Mozambique (FRELIMO) started full scale guerilla
war in Mozambique from 1964

- The war broke out at once in four provinces which undermined the
Portuguese forces who had been waiting for them along the Tanzanian border

- The Organization of African Union (OAU) supported FRELIMO financially
while Tanzania provided a base for the headquarters. Other frontline
states provided training to the freedom Fighters and other material
support

- In 1969 Eduardo Mondlane was assassinated and Samora Machel replaced
him in 1970 as president of FRELIMO

- In 1974 there was a coup de tat in Portugal that overthrew the
government and replaced it with a new one that wanted all Portuguese
colonies to be granted independence

- On 25th June 1975, Mozambique attained independence with Samora Machel
as the first president. Problems faced by FRELIMO in the struggle for Independence

What do you think were the problems faced by the FLELIMO in the struggle
for independence? (Pause) Some of the problems faced by FRELIMO in the
struggle for independence were; 1) They were operating from exile which complicated their effective
operations

2) They lacked adequate finance to carry out their activities

3) There were internal divisions and rivalry that led to a section of
FRELIMO breaking away to form the Revolutionary Committee of Mozambique
(COREMO) 4) Poor weapons and lack of proper training of the freedom fighters

5) The Catholic church in Mozambique viewed FRELIMO fighters as
terrorists and was reluctant to support them

6) There was shortage of food, clothes, medicine and other supplies to
the freedom fighters

7) In 1969 assassination of Eduardo Mondlane was a setback to the
struggle for independence

**Objective**
By the end of the lesson, you should be able to:
(a) Discuss the rise and growth of nationalism in South Africa.

**Rise and Growth of African Nationalism in South Africa**
The history of South Africa is characterized by a conflict between two
competing nationalisms, ie Afrikaner (Boer) Nationalism on one side,
Africans and other non white on the other side.

- The first whites to settle in South Africa were the Boers (Dutch) from
Holland in 1652. After the Berlin conference, the British also got
interested in South Africa for strategic reasons.
- This resulted to the Great Trek and the three Anglo-Boer wars of 1902,
1906 and 1909 where the British lost in all of them

- In 1910 Britain granted independence to the union of the Dutch and
British migrants settled in South Africa. This excluded the Black
Africans who were the majority

- Therefore nationalism in South Africa in the 20th Century was a
struggle between the majority black Africans against the minority whites
(Boers) to be included in the running of the South African government.
African Nationalist Activities

In the 20th century there was a struggle between the majority black
Africans against the minority (Boer) to be included in the running of
South African government. To do this, Africans involved themselves in
natianalistic activities eg

- In 1912, the South African nationalists formed the first strong
anti-apartheid movement called African Native Congress which became
African National Congress (ANC) in 1923

- In 1943, the ANC Youth League mobilized the masses to civil disobedience

- In 1959, the Pan African Congress was formed and organized peaceful
demonstration against oppressive policies such as pass laws. The police
opened fire on the crowd resulting into the Sharpeville Massacre of 1960
-From 1960, African nationalism went underground following the ban of
political parties. 'Umkhonto We Sizwe' which means 'spear of the nation' was formed after
the Sharpeville massacre

- In 1990 the president of South Africa Fredrick de Klerk lifted the ban
on anti-apartheid movements and released political prisoners including
Nelson Mandela

- In April 1994, the first multi-racial elections were held and ANC won
by a landslide

- On 10th May 1994, Nelson Mandela became the first African president of
South Africa. Nelson Mandela

**Nationalists in the Liberation**
Besides Nelson Mandela, other notable nationalists in the liberation of
blacks in South Africa were:
- Pixley Ka Isaka Seme

- Rev. John Dube

- Walter Sisulu

- Steve Biko

- Oliver Tambo

- Robert Sobukwe

- Archbishop Desmond Tutu

- Albert Luthuli

- Mongosuthu Buthelezi

**Methods Used by Africans in the Liberation**
In their struggle for independent Africans in South Africa used various
methods which included;

1) Armed revolts through ANC's military wing 'Umkhonto We Sizwe' 2) Street demonstrations

3) Strikes and boycotts by African workers

4) International forum where they could lobby for economic sanctions
against the apartheid government

5) Church leaders and international musicians condemned the apartheid
regime

6) Hunger strikes by the nationalists who were serving their jail terms

7) Through the mass media, for example, newspapers

Buthelezi

**Lives and contributions of Kenyan leaders**
In this Topic, we shall discuss the lives and contribution of Kenyan
leaders, Jomo Kenyatta and wangari Maathai. Jomo Kenyatta was the first
President of the Republic of Kenya, founding father of the nation. He was
one of the leading nationalists in Kenya and Africa. The late Professor
Wangari Muta Maathai was also a renowned Kenyan leader who greatly
contributed to Kenya's development as a female leader.

**Mzee Jomo Kenyatta**
**Objectives**
By the end of the lesson, you should be able to:

1. Analyse the early life of Jomo Kenyatta.

2. Explain the political career of Jomo Kenyatta.

3. Assess the achievements of Jomo Kenyatta. Jomo Kenyatta

Kenyatta was born in Gatundu in the early 1890s. His real name was Kamau
wa Ngengi. His parents were Muigai wa Ngengi and Wambui. He spent most of
his early life at Dagoretti where he lived with his maternal grandfather
Kung’u wa Magana. He joined Thogoto Mission School and obtained
elementary education. He then moved to Nairobi where he worked as a clerk
with Municipal Council of Nairobi. He acquired the name "Kenyatta" from a
heavily beaded Maasai belt he always wore. Mzee Jomo Kenyatta

**His Political Career**
Mzee Jomo Kenyatta is one of the Nationalists who shaped the history and
politics of Kenya before and afterindependence.
- His political career began when Kenyatta became a member of Kikuyu
Central Association (KCA)
- He then became the Secretary of KCA and the editor of KCA newspaper
Muiguithania

- Muiguithania published articles about African grievances against
colonial rule such as land, forced labour and taxation

He travelled to London to present Kikuyu grievances to the colonial
government in 1929.

While in London Kenyatta wrote articles in a newspaper called 'Daily
Worker' concerning alienated African land and arrest and detention of
Harry Thuku. KCA had been formed in 1924 to aggitate for the grievances
of the Africans. Kenyatta who was by this time in London worked hard to
strengthen the organisation and represented its demands to Hilton Young
commission. While in London, he published his famous book "Facing Mt
Kenya". He returned to Kenya i 1946, where he got involved in the
struggle for independence. Mzee Jomo Kenyatta

His Contribution to the Struggle for Independence

Kenyatta contributed a lot to the struggle for independence in Kenya.
Among his contributions were;
(i) He became the President of Kenya African Union (KAU) after James
Gichuru stepped down in his favour

(ii) He was a member of Pan-African Movement which was against
colonization of Africa

(iii) He believed in using constitutional reforms other than violence as
a method of attaining independence

(iv) He conducted rallies all over the country to foster nationalism
which brought various communities together

(v) The Mau Mau activities led to the declaration of State of Emergency
in October 1952. Kenyatta was arrested together with other leaders of KAU

Kenyatta being arrested

**Kapenguria Six**
Kenyatta travelled throughout the country holding rallies and addressing
the people. This alarmed the colonial government. Kenyatta and other five
leaders of KAU were sentenced to seven years in Kapenguria prison. They
became known as Kapenguria Six. These were Jomo Kenyatta, Paul Ngei,
Bildad Kaggia, Kung'u Karumba, Achieng Oneko and Fred Kubai. Kapenguria six

**Road to Independence**
In 1961 KANU won the elections but the party refused to form the
government until Kenyatta was released from detention

- In 1961 Kenyatta was set free and became the President of KANU

- In 1962, he attended the second Lancaster House Conference to discuss
the constitution that led Kenya to independence in 1963

**Lancaster Conference**

- In June 1963 KANU won the general elections and Kenya attained internal
self-government with Kenyatta as the first Prime Minister

- On 12th December 1963 Kenya attained independence with Kenyatta as the
first president

- On 12th December 1964 Kenya became a Republic

- Kenyatta ruled the country until his death in August 22, 1978. Prior Knowledge
Previouly, we learnt that Kenya gained independence in 1963. We also said
that several nationalists contributed toward the achievement of
independence. We also mentioned that after independence, the country
faced three major challenges, namely:
-Poverty
-Ignorance
-Disease

Some of the Kenyan leaders such as Jomo Kenyatta, Martin Shikuku, Mwai
Kibaki, Kalonzo MusyokaTekla Lourupe, Oginga Odinga, Dekha Ibrahim,
Wangari Maathai, Tom Mboya, Daniel Moi,Charity Ngilu, Ronald Ngala, Eddah
Gachukia, Manu Chandaria and Lady Justice Joyce Aluoch have contributed
and sacrificed a lot to see Kenya overcome the three challenges and unite
the country to achieve development. Other Kenyans who have also played a
significant role in national development include Jane Kiano, Ndingi Mwana
Nzeki, Kipchoge Keino, Grace Ogot, Kivutha Kibwana, Martha Karua, Raila
Odinga, Chelagat Mutai, Paul Muite, Alexander Muge, Kenneth Matiba, Sally
Kosgei, James Orengo, Timothy Njoya, Maria Nzomo, Yash Pal Ghai, and
Henry Okulu. Which other Kenyans can you add to the list as having
contributed to development in Kenya?
Objectives

By the end of this lesson you should be able to:
Analyse the life and contribution of Wangari Maathai

**Wangari Maathai**In this lesson, we will analyse the life and contribution of the late
professor Wangari Maathai who until her death on 25th September 2011, was
known for her efforts in environmental conservation.
Wangari Maathai

Wangari's early life
The Late Professor Wangari Muta Maathai was born in Tetu, Nyeri in 1940.
She attended Ihithe and St. Cecelia primary schools before joining Loreto
Limuru Girls for her secondary education. She later joined Mount St.
Scholastica College, in Atchison, Kansas, where she obtained a degree in
Biological sciences in 1964. In 1966 she earned a Master of Science
degree from the University of Pittsburg. She went on to obtain a PhD from
the University of Nairobi where she was also teaching In 1971.

This made her the first woman in East and Central Africa to acquire a doctorate
degree. In 1976 she became chairperson of the Department of Veterinary
Anatomy and later on In 1977 she became an Associate Professor at the
University of Nairobi. In both cases, she was the first woman to attain
those positions in the region. In 1982, she resigned from teaching and
joined political activism and active politics.
Late Wangari displays her award

**Wangari' Contributions**The late Wangari Maathai is one of the personalities who have greatly
contributed to the development of this country. In 1976-1987, Wangari was
actively involved in the activities of the national council of women in
Kenya. In 1981-1987 she was the chairperson of the National Christian
Council of Women. While here, she introduced the idea of community tree
planting. Later she formed the Green Belt Movement which has helped plant
40 million trees on community lands including farms, schools and church
compounds.
Women planting trees, one of Late Wangari's projects.
In 1986- the Green Belt Movement established the Pan African Green Belt
network which has exposed the idea of tree planting other African
countries. Countries that have established Greenbelt movement
successfully include:

1. Tanzania
2. Uganda
3. Malawi
4. Lesotho
5. Ethiopia
6. Zimbabwe

In 1988 - she launched the campaign known as Jubilee 2000 coalition. This
was an organization that sought to seek cancellation of the unpayable
debts of the poor countries in Africa by the year 2000. She has
campaigned against land grabbing and illegal allocation of forests.
Internationally, she is recognized for her struggle for democracy, human
rights and environmental conservation.
late Wangari Mathai

Wangari' achievements
Wangari's achievements include;
1) In 2004- she got the most prestigious award, the Nobel Peace Prize. In
the same year, she got the Sophie prize, the Petra Kelly prize for
environment and the Sterling Morton. Others include;

1. 2003- Wango environment award
2. 2002 - Outstanding Vision and Commitment award as well as the

Excellence award from Kenyan community abroad
3) 1991- Hunger Projects Africa prize for leadership
4) 1989- The Women of the World

Late Wangari Maathai receiveing the Nobel Peace Prize

Wangari Maathai received honorary doctorate degree from the following
institutions;

1. 1990: Williams college MA USA
2. 1994 Hobert and William Smith College
3. 1997 University of Norway
4. 2004 Yale university

**Late Wangari Maathai**

Other achievements of Wangari Maathai are:
- She successfully campaigned against the construction of a 60 storey
building at Uhuru Park. He also stopped the acquisition of forest land by
private developers.
- In December 2002, the late Wangari Maathai was elected as Member of
parliament for Tetu Constituency and served as assistant minister for
environment and natural resources between 2003 and 2007 in Kenya's ninth
parliament.
Professor Wangari Mathaai died on 25th September 2011 at the age of 71.
Late Wangari Maathai with one of her awards.

The Formation, Structure and Functions of the Government of Kenya
The government of Kenya is at two levels, National government and County
government. The two governments are distinct in their way of operation.
They are meant to be independent, consultative and operate through mutual
co-operation. In this topic, we shall discuss the composition, structure
and functions of the national government. The National government
comprises of three arms namely the Legislature, the Executive and the
Judiciary.
Nairobi Law courts

***Kenya coat of arms***
Kenyan Parliament

Prior Knowledge
Attempt the following exercise to help you review your knowledge on your
member of Parliament and some of his or her responsibilities. Objectives
By the end of the lesson, you should be able to:
1. Describe the formation and the composition of National Assembly and
the Senate.
2. Discuss functions of the Legislature.
3. Analyze the concepts of parliamentary supremacy.

The Legislature
The Legislature is the arm of Government responsible for drawing the laws
that govern the country. This is referred to as the Parliament of Kenya. The Legislature
The Legislature is the arm of Government responsible for making and
amending the laws that govern the country. It is also refered to as the
Parliament of Kenya. It is made up of two chambers, The National Assembly
and the Senate.
Kenyan parliament

**Composition of the National Assembly**

The National Assembly is made up of 350 members including the speaker. The
National Assembly consists of;
i. 290 - elected members from constituencies
ii. 47 - women, one elected from each county
iii. 12 -Members nominated by parliamentary political parties based on
their strength in National Assembly.
iv. Speaker who is an ex-officio member.

Speaker Marende

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Speaker Marende

Composition of the Senate
The Senate or the second chamber of parliament is made up of 68 members
including the speaker. The membership is as follows;
i. 47 -Members, each elected from the county
ii. 16 - Women nominated by political parties
iii. Two members, a man and a woman representing the youth
iv. 2 - Members, a man and a woman representing persons with disabilities, a man and a woman
v. The Speaker - ex-officio. Formation of National Assembly and Senate

A person is eligible for election as a member of the National Assembly if he/she;
- Is a registered voter

- Meets education, moral and ethical standards set by an act of parliament

- Is nominated by a political party or is an independent candidate who
must be supported by;

I. Atleast one thousand registered voters in the constituency in case of
election to the National Assembly or

II. Atleast two thousand registered voters in the county in case of
election to the senate

- Not a state or public officer

- Not a member of the Independent Electoral and Boundaries Commission
(IEBC) for the last five years

- A Kenyan citizen for at least 10 years

- To be of sound mind

- Not bankrupt

- Not a member of the county assembly

Disqualification of a Member of Parliament

A person is disqualified from being elected as a member of Parliament if
he/she;
-Is a state or public officer

- Has been a member of the Independent Electrol and Boundaries Commission
(IEBC) within five years before the election

- Has not been a citizen of Kenya for atleast 10 years immediately before
the date of election

- Is a member of county assembly

- Is of unsound mind

- Is declared bankrupt

-Is subject to a sentence of imprisonment of atleast six months by the
date of registration as a candidate or at the date of the election

-Has misused or abused a state office or public office. A parliamentary seat can be declared vacant due to the following
circumstances;
- Death of a sitting MP

- Absence for eight consecutive sittings without permission from the
speaker

- If a member resigns in writing to the speaker

- If a member resigns from the sponsoring political party

- If an independent MP joins a political party

- If one ceases to be a Kenya citizen

-If the electorate recalls the MP

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- If an independent MP joins a political party

- If one ceases to be a Kenya citizen

-If the electorate recalls the MP

Disqualification of a Member of Parliament

What are the conditions that can lead to a by-election in either of the
chambers ie National Assembly or the Senate?
- Death of a sitting MP

- Absent for eight consecutive sittings

- If a member resigns in writing to the speaker

- If a member resigns from the sponsoring political party

- If an independent MP joins a political party

- If one ceases to be a Kenya citizen

- If one becomes insane

- If one is declared bankrupt

- If MP is imprisoned for more than six months

- If MP abuses either public or state office

- If one becomes a member of the county assembly

Process of Election

Kenyan elections will take place after every five years. However, incase
the country is at war, the parliament through a resolution of more than
2/3 majority in both chambers can prolong the life of parliament but not
for more than 6 months. In case of a by-election in either chambers, the
respective speaker shall notify the IEBC within 21 days. A by-election
must be held within 90 days by the IEBC after this notification. A voter casting his vote during an election. Functions of Parliament

We shall discuss the functions of Kenyan parliament at both the Senate
and National assembly. The role of the National Assembly include;
-Represents people of the constituency

- Makes and ammends laws

- Determines allocation of national revenue between the levels of
governments

-Appropriates funds for expenditure by National government and national
state organs

-Checks the executive and other arms of government to protect the
interests of citizens

-Approves declaration of wars and extension of state of emergency

Role of senate includes;
-Represents the interests of the counties

- Makes laws concerning counties

- Determines the allocation of national revenue among counties

- Particiaptes in the oversight of state officers

- Has the last vote on consideration to removing the president or deputy
president from office

. Parliamentary Supremacy

The parliament of Kenya as is the case in the rest of commonwealth
countries is supreme. It is above the other two arms of government ie the
executive and the judiciary. Parliamentary programmes and debates cannot
be taken to court. The executive too cannot manipulate debates. Other
aspects of parliamentary supremacy include the following;-
- The parliament makes laws that affects everybody throughout the country

- Parliament controls government revenue and expenditure

- Parliament cannot legally bind the successor neither can one be bound
by the predecessor i.e. each parliament session is independent

- A member cannot be arrested for anything he/she says in parliament

- An MP cannot be arrested for crime committed outside while inside the
parliament premises

- The parliament has terminative powers, ie can pass a vote of no
confidence on the executive

- It is the parliament that declares war in consultation with the
president

**Objectives**
By the end of this lesson you should be able to: 1) Define the Executive arm of the government

2) Discuss the powers and functions of the president

3) Discuss the functions of the Deputy President

4) Describe the composition and the functions of the Cabinet

5) Describe the functions of the Attorney General and Director of public
prosecution

6) Describe the composition and functions of the public service

7) Describe the composition and functions of National Security organs

8) Describe the function of correctional services

**The National Executive**
The National executive comprises of the president, the deputy president,
the cabinet and public service. President Mwai Kibaki

Vice President Kalonzo Musyoka

Powers and Functions of President

The president has powers bestowed on him by the constitution. They
include; 1) President is the head of state and government

2) President is the Commander-in-Chief of the defence forces. 3)President is the chairperson of the National Security Council. 4) President is the symbol of National Unity

- Officially opens parliament after General Elections.
- Chairs Cabinet meetings.
- Appoints Cabinet members with the approval of the National Assembly

- Ensures that the international obligations of the Republic are
fulfilled through the relevant Cabinet secretaries.
- The president performs other executive functions eg establishing an
office in the public service.
President Mwai Kibaki

**Functions of Deputy President**
Let us now look at the functions of the deputy president. The deputy
president is the principal assistant of the president. He or she
deputizes for the president in the execution of his/her functions.The
deputy president acts as the president when the president is absent or is
temporarily incapacitated.It is a constituional requirement that the
deputy president shall not hold any state or public office. Vice President Kalonzo Musyoka

Composition and Functions of the Cabinet

The Cabinet consists of the president, the deputy president, cabinet
secretaries and the Attorney General, and not fewer than fourteen and not
more than twenty two cabinet secretaries. Cabinet secretaries should not
hold any other state or public office. The secretary to the cabinet takes
minutes during cabinet meetings and links the cabinet with the public
service. The cabinet has the following functions; Advisory role- The cabinet advises the president on various aspects of
government policies. The cabinet secretaries ministers advise the
president on the affairs of their ministries. Defending government policy- The cabinet has collective responsibility of
defending government policies. Cabinet secretaries are expected to make presentations or clarify issues
they are responsible for to the National Assembly or Senate whenever they
are required

They should also uphold the constitution and act according to it

Provide parliament with full and regular reports concerning matters under  their control.

**Functions of the Attorney General**The Attorney General shall be appointed by the President with approval of
the National Assembly;
- He/she is the principal legal advisor of the government.
- Represents the National government in court and any other legal
proceedings.
- Promotes and upholds the rule of law and defend the public interest. Prof Githu Muigai, Attorney General

**Functions of the Director of Public Prosecutions**
The Director of Public Prosecutions shall be nominated and with the
approval of the National Assembly appointed by the president. He/she
shall hold office for a term of 8 years and not eligible for reappointment

1. Directs the Inspector General of the National Police Service to investigate any information of criminal conduct.

2. Institutes and undertakes criminal proceedings against any person before any court.

3. Protects the interests of administration of justice and prevents abuse of the legal process. Director of public prosecution, Keriako Tobiko

**Composition and Functions of Public Service**
The public service is the section of the executive of the government
which is headed by secretary to the Public Service Commission. It is
composed of:

1. Principal secretaries

2. State departments

3. Public servants

An Independent Public Service commission ensures that the functions of
the National Public Service are effectively carried out. Its functions
include;
- Establish and abolish offices in the public service

- Appoint persons to hold or act in those offices and confirm appointments

- Exercise disciplinary control and remove persons holding or acting in
those offices.
- Investigate monitor and evaluate the administration and personnel
practices of the public office.
- To develop human resources in the Public Service.
- Evaluate and report to the president and parliament on the performance
of the commission. National Security Organs

We are going to discuss the National Security. There are three organs of
the National security namely; 1. Kenya Defence Forces

2. National Intelligence Services

3. National Police Service. We shall now discuss the composition of each
of these organs. Section of Kenyan Defence Forces

Kenya Defence Forces

The Kenya Defence Force is composed of:
- The Kenya Army

- The Kenya Air Force

- The Kenya Navy. Their functions include; 1. Responsible for the defence and protection of the Sovereignty

and territorial integrity

2. Assists and cooperate with other authority in situations of emergency
or disaster. 3. May be deployed to restore peace in any part of Kenya affected by
unrest or instability. Section of guard of honor mounted by the Defence Forces

National Intelligence Services

The constitution provides for the establishment of a National
Intelligence services. Its functions include; 1. Provides security intelligence to enhance national security

2. Performs any other function prescribed by national legislature

**The National Police Service**
The National Police Service consists of the Kenya Police Service and the
Administration Police Service. Its functions include; 1. Maintaining highest standards of professionalism and discipline among
its members

2. Preventing corruption and promoting transparency and accountability

3. Complying with constitutional standards of human rights and
fundamental freedoms

4. Training staff on the highest possible standards of competence and
integrity

5. Fostering and promoting relationship with the broader society

National Police Service in a matching exercise

**Correctional Services**
The correctional services are government institutions that are charged
with the responsibility of rehabilitating convicted criminals. The
functions of correctional services include; 1. Complimenting the work of national security organs

2. Containing the prisoners as they serve various jail terms

3. Executing court orders by implementing the decisions of the law courts
with regard to how the convicts are to be punished. 4. Offering security to convicts while in detention. 5. Rehabilitating and reform convicts by changing their behavior

6. Generally looking at the welfare of the prisoners in area such as
health food, shelter etc. 7. Providing labour in some national government projects through the
extra-mural employment scheme such as a afforestation, digging canals,
building roads etc. The Judiciary

In this lesson, we are going to study the structure and function of the
judiciary in Kenya. The Judiciary in Kenya consists of Judges,
Magistrates and other Judicial Officers. The head of the Judiciary is the
Chief Justice.
Objectives

By the end of the lesson, you should be able to: 1. Describe the structure of the Judiciary. 2. Discuss functions of the Judiciary in Kenya.

**The Judiciary**
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judiciary in Kenya. The Judiciary consists of Judges, Magistrates and
other Judicial Officers. The head of the Judiciary is the Chief Justice. Nairobi Law courts

**Structure of the Court Systems in Kenya**
How is the court sysytem in Kenya structured? The court system in Kenya
has the following features; 1. Under the Kenya Constitution, the Supreme Court is the highest court. 2. The second highest court in Kenya is the Court of Appeal. 3. The High Court is the third highest court in Kenya. 4. The above three are referred to as Superior Courts. 5. The Subordinate Courts comprise of Magistrates Courts, Kadhis Courts
and the Courts Martial. 6. The constitution empowers parliament to establish other subordinate
courts and tribunals as it may seem necessary. Functions of the Judiciary

The Judiciary in Kenya performs various functions which include: 1. Interpreting the application of laws in Kenya. 2. Adjudicating in both criminal and civil court cases. 3. Settling disputes between conflicting parties or institutions in the political structure. 4. Protecting the constitutional rights and freedoms of individuals. 5. Collecting fines imposed on those found guilty of various offences by
the courts. 6. Administering the swearing in of senior government officials e.g. the
president before he assumes office.

**THE SUPREME COURT**
- It hears and determines any case challenging the election of the president.
- Hears appeals from the court of appeal.

**COURT OF APPEAL**
It hears appeals from the High Court and tribunals.

**HIGH COURT**
Has supervisory powers over the subordinate courts.

**SUBORDINATE COURTS**

The Subordinate Courts are:
- Magistrates Courts

- The Courts Martial

- The Kadhis Courts- Kadhis courts deal with issues concerning marriage,
divorce, inheritance for people who belong to the Muslim faith. Concept of the Rule of Law

The concept of the rule of law entails the process of handling all legal
matters in accordance with the law. All Kenyans are subject to and
governed by the same laws irrespective of their status, colour or
religion. It stipulates that; 1. No person is above the law. 2. Matters pertaining to law are dealt with in accordance to the law. 3. A person is presumed innocent until proved guilty in a court of law. Concept of Natural Justice

The concept of Natural Justice stresses that a suspect should be treated
fairly by the courts. The following principles of natural justice must be
upheld before any judgement is made on a suspect: 1. The accused person is given the right to fair trial. 2. Suspected persons are presumed innocent until proven guilty in a court
of law. 3. This concept discourages mob justice. 4. An accused person is entitled to legal representation. 5. A suspect is given an opportunity to defend himself or herself in a
court of law and call for witnesses. 6. All judicial decisions are based on law.