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

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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.
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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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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

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Lewanika was aware of the British military supremacy

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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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

Kilometer coastal strip.

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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 the Luo was given to the Maasai
- The Maasai were used as mercenaries against resisting communities such 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.

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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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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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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

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Maasai

Many Africans were not willing to offer labour
Settlers lacked basic knowledge, skills and experience on agriculture
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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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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4) The use of international fora such as the UN to present their grivances

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

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- 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

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

In this lesson, we are going to study the structure and functions of the 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.