

**KIPSIGIS LOCAL NATIVE COUNCIL EFFORTS IN THE
DEVELOPMENT OF EDUCATION IN COLONIAL KENYA SINCE 1924**

BY

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DECLARATION

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DEDICATION

This thesis is dedicated first to Almighty God for his guidance and gift of strength up to this level. This work is also dedicated to my family comprising of my wife Nancy and children Caleb, Joy, and Ryan for their unending support and encouragement.

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ABSTRACT

Colonial education policies in Kenya mainly favoured Europeans and Asians. Africans were neglected and left with no space to influence their education. Up to the 1920s, their interests were represented by missionaries. The advent of Local Native councils provided a platform for Africans to air their grievances including their educational needs that were to be addressed by the colonial government. The purpose of the study was to investigate Kipsigis Local Native Council (LNC) efforts in the development of education in colonial Kenya from 1924 to 1964. The study was guided by the following objectives; to investigate Kipsigis LNC education resolutions and initiatives in the development of education in Kericho, to evaluate Kipsigis LNC role in the growth and development of teacher training and post-secondary education in Kericho District, and to trace Kipsigis LNC role in establishment, growth, and development of primary and secondary education in Kericho. The study adopted a theory of Marcus B. Weaver-Hightower entitled; *An Ecology Metaphor for Education Policy Analysis*. The theory states that policy creation is a complex and contradictory process. Ecology can be broken down into four categories namely; actors, relationships, environments, and structures. The theory applied to the study because it enhanced interrogation of actors and their interaction in policy enactment and implementation in Kipsigis LNC which was the focus of the study. Purposive sampling and snowball sampling techniques were employed which enhanced the selection of information-rich respondents. The historical method of research was used which is mainly anchored in the interpretive philosophical paradigm. Sources of data were both primary and secondary data obtained through oral interviews that were guided by interview schedules. The researcher also visited Kenya National Archives for archival data. The study established that Kipsigis LNC used a multi-pronged approach to push its agenda on education. Several committees and councils were established to advance its educational agenda which included; Kericho District Education Board, African District Council, General Purposes and Finance Committee, and Bursary Education and Schools Committee. The study also established that Kipsigis LNC was not curious to interrogate the reasons why no students from Kericho had been selected for admission to secondary schools. The main role the LNC played in the development of education was a provision of grants for improving school infrastructure it also enacted resolutions that aided the development of education in Kericho. It was deduced from the study that subtle collaborations enabled Kipsigis LNC to firmly assert its dissatisfaction on some educational issues without necessarily channelling them through associations although such associations existed in Kericho District. It was such forged collaborations that made its demands partly addressed by the colonial government.

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ABBREVIATIONS

ADC	- African District Council
AIM	- African Inland Mission
CDF	- Constituency Development Fund
CSM	- Church of Scotland Mission
DC	- District Commissioner
EAYM	- East African Yearly Meeting
ET	-Elementary Teachers
GAS	- Government African School
IMC	- International Missionary Council
ISM	- Independent School Movement
KA	- Kikuyu Association
KAR	-Kenya African Rifles
KAPE	- Kenya African Preliminary Examination
KCA	- Kipsigis Central Association
KDEB	- Kericho District Education Board
KISA	- Kikuyu Independent School Association
KLC	- Kipsigis Language Committee
KLNC	- Kipsigis Local Native Council
LNC	- Local Native Council
LPT	- Lower Primary Training
NG-CDF	- National Government Constituency Development Fund
NITD	- Native Industrial Training Depot
NJLNCD	- Nyanza Joint Local Native Councils Delegates
NHM	- National Holiness Mission

PWD - Public Works Department

SAC - School Area Committee

USA - United States of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

History of education is a critical discipline that gives a glimpse of the past to understand the present and be able to deduce the future trends of education. Through it, we can interpret the past and go beyond mere factual or conceptual knowledge and the memorization of dates, characters, and events. This is the essence of the study since it endeavored to bring out the existing gap in the documentation of African initiatives in the development of their education in colonial Kenya through an in-depth historical and philosophical analysis. The chapter sheds light on the background of the study, the purpose of the study, and the significance of the study. The chapter also highlights the theoretical framework that guides the study and operational definitions of the terms. Before the establishment of Local Native Councils in 1924, Africans were not actively incorporated in educational policy framing.

1.2 Background of the Study

Local Native Councils during the colonial period were instrumental in shaping the development of African education which was not adequately catered for by the colonial government and the missionaries. Under a political system dominated by white settlers and administrators, policy makers during the colonial period were required to create an educational structure for the indigenous people in harmony with the political realities of the day (Schilling, 1976: 228).

The aims of African education differed among different stakeholders. Colonial administrators wanted an education that was to promote peace, submissiveness, and economic development in the reserve. The settlers aspired for an education that

cultivated out of Africans cheap labour for their farms. The missionaries expected education to provide additional converts to their denominations whereas Africans wanted an education that would give them power, prestige, dignity, and self-sufficiency (Urch, 1971 and Bogonko, 1984).

The situation of education in Kenya during the formative years of the last century relegated Africans to the periphery. From the first report that came up in colonial Kenya, Fraser report of 1909 to Binns report of 1952, African children were to be provided technical and agricultural education, unlike the Europeans and Asian children. Wallbank (1938) notes that before 1911, the education of Africans was largely the work of missionaries. The colonial government in 1911, instituted a policy of financial assistance for missionary educational activity. The 1918 education commission reinforced technical training concerning the education of Africans. It also called for the inclusion of a religious and moral curriculum (Misigo, 2013). According to Mambo (1983), the commission proposed equality of educational needs between Indian and European races but this was never actualized.

Other studies done on the role of actors in the development of colonial education in Africa points out the domination of colonial government officials and missionaries but rarely examine in detail attempts of the natives in educational policy enactment despite being part of educational policy ecology. Whitehead (2003) highlighted the role of the overseas educational Journal that aided educational officials in the colonies to keep in touch with educational developments elsewhere and also connected them with colonial office. Kallaway (2009) has elaborately examined the role of missionaries as actors that influenced the development of colonial education in Africa. He argued that missionaries exerted international influences through bodies such as International Missionary Council (IMC) to shape thinking about education in Africa.

Between 1910 and 1938, the council held eight conferences that deliberated on education, therefore, pointing to the fact that it was a body that could not be ignored in the field of education in the colonial period. Booth (2003) while examining settlers, missionaries, and state contradictions in the formulation of educational policy in Swaziland, points out conflicts that arose between imperial power and the colonized. He also noted that conflict also arose within the colonised which he referred to as difference from within.

Studies in Kenya have particularly dwelt on the role of LNCs as institutions that were used to pacify African political reactions. However, they were not silenced in raising their educational demands (Mambo, 1981). Omusule (1974) agreed with this claim. He also pointed out the legislative role of LNCs within their respective geographical regions. This study investigated KLNC involvement in educational legislation in Kericho District which was located in Nyanza Province and also documented the role of a provincial development planning committee in the development of education. Senior Education Officer in the Province was its chair and other members were drawn from DEBs through their LNCs. The advent of Local Native Councils became a catalyst in the development of African education during the colonial period especially among societies that were initially regarded as moderates, backward and averse to education at the time. The emphasis on technical and vocational education by the Colonial Government prompted Africans to explore other alternatives for improving the quality of education that was offered to them. This was mainly achieved through manipulating the existing colonial system such as LNCs to meet their educational needs. The composition of LNCs included; District Commissioner, African

representatives including nominated and elected members, and missionary representatives.

The study also sought to document: how different actors in the Kipsigis LNC conserved their interests and at the same time ceded a ground for the overall development of education in Kericho District. The study also attempted to find out different educational legislations that were enacted at the same time, focusing on what happened in Nyanza Province in terms of policy enactment and gauge whether Kericho was at par with other districts in the province in educational development.

1.3 Statement of the Problem

The role of LNC to development of education in Kenya has been a crucial issue worth investigation. Educational contributions of some LNCs have not been documented despite their immense contributions in terms of educational policy enactments and legislations. KLNC was one of the LNCs situated in former Nyanza Province during the Colonial period. The role of actors in other LNCs particularly the role of colonial chiefs in development of secular education have been documented by authors such Bogonko and Mambo. The role of actors in KLNC particularly colonial chiefs to development of secular education in colonial Kenya have not received scholarly attention. This study therefore seeks to fill that gap. Other studies on LNCs have not interrogated LNC actors' efforts in educational policy enactment and legislations through institutions that emerged in LNCs such as: District Education Boards, General Purposes Committee, Bursary Committees, Development Planning Committees among others. This study documented the role of these institutions in development of secular education in colonial Kenya.

Local initiative in the development of education apart from the establishment of independent schools was also channelled through local bodies like the Local Native Councils. These councils not only aided the development of mission and independent schools but also set up new schools. They thus relieved the colonial government of directly assuming control of many African schools. Actors' efforts in educational policy enactment and legislation and the kind of relationships adopted in the establishment of primary, secondary, post-secondary education, and teacher training by LNCs have not been interrogated through historical investigation. The study adopted the policy ecology metaphor because it enhanced broad analysis of educational policy enactment and implementation within KLNC which led to clear clarification of historical issues that have always been casually conceived as common occurrences.

Past historical investigation of KLNC by Rono (2000), limitedly brought to fore how legislations were negotiated by actors specifically within the following institutions in KLNC; Kericho DEB, Finance and General Purposes Committee, Bursary Education and schools committee, Education and Welfare committee and Kipsigis ADC. Bogonko (1985) in his article on the role of colonial chiefs and African development in Kenya with special reference to secular education, argued that the chiefs in unison with their people in such districts as North Nyanza, Central Nyanza, and South Nyanza demanded literary education. Kericho district which was located in Nyanza Province with those other districts is not mentioned and this study, therefore, sought to document the contribution of Kipsigis chiefs as members of KLNC and actors that represented Africans in the development of secular education in Kericho district.

Bogonko (1984) notes that although the Maasai, Akamba, Keiyo, Marakwet, West-Suk, Nandi, and Kipsigis bore the brunt of Industrial and religious education, opposition against that education emanated outside these groups. According to him, it was the Abaluhya, Luo, Abagusii, and Abasuba of Nyanza and Aembu, Agikuyu, and Ameru of central Kenya who first raised tangible objections to prescribed education for Africans. The study by investigating efforts of KLNC which was one of the LNCs in Nyanza Province revealed otherwise. Just like the peers in the Province, Kipsigis were actively involved in agitating for the provision of better education. Its members participated in the NJLNCD meetings which deliberated several issues in the province including education for example; the Provincial Literature Committee, organising Provincial Arts and Crafts exhibitions and activities of the Nyanza Local Scouts Association.

1.4 Purpose of the Study

The purpose of this study was to be to examine efforts of Kipsigis Local Native Council in the development of education in colonial Kenya since 1924.

1.5 Objectives of the Study

This study was set out to address the following objectives:

- i. To investigate Kipsigis LNC educational initiatives in the development of education in Kericho.
- ii. To trace Kipsigis LNC's contribution in establishment and development of primary and secondary education in Kericho.
- iii. To locate Kipsigis LNC's role in the growth and development of teacher training and post-secondary education in Kericho.

1.6 Major Research Question

What was the contribution of the Kipsigis Local Native Council to development of education in Kericho?

1.7 Minor Research Questions

- i. What were KLNC educational initiatives in development of education in Kericho?
- ii. How did KLNC contributed to the establishment and development of primary and secondary education in Kericho?
- iii. What role did KLNC play in the growth and development of teacher training and post-secondary education in Kericho?

1.8 Significance of the Study

The findings of the study shed more light on the historiography of LNCs and their efforts in the development of education for indigenous people that did not feature as much in the colony. Useful lessons could also be learned from the study on the importance of the grassroots effort to develop education in Kenya particularly now that Early Childhood Development Education (ECDE) is a devolved function. Counties can borrow a leaf from the successes of the LNCs and avoid pitfalls that afflicted them in the provision of education for them to make a meaningful contribution to education. The new rules on the use of CDF through the new NG-CDF act of 2016, mean that health and water projects would no longer be funded by NG-CDF funds (KARA, 2016). This, therefore, imply that there would be more money to be used exclusively for the development of schools and security-related projects. Negotiations for the implantation of educational projects that took place in LNCs by

actors and the role of DEBs in infrastructural development could provide good lessons that can be adopted by the NG-CDF to boost education in their jurisdictions. The study would benefit education officers, school administrators and County Education Boards in planning educational resources. The study would also inform policy planning, development and formulation.

1.9 Justification of the Study

The study of Kipsigis LNC's efforts to the development of education in colonial Kenya is important in documenting the contribution of indigenous people that did not feature much in the colony. Available literature tends to indicate that Kipsigis LNC which was geographically located in Nyanza Province, made a little contribution in agitating for improvement of secular education compared to its peers in the province. However, the findings of the study revealed otherwise. The study specifically focused on KLNC's legislative initiatives in education, contribution to the development of both primary and secondary education, and its role in the establishment of teacher training and post-secondary education in Kericho.

The findings of the study are crucial in accumulating historical data which could be useful in guiding the present grassroots institutions such as NG-CDFs and county governments that are engaged in the provision of education and development of educational infrastructure at the local level. The study could also provide a guiding framework to educational personnel and policy makers who are involved in educational policy enactment and implementation.

1.10 Scope of the Study

The study focused on Kipsigis LNC which was located in Nyanza Province. Under the study, the LNC was administratively under Kericho District therefore Kericho District Commissioner was often the chair of this LNC. The study examined education development in KLNC since 1924 in the light of educational policy enactment, legislation and its implementation across primary, secondary and post-secondary institutions in Kericho. The foundation of LNCs in Kenya was laid through the LNC ordinance that was passed in 1924. This therefore, became the starting point for the study.

1.11 Limitations of the Study

The study being historical research calls for purposive sampling, especially among the information-rich population. Considering the advanced ages and physical frailties due to illnesses, this posed challenges during interviews for example hearing and speaking impairment. These challenges were overcome by scheduling interviews in the morning hours with the elderly. Those with hearing impairment typed questions were administered to them and they responded orally to them thereafter further probing was done.

1.12 Theoretical Framework

The study focuses on the efforts of KLNC to development of education in Kenya since 1924. It seeks to investigate KLNC educational initiatives in Kericho, trace KLNC's contribution in establishment and development of primary and secondary education in Kericho, and locate KLNC's role in the growth and development of teacher training and post-secondary education in Kericho. The notion of policy

ecology metaphor by Weaver-Hightower (2008) suits this study because it enabled the researcher to interrogate the kind of interaction that prevailed among different actors in Kipsigis Local Native Council from a diverse background who represented diverse background. The theory also enhanced in-depth analysis of three issues namely; actors, relationships, and the environment in terms of policy enactment within KLNC. The major shortcoming of the theory was that it was logically impossible to examine all the levels using the three research objectives since each level was further subdivided into four areas bring to a total of sixteen levels. Exhaustive utilization could have been only possible if one objective could have been interrogated.

The theory states that policy creation is an extremely complex, often contradictory process that defies the commonly held image of singular purpose and open, effective planning. The ecological metaphor demands that analysts account for the multiple levels at which policies interact, exert or receive influence, are created, and are implemented. Such thinking in terms of interconnections is a particular strength of the metaphor.

Policy ecology centers on a particular policy or related group of policies, both as texts and as discourses, situated within the environment of their creation and implementation. In other words, a policy ecology consists of the policy itself along with all of the texts, histories, people, places, groups, traditions, economic and political conditions, institutions, and relationships that affect it or that it affects. Every contextual factor and person contributing to or influenced by a policy in any capacity, both before and after its creation and implementation, is part of a complex ecology.

An ecological analysis looks at the media, parent groups, religious groups, printers, travel agents, spouses, and all other persons or institutions that allow the process to work, no matter how insignificant their role may appear at first glance. What does a policy ecology consist of, then? In general, the characteristics that a policy analyst might examine in any ecology can be broken down into four categories derived from literature on both social and natural ecologies: actors, relationships, environments and structures, and processes.

An ecosystem's actors are multiple and, in the natural world, depending on a certain amount of biodiversity so that the system's many roles providing energy, controlling a population, processing waste, and so on can be performed. The complexity of biological ecologies has corollaries in social worlds, for many groups and actors are necessary to perform society's various roles. We have people who care for the ill, people whose illness makes care providers necessary, people who create waste, people who remove the waste, students who need teachers, teachers who need students, administrators who need them all, policy makers who guide them all, voters who decide who makes policy, the media that report it all, and so on. Also, as noted earlier, individuals fill many roles simultaneously. Politicians are often also parents, and both are also voters. In this and other ways, then, ecologies are not reducible to their parts (Laura & Cotton, 1999); rather, they must be viewed as a whole, functioning systems. Of course, some actors are more powerful than others within a system, and determining who these powerful actors are is a core task in a policy ecology analysis.

1.13 Conceptual Framework

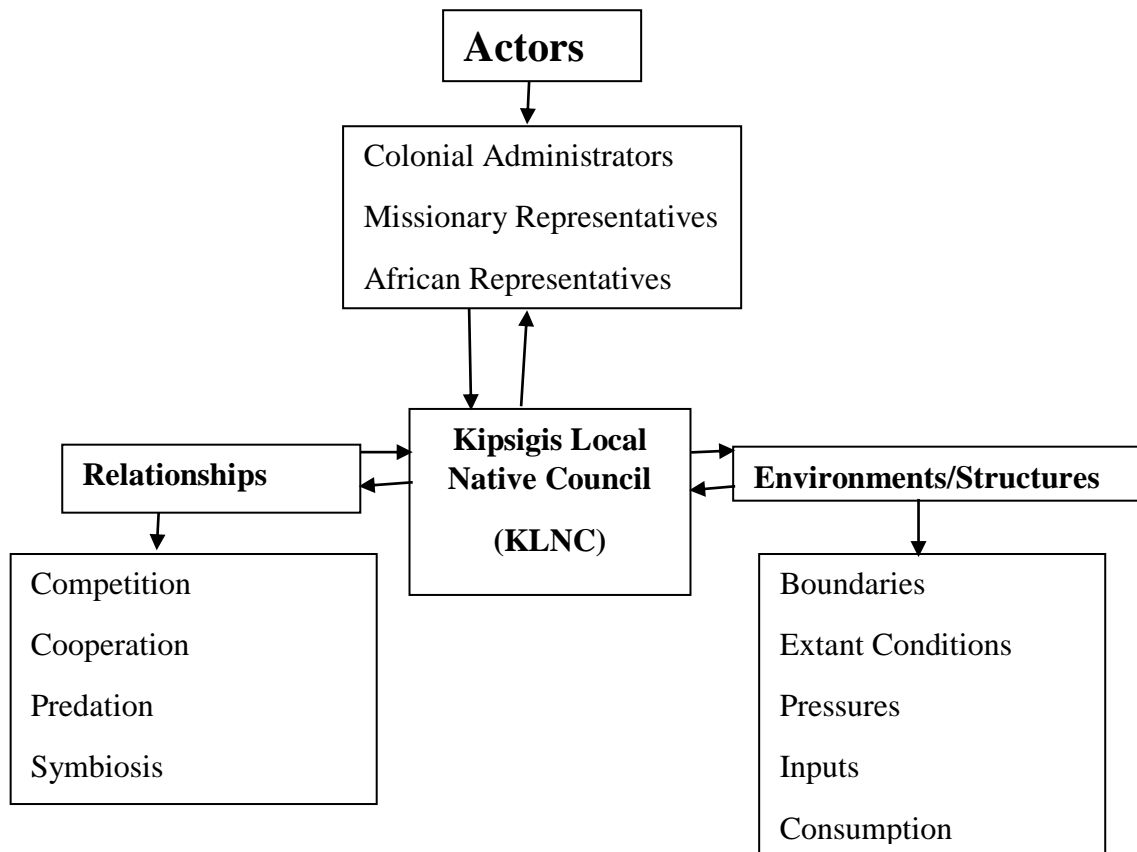


Figure 1.1 Conceptual Framework

The study aimed to look at the Kipsigis Local Native Council efforts to development of education in colonial Kenya since 1924. As a policy enactment institution, its role can be understood clearly by use of an ecology metaphor. Educational policy enactment is a complex activity that involve several participants and components. KLNCs efforts in the development of education in colonial Kenya can be attributed to the following actors; colonial administrators, missionary and African representatives. Their relationships were marked by competition and cooperation. This relationship was influenced by the environment marked by extant conditions which entailed; economy, poverty, infrastructure and culture among others as shown by the theory.

1.14 Operational Definitions of Terms

Actors: Refer to active participants in the Kipsigis Local Native Council (KLNC) who deliberated on educational matters and issues.

Efforts: Refer to the initiatives that were made by Kipsigis Local Native Council (KLNC) that led to the general educational development which included organisation of meetings to deliberate on educational matters, infrastructural and human resource development.

Environment: Refer to the jurisdiction where all the activities took place. It was discovered to be fluid because it was governed by other conditions such as; economy, infrastructure and culture among others. For its successful functioning, it depended on inputs such as funding, infrastructure and resources.

Relationships: The kind of interactions that emerged between participants as they competed and negotiated for the resources that were available.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter sheds light on the activities and achievements of some LNCs in colonial Kenya. The chapter is important because it enabled the researcher to identify gaps that need to be filled in the documentation of LNC's contribution to the development of education in colonial Kenya. It is evident from the literature review that the colonial government took an active role in the provision of education in Kenya from 1908 following the establishment Fraser Commission. The LNC ordinance that was passed in 1924 enabled Africans to influence the development of education in their localities through tax levies which were collected for the development of school infrastructure. Other functions of LNC as highlighted by (Mambo, 1981) included funding of agricultural projects, medical care, road building, and water supply. How these projects are connected to the development of education particularly roads in the promotion of access to schools is not explicit in literature, therefore this study seeks to fill that gap. They were instrumental in agitating for the establishment of high schools for example Kiambu LNC (Wamagatta, 2008). The study brought out an attempt by Kipsigis LNC in the establishment of a teacher training centre and combined training centre in Kabianga. Apart from Schilling who attempted to interrogate varied interests of actors who made up LNCs, other authors are mute on this issue. This study interrogated Kipsigis LNC actors and their relationships concerning education policy enactment in Kericho District.

2.2 The Nature of Education in Kenya up to 1924

To have a clear understanding of the nature of interaction that prevailed among the actors in KLNC, a summary of the nature of education in Kenya up to 1924 was necessary. This background provides the needed understanding of KLNC membership and provides a lens by which we can understand certain educational recommendations in education that were favoured by African members.

Education is important in any society because it is used to preserve the lives of its members, promote social change, and maintenance of a social structure. Most of this education in the ancient African context was informal and was acquired by young men through observation of elders' behaviour in the society (Rodney, 1976:376). Indeed, the most crucial aspect of pre-colonial African education was its relevance to Africans, in sharp contrast with what was later introduced. The following features of indigenous African education can be considered outstanding: its close links with social life, both in a material and spiritual sense; its collective nature; its many-sidedness; and its progressive development in conformity with the successive stages of physical, emotional, and mental development of the child. There was no separation of education and productive activity or any division between manual and intellectual education. Altogether, through mainly informal means, pre-colonial African education matched the realities of pre-colonial African society and produced well-rounded personalities to fit into that society. (Rodney, 1976:377).

It is therefore important to note that Kipsigis ethnic group that inhabited Kericho District during the colonial period was a sample of African societies that practiced African indigenous education before the advent of colonialism. Kericho was sparsely

occupied by missionary groups which explained the reason why western education took root later as compared to other ethnic groups in Nyanza Province. There was general reluctance among parents to send their children to school and occasionally, school attendance was interfered with by initiation ceremonies which became an agenda in KLNC meetings.

African native leaders were uncomfortable with increased missionary activities because they felt that their authority was threatened. They only permitted missionaries to live among them and only to preach on Sunday and to practice medicine but they did not want them to indoctrinate their youths in schools (Urch, 1971:251).

Africans do not speak of education as a process or institution separate from everything else in life. There is no distinction between formal, non-formal, or informal education. The term education is a Western concept that does not speak to the traditional African reality, in which the entire community is continually engaged in learning and teaching. In traditional Africa, learning begins very early in life, soon after birth, and continues to old age. As describes, the whole of life is a process of learning to become fully human, to attain personhood. In African thought ... persons become persons only after a process of incorporation. Without incorporation into this or that community, individuals are considered to be mere danglers to whom the description does not fully apply. For personhood is something that has to be achieved, and is not given simply because one is born of a human seed. (Menkiti, 1984)

Education in Africa served to uphold some African cultures, as it can be exemplified by what was obtained in South Africa, where lifelong learning was imbued with the

values, interests, and behaviour patterns learned at the knee of a Bantu mother (Horrel, 1964). Interestingly, every member of African society was a teacher by him and her having vast experience that was worthy. According to (Moumouni, 1968) when it is time for initiation, it was under the direction of members of the community chosen for their knowledge, wisdom, and experience, that the African adolescent learns the first elements of what is to be known physically and intellectually. Young men completed their training by listening to and observing the 'elders' at community 'palavers'. African education combined both intellectual and manual labour which made the teachers impart skills that were put to immediate use. The teacher in pre-colonial Africa never stopped learning, which means the teacher was also a learner. As noted by Koma (1976) knowledge was continually modified and innovations renewed, which strengthened the conviction amongst the African societies that life is a process of learning. As stated by Nyerere (1968) though pre-colonial Africa did not have schools in the modern sense, this did not mean that young people and children were not educated: they learned by living and doing, which made their education essentially practical training. It is important to note that the teacher was viewed as a custodian of knowledge by the recipients of his/her training and what was taught was never questioned. This arrangement was meant to reinforce the concomitant absence of a tradition of questioning- combined with an essential top-down traditional culture of acquiescence before one's superiors. According to Datta (1984), the role of the teacher in Africa was to inculcate the dominant values, which the learners were to master and pass on to those younger than them. This means those who were trained had to play the role of teaching those younger than them and they had to display behaviour that the learners were to emulate. As noted by Bray, Clarke, and Stephens (1986) indigenous education in Africa tends to reflect the values, wisdom, and

expectations of the community or wider society as a whole. This is contrary to Western forms of education, which tend to stress the intellectual development of the individual and pay less attention to the needs, goals, and expectations of the wider society.

Some aspects of African education were formal: that is to say, there were a specific program and a conscious division between teachers and pupils. Formal education in pre-colonial Africa was also directly connected with the purposes of the society, just like informal education. The programmes of teaching were restricted to certain periods in the life of every individual, notably the period of initiation or 'coming of age'. Many African societies had circumcision ceremonies for males or both sexes, and for some time before the ceremonies, a teaching programme was arranged. The length of time involved could vary from a few weeks to several years. Formal education was also available at later stages in life, such as on the occasion of passing from one age-grade to another or of joining a new brotherhood. Specialised functions such as hunting, organising religious rituals, and the practice of medicine involved formal education within the family or clan. Such educational practices all dated back to communal times in Africa, but they persisted in the more developed African feudal and pre-feudal societies, and they were to be found on the eve of colonialism (Rodney, 1976:377).

It has to be noted that curricula did exist in the African societies though not in the manner that it is today. Mara (2006) opines that African Traditional Education was aimed at inducting members into acceptable activities and mode of thought that was in tandem with the societies' norms and values. According to Chang'ach (2013), its content grew out of the physical and social situation. Learners were taught depending

on the climatic features related to their physical surroundings. Abiri (2003) also indicate that from the beginning this education was aimed at adapting children to their physical surrounding and equip them with skills on how to exploit it. The increasing deterioration of intergenerational communication in Africa has been attributed to systems of education introduced by the Western colonial system (Boateng,1983). The scientific experiments though not conducted in laboratories as it is done today also took place. For instance, the fermentation of grains in the brewing of beer accorded African societies an opportunity to learn through observation and experimentation. These processes were repeated until they were mastered and were then packaged and passed on verbally for utilization by future generations. It is imperative to state that knowledge was shared amongst communities and between generations, which was heavily influenced by the Africa notion that knowledge and information acquired was to enable its recipients to understand the reality of the world. This enabled society members to live in and become competent at solving their personal and social problems, as observed by Sunal (1998). It is therefore eccentric for anyone to suggest that no curricula existed before Africans came into contact with their colonisers. However, it has to be admitted that African curricula did not exist as documents that we see on modern age educational institutions such as modern schools. As noted by Ocitti (1973) Pedagogically, African education encompassed both instructional and non-instructional models of learning, which may be termed formal, informal, and unconscious.

The colonizers did not introduce education into Africa: they introduced a new set of formal educational institutions which partly supplemented and partly replaced those which were there before. The colonial system also stimulated values and practices which amounted to new informal education. The main purpose of the colonial school

system was to train Africans to help man the local administration at the lowest ranks and to staff the private capitalist firms owned by Europeans. In effect, that meant selecting a few Africans to participate in the domination and exploitation of the continent as a whole. It was not an educational system that grew out of the African environment or one that was designed to promote the most rational use of material and social resources. A European-type school system hardly operated during the first forty years or so of colonialism. In that period, missionaries gave schooling for their Christianizing purposes, and it was in the 1920s that the colonizing powers carried out a series of investigations into educational possibilities in Africa. Thereafter, colonial education became systematic and measurable, though it approached its maximum dimensions only in the post-Second World War era (Rodney, 1976:380).

The study confirmed the argument that western education took long before taking root in KLNC. It was after the 1940s that a substantial number of students were able to be enrolled in secondary schools outside the district. KLNC made numerous attempts for the establishment of higher education in the district but were dismissed and the colonial government cited a lack of human and financial resources.

2.3 Nature of African Schools in Kenya before 1924

Before 1924, there were two-tier systems of education that existed at the Kenyan coast. There schools that were administered by the colonial government and schools ran by voluntary agencies or missionaries. Until the advent of the First World War, most of the schools run by missionaries had little connection with the colonial government. By 1925, the situation had changed and a large percentage of these schools received financial assistance from the colonial government in form of grants-in-aid (Mambo, 1973:175).

Concerning African education, Urch, (1971) notes that to satisfy the Advisory Board which was composed of diverse membership appointed by Governor, Mr. Orr the first director of education in Kenya, organised African education in three categories; firstly, there was general education which was carried out by missionary societies. This education was primarily concerned with reading and writing to train African teachers. Secondly was industrial education that was encouraged to promote industrial education and it was financially aided through grants-in-aid. Grants were availed for the training of the following courses; carpentry, agriculture, tailoring, smiting, printing, and medical work. Thirdly, there was an education of sons of chiefs and headmen. This education was designed to prepare young men to participate in the administration of the colony.

By the end of the First World War, settlers had become a vocal political force. As an attempt to satisfy their aspirations, a decision to abruptly transform the protectorate into a colony was made on 28th September 1920. From then on, developments in the colony were greatly influenced by the interests of the European settlers. By 1925, the Department of Education had come up with an education system that presumed the needs of Africans. Europeans occupied the highest position in status followed by the Indians, Arabs, and Africans in that order. The pursuit of racial policy in the field of education was inculcated in the education system (Mambo, 1983:176).

The colonial government was undecided concerning the role of education to the African child. Different actors in the government institutions, for example, the Education Advisory Board had different views. Settlers saw African children as the potential labourers on their farms, a view that was supported by colonial government

officials who believed that African children should be prepared for life on a European farm or in the village. Missionaries initially opposed this but after the 1920s, they seemed to associate with the settler demands (Mambo, 1983:177).

The history of education in Kenya is tied to the history of the Christian religion because the first schools were established by the missionaries. When the colonial government later emerged, it used the church to provide education to the Africans. The church and the colonial government's mission coincided and that was the reason it was easy for them to work together. The colonial government focused on political and economic domination while the church was geared towards spiritual domination. (Karugia, 2001:3)

Both forces then worked together and formulated an education system with Africans, who were purported to be the beneficiaries, as mere spectators. It denied the local communities any chance to determine how they would move into the global community, and they pretended to know what was good for the Africans. While the government was taking away the only means of livelihood for the natives, the missionaries worked hard on their cultures and traditions which were demonized. Kenyans were not only rendered destitute but also spectators in the running of their affairs. (Karugia, 2001:3).

The period up to 1911 was marked by missionary entrenchment and consolidation in the field of education for Africans. In 1911, the Colonial Authorities in Kenya took the first step towards what the missionaries considered an invasion into their domain by forming a Department of Education. According to Karugia (2001), the department

started by evaluating the already available mission schools and found them incompetent to provide any meaningful education to the migrant communities. However, it was satisfied with their services to the dominant African communities and decided to incorporate them into their educational marshal plan. This plan involved subsidizing the existing missionary schools to continue offering education to the Africans. The department would also establish a few more schools and hand them over to the missionaries for management. Education for the Europeans and Indians was to be handled separately and in a completely different manner. This was the foundation of racial stratification of education in Kenya (Mutua, 1975:33).

The fear on the part of the missionaries that the government intended to take over all education was strengthened when in 1915, a state school was opened at Machakos and the government proceeded to establish a system of 'bush' schools around it. This made missionaries determined to cling to the control they had already held and many of them refused government educational grants because financial control was the first step towards the final take over (Mutua, 1975:37). As the colonial authorities in Kenya and Britain began to take interest in education and the missionaries began to find it increasingly difficult to finance school systems they had established, a pattern of co-operation developed in which missions came to depend largely on government financial support while the state relied on the missionaries for supervision, management and partial financing of schools. (Mutua, 1975:38). The missionaries were desperately short of money therefore following the recommendations of the Education Commission of 1918, they were offered financial help by the government. This partnership lasted up to 1957. (Raju, 1973:3).

The African education pyramid was made up of three levels as follows: At the bottom, there was elementary A: These were the most common and had the poorest facilities if any. They were located near homes. The students received 2 years of elementary education, mostly from untrained teachers. At the end of the 2 years, they had to sit for a standard exam which determined who would rise to the next level. Next was the elementary B: These schools were fewer in number and offered 4 years of education. Only very few from A schools progressed to this stage, and in the end, there was another major exam. Those who were lucky to pass the B school exit exam proceeded to elementary C schools. These were very few and located away from homes, mostly at the mission headquarters, and offered 6 years of elementary education. This was the highest level open to the Africans, as there were no high schools available. In all these schools, the curriculum tended to concentrate on technical education, agriculture, hygiene, and religion on top of basic literacy and numeric skills. This type of education was designed to control the African social, political, and economic upward mobility (Anderson, 1970; Wamagatta, 2008).

The 1918 Education Commission was under the Chairmanship of J.W. Barth. Its terms of reference included the types of schools necessary for European and Asian children and to look into the educational requirements of the Arabs, Swahilis, and Africans. It upheld the kindergarten system for European children and recommended primary schools be established for them in Nairobi, Eldoret, Limuru, and Kiambu. It urged the provision of a sound modern education for Europeans and Asians. For Asians, the commission recommended that primary schools be set up in Kisumu, Nairobi, and Mombasa, and secondary schools be established at Mombasa and Nairobi. It advised separate boys and girls schools owing to the customs of the race. (Abreau, 1982:37).

For many years, education in Kenya was racially segregated into African, European, and Asian schools. By 1924, there were three distinct types of schools for Africans; schools run by the government for example; Waa and Machakos. The second category was schools run by the Christian missionaries for example; Maseno, Kikuyu, and Tumutumu. These schools aimed to replace traditional African customs with Christian western ideals. The final category was the schools where some attempt was made to preserve the African way of life, examples were; Jeanes school Kabete, Maasai school at Narok, Nandi school at Kapsabet, and Lumbwa school at Kericho. These schools were established in the heart of the reserves and beyond the influence of European settlements. (Abreau, 1982: 5).

Before 1924, Africans were provided with an inferior education as compared with the other races. Their education was mainly technical and vocational as outlined by the Fraser report of 1908 and reinforced by the commission report of 1919. The advent of LNCs in 1924 provided a platform for Africans to be actively involved in the development of education a feature that was lacking previously. KLNC made several attempts in terms of education for example agitation for the establishment of the teacher training centre and Agricultural centre in Kabianga which were to contribute to the general development of higher education among the Kipsigis ethnic group. Since the establishment of senior secondary education was not attainable, KLNC passed a resolution that students admitted to secondary schools outside the district were to be awarded bursaries.

2.4 The Local Native Councils

There is an argument that the history of local government is as old as the establishment of colonial administration in Kenya. According to (Oyugi, 1993), the origins of local government can be traced to the very beginnings of colonial administration. The origins of local government are identified by the establishment of formally recognized councils at different places at different times in colonial Kenya. A hallmark of post-war imperial policy in Kenya, and across colonial British Africa, the aim was to 'modernize' native authorities so that they could become more akin to the British local government, and capable of playing a dynamic role in the economic development of their areas and political education of their members. As an attempt by the colonial government to closely monitor events taking place at the grassroots, the Local Native Council ordinance was passed in 1924. The LNCs were chaired by District Commissioners and its membership comprised of trusted chiefs, headmen, and 'safe' African representatives nominated by the DC to sit on council meetings. Ironically LNCs were not constituted as educational enterprises but they later became the most influential promoters of African education during the colonial period (Njagi, 2011:123).

They controlled funding of education from the mid-1920s and in later years, they established their schools under the management of District Education Boards. They mainly emerged as a response to post-war African activism. The colonial administration decided to reorganise the local politics through the establishment of LNCs after the political unrest of the 1920s particularly after the African chiefs had lost control over their people. The native Authority Ordinance was amended in 1924 to allow for the establishment of LNCs (Njagi, 2011:123).

Africans suspiciously perceived LNCs as a colonial initiative. Nonetheless, LNCs achieved remarkable progress. Most LNC meetings were dominated by the criticism of mission education. It was noted that from the meetings in Kavirondo and Kikuyu LNCs, it was clear that Africans had reached a point in their development where they felt that missionaries were unable to provide them with what they wanted in terms of educational provision. They deeply believed that there was something they yearned for above the mission school (Njagi, 2011:124).

LNCs achieved their intended mission of pacifying Africans politically however, in matters concerning education, LNC always adopted an independent stand. In 1930 a Native Commissioner noted to have complained that the Native Councils had developed a strong will for independence. A good example can be drawn from the case of Kikuyu in 1929, who had reasserted their independence in matters concerning education and religion during the circumcision crisis. They had demanded literary education and established their independent schools and churches (Mambo, 1981:61). In general, LNCs were expected to provide for social services which in European areas were provided for by the central government. To fulfil this, heavy demands were made on the African people to raise revenue. In addition to paying hut tax and poll taxes, able-bodied persons were liable for forced labour either to maintain roads or to provide labour in European farms. LNCs were in charge of funding agricultural projects, education and medical care, road building, water supply, and famine relief (Mambo, 1981:61).

The LNC in Kenya was a crude and unsophisticated instrument compared to the refined Senegalese organs of local government, yet its significance should not be

overlooked. Before 1957 it was the only modern government assembly to which indigenous Kenyans elected representatives, and an examination of its proceedings can help illuminate the ways its members could use colonial institutions to advance their interests as well as the very real limitations to working through them (Schilling, 1976:220).

Certain issues are central to a study of educational development and politics in the LNC context. These are; how did Africans use the councils to influence educational development in Kenya? How effective were they and what factors account for their effectiveness or ineffectiveness? Authorized in 1924 by an amendment to the Native Authority Ordinance, local native councils were established in the more progressive districts by 1925 (Schilling, 1976:220). Kenyans were aware that the LNCs, designed to serve the ruling elite, was not an adequate vehicle for their political advancement. Nevertheless, most did not reject the councils out of hand; despite administration intentions, LNCs could be manipulated for the achievement of individual and group goals. For some early African politicians, they provided sufficient fulfilment of their aspirations. For others, they were a training ground for regional or national politics. But they also became a focal point for the activities of African political associations (Schilling, 1976:223).

Kikuyu Association which was a quasi-political organisation formed in 1919 by Kiambu Chiefs and leading converts with the major aim of defending remaining lands from further appropriation by the white settlers, became the first body to agitate for the establishment of African high schools. In 1929, it gave Kiambu District Commissioner a memorandum to forward to the Director of Education concerning the

establishment of a high school in the district. In the same year, it submitted a petition to the Ormsby-Gore commission which called for the establishment of a high school for the Africans (Wamagatta, 2008:346).

Immediately upon the establishment of LNCs in 1925, the campaign for LNC high schools began. Primarily, LNCs were intended to empower Africans in the management of their affairs by formulating legislation for their respective geographical regions, advising DCs on matters about their people, pointing out how locations were to be better administered, and bringing matters of importance before the authorities. The key impetus that led to its establishment was the sudden eruption of African political activism through the formation of political associations. Therefore, LNCs were meant to divert African discontent and dissatisfaction into constructive channels to contain the activities of the political associations within the existing machinery of local administration (Omusule, 1974: 271).

The LNCs were given powers to legislate in many areas, which included education. It was, therefore, for some LNCs to desire to build their high schools. Although the LNCs were given authority to raise money by levying rates and to legislate using by-laws, their budgets and by-laws would only come into effect when approved by the Governor-in-council. In essence, they possessed little power. They were largely used as a 'sort of sounding board for African views, a barometer for gauging African feeling (Omusule, 1974:180). They were presided over by their respective DCs who strictly controlled their business. A large number of the Councillors were chiefs and this very often ensured that the Government's resolutions sailed through. That the

LNCs were toothless bulldogs devoid of real power demonstrated during the campaign to build their high schools (Wamagatta, 2008:347).

The government's urge to control the L.N.C. funds from being used extensively on education was the impetus for the creation of the District Education Boards (DEBs). Again, the District Commissioner was the chairman. Representatives of missionary organizations and 'safe' Africans were nominated to the boards. The few educated Africans were dissatisfied with the DEB membership (Mambo, 1981:62). In Kenya during the colonial days, the demand for more education was probably strongest among the peoples of Central and Nyanza Provinces. The circumcision crisis of 1929 added another dimension - that education be free from mission control. The Provincial Commissioner, Central Province, was astounded by the large sums of money collected there in 1930. He concluded: That the demand for education is genuine and widespread is proved by the large sums voted by the Local Native Councils of Fort Hall, Kiambu, and Nyeri amounting to £20,000. for the establishment of 'C' schools and the anxiety shown by the councils to get them started. (Mambo, 1981:63).

LNCs forced the government to hasten reforms in education in general, whether such reforms involved streamlining the policies, conducting frequent school inspections, organizing more council meetings, or simply approving dispensation of resources for education. Within two years of their existence, their exertion on the government was already beginning to show. In a report to the Chief Native Commissioner, the Nyanza Provincial Commissioner said that LNCs of Central and North Kavirondo were passing resolutions to tax themselves substantially to provide central schools for their districts. (Njagi, 2011:125)

African leaders understood the potential of the LNCs as a means to community improvement. Raising funds through local taxes, fines, fees, and rents, the LNCs sponsored projects in education, health, agriculture, and public works, and they exerted some measure of control over activities bearing on African lives. Although they funded a variety of developmental projects, they were most concerned with increasing educational opportunities. This was especially true in the districts with the greatest exposure to Europeans and mission education, such as Kiambu, Fort Hall, Central Nyanza, and North Nyanza (Schilling, 1976:224).

Education was a political issue, yet one which the LNCs could address within the restrictive boundaries the government had imposed. By stimulating educational development along lines responsive to their own and their constituents' needs, the LNCs were able to contribute to the political struggle. To have an impact on educational development, the councils had to affect policy and practice in several areas. The first was access, to whom, and at what levels education would be available. The second was content, what would be taught, and what would be the thrust of the curriculum. The third was control, who would formulate and administer policy and who would operate the schools. During the first decades of the twentieth-century non-Africans-administrators, missionaries, and settlers-considered these questions. Although in some instances their answers were tentative, they helped define the system the LNCs sought to change (Schilling, 1976:225).

As a voluntary agency in the provision of education in colonial Kenya, missionaries had availed educational opportunities to the natives since the inception of their work in the country. Only a small percentage of the indigenous people took advantage of

this opportunity because there were limited mission resources coupled with little government grants and uneven distribution of schools. By 1926, there was about 12.5 percent of the indigenous learners were in schools. The majority of these learners were attending bush schools which provided minimal exposure to reading, arithmetic, religion, and writing (Schilling, 1976:226). According to (Frankl, 2008), the main objective of missionaries was proselytization. The aim of mission education was the attainment of the economic viability of mission stations by technically empowering the African population.

African secondary education began in 1926 when four missionary societies jointly established Alliance High school at Kikuyu. Despite this development, secondary education among Africans was a preserve of a few. The curriculum in mission schools was largely geared towards evangelism and training of future church leaders. Some missionary groups even pressed for the inclusion of technical training programs. This was supported by the British colonial administrators and settlers. They believed that Africans needed to be offered technical education rather than academic education. (Schilling, 1976:226). According to (Omwami, 2014:413), although missionary societies carried out the bulk of educational work in the colony, the colonial government began to involve itself with the education of Africans. It established its schools known as Government African Schools particularly in areas where missionaries had failed to establish schools. The colonial government also subsidised selected approved mission schools. There emerged what came to be referred to as the Government- Missionary cooperation in African education. Toward the end of 1930, the Government sanctioned the construction of three central schools at Nyeri, Murang'a, and Kiambu, which would be built in 1931, 1932, and 1933 respectively.

The Government also approved the building of the Kakamega (North Nyanza) and Kisii (South Nyanza) schools which were to be built in 1932 and 1934. As the LNCs voted for money for education, they indicated to the government that their funds were to be used mainly for what was variously called government or local native council schools. Their stipulations reflected the widespread disillusionment among Africans with the poor quality and restrictiveness of mission education. In most instances, this disappointment did not mean that the councils opposed mission schools, for generally, they appreciated missionary efforts and sometimes granted them funds. But they objected strongly to complete dependence on them, and they made a considerable effort to create alternatives (Schilling, 1976:230).

Non-Christians were troubled by the religious emphasis on mission education, but strong mission supporters such as Chief Koinange of the Kiambu council also worked to provide LNC schools. LNCs were therefore used as a pressure group to reform education that was offered in mission schools. Equally important, however, LNC schools held the promise of greater African control of education. (Schilling, 1976:230). As the councils in the educationally more progressive districts began pressing for their schools, they outlined the kind and level of education they hoped to achieve. The North Nyanza LNC wanted a central school to which boys can be sent from the village schools, where they can be given further opportunities for learning English and doing agricultural and technical work. The Central Nyanza LNC also stipulated a central school "to which the best boys could be sent from the bush schools," and the Kiambu LNC strongly recommended a high school at Githunguri. Their requirements indicate an early concern for a more advanced education than that available at most mission schools.

By the early 1930s, this bias was confirmed in the more rapidly modernizing districts, where the councils pressed for "the development of more advanced education for the few rather than for the provision of wider educational opportunities for the peasant population of the reserves." Given the hesitancy of the colonial authorities and the missions to provide adequate advanced schooling, supporting this level of education was eminently sound. If Kenyan Africans were going to be more than farmers and artisans, such advanced training was necessary. (Schilling, 1976:230).

Curriculum requirements changed with the changing perceptions of LNC members. In the mid-1920s a significant number of Kenyans saw technical education as the key to economic advancement. But increasingly they realized, particularly in central and western Kenya, the limits of technical training in the colonial context, and instead adopted the position advanced in a 1934 petition of the Kikuyu Central Association, the Loyal Kikuyu Patriots (formerly the Kikuyu Association), the Kikuyu Land Board, and the Kikuyu Progressive Party. In their attempt to achieve equality with Europeans, they demanded an advanced, academically-oriented education in LNC schools, with particular emphasis on instruction in English. Government policy prohibited the teaching of English before Standard IV-it could be gradually introduced thereafter-and emphasized the vernacular and then Kiswahili. For Kenyans who realized that English opened the doors to the better-paying jobs in Nairobi that English competency was essential to continued education outside Kenya, and that it lacks provided just another justification for the European perpetuation of Africans' inferior status, this policy was anathema. As a result, the call for English in the schools was heard from many segments of the African community, including the LNCs (Schilling, 1976:231).

Pressed on one side from the local councils and the other from the missions, the administration would have preferred to avoid the issue, but it was forced to take some action given the LNC petitions. During 1926, officials decided that no LNC school should be established in a mission area unless it was first sanctioned by the Director of Education. It was also decided that no LNC action would commit the Kenya Legislative Council to future expenditure without the legislators' approval and that LNC funds were to be used to erect new buildings at proven institutions (Schilling, 1976:231).

Even though these regulations were not acceptable to the missionaries, these regulations prevented the councils from opening their schools, thus weakening the threat to the missions' educational domination. The local councils were disappointed by the administration's rejection of their educational plans, but their ability to respond effectively was limited. They had only four alternatives: they could devote all their resources to non-educational projects, expand their educational allocation in grants to mission schools, establish an educational sinking fund in the expectation that administrative policy would change, or divide educational expenditures between grants to the missions and an educational sinking fund (Schilling, 1976:231).

Despite the exertions of the director of education in support of option two, the LNCs elected either three or four. For example, the Kiambu and Fort Hall councils refused to assist mission schools and created sinking funds. The Central Nyanza council granted some monies to the missions and retained the rest. In this case, the decision was undoubtedly influenced by the connection between secular chiefs and leading African Christians in the Kavirondo Taxpayers' Welfare Association-the relationship

was maintained in the Central Nyanza LNC-and the significant influence Africans exercised over Church Missionary Society schools in western Kenya.

In Kikuyu areas, the LNC response reflected the rather high degree of frustration with mission education, as well as the real desire to create viable advanced educational opportunities. But although continued Kikuyu demands kept the issue very much alive, the LNCs lacked sufficient strength to force a rapid change in government policy. The problematical character of the LNCs' power is revealed in the developments I have just outlined. On the one hand, the councils provided a channel through which some affirmative action could be taken; on the other, their lack of ultimate control, the result of their position within the colonial system, led to frequent failure, frustration, and disillusionment. The overriding reality of what Georges Balandier has called the colonial situation meant that Africans working for change within the variegated institutions of colonial society had similar experiences. The reformer in the mission church, the representative on the legislative council, the chief in the native authority system all confronted a tantalizing mixture of opportunity and restriction, of power and impotence, of success and failure. Given this situation, numbers of Africans understandably concluded that meaningful results could be achieved only by creating institutions and organizations-the independent church, the independent school, the independent political party-over which they had control. Right from its inception to independence, the literature review revealed some accomplishments of LNCs in education. The cutting-edge set of issues about the phenomenon in the present literature are LNCs role; in controlling funding of education, in agitating for the establishment of secondary schools and higher education in general, and its legislative role in education. LNCs also acted as catalysts

in general educational reforms particularly in streamlining policies, frequent school inspections, and organising council meetings. It can be concluded that LNCs sought to affect three areas of policies in education namely; access, content, and control. Scholars have agreed that LNCs were political institutions that attempted to pacify African militancy at the grassroots. One of its mandates was educational development therefore, there is a need to interrogate further LNCs as institutions that were immersed in politics of education in colonial Kenya. What is contestable is whether scholars have been able to fully do that in Kenya. The study attempted to fill that gap by adopting a Policy ecology theoretical framework where two issues were examined within KLNC; namely actors and relationships. Although the theory provides four issues; actors, relationships, environments/ structures, and processes, the study was restricted to only two issues since each issue is further subdivided into more levels. The study revealed that within KLNC three actors appropriated and implemented policy. These were African representatives, colonial government representatives, and Missionary representatives. These actors were more than space sharers hence they coexisted within complex relationships of four types as stated by the theory namely; competition, cooperation, predation, and symbiosis.

2.5 The Rise of Independent Movements and Independent Schools in Colonial Kenya

The phenomenon of the Independent School Movement (ISM) cannot be overlooked in analysing the educational policy of LNCs. Its inclusion in this study is meant to strongly show that Africans were able to channel their efforts and resources to other institutions that existed alongside LNCs to meet their educational needs that were not met under LNCs.

The struggle for education by Africans in Kenya was first witnessed in Central Kenya among the Agikuyu who as far back as 1913, founded the first 'independent' school at Giathiiko in Kiambu District. This school was not an "Independent" school in the sense of KISA schools, but rather Independent of missionary control. The opening of the first 'independent' school was a direct challenge to the missionary and colonial educational policies. It was also an indication that the Agikuyu had come to appreciate the need for the Western form of education but the level of that education was too low (Kamuyu, 1981:350).

From the 1920s, Africans started agitating for better education similar to the one offered to the other two races. They were particularly interested in the provision of high school and other postsecondary education. The government refused to listen to them at all. This was despite the Africans constituting ninety-eight percent of the population and the other two races forming two percent. The Africans, therefore, continued receiving the mission education which fed the students with religious content which conflicted with their traditional beliefs and cultures and identity as a people. (Bogonko, 1984:22). It might be recalled that Africans had for a long period used every method available to them to protest against any aspects of education that did not advance their interests. These protests intensified after World War I. Across the colony, students demonstrated their dissatisfaction by deserting mission schools, resorting to go-slow, and in some cases, rioting. In 1921, for instance, an estimated sixty to seventy apprentices walked out of CSM School in Kikuyu citing frustration with the school curriculum (Njagi, 2011:130).

That Africans failed to acknowledge the educational work the missionaries had undertaken for nearly two decades is evocative. Also curious is their reference to knowledge, in the context, conveying their doubt with mission schools' ability to impart it. The Luo of Nyanza Province offered an even more pointed rejection of mission education. A meeting called to address the matter in February of 1922, issued a memorandum to the government stating: The Government has let the Missions come and teach us. We want to teach ourselves. We don't need to be taught by the missions alone; we want our schools. The missions don't teach us *Safi* (pure) teaching. We want our schools. Our teachers can manage them (Njagi, 2011:131). The 1930s were marked as years of intense struggle between the locals and the colonial government for high school education. While the government argued that Africans do not need high school education, the natives, through their chiefs, argued for it. The authorities argued that what was offered through missionaries was enough. The government cited that there were not enough students to justify a high school on the standard exam results. Another reason offered was the lack of funds. All this time, the Whites and Indians continued to enjoy a high-quality education in the country as well as in India, South Africa, and England (Karugia, 2001:15).

The locals requested the government to allow them to be in charge of their education as the missionaries were very negative to the African cultures, but again this was turned down. This time, the natives decide to raise funds and construct their schools. They requested the authorities to help them in paying salaries for the teachers, but again this was turned down. Later in the decade, after noting the determination of the natives, junior high school was introduced, but again their management was under the missionaries whose agenda was different. They were however funded by the

government and offered a 3-year education but the curriculum continued to lean towards technical as opposed to academic education. Some of these schools were mandated to start training elementary school teachers and artisans in various trades (Wamagatta, 2008:349).

At the peak of students 'defections from mission schools, the two most affected mission groups, the Church of Scotland Mission at Kikuyu and African Inland Missions at Kijabe, lost nine-tenths of their students. Some schools sprouted where none had existed previously. Many others were mission schools which, crippled by defections, reopened as independent schools. At the height of their growth, the school's management agreed to form Kikuyu Independent Schools Association (KISA) (Njagi, 2011:142).

Initially, the government sympathized with the Christian missionaries 'predicament and sought to discourage the growth of independent schools by routinely delaying the issuance of licenses or imposing other arduous bureaucratic requirements. In most cases, however, Africans opened schools without government knowledge, much less its approval. All along, the colonial regime hoped that these schools would run into financial difficulties and fade away naturally (Njagi, 2011:142).

By 1940, there were 63 independent schools in central Kenya with a total enrolment of 13,000 students. Each independent school was under a local committee that was responsible for the recruitment and payment of teachers, setting the school fees to be charged, and another fundraising. This led to the formation of an umbrella organization, Kikuyu Independent Schools Organization (KISA) by the locals. To

help meet the demand for trained teachers, the first teachers training college was started in 1939 without any government or church blessing. Though it was originally intended to train teachers, the college soon included an elementary, primary, and high school, and by 1947 the enrolment was over 1,000 students (Anderson, 1970:138).

In KLNC, three independent schools were established namely; Kiptere, Kyogong, and Koiwa. These schools were mainly established through efforts of the community to provide additional educational opportunities a part from schools that had been established by the missionaries and the colonial government. After their establishment, KLNC allocated funds and paid teachers' salaries in these schools just like it did in the other schools under its jurisdiction. In the 1940s there was a spirited attempt to recruit learners to join Githunguri School by adherents of the outlawed sect of Dini Mbojo but the attempt was discouraged by the DC and his allies.

2.6 Conceptualization of Policy and Colonial Government Policy for Education

So far, we have seen how LNC, political associations, and IMs were instrumental in educational policy enactment and implementation in Kenya. KLNC also took an active role in policy enactment and implementation in Kericho District. To comprehend fully these interactions, it is important here to establish a link with the general conceptualization of policy and the colonial government's policy on education. This thesis in the way deal with educational policy initiation and implementation therefore, the discourse on the conceptualization of policy and colonial government educational policy contributes to the understanding of salient issues that actors within KLNC wrestled with that were directly connected to the educational policy enactment and implementation.

According to (Ball 2006,) policy can be conceptualized in two ways; policy as text and policy as discourse. As a text, we can see policies as representations that are encoded in complex ways (via struggles, compromises, authoritative public interpretations, and reinterpretations) and decoded in complex ways (via actor's interpretations and meanings about their history, experiences, skills, resources, and context). A policy is both contested and changing, always in a state of 'becoming', of 'was' and 'never was' and 'not quite'; 'for any text, a plurality of readers must necessarily produce a plurality of readings' (Codd, 1988:239).

It is crucial to recognise that the policies themselves, the texts, are not necessarily clear or closed, or complete. The texts are the product of compromises at various stages (at points of initial influence, in the micro-politics of legislative formulation, in the parliamentary process, and the politics and micro-politics of interest group articulation). They are typically the cannibalized products of multiple (but circumscribed) influences and agendas. (Ball, 2006:45).

This implies therefore that, a keen and detailed approach to educational policy examination needs to be adopted to understand and engage with it appropriately. The study adopted Hightower's (2008) *An Ecology Metaphor for Educational Policy Analysis* because it provided sufficient ground to examine the interests of actors through their different levels of relationships such; competition, cooperation, predation, and symbiosis. The policy should be understood as a complex, ongoing social practice of normative cultural production constituted by diverse actors across diverse contexts. On the one hand, the most immediate product of the policy process should be understood as a normative cultural discourse with positive and negative

sanctions, that is, a set of statements about how things should or must be done, with corresponding inducements or punishments. Such discourse also crucially presupposes an implicit view of how things are—a model of the world, an operative cosmology, as it were. The policy thus (a) defines reality, (b) orders behaviour, and (sometimes) (c) allocates resources accordingly (Levinson, 2009:770).

As a discourse, there is plenty of social agency and social intentionality around. Actors are making meaning, being influential, contesting, constructing responses, dealing with contradictions, attempting representations of policy. Discourses are about what can be said, and thought, but also about who can speak, when, where, and with what authority. Discourses embody the meaning and use of propositions and words. Thus, certain possibilities for thought are constructed. Words are ordered and combined in particular ways and other combinations are displaced or excluded.

There are real struggles over the interpretation and enactment of policies. But these are typically set within a moving discursive frame which articulates and constrains the possibilities and probabilities of interpretation and enactment. We read and respond to policies in discursive circumstances that we cannot, or perhaps do not normally think about. Also embedded in this is the intellectual work done on and in the 'politics of truth' by the advocates and technicians of policy change, and the 'was to power' and desire of those who find themselves the beneficiaries of new power relations, where power is 'exercised in the effect of one action on another action' (Hoy, 1986:135). 'Power may be understood in the first instance as the multiplicity of force relations in the sphere in which they operate and which constitute their organization' (Foucault, 1981:92) Thus, in these terms the effect of the policy is primarily discursive, it

changes the possibilities we have for thinking 'otherwise', thus it limits our responses to change, and leads us to misunderstand what policy is by misunderstanding what it does. Further, the policy as discourse may have the effect of redistributing 'voice'. So that it does not matter what some people say or think, only certain voices can be heard as meaningful or authoritative (Ball, 2006:49).

Theorists of education policy agree that democratic societies embody a plurality of viewpoints that often conflict and compete with each other. Several studies have examined the conflict between two or three democratic variables in particular education policies. Examples include Howe's (1992) study of the tension between cultural diversity and equality of opportunity and Levin's (2002) study of choice, equity, and cohesion in public vouchers. From a more general perspective, Paris (1995) argues that educational reform and policy rest on particular values and ideas about the role of schools in a democratic society.

A defining characteristic and indeed requirement of democracy is that there is a plurality of viewpoints. This plurality extends to all public institutions and policymakers, including education. Paris notes that this plurality of viewpoints inevitably leads to conflict among competing interests in society. Different groups may privilege different values, and these values may compete with each other. For example, employers may favour education that develops workplace readiness and human capital skills.

Teachers may seek education that prepares for active citizenship and lifelong learning, and parents an academic education that ensures their child the best chance of being

admitted to a university. Similarly, different groups may agree on a particular value, such as equal opportunity, but interpret the value differently or disagree on how best to address it. Some groups may argue that equal opportunity requires a minimum standard of educational provision while still accepting large differences in the quality of resources by the school. Other groups, however, may charge that equal opportunity means that all students of similar ability and motivation should be on an equal footing to be admitted to a tertiary institution (Perry, 2009:429).

The view that the British colonial educational policy was ‘a settled course adopted and purposefully carried into action’ has been contested by Whitehead (2007). He argued British had a long history of suspicion or mistrust of rigid, official control of education which was strengthened in the nineteenth century with the emergence of highly centralised and state-dominated education systems in France and Prussia. The British traditionally supported private initiative in education because it was thought to generate a variety of aims and methods in direct contrast to the standardisation and rigid uniformity of education across the English channels (Whitehead, 2007:164). The state was expected to maintain basic standards relating to school buildings, health, and welfare of children but to encourage experiment and freedom in curriculum matters and to avoid meticulous inspection of schools and control of details. The state upheld the principle of freedom for all to establish schools but equally justified sharing the cost of education with parents via grants-in-aid and school fees. (Whitehead, 2007:164).

In the 1930s there was an attempt although unsuccessful in African territories, to adopt the content of education and bring it more into line with the needs of rural

lifestyle which assumed that to be a lot of most colonial subjects for the foreseeable future. The attempt was motivated by the wish to avoid what happened in India in the second half of the nineteenth century. There, the introduction of an academic curriculum based on the use of English as the medium of Instruction had generated a military pseudo-intellectual class who considered anything less than white-collar employment, especially in government departments as beneath their status. (Whitehead, 200 7:165).

After 1918 it was a major aim of the Colonial Office to avoid the emergence of a similar class in Africa. It was principally for this reason that the growth of secondary education in Africa and elsewhere was protracted during the 1930s. Unlike Germans and other colonial powers, the British never placed the same importance on vocational or trade training as part of formal schooling. British education was traditionally conceived of in the liberal/humanist tradition even though most children rarely progressed much beyond the elementary stage of schooling (Whitehead, 200 7:165).

In theory, the primary focus of education was on the discovery of self, and the predominantly literary curriculum was designed to enable children to appreciate Britain's cultural heritage by studying the best that had been said and written in the past, but in practice, there were wide variations in the type and extend of schooling provided across British Africa and the other far-flung outposts of empire. (Whitehead, 200 7:165).

Responsibility for colonial administration was, shared jointly by the secretary of state and the governors of each territory. The secretary of state was a member of the British government and therefore answerable to the parliament, and ultimately to the people.

Governors were appointed as representatives of the crown, embodied the sovereignty of the ruling monarch, and in theory, were not answerable directly to the secretary of the state although they invariably worked closely with the colonial office. Within an individual territory, it was always the governor who ruled supreme. He was generally assisted by a legislative council made up of colonial officials, one of whom may or may not have been the director of education, nominated and sometimes elected representatives. (Whitehead, 2007:165).

It was hardly surprising therefore that, the attitude of the governor and his leading officials especially the colonial secretary, who was second in the chain of command, was perhaps the single most important factor in shaping education policy in any specific territory. The attitudes of governors towards education varied from those who gave it a top priority to those who saw it as a drain on colonial revenue for little worthwhile return. Two governors whose names are linked with education were Sir Gordon Guggisberg and Sir Philip Mitchell. Guggisberg was responsible for the creation of Achimota College in West Africa while Mitchell was responsible for the creation of the De La Warr Commission of 1937 which resulted in the elevation of Makerere College in Uganda to university college status. Mitchell was closely involved in the development of education in Uganda, Fiji, and Kenya. (Whitehead, 2007:166).

Another important factor in shaping colonial education policy was the ability and standing of the director of education. In many colonies departments of education were only established in the 1920s. They rarely comprised more than a handful of officials, and they were generally considered by senior colonial administrators to be

'Cinderella' within the hierarchy of colonial government. In the 1920s colonial governments had few educational experts within their ranks. Consequently, they relied greatly on the advice of the Advisory Committee in London. By the late 1930s, however, there was a greater degree of confidence in handling educational issues, and directors of education were more readily acknowledged as experts in their field. The Director's job was often difficult because of the various pressure groups that attempted to influence policy decisions. These include the white settlers as in Kenya and Southern Rhodesia, the Missions who could never be ignored because they had important contacts in high places in London. There were also local African pressure groups, leading local colonial officials and the 'advice' of the Advisory Committee in London conveyed with the blessings of the secretary of states.

In 1908 an education advisor was appointed to British East Africa. He was Professor Nelson Fraser, who had long been connected with education in India. According to (Abreau, 1982:36) the report accepted in principle the development of education on racial lines and put forward the idea that Africans should be provided with technical and industrial training. This, of course, suited the government settlers and Asians, since this meant that the Africans should be the labourers for years to come. Missionaries were quickly provided with aid for technical education. Fraser Report was published in 1909. This report proposed separate educational systems should be maintained for the three racial groups, that is, Europeans, Asians, and Africans. Finally, in 1924, three separate advisory bodies one for each race were established and this formalized how the colonialists modelled the education system (Anderson, 1970:67).

Europeans controlled African education. The process of policy formation which allowed a say to settlers, missionaries, Nairobi officials, and the Colonial Office in London formally excluded input from Africans. In 1911 an Education Department was established to administer policy. Missionary societies, operating under departmental guidelines and legal requirements, controlled all schools except for a few managed either by the government or independently by Kenyans. Government and missions, partners in education in Kenya as in so much of sub-Saharan Africa, were not totally united in outlook or purpose, but most blacks viewed them as agents in the same enterprise, and this was certainly a valid perception given the desire of both European groups to maintain control. Even where Africans took the substantial initiative in expanding mission education by providing the land and financial support for bush schools and had some voice in their operation through church councils, particularly in western Kenya, ultimate authority remained in the hands of the missions (Abreau, 1982:37).

Education was of profound significance for Africans, yet, as indicated above, they had inadequate access to schools, they were trained for restricted slots in the colonial economy and society, and they had virtually no control over either policy or schools. In the local native councils, however, the colonial authorities had created an institution through which African political leaders could exert some leverage on the educational establishment. Their primary weapon was the revenue they generated through local taxes. The willingness of the LNCs of Kiambu, Fort Hall, North Nyanza, Central Nyanza, and South Nyanza to levy a special tax speaks to the hunger for education among the Kikuyu, Luo, and Abaluhya people felt by the mid-1920s,

and to the broad consensus on the value of educational development, all the factions within the LNCs shared (Schilling, 1976: 228).

Government involvement was also provoked by the missionaries' disregard for the standards that had been set for teacher qualification in 1916. Reports indicate that Schools under the care of mission societies were supposed to be staffed by teachers who had certificates provided by the Kavirondo Mission Council, an organization set up by the missions in the area. Minimum qualifications were not mentioned but five years later [1921], the requirement for teaching in village schools was four years of education (EAYM, 1922:1).

Missions, however, continued to train their teachers for only two years, in total disregard of the above requirement. However, the First World War soon absorbed most of the territory's energies and resources. Consequently, it was not until 1919 that African education would again receive the government's attention. In that year, at James R. Orr's urging, the governor appointed the East African Protectorate Education Commission to examine the state of education of all the races in the protectorate (Misigo, 2013:6).

In its report, the commission urged the government to play a larger role in African education, but allow the missions to continue running most schools because of the importance of building character through religious training. The commission recommended that the cooperation between the government and the missions be based on the establishment of a grants-in-aid scheme. Following this recommendation, in 1922 the Education Department officially established a grants-in-aid scheme. In this

scheme, all mission schools were to be registered and subsidized according to the level of education offered. Teachers were to be graded through qualifying examinations and their salaries were to be subsidized by the government. Further, in 1923 the British government appointed an Advisory Committee on Native Education in British Tropical Africa. This Advisory Committee was important in the appointment of the Phelps-Stokes Commission. This Commission toured East Africa in 1924(Jones, 1929:10).

In contrast to the mission schools, the first Government schools for Africans were modelled on the Negro industrial schools of America and tried to give good general education and technical training. In 1924, the Phelps Stoke Commission recommended more cooperation between the government and the missions, and more important perhaps, drew attention to the government's practically negligible expenditure on the education of Africans. In the same year, the first education Ordinance was passed in Kenya which established a Central Advisory Committee on education and school Area Committee on which the Local Native Councils were to be represented (Raju, 1973:2).

When the Department of Education released the Departmental Instructions Governing Native Education in Assisted Schools in 1922, there was no policy framework at hand to guide their implementation. It was not for another two years, and with critical advisory input from the Phelps-Stokes Commission, that the department began to take steps towards fuller control of education. Phelps-Stokes Fund was the leading authority in the educational problems of the under-developed peoples. Its commission visited Kenya in 1924, as a part of a wider African mission aimed to help the Natives

in the various countries and Colonies visited through encouraging more and better education of the right type. For this purpose, the Commission was keen to see more structured educational instructions as a way of conditioning the natives to be content with their assigned place in the colonial order. (Njagi, 2011:96)

Whereas the Commission proposed an African education system that was grounded on agriculture, most of the arable land in Kenya was held by white settlers, meaning that African labour was expected to mainly benefit the Europeans. Also, what constituted specific problems and needs for Africans, both as individuals and as a community, could hardly be said to depend on Africans themselves. These issues were defined by Africans 'self-appointed guardians,' the Christian missionaries, who professed to know Africans better. All in all, the Phelps-Stokes Commission underscored the importance of reforming the education system, a task that the state could not hope to achieve without taking its fuller control. The government took Phelps-Stokes Commission recommendations to heart, and through them, inaugurated the Jeanes School. (Njagi, 2011:96)

The Phelps-Stoke Commission stressed the need to educate the Africans not only for jobs but to fit them for society. It stressed the possibility of incorporating elements of African culture for example African music and dancing into the school curriculum. The Phelps-Stoke report said nothing about a unified system of education for the three races. This meant that the development of education would continue on racial lines. The commission made the British government aware of its responsibilities in providing education for Africans. (Raju, 1973:2).

The Commission made several recommendations. First, it emphasized the need for greater cooperation between the government and missions in African education and recommended that the government should provide and shoulder more responsibilities in teacher-training centres. The Commission also recommended that focus be put on training in agriculture, industry, and the adaptation of education to the local needs. In this way, the Commission was proposing drastic departures from the few years of literacy and vocational training then found in most mission schools. It urged colonial educators to change their focus, by adapting schools to serve the welfare of African communities. Adaptation, in this sense, meant using schools as instruments for directing rural social change. The Commission argued that Africans were virtually destined to live in rural areas and, therefore, ought to be educated in and for such a life. Given this, it proposed that the five primary objectives of education should be; character development, improvement of health, imparting agricultural and handicraft skills, bettering family life and providing sound and healthful recreation (Lewis, 1954: 13).

The time lag between formulation and implementation of the policy was so long that the policy lost much of its original clarity before it reached the implementation state. For instance, although a commission had been appointed in 1919, to look into the education of the Africans, there was no official policy to direct such education until 1925 when the advisory committee on education in colonies drew up a memorandum that directed educational development up to 1952. (Mutua, 1975:50). Before 1925, neither officials in Kenya nor those in London had any idea what lines the education of Africans should take apart from the fact that it should be geared towards economic development and hence self-sufficiency of the country. Directives from the colonial

office were vague and therefore open to different interpretations. Educational progress during the earlier part of the colonial period, therefore, was directed more by the force of circumstances rather than any deliberate policy. In many cases the laid down policy did not meet the practical circumstances and was frustrated by the conflicting interests of the administrators, the settlers, the missionaries, and later the Africans. (Mutua; 1975:50)

The Phelps-Stokes Commission and other government papers in 1924 urged that education be adapted to African needs. While this sounded very wise, the outworking of it was to have far-reaching consequences, for it was interpreted to mean "academic (and only academic) for Europeans and basic literacy plus vocational or agricultural (and only these) for Africans". While these mission schools were proving an undoubted success, both in their limited educational aims and in the growth of the church, there were certain ambiguities and contradictions in their aims.

Firstly, while the missions saw the schools primarily as instruments of evangelism, teaching, and church growth, many Africans (though by no means all) came to see them as instruments rather of progress into a world of material benefits, with Christianity a necessary adjunct, not unpleasant but irrelevant. Secondly, while many missionaries were in sympathy with the Africans' ambitions, the influence of the government was very much towards providing the kind of labour that the settlers wanted. J. M. Kariuki does not exaggerate when he says that "The Africans of Kenya were controlled and directed with the prime objective of serving the needs of the settlers' farm economy. Labour laws, taxes, education, everything was done in the way the Europeans wanted." A more academic historian, Antipas Otieno, agrees that

mission schools "became closely linked with settlers' needs". How these contradictory aims were reflected in policy and bore fruit in deeply felt attitudes were seen later (Harry, 1982:9).

Under the leadership of Dr. Thomas Jesse Jones, the Phelps-Stokes Commission helped to inaugurate a partnership between the government and the mission societies in African education. The commission welcomed the development of the grant-in-aid scheme and focused its attention on the dismal state of education for Africans. Indeed, the commission helped to resolve the general impasse that had developed in Kenya, between major interest groups – government officials, settlers' representatives, the missionaries, and the Africans. The dispute was on what the focus of African education should be.

On one hand, there were suggestions for rudimentary primary education, providing bare literacy, religious tutelage, simple agricultural instruction directed at the mass of peasants in the reserves, and technical and vocational training for skilled artisans. The opposing view was for 'literary' education on British lines, to provide clerical staff and teachers, with explicit potential for the development of full secondary and even post-secondary education. All these interest groups felt that a definite need existed for a new education policy. However, until the appearance of the Phelps-Stokes Commission, no compromise that could produce an effective change had been reached. Behind the concern, too, lay the growing African challenge to the colonial system and in the eyes of government officials, mission-provided literacy education was to blame for these challenges (Berman, 1990:225).

The Commission made several recommendations. First, it emphasised the need for greater cooperation between the government and missions in African education and recommended that the government should provide and shoulder more responsibilities in teacher-training centres. The Commission also recommended that focus be put on training in agriculture, industry, and the adaptation of education to the local needs. In this way, the Commission was proposing drastic departures from the few years of literacy and vocational training then found in most mission schools. It urged colonial educators to change their focus, by adapting schools to serve the welfare of African communities. Adaptation, in this sense, meant using schools as instruments for directing rural social change. The Commission argued that Africans were virtually destined to live in rural areas and, therefore, ought to be educated in and for such a life. Given this, it proposed that the five primary objectives of education should be; character development, improvement of health, imparting agricultural and handicraft skills, bettering family life and providing sound and healthful recreation (Lewis, 1954: 13). Jeanes School was a direct brainchild of the Commission, and indeed, its first principal, James W.C. Dougall, was the Phelps-Stokes Commission's secretary, recruited directly from New York. Started in 1925, the Education Department's Annual Report of 1926 described Jeanes School as an institution where Africans of high character and tactful disposition, but not of high intellectual attainments were trained as supervisors of village schools. (EDAR, 1926:13). Christianity was at the core of their training at Jeanes School. They were taught School Prayers and Religious Instructions daily. At the field, their supervisors were the Christian missionaries, and like missionaries, Jeanes School teachers were encouraged to perceive themselves as the shining example for the African communities in which they worked. (Njagi, 2011:96).

The school endeavoured to create an all-rounded graduate whose influence in the African village arises largely from the fact that his standards can be an example to others. His wife has been trained to act as a teacher and helper to her neighbours. She knows how to keep a nice house and to take care of herself and her children. Her husband takes the lead in the adoption of improved housing and sanitation. He uses more intelligent and economic methods in agriculture. Many people come to see his village with its better home and kitchen, its vegetable garden, well, and latrine; its chicken-run, goat-house manure-pit, and grain store. His home, in short, serves as a model for the community where he is living, since a large part of his task is to supply those essential elements in education which are seen in satisfactory home conditions. (Dougall, 1930:49-58)

The Phelps-Stokes Commission further urged an even greater shift of emphasis in African education from literacy to a more practical bias with expressly utilitarian purposes, and hence the necessity of establishing the Jeanes Schools and the Native Industrial Training Depot (NITD). The Jeanes movement, after which the Jeanes schools were named, took its name from Ann Jeanes, philanthropy from Philadelphia, who had supported Negro education in the USA in the early 1900s. The first Jeanes School in Africa was started at Kabete, Kenya in 1925 as a direct result of the Phelps-Stokes Commission Report, coupled with financial assistance from the Carnegie Cooperation of New York. In Africa, foundation funds from the USA supplemented government grants, wherever the Jeanes Schools were established. The essence of adopting the Jeanes movement's idea came from the realization that formal education could only reach a small segment of African society and that grass-roots efforts at the village level, were required to reach the mass of the population. With two years of

practical training, the Jeanes teachers were therefore expected to instruct rural Africans in health and sanitation, child care, general home economics, and agricultural development. Meanwhile, the NITD, a trade training institution designed to provide the fourth and fifth years of instruction to mission apprentices, would supply the semi-skilled labour needed on settler farms and in government departments. Under settler pressure, NITDs were to receive far greater funds than the Jeanes scheme, though both systems still represented deliberate attempts to steer African education along narrow utilitarian lines (Sheffield, 1973:23).

Jeanes School recruited its batch from among students at Junior High and Central Schools who had a passion for teaching. On the other hand, students who showed potential for artisanship joined the Native Industrial Training Depot (NITD). Unlike Jeanes School, which was started as a training centre, NITD was envisaged as an artisan 'depot where skill was amassed, polished up, and assembled into harmonious labour units that were eventually dispatched around the country to construct public institutions and infrastructure. The Education Department defined the NITD object as supplying —the Colony with qualified African artisans to cope with the large building programme now under consideration. (EDAR, 1925: 26).

NITD was launched precisely as a solution to the Indian problem. And although this picture is far from demonstrating how NITD benefited Africans, the fact that it successfully helped the colonial state to replace the Indian artisans with Africans, was seen as an incredible achievement. Furthermore, the Depot helped the government to speed up the construction of important projects. In 1936 alone, its work-gangs were constructed; a hospital in Kapsabet, Local Native Council offices in Kisii, classrooms

in Kapenguria, and a school block in Loitokitok, all in addition to other minor jobs contracted by the veterinary laboratories. Its internal report of the same year boasted that NITD artisans were being booked months in advance. (Njagi,) Critical affordances from this section-review to the study at hand is that conceptualization of educational policy needs to be understood in terms of hidden interests marked by series of negotiations that is always witnessed in the policy formulation process. Educational policy enactment is a venture dominated by struggles by different actors. It is also apparent from the review that leading colonial government officials were crucial in shaping educational policies in the localities in which they served. In some cases, these colonial officers became a hindrance to educational advancement in localities by failing to support some proposals that were suggested by African representatives who were members of institutions headed by them such as the DEBs and LNCs.

This section-review therefore, settle with the notions of policy ecology as a theoretical framework in terms of highlighting the competing interests of actors who are involved in policy enactment and implementation. The theory points out four types of relationships that emerge between the actors namely; competition, cooperation, predation, and symbiosis. This proffered the needed understanding of issues related to policy enactment and implementation in examining the role played by KLNC.

2.7 Development of Education in Kipsigis during the Post War period

A review of the development of education on Kipsigis during the Post War Period is important because it helps in teasing out the following; was western education in KLNC introduced the same period as with other LNCs in Nyanza Province? What

factors during that period hindered the development of that education and how was it overcome? How the location of KLNC in Nyanza Province did shape its agitation for the development of education and how did this affect them educationally compared to the other similar ethnic groups that were located in Rift valley Province?

Rono (2016) opines that the development of education in Kipsigis by the colonial government came later as compared to mission education. A proposal to establish the first Government African School at Kabianga was made in 1921. The opening of a government school in Kipsigis as elsewhere in Kenya was viewed with much apprehension by Christian missionaries because they did not approve of such secular institutions. Colonial government's education was mainly centred on technical and vocational education to develop apprentices who were to replace the Asians. The colonial government, therefore, began participating in the development of education in Kipsigis later than among all the other communities of Nyanza Province.

Rono (2000) notes that education during the interwar period in Kericho District was hampered by of lack of physical facilities, limited financial support, and emerging conflict between the colonial government and the Africans. The Kipsigis view the establishment of the DEB as a direct channel through which they were to participate in the improvement of their education. According to Mambo (1981), the creation of District Education Boards (DEBs) was an attempt by the colonial government to regulate LNC funds to ensure its prudent use to cover all sectors of education. The District Commissioner being chairman was in a position to control the flow of Local Native Council funds.

Rono (2016) documents that Kabianga the first GAS school in Kericho District was opened in April 1925 with a student population of twenty-five pupils. This declined to thirty-three by the end of the year due to the negative influence of the warriors and elders who convinced the boys to stop going to school because they perceived education as an obstacle to cattle raiding which was prevalent in the Kipsigis community during that period. This problem was resolved through the formation of the area committees for all Kipsigis schools. The sole purpose of the committees' establishment in Kenya as a whole was to advise the Education Department concerning the organization of education as well as harmonising the activities of the religious denominations. To facilitate administrative procedure the country was divided into school areas and School Area Committee was formed of officials, missionaries, other Europeans and Africans shouldn't have been included, the District Commissioner, as far as the administration was concerned, was the sole member of the committee. At the head of these committees was the Central Advisory Committee which considered educational policy for the whole country and coordinated the policies of the School Area Committees. The Committees had no executive powers and no funds of their own. The inclusion of unofficial Europeans in a Committee to advise on education for Africans is difficult to explain, for they could not be expected to advise the Director of education on development measures which could adversely affect their source of labour. Their presence in these Committees was but a form of exploitation for while it could be argued that they were charged with the responsibility of protecting and advancing African interests, their presence here allowed them to obstruct from within, moves by Africans to promote educational development in their areas. (Mutua, 1975:91)

According to Rono (2000) administratively the Kipsigis were separated from the other Kalenjin groups with whom they spoke one language. They were the only Kalenjin group placed in Nyanza province, while their counterparts were all in the then Rift valley province. Often, they felt isolated from the other communities of Nyanza hence finding it appropriate if they could have their schools in Kipsigis, for these reasons, the Kipsigis sometimes bypassed the DEB in making decisions concerning educational matters.

2.8 Summary

Several scholars such as Schilling (1976), Oyugi (1993), Njagi (2011), Mambo (1981), and Omusule (1974) have examined the role of LNCs in Kenya to development of education during the colonial period. However, none has interrogated LNC's contribution to the development of education as ecological institutions that played a role in educational policy enactment and implementation through a cleverly negotiated process. LNCs should be understood as complex institutions that were made up of different membership (actors) and each category of this membership was more than space sharers.

Most studies done on LNCs have depicted them as the tools of capital and financial mobilizers. Other contributions such as educational legislations in wide issues that were connected to education such as; negative effect of circumcision on school attendance, district language committees, provincial language committees, regulation of school closing and opening dates, absenteeism of teachers, newspaper grants, and public libraries among others have not been captured fully. This is the gap that this

study sought to bridge therefore establishing a new vantage point of LNCs contribution to the development of education in colonial Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains a description of the research design, the characteristics of the study area or locale, data collection procedures, sampling procedures, data analysis, and interpretation with analysis. The study adopted the interpretivism paradigm which holds that individuals develop the subjective meaning of their experiences. The qualitative research design that guided the study led to the use of in-depth interviews and documentary sources as data collection tools. The target population was mainly former students of Kabianga GAS, Kipsigis Girls, Kericho home craft school, and Kabianga Teacher Training Centre. Elders belonging to sawe age group were also interviewed.

3.2 Philosophical Underpinnings of the Research

Creswell (2007) view methodology as a plan of action that links methods to outcomes and regulate the choice and use of methods. Research methodology, therefore, forms an overall paradigm that shapes the research approach. This study adopted the interpretivism paradigm. Lindsay (2010) notes that interpretivism emphasizes the ability of the individual to construct meaning. It is heavily influenced by hermeneutics which is the study of meaning and interpretation in historical texts. According to Creswell (2007), assumptions identified in these works hold that individuals seek understanding of the world in which they live and work. They develop subjective meanings of their experiences-meanings directed toward certain objects or things. Crotty, (1998) identified several assumptions: Human beings construct meanings as they engage with the world they are interpreting. Qualitative researchers tend to use

open-ended questions so that the participants can share their views. Humans engage with their world and make sense of it based on their historical and social perspectives- we are all born into a world of meaning bestowed upon us by our culture. Thus, qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. They also interpret what they find, an interpretation shaped by the researcher's own experiences and background. The basic generation of meaning is always social, arising in and out of interaction with a human community. The process of qualitative research is largely inductive; the inquirer generates meaning from the data collected in the field.

3.3 Description of the Study Area

The study was being carried out in both Kericho County and Bomet County which formed Kericho District during the colonial period. It covers an area of 3,741 km². It has eleven constituencies namely, Bomet East, Bomet Central, Konoin, Sotik, Chepalungu, Ainamoi, Belgium, Bureti, Kipkelion East, Kipkelion West, and Sigowet constituencies. Kericho Local Native Council was selected for this study because, at that time, Kericho District was located in the then Nyanza province whereby a reasonable independent movement activity was noted to be active.

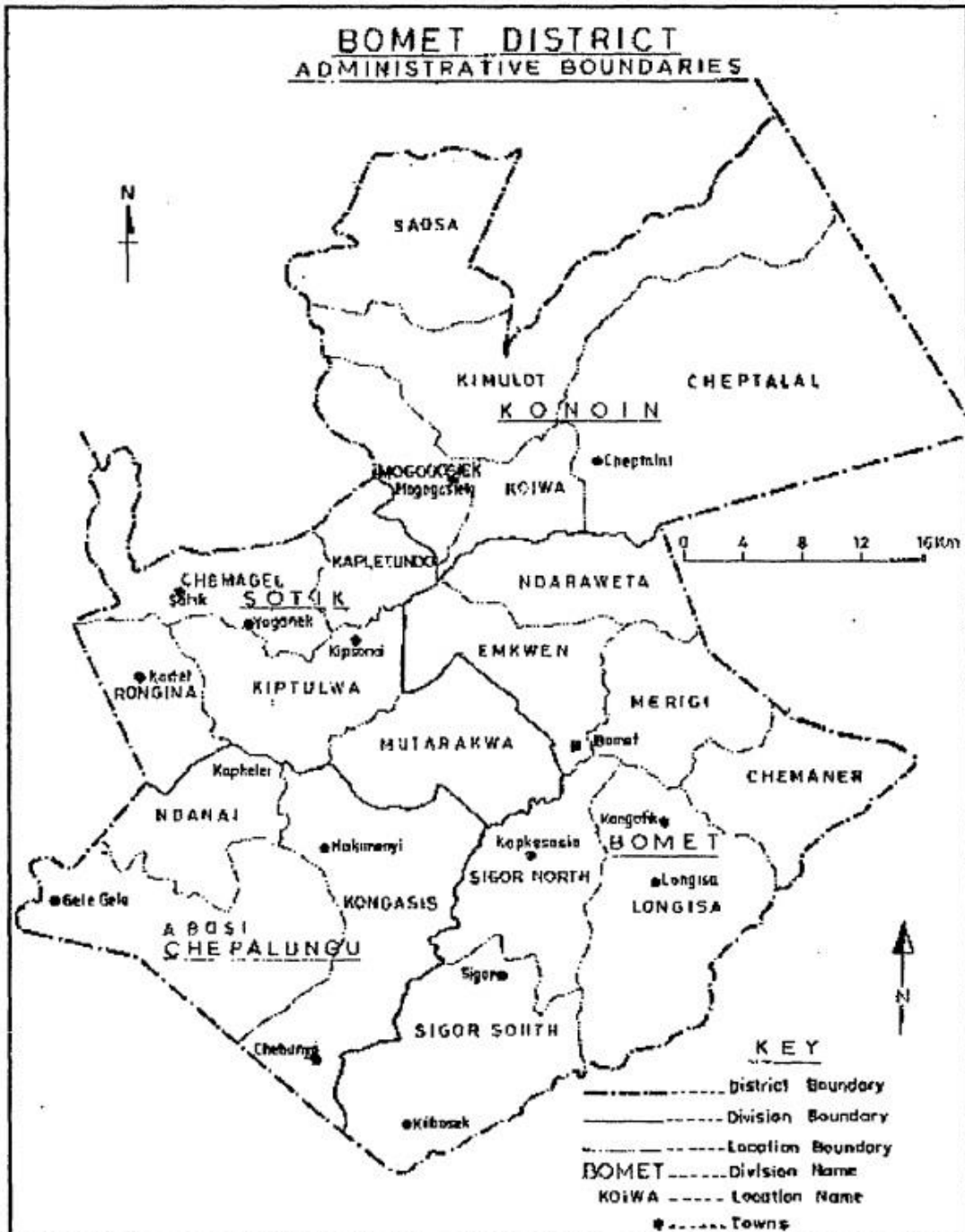


Figure 3.1: Map of Bomet District Administrative Units

Source: *Bomet District Development Plan 197-2001*, p.6.

3.4 Research Design

According to Scott and Morrison (2006) research design refers to the schema or plan that constitutes the entire research study. It includes a summary of the intended research topic and distinguishes between the research problem and the research

questions that are derived from the problem. De Vaus (2001) stated that the purpose of a research design is to ensure that the evidence obtained answer the research question. It is a work plan details which has to be done to complete the intended project.

The study adopted qualitative research design and Historical research method. The term history is used synonymously with the word past and, in turn, refers conceptually to past events of long ago (Hamilton, 1993). From a social science perspective, history is an account of some past event or a series of events. Historiography, then, is a method for discovering, from records and accounts, what happened during some past period (Marshall & Rossman, 1999). Historical research attempts to systematically recapture the complex nuances, the people, meanings, events, and even ideas of the past that have influenced and shaped the present (Hamilton, 1993; Leedy, 1999).

Andersen (1994) note that the historical research method of research is used to understand the present in the light of past events and trends. It refers to the systematic collection and objective evaluation of data related to past occurrences. Based on past information, the researcher can predict the direction of future development with some degree of confidence. Travers (1998) documents that, historical research entails a process by which historians seek to test the truthfulness of the reports or observations made by others.

The research methodology consists of the collection, organization, verification, validation, and analysis of information by a set of specific standards. All these steps in

historical research provide the kind of evidence that may lead to a new understanding of the past and of its relevance to the present and the future. The essential steps in the use of the historical method in educational research are defining the problem, gathering the data, evaluating, and synthesizing the data, and finally, presenting the findings. The data gathering process is largely a mechanical exercise. The second process, evaluating the data, draws heavily upon logic, and reporting the findings is based on facts and opinions. (Anderson, 1994:76). The historical study of an educational institution, for example, can provide a perspective that helps in the understanding of the present educational system, and this understanding may help to establish a basis for further progress and improvement (Mallick, 1999:75).

Historical research is at once descriptive, factual, and fluid (Matejski, 1986). Historical research is not merely creative nostalgia. It is important to distinguish nostalgia from historical research. Nostalgia or the retelling of comfortable past pleasantries, events, or situations lacks research rigor. In contrast to nostalgia, historical research attempts to systematically recapture the complex nuances, the people, meanings, events, and even ideas of the past that have influenced and shaped the present. Hamilton (1993) and Leedy (1999) points out that historical research extends beyond a mere collection of incidents, facts, dates, or figures. It is the study of the relationships among issues that have influenced the past, continue to influence the present, and will certainly affect the future (Glass, 1989). The major impetus in historical research, as with other data-collection strategies, is the collection of information and the interpretation or analysis of the data. Specifically, historical research is conducted for one or more reasons: to uncover the unknown; to answer questions; to seek implications or relationships of events from the past and their

connections with the present; to assess past activities and accomplishments of individuals, agencies, or institutions; and to aid generally in our understanding of human culture. (Berg, 2001:212).

The study adopted the historical research method because it enabled the researcher to retell the history of KLNC and give it a new perspective particularly the relationship between its members in educational policy enactment and implementation that has not been done in documenting its role in the development of education in colonial Kenya.

3.5 Target Population

The target population consisted of former students of Kabianga High School, Kipsigis Girls, and Kabianga Teacher Training Centre. Elders belonging to the Sawe age group, Sons and daughters of colonial Chiefs were interviewed.

3.6 Sampling Procedure

The following sampling technique was used to collect data, purposive sampling and snowball sampling procedures. Lodico, et.al (2010) indicates that purposive sampling involves the selection of participants who have key knowledge or information related to the purpose of the study. According to Tripodi (2008:6), Purposive sampling involves the use of the researcher's knowledge of the population in terms of research goals. That is, elements are selected based on the researcher's judgment that they were provided access to the desired information. For example, sometimes purposive sampling is used to select typical cases, and sometimes it is used to select atypical

cases. Purposive sampling also can be used to select participants based on their willingness to be studied or on their knowledge of a topic.

Snowball sampling is sampling from a known network. Snowball sampling is used to identify participants when appropriate candidates for the study are difficult to locate. In other words, it is possible to have known members of a population help identify other members of their population (Tripodi, 2008:6). The study adopted purposive sampling because it dealt with occurrences that took place in the remote past therefore, identification of participants that had key information was paramount to the study. Some of the participants were not easy to locate and identify therefore, known participants became useful in identifying other participants for the study.

3.7 Methods and Procedures of Data Collection

Information was collected through in-depth interviews of elders belonging to the Sawe age group who were former students of Kabianga School, former students of Kipsigis Girls, and former teacher trainees of Kabianga Teacher Training Centre. Usually, interviewing is defined simply as a conversation with a purpose. Specifically, the purpose is to gather information. According to Patton (1989), the root of an in-depth interview is an interest in understanding the lived experience of other people and appreciating the meaning they make out of that experience.

The study adopted semi-standardized interviews. This type of interview encompasses the implementation of several pre-set questions and/or special topics. The questions are usually asked of each interviewee in a logical and coherent order, but the interviewers are allowed the freedom to digress; that is, the interviewers are permitted

to probe far beyond the answers to their prepared and standardized questions (Berg, 2001:70). According to Norton (2009), semi-structured interviews follow an interview schedule guided by pre-determined questions. It is more flexible than structured interviews because the interviewer can use further probes to elicit more information when necessary. Ternal (2010) also notes that interviews allow the interviewer to engage in an in-depth discussion with the participants which leads to more useful and richer information.

In data collection, the researcher used two sources: primary and secondary sources. As the term indicates, primary sources are first-hand, original data related to events in the past. The sources for this sort of data are documents, such as diaries of eye-witnesses, court records, and statistics; artifacts, such as tools and art objects from the past; and on-the-spot records, such as files and photographs. The major part of the data is derived from primary sources which constitute the basic materials of historical research. (Mallick, 1999). Marwick (1970) documents that primary sources constitute raw material that is more meaningful to the expert historian than a layman. Secondary sources of information include the accounts of persons who relate the testimony of an actual witness of an event. Common examples of secondary sources are history textbooks, newspaper reports of an actual event not written by an eye-witness, biographies, and other second-hand descriptions. This kind of evidence has limited value because of the distortion of facts which is likely to take place in transmitting the information from one person to another. Because of this limitation, historical researchers tend to use primary sources as much as possible (Mallick, 1999:77). Secondary data was also consulted to corroborate the primary sources. This

was obtained by visiting major libraries, Kericho District Archives, and the Kenya National Archives.

3.8 Data Analysis

The data was collected from both the primary and secondary sources and obtained information was subjected to a rigorous process of verification which entailed both internal and external criticism of data analysis. Historians have developed various procedures for the evaluation of historical materials. They have given educational researchers two levels of criticism to consider: external criticism and internal criticism. External criticism attempts to distinguish between a misrepresentation and a genuine document or authentic relic, monument, or any other source of data; however, the genuineness of data does not always establish the accuracy of its contents. (Mallick, 1999:77).

External criticism attempts to distinguish between a misrepresentation and a genuine document or authentic relic, monument, or any other source of data; however, the genuineness of data does not always establish the accuracy of its contents. (Anderson, 1994:77). External criticism is primarily concerned with the question of veracity or genuineness of the source material. Was a document or artifact created by the author? Wilson (1989) suggests that "documents cannot be taken to reflect the truth unless they are really what they appear to be rather than forgeries or frauds." In short, is it a valid piece of primary data? By so doing the researcher sought to determine the authenticity of the gathered data. The collected data was then be classified according to themes for interpretation (Berg, 2001:216).

Frauds, hoaxes, and forgeries are not uncommon, and this can be particularly problematic for the naive or novice researcher. It is very important, therefore, that researchers carefully evaluate their sources. You must ensure that the document or artifact is genuine. This is true for the credibility of both the research and the historical researcher. Authenticating documents and objects, of course, is a study in itself therefore, researchers should not hesitate to seek the assistance of others more proficient than themselves when attempting to authenticate source material.

Internal criticism, on the other hand, aims at determining the validity and accuracy of actual historical data. In other words, the main concern of internal criticism is to reveal a true picture of what happened at a particular place and time. Thus, truthfulness becomes the guideline for internal criticism. (Mallick, 1999:77). Internal Criticism seeks to answer the questions, is this material genuine? What was the author trying to say? Why did the author write the document? And even, what inferences or impressions can be taken from the contents of the document? (Leedy, 1996). Internal criticism aims at determining the validity and accuracy of actual historical data. In other words, the main concern of internal criticism is to reveal a true picture of what happened at a particular place and time. Thus, truthfulness becomes the guideline for internal criticism (Anderson, 1994:77)

3.9 Ethical Considerations

Marczak et.al (2005) note that confidentiality refers to an individual right to have control over the use and access of his or her personal information as well as the right to have the information that he or she shares with the research team kept private. He also indicated that all studies with human participants involve some degree of risk

which may arise from minor discomforts or embarrassment caused by intrusive or provocative questions. The participants' confidentiality and privacy were safeguarded by keeping the collected information confidential. They were assured that consent would be sought before revealing their information for other purposes if need be. The researcher applied for a research permit which is the legal document that permits research to be carried out.

CHAPTER FOUR

**KIPSIGIS LOCAL NATIVE COUNCIL EDUCATIONAL INITIATIVES IN
THE DEVELOPMENT OF EDUCATION IN KERICHO**

4.1 Introduction

Kericho District Education Board passed resolutions on different matters that were essential in education at the time. Resolutions that were endorsed in the meetings are a good example of how policy initiatives are a process of negotiations by different actors. Matters that needed to be urgently addressed by the Kipsigis LNC included; status of bank account, bursaries, school committees, and grant-in-aid rules, teacher training, applications for schools, building grants, tea estate schools, reports of pupils at alliance high school, school sanitation, and hygiene, estimates for financial years, teachers' salaries and circumcision rites.

The chapter generally discusses Kipsigis LNC educational initiatives that were deliberated and enacted by different institutions within the Kipsigis LNC. These institutions were; Kipsigis LNC itself, Kericho District Education Board, Kipsigis African District Council, Finance and General Purposes Committee, Bursary Education and Schools Committee, Education and Welfare Committee, and Nyanza Joint Local Native Council delegates meetings. It is noted that bursary as an item of agenda was discussed in different meetings for example, by Kericho District Education Board, Finance and General Purposes Committee, Bursary Education and Schools Committee, Education and Welfare Committee, and Nyanza joint delegates meetings. The chapter adopts Weaver-Hightower's theory of An Ecology metaphor

for Educational Policy Analysis to interrogate how different agents propagated policy and at different levels in Kipsigis LNC using different institutions.

4.2 Kericho District Education Board Resolutions

KDEB as an institution within Kipsigis LNC discussed several issues that influenced positively the development of education in Kericho. These were; development of physical infrastructure, an award of bursaries and formation of bursary committee, Provision of building grants and grants in aid, war bonus payment to teachers, the appointment of African Inspector, provision of grants for the purchase of carpentry tools, a publication of vernacular books by Kipsigis language Committee (KLC) and general educational development.

4.2.1 Development of Physical Infrastructure

Policies about public health and safety in schools can trace their roots to the colonial period. Kipsigis LNC took a central role in this respect either by formulating such policies or by actively providing facilities that aided in the construction of infrastructure that met the required standards at low cost. The board in a meeting of 20th January 1942, noted that no memorandum had been sent out by the Medical Officer. Plans of village schools in other districts had been supplied to him for reference. It was also noted in July the same year that a memorandum on school sanitation and hygiene had been sent out to European members, but a revised memorandum had since been made by the senior Health Inspector, Kisumu. The Medical Officer stated that this memorandum was to be taken as the accepted policy for Nyanza in matters of school hygiene (KNA: PC/NZA2/11/16).

The Medical Officer reported the purchase by LNC of a boring auger for latrines. This would be sent around on loan. A health worker would be available to supervise the first operations. On the subject of buildings, it was noted that the best way to improve the type of school would be to get a new one instituted as an example. Mr. Andersen offered to do this, at one of the aided schools of the Africa Inland Mission (KNA: PC/NZA/2/11/16). Copies of the memorandum were given to members in the meeting of 17th February 1943. It was agreed that if a Swahili version were available, the discussion would take place on it at the next meeting. It was reported that the boring auger had been used at Sitotwet and Kiptere. The future arrangement would be made by the District Commissioner. The new building at Cheptenye was to be submitted to the Medical Officer. It was suggested that 18 inches were the most suitable width for a school (KNA: PC/ NZA/2/11/16). Copies of the memorandum on school buildings and sanitation in Swahili were available at the meeting of 13th July 1943. They were, therefore, to be sent to the African members. At that time, the new building at Cheptenye had not been erected but money had been collected for the purpose (KNA: PC/ NZA/2/11/16).

Public health issues are critical in education administration in Kenya. This is evident in the promulgation of several education policies that guide it. They include the safety standards manual for schools in Kenya, the Education Act (cap211), the public health Act (cap 242), and the ministry of public works building and regulations/standards. The safety standards manual for schools in Kenya for example outlines in detail guidelines that should be adhered to by all schools including; safety on school grounds, safety in physical infrastructure, health and hygiene safety, safety in the school environment, food safety, teaching, and learning environment, socio-cultural

environment of the school, transportation safety, disaster risk reduction and school (Ministry of Education, 2008).

Safety in physical infrastructure specifically is mainly concerned with physical facilities such as classrooms, offices, toilets, dormitories, libraries, laboratories, kitchen, water tanks, and playground equipment, among others. It states that such physical structures need to be appropriate, adequate, and properly located free from any risks to users. The policy states how classrooms, dormitories, and sanitation structures should be in terms of size, how doorways are designed, a spacing of beds, pit latrine depth among others (Ministry of Education, 2008).

4.2.2 Kericho District Education Board Bursaries

KLNC played a central role in the provision of educational bursaries. This was one of KLNC's initiatives in the promotion of education in colonial Kenya. Erasto Arap Sio who was the Inspector of schools and a secretary in the KDEB meeting that was held on 20th January 1942, said that no answer had been received about the provision of money for bursaries from central funds. It was reported that no boys from Kabianga were on the select list for secondary schools. Therefore, the board opined that the amount allotted for bursaries was sufficient. The other reason why funds were sufficient was that there had not been many applications for the course at Kapsabet for which grants had been provided (KNA: PC/ NZA/2/11/16). Although this decision seems logical, however, members of the KLNC needed to have increased budgetary allocation which could have been used to encourage more students to join teacher training at Kapsabet to catch up or be at par with other LNCs in Nyanza Province. As indicated by Rono (2000), the colonial government started participating in the

development of education in KLNC later than it did among all other communities in Nyanza Province. The minutes of the KDEB meeting dated 17th February 1943 stated that there were no new entrants for secondary school from the district. At that time, bursaries were being provided from central funds. The Director of Education stated that for LPT candidates, the number of fees would be considered when deciding bursary to be awarded to them. The Board resolved that the normal amount of bursary to be awarded should not exceed 50% of the total fee to be paid. For LPT training in Nyanza, the fee was seventy shillings (KNA: PC/ NZA/2/11/16).

In July 1943, the Board resolved that no bursaries would be given in the future for teacher training. Applications for bursaries made by parents of candidates for secondary education would be considered by a sub-committee consisting of a District Officer, Erasto Sio, and Douglas Mutai. On 20th September 1946, the KDEB asked the following members to sit on the Committee of inquiry into the number of bursaries to be awarded to successful candidates for secondary Education: Douglas Mutai, Arap Too, Azariah Chepkwony, and Chief Arap Tengecha (KNA: PC/ NZA/2/11/16).

4.2.3 Grants-in-Aid and Building Grants

KDEB played a significant role in the provision of funds for building schools and provided grants-in-aid. On 20th January 1942, it deliberated on a letter from the Director of Education which accompanied the draft rules on grant-in-aid. From this deliberation, the following issues were raised; the new salary scale for teachers which was expected to come into force in 1943 was to be reported to the Advisory Council

on African Education particularly the effects of its proposals on the cost of existing services (KNA: PC/ NZA/2/11/16).

Concerning the appointment of a European supervisor, the Board considered that such an appointment was not an urgent necessity because there were only twelve aided schools. It was advisable to have all these schools supervised by one man on a part-time basis. It was agreed that the Principal of Government African School could not undertake such work because of his responsibilities. (KNA: PC/ NZA/2/11/16). The board agreed with the idea however, it was impossible to carry it owing to the lack of a suitable man. In the meantime, it was hoped to have a unified scheme of work used in all the aided schools. The Board also was entirely in favour of powers being given to District Education Boards to make bye-laws. Concerning scales of salaries for teachers who would not be eligible for new terms of service, it was decided to bring the matter up at the next meeting. It was recommended that elementary teachers should be put on the Government scale of 25/= x1/50 to 40/= . The Board agreed that Elementary Teachers who had passed primary should be on a scale of 30/= x 2/= to 50/=, this was to be confirmed at the next meeting (KNA: PC/ NZA/2/11/16). The secretary reported that the Director of Education had issued a circular (No. 34 of 1941) on salaries of teachers with partial passes. These should be considered as eligible for a minimum of the appropriate scale. They would not however be regarded as eligible to receive any increment until they had obtained a full pass in the examination. If during the intervening period their work had been entirely satisfactory and they eventually obtained a satisfactory pass in the examination, the possibility of placing them at the point on the scale which they would have reached had they passed the examination at the first attempt would be considered (KNA: PC/ NZA/2/11/16).

The Board on 17th February 1945, made additions and modifications on teachers' salary scales as follows.

Table 4.1: Teachers' Salary Scale

E.T and PSC	28/= x 2/= 40/= Bar at 36/=
Failed Junior Secondary	28/= x 2/= 40/=
Junior Secondary School Certificate	30/= x 2/= 40/=

Given increases in salary scales, the payment of war bonus, and the anticipated inauguration of a provident fund the board reiterated its decision not to add any new schools to the grant-in-aid list until its financial position was clearer. The board also deliberated on the bars in salary scales for teachers. Suggestions for tests to which teachers would have to submit before they could pass the bars in their salary scales were circulated to members. Requests from headteachers for special consideration in the matter of salary could not be answered until the new civil service board had made proposals. (KNA: PC/ NZA/2/11/16).

Management and payment of teachers' salaries and administration of professional development examinations were the responsibility of the Local Native Council, but this was regulated by the national government. It is clear from the KDEB discussion that management in the teaching profession is laced with predation. The headteachers presented a request for special consideration by the board. This can be viewed as an attempt to deny students and teachers under them their share in the context of limited financial resources that prevailed at the KLNC at the time. In the meeting of 8th February 1944 held at Kabianga, it was resolved to divide grant of 3000/= equally among the following three schools as follows:

Table 4.2: Grants to Mission Schools

School	Mission	Location
Kaplong	Roman Catholic Mission	Buret
Cheptenye	Africa Inland Mission	Belgut
Gaborok	Local Native Council	Belgut (formerly Kiptere)

Source: (KNA: PC/NZA/2/11/16).

The 20th September 1944 KDEB meeting indicated that permission to pay the sum of 500 shillings to Tenwek was still being awaited from the Director of Education. The money was available in the KDEB fund and would be paid out immediately sanction had been given. Concerning non-recurrent grants, steps were being taken to erect the Elementary practice school (LNC) at Kabianga (Kapmaso). The commencement of the building depended on the brick supply. The LNC had agreed to vote 300 pounds from the balance of 1945 special cess for equipment grants in 1947 (KNA: PC/NZA/2/11/16).

It was confirmed in the KDEB meeting held on 21st February 1947 that the sum promised of 500 shillings to Tenwek for Elementary Training course 1946 had now been paid to be a building grant for temporary buildings. On the issue of the non-recurrent grants, it was noted that 1945 special cess had brought in more than the estimated 5000 pounds. A small surplus was available for equipment. The board, therefore, approved the following: to ask for a supplementary estimate of 180 pounds for furniture grants, since only 200 pounds was inserted in the estimate, and the amount required was 380 pounds. Half of this amount (190 pounds) was to be used for the bulk purchase of cut timber for desks, the money to be used by the Education

Officer to make purchases based on a tender submitted by Mr. Kelly of Kakamega. The KDEB was informed on 21st February 1947 that the Director of Education considers 20' x 25' to be the most useful size of the classroom and that the size should be standard when building with public funds. It was pointed out that the 150 pounds given to mission schools were a grant-in-aid only, and considerable additional expenditure would be incurred which must be met by the community either by cash donations or by free labour or both. The board clearly stated that if funds are limited, it was a mistake to spend too much on buildings. A good floor, good furniture, and a roof were more important than the walls of a building. It was in that assumption that savings could be affected, therefore members were asked to consider plans for temporary buildings on permanent foundations (KNA: PC/NZA/2/11/16). The District Commissioner stated in the KDEB meeting of 21st February 1952 that collections for building grants needed to be regularised therefore the Board decided that special receipt books in Kericho should be issued. The DC agreed to get these books printed and they were to be issued to the chief concern when permission was granted for the collection. The DC recommended that the collections were to be made only from 1st May – 31st December so that people would have the chance of paying their poll-tax and fees at the beginning of the year (KNA; DC/KAPT/1/4/15). This is confirmed by Mathew Korir who stated that building grants were collected from each elder who had school-going children. Failure to comply, often a calf or a cow was confiscated (O.I Mathew Korir, 8/4/19). The Education officer stated that 10683.70 shillings remained unallocated. KDEB agreed to allocate Shs. 10000 for WGM Tenwek intermediate school. The recurrent balance of shillings 14988.40 was to be refunded to the ADC and the board requested that the ADC should revoke this sum for building. If this was done the Board agreed to allocate shs 10000 WGM Cheptenye

Intermediate and Shs 2800 each to AIM Litein and RCM Kaplong for teachers' house. The money for workshop grants for Intermediate schools recommended by the Beecher report had not yet been received (KNA; DC/KAPT/1/4/15).

4.2.4 The Second World War Bonus

The monthly rate for LNC employees in Kericho District had been fixed at three shillings. The total number of teachers employed in the aided schools was thirty, including the last three months of 1942 therefore the sum of money required was 1314/= to meet the payment of bonus up to the end of 1943. At the meeting on 13th July 1943, the Board resolved that war bonus would be paid to teachers on the grant-in-aid list as soon as the LNC supplementary estimate had been sanctioned (KNA: PC/NZA/2/11/16).

Unlike other districts in Nyanza Province, award bonus was not paid to cater for fees for the descendants of the ex-soldiers. Gregory Smith who was a District Commissioner had proposed the construction of a technology school in Kapkatet that was to provide technical education in Kericho District but the Kipsigis disagreed with the suggestion because they believed that the land allocated to Kabianga Government African School was enough to accommodate both school and technical college. This was heightened by the fact that the community had earlier been evicted to pave way for tea plantations in Kericho therefore they believed that setting up a technical college at Kapkatet was a ploy to acquire more land by the colonialists (O.I Jonah Chepsengeny 2/2/19).

4.2.5 African Inspector

It was agreed in the KDEB meeting dated 8th February 1944 that the appointment of an African inspector be temporary because he did not possess the qualification necessary for the post. Despite that, the work that he was expected to do was of great importance. He was expected to report regularly to the principal, Government African School Kabianga to receive his pay there. Four copies of his reports were needed for the District Commissioner, Principal GAS, European supervisor Inspector of Schools. He would give in his programme for the following month and his diary for the preceding month at the time of reporting. It was noted that his time during the last months of 1944 had been taken up in repairing for habitation a temporary house at Kapkatet. It was requested that a permanent brick house for the African Inspector be erected at Kapkatet out of the special Education cess (KNA: PC/NZA/2/11/16). The challenge of accommodation for education officials during the colonial period is corroborated by Were (1988) who noted that initially, Principal Harold Arthur Chapman had to stay with Inspector of schools Nyanza Province at Maragoli pending the completion of a suitable staff house at the school.

During the KDEB meeting held on 17th July 1945 at DC office Kericho, the decision of the temporary African Inspector to retire at the end of the year owing to ill health was accepted. Efforts were to be made to find the right man to fill the post. It was resolved in the meeting of 11th October 1945 that Samson Arap Chepkwony formerly a Jeanes teacher was to make up his mind by the end of November that year whether or not he wished to apply for the post (KNA: PC/NZA/2/11/16).

4.2.6 Carpentry Tools Grants and Kipsigis Language Committee

KDEB meeting of 17th July 1945 held at DC office resolved that the sum of Shs. 500 should be paid to Litein and Tenwek for the purchase of tools and equipment for workshops (KNA: PC/NZA/2/11/16). It was also noted in February 1944 that lack of time was preventing the setting up of an orthography committee. It was agreed that any new book in Kipsigis should be submitted to Mr. Andersen before publication. Printers would be asked not to publish books without an imprimatur of this kind. Efforts to complete a Kipsigis vocabulary would be pressed forward. The 17th July 1945 meeting noted that grammar and dictionaries were being compiled as a first step. The Board agreed to make an urgent request to Mr. Adkins to finish this before his departure on leave (KNA: PC/NZA/2/11/16).

It was noted on 11th October 1945 that the first copies of the new Kipsigis First Reader were ready and the proofs of a new book, "Talking Woman" had been corrected. A proposal to set up a committee with the following members was approved by the KDEB on 17th July 1946; one European and one African representative from the AIM, NHM, and Roman Catholic Mission appointed by the Heads of Missions working in the District, a representative of Government appointed by the District Commissioner, a representative of the LNC nominated by LNC and approved by the District Commissioner and the Principal Government African School and one African appointed by him (KNA: PC/NZA/2/11/16). Mr. Andersen was asked to convene the first meeting. The chairman and Secretary were to be elected at this meeting. If possible, an African was to be appointed as Assistant Secretary. Copies of minutes were to be sent to all interested people in the district as well as to the Senior Education Officer (KNA: PC/NZA/2/11/16).

In the meeting of 21st February 1947, Secretary to the committee Mr. Walford said that he had not called a meeting because he knew that a considerable amount of work was being done both in Kipsigis and Nandi. Mrs. Andersen was working on arithmetic and re-prints of the second and third readers. The geography- History book was being worked on. The second Nandi reader was to be published anytime. There were good stocks of "Talking woman" (*Kwondo one Ng'alale*) and the Nandi were working on the Nature Study books

4.2.7 General Educational Development

The KDEB meeting of 17th July 1945, invited discussion on the general plan for the district. The chairman suggested the erection of LNC schools near the three main social centres in Kapkatet (Buret), Sosit (Belgut), and Sotik. He promised that no beer shops would be allowed at such centres without his permission. The structure for education in the future was outlined as follows.

Sub-Elementary (Later 4 class schools) - mainly mission, Elementary up to standard (6 class school later to be called both Mission and LNC, and primary (later junior secondary with vocational bias mainly government, some mission.) The LNC had instituted a special cess to increase educational facilities. The sum raised was expected to reach 5000 pounds. Members felt that this should be used for; improving buildings and equipment of existing schools, LNC or aided, erecting and equipping new aided and LNC schools (KNA: PC/NZA/2/11/16).

After considerable discussion, the following principle was adopted; Aided schools to receive 500 pounds grants each for building and equipping a minimum of three

classrooms, office, and store, and 2 teachers' houses. LNC schools to receive 570 pounds for the same purpose. Extra would probably be needed to bring permanent equipment up to standard. Schools' communities were to be made to realise that the more they contributed personally through manual labour and materials the further these grants would go. The amount accomplished by voluntary effort would have a very considerable influence on the future selection of schools for higher status (KNA: PC/NZA/2/11/16).

The KDEB on 28th July 1948 approved rules and recommendations designed to improve the standard of African Primary School education. They were outlined as follows; Schools going to standard II may be grant-aided provided a trained teacher was available and provided the following conditions had been observed before the grant is approved: the school area must be at least one acre in size, the area must be surrounded by a hedge and cleared of a bush, a schoolroom at least 18' x25' in size must be finished, a latrine must have been completed (KNA: PC/NZA/2/11/16). A house for the teacher must have been completed, preferably within the compound, the schoolroom must be fully equipped with the necessary number of desks, a blackboard, a clock, a cupboard, a water jar and dipper, and a desk for the teacher. (KNA: PC/NZA/2/11/16). The safety standards manual for schools in Kenya by the Ministry of Education clearly outlines the required size of the classroom in schools today. In terms of length and width, it should be 7.5m x 5.85m or 7.5m x 6.0m. Such classrooms should accommodate a maximum of thirty learners in one-seater desks or forty learners in two-seater desks. This is also specified in the provisions of the Ministry of Education circular on health and safety standards in Educational Institutions (Ministry of Education, 2008).

A school bell needed to be fixed in place. Desks were supposed to be marked by inkwell-containing holes at least twenty inches apart to show the spacing for the children. A grass road leading to the school was to be made, and a signpost showing the name of the school be put at the beginning of the road. The second rule was that no school going beyond standard II was to be grandly aided unless the following rules had fully complied; the school area was to be at least four acres in size and was supposed to have a suitable football field and an area suitable for a school garden. The school area was to be completely hedged and cleared of a bush. There was to be a separate soundproofed classroom for each teacher to work in. This means that the number of classrooms was usually to be equal to the number of teachers. It was a must to have a small store which can be locked. A house for each teacher was to be built in the school area, there was to be a special desk or table and chair in each classroom for the teacher. A school was required to have a clock, a water jar, and a dipper. Sufficient desks were required, a blackboard and a cupboard in each classroom (KNA: PC/NZA/2/11/16).

The space for each child was to be marked using inkwell holes in the desks at intervals of 20” in the lower classes and 22” in the upper classes. The school was to have a satisfactory latrine. A grass road leading to the school must be made, and a signpost showing the name of the school be put at the beginning of the road. Schools aided before 1948 were to be given till 31st December 1949 to comply with the regulations. This rule was to be taken as the required warning of a possible withdrawal of grant in 1950. A trained teacher in a school going beyond standard II was to take standard I and III, one after the other. (KNA: PC/NZA/2/11/16).

Trained women teachers if available, were to teach the lowest classes. A register was to be kept at each school by the headmaster to show the attendance of teachers, including himself. The register was to be available for inspection every day. At the end of each month, the headmaster was to submit to the supervisor reports; a sheet showing the number of pupils on the roll and their average daily attendance for the month. Furthermore, the headmaster was also to submit a sheet showing the daily attendance of each member of the teaching staff, including himself. Lateness and early leaving were also to be shown with reasons. Payment of salaries was to be deferred until these returns have been received. (KNA: PC/NZA/2/11/16). Attendance by teachers at refresher courses was compulsory. Teachers were required to do work in connection with the school during holidays, but each teacher was to get a minimum of 42 days to rest each year during the school holidays. Teachers were not to leave school during school hours to get equipment or salaries, these things were to be done during weekends and school holidays. Fees in any aided school were not to be used to pay the salaries of teachers beyond the number whose employment had not been approved by the board. Fees from any aided school were to be used for the benefit of that school alone. Primary school headmasters were to keep accounts showing fees and other money received and expenditure thereof. (KNA: PC/NZA/2/11/16). Proper receipts for school fees were to be issued by all schools. If a child was to be found on a school after 30th January, and there was no record of his having paid his fees in full, the child was to be deemed to be a protégé of the headmaster who was required to pay the fees. Schools were to receive building grants unless the school area has been legally set aside and leased. Buildings grants were to be devoted in the first instance to permanent roof supports and permanent roofing. No school was to move from its original site. If it was desirable to move a school, a fresh

application to establish a school was to be made. Each aided primary school was recommended to plant and care for at least half an acre of trees before June 1949. Also, each school was to plant some fruit trees if possible. (KNA: PC/NZA/2/11/16). Each child on entry to the standard one and after payment of his fees was to be given a slate as his property. A newly trained teacher, on first employment to a grant-aided school, was to be paid from the first of January if his application for employment during the first term was accepted before that date, or if he reports for duty on 2nd January. In all their correspondence teachers must use the names shown on their teachers' certificate and must send their letters through the office of their supervisor so that he can make any necessary comments. Each primary school should plant trees on any parts of its land which was not required immediately for other school purposes. All aided primary schools were to run on two sessions. Standard I and Standard II in one session, standards III and IV in the other, to economise in teachers and classrooms. This system was to continue until there were enough qualified teachers for more generous staffing (KNA: PC/NZA/2/11/16).

4.2.8 Arts and Crafts Exhibitions

The meeting of 17th July 1945 also resolved that December 15th, 1945, would be a suitable date for the district show to be held in Kericho. Agricultural exhibits were to be welcomed. All arrangements were to be in the hands of the District Commissioner. It was agreed that a village school show and physical Training Competition would be held on October 12th at Kiplelji. Samson Arap Chepkwony was nominated as Kipsigis representative on the Executive Committee of Nyanza Arts and Crafts Society (KNA: PC/NZA/2/11/16).

KDEB in a meeting of 11th October 1945 resolved that craftsman of all ages and all races were welcomed to exhibit at the show that was to be held on 15th December 1945 at Kabianga. It was postponed later to 26th January 1946. The exhibition was not intended for school children only. Individuals were encouraged to become members of the society on payment of an annual subscription of five shillings. It was reported that the LNC had nominated Reuben Arap Sang and Samuel Arap Langat for membership of the Executive Committee of the Nyanza Arts and Crafts Society. These two were to replace Samson Arap Chepkwony if the Committee agreed. The following people had been asked to act as judges for the show; Mr. Hoyt, Hon. Mrs Grant, Mr Gamaliel Obath and Isaac Wango (KNA: PC/NZA/2/11/16).

In the KDEB meeting of 17th July 1946, it was announced that the next district show was to take place at Kapkatet on Friday 11th October 1946. There was to be a Physical Training Competition for senior and junior teams. In the next meeting held on 20th September 1946, the secretary pointed out that though the forthcoming show at Kapkatet might not attract many adults it would be wrong to water down the aims of the Nyanza Arts and Crafts Society which was behind all the Arts and Crafts shows being organised in the province. There was no competition involved between children and adult craftsmen, certificates were awarded according to the age and experience of the maker. Shows often did increase trades and rightly so, but the true motive of good craftsmanship should be the happiness of making something both useful and beautiful not mercenary gain (KNA: PC/NZA/2/11/16).

4.2.9 School Holidays, Circumcision and Girls Education

It was resolved that the dates of school holidays in the district would in the future be fixed by the Board. The effect of circumcision rites on the educational progress of

individuals was considered by KDEB at the meeting of 11th October 1945. It was noted that Sotik and Chepalungu divisions had agreed to hold the rites every 5 years, Belgut every 3 years, and Buret had not yet decided. It was hoped that all would follow one rule. It was agreed that boys should be initiated at the end of the year so as not to interrupt their school life unduly. An instance of the effect of circumcision rites on school attendance was quoted from Siwot where 37 of the pupils had disappeared (KNA: PC/NZA/2/11/16). KDEB on 11th October 1945 resolved that the product of the special cess for education to be levied in 1946 might be offered to the government to assist the erection of a central Girls' school. It was the opinion of the board that the school could only be built up out of good elementary schools. The actual number of girls in all the Elementary schools of the district in 1944 was 237. The need to send girls to school and keep them there must be stressed in the Local Native Council and Divisional Barazas. It was agreed that the new school should start at standard III and go up to standard IV. If the numbers available were too small at the beginning, places should be open to girls from the Nandi District. Some members asked that more encouragement should be given to mission Girls' Schools.

KDEB on meeting held on 21st February 1946 resolved that the Director of Education would be asked to confirm whether or not offers of funds on the part of Local Native Councils towards the capital cost of buildings for schools above the Elementary stage were in order or not. The LNC had suggested that if the 5000 pounds to be collected in 1946 was not required for girls' education it should be spent on further buildings for Elementary schools. KKDEB meeting dated 17th July 1946 put a suggestion to LNC that if Government was prepared to bear the cost of establishing Girls' School

the use of 5000 pounds for other purposes would have to be considered (KNA: PC/NZA/2/11/16).

KDEB meeting held on 20th September 1946 concerning Girls' Education indicated that provision for a Government Girls' Boarding School in the District was to be made in the Provincial Development plan. The cost of it was to be met from central funds. It was hoped that the Assistant Director of Education, Miss Janisch, would be able to attend the next meeting of LNC to explain the position and advise on the use of the funds derived from the 1946 special cess which had been intended for Girls' education (KNA: PC/NZA/2/11/16).

4.2.10 Makerere and Elementary School Fees

KDEB members were reminded that the fees payable at Makerere were 1000 shillings a year and that in the future bursaries would be awarded accordingly. Also, the government had to pay a block grant of 600 shillings in respect of each Kenyan student. Concerning Elementary school fees, the following proposal was put forward for consideration and decision at the next meeting; that in conformity with the rest of the province the minimum rate of fees shall be increased from January 1st, 1947 to 3 shillings for Sub-A, 4 shillings and 50 cents for Sub-B, 6 shillings for standard I, 9 shillings for standard II, 12 shillings for standard III, and 15 shillings for standard IV. It was agreed that the payment of fees needed drastic tightening up in the district. It would in the future be compulsory for fees to be paid by the end of the third day of terms (KNA: PC/NZA/2/11/16).

KDEB in the meeting of 20th September 1946 agreed that it was inopportune to make decisions about fees before the implications of the development plan had been considered. The Secretary said that the Education office would enquire into the effect of the present low rate of fees on the provision of school equipment and textbooks. He would also be asked to assist the African Inspector to make a report on the payment of fees in the district (KNA: PC/NZA/2/11/16).

Education officer reported to KDEB meeting of 21st February 1947 that many schools were paying fees over the proposed new rate, he thought that there seemed absolutely no reason why the new rate as adopted in every other District of Nyanza, should not come into force in 1948. No decision was taken, but Mr. Barnett produced some detailed figures drawn up in consultation with (KNA: PC/NZA/2/11/16).

4.2.11 Purchase of Books by School Pupils and Institution of Provincial Literature Committee

KDEB meeting dated 17th July 1946 resolved that step should be taken to encourage children to buy books and to look after them. Itinerant salesmen were already finding ready sales for books, and Indian shops were also keeping stocks. The need of the moment was more books to sell, especially in the vernacular (PC/NZA/2/11/16).

KDEB meeting dated 17th July 1946 proposed to reconstitute the Provincial Literature Committee with two members from each district appointed by the District Education Boards concerned and including the secretaries of Language Committees was approved. Messrs Cooper and Azariah Arap Chepkwony were appointed.

4.2.12 School Gardens

The results of the Swann cup for primary schools Gardens where the winner was Cheborge, 2nd AIM Telanet, and 3rd was AIM Kapkatet. The Agricultural Officer stated that the standard of the competition was very high, and it was decided to keep the 21 plots of the old syllabus as the system was then well established. The other objective was to establish smallholdings at the Intermediate schools. These smallholdings were to be planned and laid out in 1952 and the idea was to be explained to the school committees concerned (KNA: DC/KAPT/1/4/15). Efforts were to be made to obtain Baraton stock and to start spray dipping. It was hoped to post an Agricultural Instructor to look after the smallholding as well as care for the district around the school. It was hoped to hold a competition in 1953 for these schools. Agricultural Officer hoped that primary schools were to obtain veterinary lessons from visits to nearby advanced smallholdings as he felt that agricultural instructions in Kipsigis should be based on livestock. He announced that the Buret Location show was to be held on 12th December 1952 and it was recommended that the schools in each area should have a handwork competition to be organised by Mr. Jonathan Ngeno, supervisor Buret (KNA: DC/KAPT/1/4/15).

4.3 Kipsigis Local Native Council Resolutions

The Local Native Council had three sessions in 1931. Considerable sums were expended for several purposes. Including money for Government School. In 1932, the council also had three meetings. It was noted in the annual report of 1932 that none of the 6000 shillings voted in 1932 for famine relief was required and a balance of 2500 pounds was in hand. In consideration of the backwardness of the native reserve, it was the opinion of the District Commissioner that the balance was too large. (KNA:

DC/KER/1/5). He believed that the money was idle and should be used for developing resources, particularly for increased education both literary and agricultural, and improved methods of native marketing. The District Commissioner noted with a lot of concern that members were prone to suggest items for expenditure but were generally too lax to assist in the supervision or inauguration of any project. (KNA: DC/KER/1/5).

In 1936, the Local Native Council met in February, June, August, and December. All the meetings were well attended, and the general Kipsigis public showed much interest in the proceedings. The council decided that its native name should be *Tuiyet ab Ngootik* (Meeting of lawgivers) the council had done its best to achieve the uplift as its translation of its self-chosen title implied but lack of funds among other things had prevented any spectacular advance. It had recognised certain abuses in tribal custom and done what it can to eradicate them (KNA: DC/KER/1/9). From this view, it is evident that KLNC at times failed to implement adequately its resolutions because of financial incapacitation. This in a way defined to an extent the intensity and kind of relationship that emerged between different actors in the KLNC and its relationship with the provincial administrators and colonial government agents.

It had also devoted a large share of its income to education but economically it was able to do little. This was mainly due to the poverty of the council, there seemed to be no point in seeking means to increase its revenue until the government was able to station an Agricultural, Stock, or Development Officer to the District for the Native Reserve work. If at the time price of slaughter stock was maintained, the Kipsigis could have been able to rate themselves at two shillings instead of one shilling and the extra revenue would provide the money necessary to make a development officer's service worthwhile. (KNA: DC/KER/1/9).

The principal services for which expenditure was to be incurred in 1937 were as shown in table 4.3 below.

Table 4.3: Kipsigis LNC expenditure on Principal Services in 1937

Service	Amount in Pounds
Education	552
Judicial and Police	331
Medical	171
Afforestation	110
Clerical and Administrative charges	99
Veterinary	79
Sports and Celebrations	69
Agriculture	63
Public works	45

Source: Kericho District Annual Report 1936 (KNA: DC/KER/1/9)

From the table above it can be noted that expenditure on education was almost half of the budgetary allocation.

The constitution of the council was a somehow unusual one. It was based on the principle that every location except the small one near Bomet was represented officially by its chief and unofficially by an elected member. There was rarely any obvious clash of opinion between the equally balanced official and unofficial members but the latter had one or two reactionaries among their members who formed in effect a noisy opposition party and by skilful use of the council's propensity for unanimity sometimes got away with it. The council attitude being "let us leave it over for future consideration rather than quarrel about it" (KNA: DC/KER/1/9).

There were signs of a growing readiness to express an individual opinion in KDEB. There seemed to be good grounds for revision of the constitution in the elections of 1937 as it was suggested that it was to be based on the division and the sub-tribe

rather than on the location. Before 1947, the constitution seemed to have divided each of the locations into two naturally antagonistic parties; a chief's party versus a mission or primitive savage party instead of all members working together for the common good. A council based on the principle of a convention of divisional councils was probably the most respected and effective (KNA: DC/KER/1/9).

4.3.1 Effects of Circumcision of Pupils on School Attendance and Animal Husbandry Scheme at Kabianga

The principal of the Government School at Kabianga while addressing the LNC on 28th September 1942 advised the meeting that the progress of pupils in standards IV-VI was seriously retarded by the recurring necessity to grant long periods of leave in time for circumcision. The council unanimously agreed to his suggestion that no new pupil was to be admitted to standard IV until he had been circumcised (KNA: PC / NZA/3/1/9).

The principal of the Government School Kabianga addressed the council on 28th September 1942 about the animal husbandry scheme. He said that good native cattle had been promised from Maseno, Baraton, and Sangallo. He also noted that two veterinary teachers were to be posted to Kabianga. The course on Animal Husbandry was to last three years and was to aim at increasing the yield of milk of ordinary native stock and how to improve pasturage. The council expressed pleasure that the scheme, at last, was about to materialise. The principal invited the chiefs to visit the school when the scheme was in full working order.

4.3.2 Pregnant Uncircumcised Girls and Drinking Near Schools

The president of the council stated to the council on 29th September 1942 that four divisional chiefs and himself had met and decided on certain measures which were to be put before the council as resolution. These measures represented a further step forward from the position already reached, which was first that the Litein and Tenwek Missions were financially supported by the council in the running of their maternity homes which were special for this purpose, and second that there were four *askaris*, one for each division paid for by the council whose duties were to seek out cases, report them to the chief, and get the girls into one of the missions (KNA: PC/NZA/3/1/91).

In Belgut which was covering locations 1 and 2, the security person in charge of the cases was Paul Arap Chepkerge from Gaborok village. His main responsibility was to scout for pregnant girls. He was also notified of the existence of such cases by the members of the community and he always acted swiftly by taking the girls to Litein mission centre where they were taken care of until they gave birth (O.I Philip Langat, 6/2/19). This was also affirmed by (O.I Ezekiel Cheruiyot, 5/5/19) that Paul Arap Chepkerge received a stipend from the Local Native Council. He noted that Girls were taken to a mission so that they could be keenly monitored and discouraged from infanticide. The other reason why they were handed over to the Mission station was to safeguard their lives. Most families did not want to be associated with uncircumcised girls who got pregnant and, in some cases, they were killed rather than bring shame to the family. Those who survived were ostracised and the majority were never married or were married off to women who were unable to give birth. Others were married off to old men who would have been unmarried or who were insane. In some instances,

their families never demanded the pride price of such marriages. A derogatory term “*chesorbuchinik*” were used to refer to such girls which implied those who were rescued just for the sake.

The president said that the object of the resolution was to give legal sanctions in the matter, the want of which were being felt more and more. Council agreed that this was exactly what was wanted. The president reminded the council that the stamping out of this custom was to be a long business as it involved a definite change in public opinion. Several members spoke of their unalterable opposition to this custom and the resolution was received with acclamation. It was proposed by Sila Arap Koe and seconded by Samuel Arap Ngulalu (KNA: PC/NZA/3/1/91). The council expressed abhorrence of the practice of infanticide among the Kipsigis people, it was a practice that arose from the ancient tribal custom whereby when the uncircumcised girl became pregnant the child was to be killed. The council proposed some measures to His Excellency the Governor-in- council to assent which was believed that they were to assist in alleviating the problem. The measures were as followed; First, the father of the child was to pay a fine of 100 shillings or in default of payment undergo imprisonment. All the monies paid were to be placed to the credit of the Local Native Council and the president was authorized to pay out a corresponding amount to the mission concerned for maintenance of the girl and her child (KNA: PC/NZA/3/1/91). Secondly, the father or guardian of an uncircumcised girl who was pregnant was to report his daughter’s condition to the chief concerned and assist her to enter a mission maternity ward. Should he fail to do so or should he or his family at any time assist the girl to abscond, he was to be liable to a fine of 50 shillings or in default of payment to undergo imprisonment. Thirdly, an uncircumcised girl admitted to mission

maternity was to remain there for six months after the birth of her child. Should she abscond before this period was over, her father or guardian was liable to the penalty prescribed in rule 2 (KNA: PC/NZA/3/1/91).

Fourthly, during the time a girl was residing in a mission maternity ward, no person from outside the mission was to visit her or communicate with her in any way, except with the permission of the matron in charge or her deputy. Finally, if after her six months stay in the mission maternity ward, the girl wanted to give up her child for adoption by another person, or other persons, she was to sign a document to the effect that she resigns all claims on the child forever (KNA: PC/NZA/3/1/91). This was confirmed by Philip Arap Langat a retired teacher and a former student of Kabianga Government African School and Kakamega school who noted that the girls at times gave out their children to responsible childless women for adoption (O.I, Philip Arap Langat, 2/2/19).

There were also another group of girls who were taken to mission centres. These were girls who were not expectant but were running away from forced circumcision. Some of them were daughters of church converts whose grandparents wanted them to be initiated against the will of their parents. They were mainly taken to mission centres, when circumcision ceremonies were almost beginning from there, they were enrolled in mission Girls schools and were never allowed to go back home during holidays (O. I Ezekiel Cheruiyot, 5/5/19). During the LNC meeting held on 30th May 1946, it was resolved that no rules should be made forbidding drinking near schools.

4.3.3 Addresses to Kipsigis Local Native Council by Guests

Eliud Mathu a member of the legislative council while addressing LNC at the meeting of 29th-31st August 1945, stressed that the demand for education must come from the parents and pupils otherwise the Kipsigis would lack behind all other ethnic communities. He said that he was aware that the council had complained about the lack of teachers due to bad pay, but he stressed that teaching was a service to the community rather than a means of growing rich (KNA: PC/NZA/3/1/91).

Stokes, H.W. Senior Education Nyanza Province while addressing the LNC meeting of 25th-26th March 1947, stated that the Kipsigis were behind other districts in education. He indicated that it had been intended to discuss the plans for providing additional education in Kipsigis but the Director of Education had not attended the meeting therefore he had no intention of discussing the matter at that time until the Kipsigis gave positive proof that they desired education. This was doubtful at the time because Kabianga School had no pupils. He said that the strike by the schoolboys over food was stupid and wrong as they got more food than most adults (KNA: PC/NZA/3/1/91). It was his opinion that the boys were being used as dupes to further the ends of others. In the end, this would bring nothing but loss, as the boys would fail their examinations. They would fail to provide the nucleus of trained boys who would later become teachers. In that case, Kipsigis would continue to be taught by Africans of other tribes. It was essential that this situation, created by Kipsigis, should be solved by the Kipsigis. He believed that the Kipsigis were to give proof of their desire to get an education and do so as soon as possible to commence the work at the beginning of the following term (KNA: PC/NZA/3/1/91).

The Kipsigis had to realize that the boys would be on probation for the first week of the term. Proper grievances if submitted would be dealt with. He said that it now rested on the Kipsigis to put their house in order, after which their educational problems could be properly discussed. He confirmed that much had been planned for the Kipsigis, but it would be lost unless the Kipsigis dealt with the mentioned problems quickly (KNA: PC/NZA/3/1/91).

Mr. Hatfield while addressing LNC meeting 17th -19th August 1948, clearly explained the financial implications of the educational development plan and what the plan was designed to produce. While answering a few questions concerned with secondary education at Kabianga, he said that if the Kipsigis showed their desire for educational progress they had a very reasonable chance of getting a senior secondary school in preference to Nandi whose population was much less than that of the Kipsigis. He said that a decision had not yet been reached and that it would depend largely on their educational development within the next few years (KNA: PC/NZA/3/1/91).

Mr. Hatfield Education Officer Kericho on 19th August 1948, informed the LNC that he had some comments to make regarding educational facilities in the district which they ought to know. He noted that schools were too crowded for children to learn. In some cases, he had seen two, three, and four classes in the same room. He said that children couldn't learn under such conditions. His opinion was that classrooms must be separate with a partition reaching to the roof to prevent interruptions. He also stated that LNC must consider the problem of the size of school plots with a view to future needs. He stated that the minimum requirements were 4 acres for school plots (KNA: PC/NZA/3/1/91).

Mr. Hatfield suggested that if more land was available but not immediately required by the school, it could be profitably put under wattle which after 8 or 9 years could give a return of 100 pounds per acre which could, in turn, be used for the school. As regards setting aside land, he advised them not to be afraid that land would be alienated to other races if set aside for education. If they were afraid, they should see that adequate rules existed to ensure that it would be impossible for land to be set aside except for the local people. He said he was surprised at how big schools with a large attendance were built of temporary materials while fine brick schools were to be found in relatively poorly populated areas. He suggested that until a school was a proven success it ought to be built in temporary materials. As regards the LNC schools he suggested attention must be to those by the local inhabitants who were too prone to say the LNC must maintain them not theirs (KNA: PC/NZA/3/1/91).

4.3.4 Spectacles for African School Children and Grants to Kipsigis Students by LNC

The members agreed that in cases of necessity the cost of spectacles should be borne by the Local Native Council (KNA: PC/NZA/3/1/91). The members agreed that Kipsigis boys in training at Baraton Veterinary Training Centre should receive a small monthly grant as pocket money. During the meeting of 17th -19th August 1948, the members of LNC felt they would like it known that they only wished that LNC grant of pocket money to teachers in training at Kapsabet was to be paid to encourage boys to go in for the teaching profession. At that time, the district was educationally backward and a grant such as the one being made as needed to get boys to come forward for that important profession (KNA: PC/NZA/3/1/91).

4.3.5 Kipsigis Women's Education and Child Welfare

Members requested that every mission and school should establish women's Education and Child Welfare Meetings. (KNA: PC/NZA/3/1/91). These meetings seemed to have improved women's skills on domestic issues. A good example can be drawn from African Inland Mission at Litein that was located on a 10-acre farm. Several missionaries were working in the Mission namely; Mr. and Mrs. Andersen, Mr. and Mrs. Jantzen, and Mrs. Waldron who was Mrs. Andersen's mother (KNA: DC/KER/1/5). The Governor inspected the Mission in July 1932 and found out that Mrs. Andersen exercised good discipline and some good work was being done particularly on maternity teaching. Mr. Andersen often went round the out schools established by African Inland Mission. These schools had some moderate teachers and although technical work was scant. The majority of the pupils at the Government school were relatives of AIM adherents. The appointment of a Roman Catholic native teacher to the Kabianga School caused Mr. Andersen anxiety (KNA: DC/KER/1/5). Even though AIM at Litein supervised the work of the out schools, a number of their schools were closed owing to a lack of funds to pay for teachers. The District Commissioner endeavoured to keep in touch with the work of the three Jeanes schoolteachers working for the mission with little noticeable results.

4.3.6 Kipsigis Girls School and Award of Building Grants to Schools

The president informed the council that a provisional site two and a half miles away from the township had been chosen. He said that if water was readily available at the site formal application for 20 acres would be made to the council. Council agreed that all schools should receive equal grants for building, be they Local Native Council

or Mission Primary Schools, and further agreed that in every instance the community must contribute direct local effort to the building. (KNA: PC/NZA/3/1/91).

4.3.7 School Holidays and Kipsigis Pupils at Githunguri and Other Kikuyu Schools

Council requested the president to approach the Education Authorities to ensure that the school terms at Kabianga and Tenwek schools opened and closed on the same days. This arrangement would enable the LNC lorry to take pupils from Kabianga to Sotik and to return with pupils from Sotik for Buret Location. (KNA: PC/NZA/3/1/91).

A proposal that a Council should pass a recommendation deprecating the emigration of Kipsigis schoolboys to schools in Kikuyu was held over for further discussion at the next council meeting. During the meeting of 30th-1st April 1949, the council resolved that it did not wish to legislate against Kipsigis school children receiving their education in Kikuyu or elsewhere; if vacancies in Kipsigis schools were unavailable Kipsigis parents should have the right to send their children to school elsewhere if they so desired and were able to do so. (KNA: PC/NZA/3/1/91).

4.3.8 Spinning and Weaving Centre, Kericho

The councillors had an opportunity of visiting the spinning and weaving centre during the meeting and wished to record their appreciation of the excellent work by the supervisor since the centre's inception. (KNA: PC/NZA/3/1/91). The archival source above states that the centre was started between 1948 and 1950 for training women in weaving and spinning. However according to Chitere (1988), the centre was started in

1943 by Mrs. Gregory Smith as a vocational training centre for women and girls with an aim of popularizing spinning and weaving as a Homecraft. It was later turned into a profitable industry during the Second World War owing to scarcity of imported materials and demand of homemade blankets, sweaters and socks. By 1945, the centre had enrolled thirty trainers of both sexes and by 1948 the school appeared to have been confined to women and enrolment increased to 112 and included a few women from other provinces of Kenya and neighbouring countries of Uganda and Tanganyika. The kind of training in the Centre was mainly leaning to what Leach (2008) referred to as training for domesticity. This was a kind of training associated with feminine virtues such as patience, orderliness, modesty, restraint, and obedience. It was located next to the present Prison buildings and currently serves as a Children's home. The first Principal was Miss Chilson a former Friends Missionary who was born in Kaimosi in 1910 in Vihiga. Women were trained on different technical skills for example blanket making from wool that was obtained from Molo. Provision of food for the school, payment of staff salary, and building facilities were all funded by the Local Native Councils (O.I Jonah Chepsengeny, 2/2/19).

4.3.9 KLNC Policies on Circumcision and Absenteeism of Teachers

During the meeting of 3rd – 5th August 1949, the council considered a recommendation of the District Education Board that penal sanctions should be introduced to deal with transgressors. Council thought that any parent who removed his child from school for purpose of undergoing circumcision, should on conviction before a native tribunal, be liable to a fine of 50 shillings or, in default of payment, to one-month imprisonment; and that any person who performed a circumcision ceremony on a boy whom he knew to have run away from school without his parent's

or teacher's consent, should on conviction before a Native Tribunal, be liable to a fine of 100 shillings or, in default of payment, to two months imprisonment. The president agreed to draft a resolution which if approved by the attorney general would be submitted to the council for formal approval in its next meeting (KNA: PC/NZA/3/1/91).

During the meeting of 4th – 6th October 1949, the president stated to the council that the Attorney General had ruled that the council could not pass a resolution in terms of circumcision of schoolboys because it was not obligatory for Kipsigis children to attend school. Council, however, had the right to pass a resolution making it an offense against Kipsigis law and custom for children to be circumcised at any time other than a time of the year to be stipulated by the council by the council in its resolution, such a time to be a month of the year when school children were on vacation. Council asked time to consider further the Attorney General's suggestion (KNA: PC/NZA/3/1/91). The council recorded its extreme displeasure at the prevailing absenteeism amongst teachers in Kipsigis schools. The councillors undertook to do everything in their power to counteract this unfortunate tendency. While they did not wish to pass a resolution imposing sanction against teachers who went absent without leave, they would bear in mind the increased pay that was being received by teachers, and if the position did not improve, they requested the president again to place the item on agenda of council's next meeting.

During the meeting of 4th -6th October 1949, the council chose the following sub-committee to consider ways of preventing absenteeism amongst teachers; Mathayo

Arap Koe, Sila Arap Koe, Elijah Arap Misoi, Kipngeny Arap Simbol, and Chief Arap Ngulalu (KNA: PC/NZA/3/1/91).

4.4 Kipsigis African District Council Resolutions

After the Second World War, there was a shift in the administration policy of the colonial government. Arthur Creech Jones who was the colonial secretary, through a directive of 1947 instructed the governors across the African continent to develop efficient and democratic governments in their territories. As a result, in 1950, legislation was passed to transform LNCs into African District Councils (ADCs) with an expanded authority and responsibility (Berman, 1990:312).

4.4.1 Addresses to the Kipsigis District Council by Guests

Mr. Williams C.H Provincial Commissioner Nyanza, while addressing the council during the meeting of 23rd -25th November 1954 mentioned that the district was progressing on Agriculture particularly after the introduction of Locational Councils. The Locational Councils were supposed to vote money for development in the reserve. He said that survey on the possibility of irrigation on Kano plain was being carried out and although the survey team was at Kano, the team was available for other Districts too (KNA: PC/NZA/3/1/91). He said that he was glad to hear of Water Development Scheme on the proposal of dollar-to-dollar basis contribution which would be made available for loans to farmers. He said that the province had longed to have a provincial Jeanes School. The Government was contributing 15000 pounds towards the erection of the school therefore the balance of 7500 pounds was to come from Cotton sales. The Kipsigis African District Council was asked to contribute

2500 pounds which meant that each District was contributing the same amount and he intended that each District will be treated equally. (KNA: PC/ NZA/3/1/291).

Mr. Colchester from Education Department Kisii addressed the council and explained about the adult literacy scheme. He said people who wished to read and write in their language could do so in the existing schools, during the evening after school hours. People who already knew to read and write in their languages could be taught English. The fee was 5 shillings per term for vernacular teaching and 7 shillings for English. Part of such fees could go towards the cost of teachers' overtime pay, books, chalk, and other expenses. The minimum number of pupils necessary to start a class was 25 (KNA: PC/ NZA/3/1/291).

Mr. Colchester explained how to start a literacy class. First, the ADC had to choose a location in which a scheme could be tried. If there were enough people to start a class, he would be notified by the chief and he would then supply the necessary books. The fees would be enough to pay for books in one term only. If the council agreed, it was supposed to provide a salary of a supervisor to look after the scheme and to provide more books. If the Kipsigis ADC decided it was a good thing to start a literacy scheme in Kericho District it was to provide a sum of 6000 shillings to start it. Mr. Colchester would undertake to repay the council 3000 shillings from the fees. He said that experience has shown that teachers were not well equipped to be able to teach up to a higher standard to obtain a recognized certificate. He suggested that people who had progressed take one of the correspondence courses which were advertised in papers. Chief Arap Baliach favoured the scheme and suggested that it should be started in every location. It was finally agreed that councillors should return to the

next meeting with facts about places with enough people necessary to start the scheme (KNA: PC/ NZA/3/1/291).

During the meeting of Kipsigis ADC meeting held on 22nd-25th May 1956, councillors gave figures of people who were available to start adult literacy classes in their areas. It was agreed that Mr. Colchester was to visit the following areas to hold Barazas with the candidates wishing to take part in the literacy scheme. It was pointed out that the scheme would start in these areas on an experimental basis and if it was successful, it might be possible to extend it to other areas. Kiplokyi in Location, Longisa in Location 4, Sigor in Location 5, Chebunyo in Location 6, Litein in Location 3, Chebilat in Location 2, and Sosiot in Location 1. It was resolved that receipt books would be given to chiefs and candidates would pay the appropriate fees (7 shillings for English class and 5 shillings for vernacular). A supervisor was to be employed later when the success of the scheme was known. (KNA: PC/ NZA/3/1/291).

Mr. Towett addressed the council in the meeting of 7th – 9th August 1956 after he returned from his studies in England where he had been studying a course in Public and Social Administration at Torquay. He worked as a welfare officer of the council. He was welcomed to the meeting and asked to say a few words about England. He thanked the council for having sponsored his course and asked the councillors to inform the people at home that he was back and would be going round to speak to them about the United Kingdom and her people. He informed the council that when he arrived from England, he had gone to the information office in Nairobi and recorded a broadcast that he hoped many people would hear. He also talked about civilization. He said civilization meant taxing people highly so that the Government

could afford the services required by the people. He said if the Kipsigis people wished to be civilised they must be prepared to pay money into their government which in turn would give them civilisation by providing them services necessary for it; but if they chose to hoard their money without having them used, they would remain at a standstill forever (KNA: PC/ NZA/3/1/291).

The council was also addressed by Chief Kipkemoi Arap Korir formerly a councillor of the Kipsigis ADC before he took a job in Rift Valley. He was welcomed and asked to speak about his work in Rift Valley. He thanked the president for allowing him to speak to the council and to bid them goodbye. He said for the three years he worked with the president for the council, he was glad that much had been done for the progress of the Kipsigis. He mentioned that the district had progressed very much agriculturally and many Kipsigis had been sent to England on Educational tours during his time. He was very much surprised to hear that the council was reducing its 1957 estimates by more than 30000 pounds. He reminded them that the progress of the country was being put back by equivalent value to the amount cut and that was not a good thing at all. He asked the council to consider the point very seriously. He then went on to describe the activities which had been going on for the last three years and told the meeting that the progress of the district was in the hand of the council. (KNA: PC/ NZA/3/1/291).

4.4.2 KADC Deliberations on Reports of the Bursary, Education and Schools Committee

The council during the meeting of 23rd-25th February 1955, after considering the report of the Bursary, Education and Schools committee adopted it subject to few

amendments. Resolutions adopted included the establishment of WGM station at Kaboson and that the land board was to visit the site and find out if the local inhabitants had no objection. The other resolution was concerned with the transfer of the Education Department from Rift Valley to Nyanza Province. The council after a long debate was in favour of returning educationally from Rift Valley to Nyanza (KNA: PC/ NZA/3/1/291).

The council on the meeting of 9th -11th May 1955 adopted a resolution on the application for bursaries of 1956. This was proposed by Councillor Kipkemoi Arap Korir and seconded by Chief Cheborge Arap Tengecha. The resolution recommended that District Education Board should recommend applications for bursary for 1956. The council also deliberated on loan funds to Makerere Students. The agenda was proposed by Councillor Chief Cheborge Arap Tengecha and seconded by Councillor George Arap Belyon. The council resolved those 250 pounds be set aside for loans to students who require assistance in secondary schools and Makerere College as recommended by the Commissioner for Local Government vide his letter to the Council on 7th January 1955 (KNA: PC/ NZA/3/1/291).

The president of the council while addressing the council at the meeting 2nd – 4th August 1955 observed that alcoholism was a challenge in the district. This was one of the distressing subjects which he felt that he needed to mention to the council. He said that for a long time he had noticed that many Kipsigis young men especially those in Kericho drunk too much alcohol. It was horrible and disgusting to see drunken young men falling about in the roadway, molesting women, or fighting. He observed that too much drink ruins health, and eats into and destroys the body and spirit, causing

laziness, inefficiency, and crime. He believed that the making of Nubian Gin, a foul and illegal form of alcohol was on increase. He had heard of an ADC clerk staggering along in the streets of Kericho. He believed that Laws and punishments cannot stop the vice entirely but can help (KNA: PC/ NZA/3/1/291).

The council during the meeting of 22nd – 24th November 1955 approved three resolutions. These were KDEB membership, pregnant unmarried girls, and marriage of girls. The council nominated Albert Arap Chumo from Sotik and Joseph Arap Langat from Belgut to replace the African School supervisors in the District Education Board. If that Board accepted the proposal to increase one more African representative on that Board, the council would make a further nomination. Concerning pregnant unmarried girls, Chief Arap Tengecha explained that it seemed people had found there was stricter control of killing illegitimate children and were running to hide them in settled areas. During the Kipsigis ADC meeting held between 21st and 23rd February 1956, it was proposed by councillor Ezekiel Arap Birir and Seconded councillor Chief Arap Baliach that Councillor George Arap Belion is appointed an additional member to the District Education Board. This was passed by majority votes (KNA: PC/ NZA/3/1/291).

It was agreed that parents of unmarried girls were to be made answerable to the disappearance of their daughters. The penalties against such parents and anyone aiding the hiding of girls with intention of killing should be a maximum fine of 500 shillings. On the issue of the marriage of girls, it was explained by Chief Arap Tengecha that certain parents insist on their daughters getting circumcised before getting married. Some educated girls do not like to be circumcised and thought it was

a pity that they would not get their parents' consent to marry and he thought the council should introduce a by-law that would control parents exercising such powers on their daughters. The council thought it was not the time for legislation to be introduced but it considered there was a need to protect such unfortunate girls from such ill-treatment from parents (KNA: PC/ NZA/3/1/291). The District Education Officer Kericho while addressing the Kipsigis ADC meeting of 22nd to 25th May 1956 said that if a child was allowed to repeat classes from the beginning that child would have completed 8 years in standard four and was considered not fit to continue repeating. There were few intermediate schools and few teachers. The government was aware of this problem and was trying to expand the primary and intermediate schools and provide more teachers. He said that the ADC should endeavour to make sure that children attend school and work hard and children who leave school be trained as teachers (KNA: PC/ NZA/3/1/291).

The president of Kipsigis ADC stated that if more intermediate schools were gradually increased, it would eventually be found that there would be no need for dormitories in the future as children would not have to walk long distances to school. It would be more appropriate if any funds available were used to provide more such schools. It was finally agreed that the Government Educational Authorities be asked to expedite the expansion of intermediate Schools in the District so that it would not be necessary for the children to walk long distances to school. It was further recommended that the Nyanza KDEB was to investigate the possibility of providing dormitories in the Kericho Township Intermediate School as there was a need for them.

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4.4.3 Public Collections for School Buildings

A proposal made by the Missionary AIC Litein Mission for the replacement of the present method of public collections for school buildings by the institution of a special Educational Rate of 50 shillings per annum for 5 years was discussed. It was mentioned that this matter had been discussed before when the council rejected the idea of a special rate and instead agreed to make grants to local communities on a pound-for-pound basis against the collections made by them, for the building of intermediate Schools. It had been agreed also that the council would not assist locals in the building of primary schools. The council felt that the position had not altered yet to consider revoking their previous decision on this (KNA: PC/ NZA/3/1/291). The president mentioned that he was holding a meeting in September with various managers to discuss with them the best method of collection as it was learned there were disagreements between different denominations. The council agreed that it would be made clear to the various bodies concerned that collections were voluntary, and no compulsions or threats were to be applied against anyone; and also, that it was to be understood that such collections were made for school buildings only, and were non-denominational. All the collections were to be made by the chairman of the school committee in the present village elder and with the assistance of committee secretaries; no other person was to do this work. Chiefs were to be consulted whenever any collections were intended to be made (KNA: PC/ NZA/3/1/291).

4.4.4 Educational Matters

During his last visit to Kericho in 1955, the Minister for Local Government, Health and Housing undertook to raise certain matters with the Minister for Education on behalf of the council. His replies which had been forwarded through the

Commissioner for Local Government were read to the council during the meeting of 7th-9th August 1956. On the question of the provision of secondary school for Kericho district, it was noted that the Government wished the school at Kapsabet to serve all the Nandi-speaking tribes. The council thought this was not satisfactory geographically as Kapsabet served a large area. The president was asked to write to the Minister and press for a separate secondary school as soon as possible for the Kericho district. Other points regarding 8 years of primary education for Kipsigis children, and provision of technical schools and rural training centres to absorb children who could obtain places in intermediate schools were noted (KNA: PC/NZA/3/1/291).

4.5 Finance and General Purposes Committee Resolutions

The finance and General Purposes Committee was one of the most active sub-committees in KLNC. It played a key role in educational development in Kericho District during the colonial period. Among its deliberations on education were; secondment of Home-craft school, education bursary, gratuity payment Kipsigis newspaper grants, and establishment of rural craft school in Bomet.

4.5.1 Secondment of Home craft School

The secretary explained to the General Purposes Committee meeting held on 5th May 1955 that the Home Craft School clerk had served for seven years but was still a temporary clerk. He asked the committee to authorise the secretary to employ as an African District Council clerk. The committee was also informed that a sum of 100 pounds was required to put up the children's house. This amount was authorised in 1954 but it was not spent and that was required to be spent in 1955. A sum of 30

pounds was also required for repair of the floor of the main building and extra 10 pounds was required for built-in cupboards for stores (KNA: PC/ NZA/3/1/291).

The committee agreed that Mr. Richard Arap Kemei the Home Craft School clerk be taken on by ADC and recommended that the president of the council be asked to write to the Minister for Community Development regarding the future of the home craft school because its future was uncertain and the school accommodated a great number of women from outside the district before forty pounds was authorized. (KNA: PC/ NZA/3/1/291).

Mrs.P.R. Hufford, Mrs.U.A. Weissler, and Mrs.O. Cross were successively in charge of the school during 1957. Unfortunately, there was a sharp decline of interest in this form of training by Kipsigis women, and only about five percent of the 1957 intake were local people. There was no lack of application for vacancies from other tribes especially the Kikuyu. It was therefore considered very doubtful whether the Kipsigis African District Council would continue to subsidize a facility of that nature that was almost entirely devoted to the interest of non-Kipsigis women. One of the main factors leading to the unsatisfactory situation was the fact that the centre was in Kericho township and Kipsigis parents did not approve of that environment for their daughters (KNA: DC/KER/1/30). The three European women who were in charge in 1957 confirms Leach's (2008) assertion that girls' and women's education in Africa during the early colonial period was intimately tied up with the presence of European women who were attached to overseas colonies. The nature of education which dominated the curriculum for girls and women was schooling for domesticity. The curriculum was dominated by sewing and needlework which symbolized feminine virtues such as patience, orderliness, modesty, and obedience. Sewing or needlework,

housekeeping, and baking were some of the subjects that were taught at Kericho Home Craft School (O.I, Elizabeth Chelule, 8/7/19)

The school provided training in domestic skills such as cooking, baking, and tailoring (O.I Mary Tonui, 16/5/12). This kind of training was closely similar to what the wives of Jeanes schoolteachers were offered at Kabete. Such training aimed to cultivate among Jeanes teachers' spouses, partners who would help transform rural communities. The training comprised of; midwifery, child welfare, hygiene, and sick nursing, housecraft, and domestic subjects such as cooking, laundering sewing, and handcraft (Davis, P11).

4.5.2 Finance and General Purposes Committee Education Bursary

The committee agreed that 100 pounds be voted for the construction of the children's house. The committee also recommended that a supplementary estimate of 250 pounds be voted to enable Arap Towett to fly to England, and instead of his being paid allowance, he should get his full salary and he will pay for his fees himself. The committee meeting held on 15th May 1956 recommended that Arap Towett be granted another scholarship of 430 pounds to cover another one year to enable him to take a diploma in Swahili at the School of Oriental and African Studies in London. This was in addition to 60 pounds needed to cover the remaining period up to August of that year when his scholarship was to end. The total amount required to be voted was 490 pounds (KNA: PC/ NZA/3/1/291).

The committee meeting held on 15th November 1955, recommended that grant to scouts association be disbursed as follows; boys scouts association be given 50

pounds, Girl Guides 20 pounds, and building fund be allocated 20 pounds. The money was to be obtained from grants to Educational Societies vote. The meeting also deliberated on gratuity to Sawe Arap Kech who had worked for the Home-craft School, Kericho for ten years, and that he had retired due to old age. The committee agreed that Sawe Arap Kech was to be given a gratuity in recognition of the service he rendered, but the Government was to pay its share because the Homecraft school was the responsibility of the Community Development Department before it was taken over by the African District Council. The secretary was asked to write a letter to the Commissioner for Community Development for instruction on how the gratuity should be paid (KNA: PC/ NZA/3/1/291).

A letter from the secretary to Kipsigis District Education Board was read to the committee. It was a request for a pound grant to KDEB to enable intermediate schools to be built and equipped. After discussion, it was resolved that the Kipsigis African District Council should give a grant on a pound-for-pound basis on all the money collected by the people from January 1955 and in the coming years. The secretary was asked to find out from the District Education Officer the amount of money collected since January 1955 and inform the council for the necessary supplementary estimate to be passed in the November meeting (KNA: PC/ NZA/3/1/291).

4.5.3 Gratuity Payment

The Finance and General Purposes Committee held on 15th February 1956 indicated that concerning gratuity to Sawe Arap Kech, the Community Development Department had asked for particulars of service in respect to Kech with the Department, and the principal of the Home-craft school had been requested to supply

the details. The Finance and General Purposes Committee meeting held on 15th May 1956, recommended that the ADC pays its share of gratuity to Sawe Arap Kech of 160 shillings. The central Government share due to him was 200 shillings. Concerning the pound-to-pound grant to KDEB for capital expenditure on intermediate schools, it was reported that the council had approved an annual grant of 3000 pounds for five years from the beginning of 1955 that is a total of 15000 pounds. As the grants for 1956 had not been included in the annual estimates, the committee recommended a supplementary estimate of 3000 pounds. (KNA: PC/NZA/3/1/291).

4.5.4 Kipsigis Newspaper Grants

It was reported that the Editorial Committee of Kipsigis Newspaper was investigating a cheaper place to print the paper and that at that time they had not succeeded. The financial position of the paper was also being investigated and it was thought that good progress was being made. The newspaper was then nearly self-supporting and the Government was considering reducing its grants. This was confirmed in the Committee meeting held on 15th May 1956 when it was reported that the Government grant towards running of this paper had been reduced from 4000 shillings to 3500 shillings per annum (KNA: PC/NZA/3/1/291).

Government involvement in print media at the time was not a coincidence. According to Frederiksen (2011:163), after the Second World War colonial government began to pay attention to the development and welfare of Africans. It was actively involved in the publication of educational and edifying newspapers that were circulated free of charge. It also published a Swahili newspaper entitled Baraza that was meant to

capture the hearts and minds of an African audience. Publication of newspapers began as early as 1926 when local teacher trainees at Jeanes School Kabete run a paper entitled “Habari” (Davis, P.1).

4.5.5 Rural Craft School Bomet

The details of the proposed Rural Crafts School Bomet were explained to the finance and general purposes committee. The objectives of the centre were to teach rural crafts to fit youths to be market craftsmen, or to go for further trade training, or to help them to be better farmers; character and discipline training, and earmarking leaders for Government or Local Government Service. The total capital and current expenses proposed during the first year were to be 9070 pounds. The Commissioner for Community Development hoped to be able to send a suitable Community Development Officer to be the principal of the centre in July 1956 and it was hoped the school would begin in August (KNA: PC/ NZA/3/1/291).

The aim of education and skills acquired in Craft School Bomet was like what Kallaway (2005) referred to as ‘adapted education.’ This education was promoted by many missionaries, colonial officials, and settlers as a solution to poverty in rural areas. Supporters of this education believed that western education was unsuitable for the average African child in dealing with everyday life in the rural areas. The committee recommended that the council was to pass a supplementary estimate to cover the following items which were necessary when the school starts; personal emolument 300 pounds, other charges 600 pounds, Lorry 1100 pounds, School buildings 1500 pounds, Sports Equipment 20 pounds, Blankets 100 pounds and water supply 200 pounds totalling to 3920 pounds. (KNA: PC/ NZA/3/1/291).

Mr. Colin Munro of the Department of Community Development was in charge of the establishment in 1957. The District Commissioner formally opened the centre in February 1957. Since then, the progress had been very satisfactory in building up the necessary workshops, dormitories, and other ancillaries. There was already a long waiting list of applicants for vacancies on the two-year course designed to produce competent rural artisans from among the large body of African youth whose formal education at the higher level had been cut off through a failure to pass competitive entrance examinations (KNA: DC/KER/1/30). Another reason that contributed to the number of low enrolments of the Kipsigis women was the availability of mission-managed centres that offered similar skills to its adherents and any willing woman from the community. In Chemomul near Kiptere in Location 1, women were taught weaving and thread-making from sheep wool. They were also taught skills in baking (O.I Ezekiel Cheruiyot, 8/4/2019).

4.6 Bursary, Education and Schools Committee Resolutions

4.6.1 Bursaries

The committee scrutinized the genuineness of applicants and made recommendations whether they qualify or not. During the committee meeting held on 2nd November 1954, Peter Chepkwony who was a student at Government African School Kakamega was awarded 100 shillings for 1954 and the Committee recommended that he would not be excused in the future if he makes a false statement in his application (KNA: PC/NZA/3/1/291).

An application from Malakwen Chumo was read to the Committee. He had asked for 47.50 Shillings and was a student at AAC Kapkolei. Councillor Kiplangat Arap

Mungotit was asked to go and investigate and report to the next meeting of the committee. An application for a bursary from Joel Koech for the sum of 250 shillings was read to the Committee. The Committee after considering the application awarded him full bursary for 1955 but in the event of him not passing KAPE the provisional bursary will be cancelled. The committee also received a bursary application by George Tonui who was a student at Kapsabet Secondary School. He was awarded a bursary of 180 shillings after it was learned that his father was poor and was unable to pay this amount. (KNA: PC/NZA/3/1/291).

During the Bursary, Education, and School Committee Meeting held on 3rd May 1955, the following applicants were considered to be awarded a bursary should the supplementary estimates of 1955 be approved by the Commissioner for Local Government.

Table 4.4: Bursary Awards by Bursary and Education School Committee

a) Rift Valley Rural Secondary School		
1.	Johana A. Chesengei	Shs 90
2.	Alexander Kipkorir	Shs 50
3.	Gabriel Arap Langat	Shs 50
4.	Micah Kipngeno Arap Tirop	Shs 80
5.	Kipkirui Arap Keter	Shs 50
6.	James Arap Koima	Shs 50
7.	Kiprono Arap Kaborok	Shs 50
8.	Jonathan Arap Kimetet	Shs 80
9.	Erastus Kipkoech Arap Ruto	Shs 75
10.	Jonathan Arap Kenduiwo	Shs 80
11.	Samwel Arap Kimeto	Shs 50
12.	Daniel Arap Laboso	Shs 75
13.	Maritim Arap Ngerechi	Shs 75
14.	Theophilus Arap Rono	Shs 50
15.	Moses Kiprono	Shs 50
16.	Chesilim Arap Boiyon	Shs 75
17.	Peter Kimeto	Shs 75
b) African Girls High School Kikuyu		
1.	Annah Cherotich	Shs 100
2.	EstahCherono	Shs 100
c) Government African School Kapsabet		
1.	Richard Kipruto Arap Towett	Shs 250
2.	Richard Kiplangat Arap Maritim	Shs 150
3.	John Kipkorir Arap Terer	Shs 200

The Committee estimated that the amount of 750 pounds were required for bursary applications in 1956. The Committee also recommended that the secretary be asked to send bursary application forms to the following schools; Alliance High School Kikuyu, African Girls High School, Kikuyu, Holy Ghost College Mangu, Thika, Rift Valley Rural Secondary School, Kapenguria, GA School Kapsabet, GA School Kakamega, GA School Kisii, GA School Kabianga, St Marys School, Yala, WGM Tenwek, AIM Litein, RCM Kaplong, WGM Cheptenye, AIM Cheborge, AIM Getarwet and WGM Longisa (KNA: PC/NZA/3/1/291).

4.6.2 Intermediate School Supervisor

Councillor Elija Arap Misoi explained to the Committee that the school supervisors were not qualified enough to check and supervise the work of teachers in the intermediate schools. The Education Officer said that he had brought up the matter in the District Education Board at Nakuru but he had failed to obtain money for employing a qualified intermediate school supervisor. He also said that there were few qualified T2 who could be taken as intermediate school supervisors. The Committee recommended that the supervision of intermediate schools should be the responsibility of the European Missionary and the supervision of primary schools and that the establishments of intermediate schools' supervisor be introduced in the district as there were enough intermediate schools to warrant this establishment. The Education Officer said that he was to bring up the matter and had already written to the Provincial Education Officer. (KNA: PC/NZA/3/1/291).

4.6.3 Scholarship for Overseas Education and Education of Illegitimate Children

The Committee felt that it was necessary to establish a scholarship fund to be set aside annually for overseas education when it was found out that there were special cases of students who when they were considered and recommended for overseas education were to be awarded a scholarship from that scholarship fund. The Committee strongly recommended and approved the establishment of a lump sum of money to be set aside for scholarships for prospective students who highly qualify for overseas education (KNA: PC/NZA/3/1/291).

Councillor Ezekiel Arap Birir explained to the Committee that children borne illegitimately should be given free education because most of these children were from poor families. The Committee felt that this was not necessary because schools' committees consider special cases when children are found that they come from poor families before they are granted remission of fees (KNA: PC/NZA/3/1/291).

4.6.4 Transfer of Education Department from Rift valley to Nyanza province and Capital Building Fund

The Committee felt that the district was lacking qualified teachers from other Districts of Nyanza province because the education department was under Rift-Valley Province administratively. The Education Officer said that he was able to employ teachers from other tribes if the local people had no objections to the proposal. He also said that there would be enough teachers in five years to come. The Committee recommended that the Education Department should be transferred to Nyanza Province even if it meant a reduction of students to secondary school. (KNA: PC/NZA/3/1/291). The Education Officer informed the Committee that they needed to understand the growing burden upon a local community of the costs of the Intermediate School building. He felt that the ADC must understand that it was a commitment to be met by the Kipsigis taxpayer on behalf of the whole Kipsigis Community. He mentioned the use of educational levy, in other areas. He believed that Kipsigis ADC might be asked to make an educational levy, secondly, Kipsigis ADC could be asked to allot funds for this purpose from Agricultural Betterment Funds Surplus balances to be given for use as the ADC and KDEB agreed. The Committee approved this suggestion and recommended that this matter be put before the Finance and General purposes

Committee for discussion whether an educational levy would be reasonable. (KNA: PC/NZA/3/1/291).

4.7 Education and Welfare Committee Resolutions

This was one of the sub-committees in KLNC. Its immense contribution was mainly realised through its deliberation on; bursaries awarded to poor children, Kericho DEB membership, the appointment of Kipsigis Assistant Education Officer, and employment of school children during school days, adult education in the reserve, and teachers houses in intermediate schools.

4.7.1 Bursary Awards to Poor children and KDEB Membership

The Committee on a meeting held on 19th November 1955 agreed that only in very exceptional cases would bursaries be paid in full, and only when the child's poverty has been proved. Every application would be referred to chiefs who would investigate and report the findings back to the District Education Board. (KNA: PC/NZA/3/1/291).

The recommendations of the District Education Board for the granting of bursaries to Kipsigis pupils were read to the Committee. The chairman explained the existing procedure concerning bursary grants. All applications were considered, and recommendations made by the KDEB then forwarded to the Bursary Committee. If there was any query, then it was referred to the KDEB which could give further consideration (KNA: PC/NZA/3/1/291).

It was noted in the 19th November 1955 meeting that the African members in the District Education Board were supervisory staff of that Board, and as such, it was felt that they would not freely voice their feelings. It was felt also that the African membership of that Board was inadequate. The meeting agreed that proposal be made to the District Education Board for African membership to be raised by one and recommended that the African District Council be asked to nominate its representative to this Board to replace the present members who were school supervisors (KNA: PC/NZA/3/1/291).

During the meeting of 20th February 1956, the Committee noted that the ADC recommended two names to replace the school supervisors in the KDEB. It was pointed out that once appointed, members of the KDEB are expected to serve for 3 years. The two school supervisors wished to continue to be members, and it was agreed that no further action be taken about replacing them. The Education Officer informed the meeting that there was no objection to the appointment of an extra member to the KDEB, and it was recommended that the council be asked to make the nomination (KNA: PC/NZA/3/1/291).

During the meeting held on 4th May 1956, the chairman reported to the Committee that he took up the matter of appointment of Councillor GA Belyon to the KDEB with the Education Department but his attention was drawn to the fact that there were already four members gazetted, namely Ezekiel A. Kirui, Arap Tamason, Jonathan A. Ngeno, and Samson A. Timing. He said unless any of these people wished to resign then they could not replace them, and under the ordinance, there were thus 4 ADC representatives already appointed to the Board (KNA: PC/NZA/3/1/291).

In 1957, the task of the KDEB was made immeasurably easier as the result of the ruling by the Director of Education that he could not agree to the opening of any further primary schools in the district until an overall ratio of 2 to 1 trained to untrained teachers had been achieved. This task was likely to take some years however, it was a moot point as to whether the expansion was to be held up for that long period. Enrolment during the year was as follows; standard I 7,444, Standard II 4203, Standard III 3514, Standard IV 2998, Standard V 661, Standard VI 502, Standard VII 388, and Standard VIII 250. The primary school sports association again held its annual athletics meeting at Kapkatet. The events were well attended and were watched by a very big crowd. (KNA: DC/KER/1/30).

4.7.2 Appointment of Kipsigis Assistant Education Officer and Employment of School Children during School Holidays

The Education and Welfare Committee recommended that a Kipsigis Assistant Education Officer be appointed for Kericho District. The chairman explained to the Committee that the Government appoints such officers, and the appointments had nothing to do with ADC's. These officers are posted where the Education Department considers it necessary depending on the number of schools. After some discussion, the meeting resolved that the Government be asked to consider appointing a Kipsigis Assistant Education Officer for Kericho District (KNA: PC/NZA/3/1/291).

It was reported that certain firms and individuals in the district employ children during school days. This practice was contrary to the ADC Resolution which had been initially passed to control young children running away from school for employment. It was pointed out that the guilty party in such cases were parents who did not cooperate to make the resolution work. The Committee decided to recommend that

publicity should be given through vernacular press and any other means drawing the parents' attention to this matter (KNA: PC/NZA/3/1/291).

According to Gadsen (1980), the years between 1945 and 1952 saw a sharp rise in the growth of an African controlled vernacular press in Kenya. He notes that these vernacular newspapers were prevalent among the educated and politically involved communities such as the Kikuyu, Luo, Luhya, Kamba, Meru and Embu. This study points out that Kipsigis under KLNC alongside other communities in Nyanza province, was not left behind in agitating for improvement of its social and economic welfare. It made use of vernacular newspapers to improve on educational matters as noted from the archival source above. This is further corroborated by Frederiksen (2011) who argued that groups involved in printing newspapers had a close connection to political organisations and their wish was to improve and enlighten.

4.7.3 Adult Education in the Reserve and Construction of Teachers' Houses in Intermediate Schools

The chairman explained that the initiative lies with interested individuals who should endeavour to attend classes regularly and pay fees to their teachers. The Committee recommended that publicity through the Kipsigis Newspaper should be given encouraging the establishment of Adult Literacy Classes in the Kipsigis Reserve (KNA: PC/NZA/3/1/291). The elders would go for classes in the afternoon when they had completed most of their daily chores particularly to learn the English language to enable them to read particularly the bible for those who were religious and a newspaper for those who were not religious (O.I Joseph Sitonik, 8/4/19). This view of mass education is supported by Kallaway (2005) who argues that from the 1930s,

colonial governments in Africa were increasingly faced with pressure from the international community which made the imperial government be on the defensive during the 1930s. The Committee agreed that the teachers' houses should be provided as far as possible in the intermediate schools. It was however pointed out that available funds might not be sufficient to put up buildings of a remarkably high standard, with ceiling board, water sanitation among others. The chairman wished it to be recorded that he had seen the houses already built and they were of good quality (KNA: PC/NZA/3/1/291).

4.8 Nyanza Joint Local Native Council Delegates Resolutions

This was a joint Local Native Councils meeting bringing together delegates from four Districts of Nyanza province namely, North Nyanza, Central Nyanza, South Nyanza, and Kericho. Their meetings deliberated on wide issues namely, boundaries of locations and Districts, Land Tenure Systems, leases for African traders, Control of Lake Victoria, among other pressing issues that were prevalent in these Districts. Education was also part of its deliberations.

The Joint Local Native Council Delegates meeting held on 30th August 1944 raised several issues concerning Education. It noted that no meeting of KDEB delegates had been called. Representatives of District Education Boards or Local Native Councils were, however, collaborating in many provincial activities for example in the work of the Arts and Crafts Society, the Executive Committee of Nyanza Local Scout Association, and the Provincial Literature Committee (KNA: PC/NZA/3/1/245). It was noted that the District Education Boards of South Kavirondo and Central Kavirondo had already agreed to raise fees from 1st January 1947 as follows; sub-A

shs 3, Sub-B Shs 4.50, I Shs 6, II Shs 9, III Shs 12, and IV Shs 15. It was hoped that KDEB North Kavirondo was to follow suit and not wait for the development plan to be completed in detail before doing so. For Kericho, it was indicated that there was a good reason for not raising the fees yet (KNA: PC/NZA/3/1/245).

4.8.1 Establishment of Provincial Development Planning Committee

A Provincial Planning Committee was set up by the Provincial Commissioner with the senior Education Officer as Chairman. Two representatives appointed by the Nyanza African Teachers' Union were to be members of this Committee therefore Messrs Akatsa and Ohanga were appointed. The planning of development in Elementary Education was to be carried out by District Education Planning Committee set up by DEBS with the Senior Education Officer as Chairman and the Education Officer as the Secretary. At least two Africans were to be appointed to these Committees, with power to co-opt additional members (KNA: PC/NZA/3/1/245).

The above-mentioned organisation seems to be contrary to the commonly held script that the colonial government did little to improve on African Education. As far as Nyanza Province is concerned, the existence of a structure such as the Provincial Planning Committee geared towards the advancement of African education in the province under colonial administrators namely, the Provincial Commissioner, Senior Education Officer, and Education Officer are more revealing. Whitehead (2007) reinforces the idea that the British were more liberal in terms of the provision of education. Unlike Germans, for example, the British never placed the same importance on vocational or trade training as part of formal schooling. British

education was traditionally conceived of in liberal/humanist tradition although it was rare for children to progress beyond the elementary stage of schooling.

In 1923 the colonial office established the Advisory Committee on Native Education in the colonies. This committee reviewed proposals on African Education and advised on specific matters that carried considerable weight with the colonial office, occasionally, it issued a more general policy statement for the colonial office. After the decision had been made, the secretary of state communicated the results to the colony where appropriate action was to be carried out (Schilling, 1980:52).

Responsibility for colonial administration was a joint venture of different colonial officers namely, the secretary of state, governor, members of legislative council who were either nominated or elected representatives, director of education among others. It is therefore important to point out that the attitudes of governors towards education varied from those who gave it a top priority to those who saw it as a drain of colonial revenues (Whitehead, 2007). Two governors who will always remember their crucial contribution to the development of education in their colonies were Sir Gordon Guggisberg and Sir Philip Mitchell. Guggisberg was responsible for the establishment of Achimota College in West Africa. Mitchell was largely responsible for the establishment of the De La Warr Commission of 1937 (Mitchell, 1954)

It is a common phenomenon in the literature review to refer to the British colonial education policy as if it were 'already designed course and purposefully carried into action but, that was never the case. Whitehead (2007) argues that the British had a long history of suspicion or mistrust of rigid and official control of education. The

British traditionally supported private initiative in education because it was thought to generate different aims and methods in contrast to standardisation and rigid uniformity of education across a given territory.

Within Nyanza Province in colonial Kenya, the British were liberal in implementing policies within different districts. A good example can be drawn from the case of fee standardization in Nyanza province where there was no uniformity. From 1st January as mentioned earlier, the DEB of South of Kavirondo had agreed to raise fees ranging from three shillings to fifteen shillings from sub-A to standard IV. North Kavirondo was to follow suit while Kericho was expected not to raise fees yet (KNA: PC/NZA/3/1/245).

Another equally important factor in the development and shaping of education in the British colonies was the ability and the standing of the Director of Education. In many colonies, departments of education were established in the 1920s. They rarely comprised more than a handful of officials and they were less considered to be important by the senior colonial administrators within the hierarchy of the colonial government. It is important to note that in the 1920s, most of the colonial governments had few educational experts within their ranks (whitehead, 2007:166).

As indicated by (Schilling, 1980) the colonial administration was actively involved in the policy-making process. Education Department was established in Kenya in 1911 under the leadership of James Orr who served until 1926 after which, Henry S. Scott took over up to 1934. The effectiveness of the department was frequently undermined by shortages of staff and financial resources. A good example can be drawn from the experience of the first director of education James Russell Orr who served between

19121 and 1926. He was the only administrator in Education Department therefore, he had full responsibility for supervising all aspects of European, Indian and African Education which was a monumental task for a single individual. By 1926 he had the assistance of a chief inspector of schools, a supervisor of technical education, and three inspectors of schools. James Orr lacked administrative skills and was easily buffeted by the conflicting currents of Kenya politics. He had little influence within the colonial administration during the last years of his service. Scott on the other hand never involved himself in the administrative infighting and gained the respect of many within the colonial administration (Schilling, 1980:53).

Most colonial governments, consequently, relied on the advice of the Advisory Council in London. By the late 1930s, there was a greater degree of confidence in handling educational issues, and directors of education were more readily acknowledged as experts in their field. However, it is important to indicate that the director's job was always difficult because of the various pressure groups that attempted to influence policy decisions (Whitehead, 2007:166). This is also highlighted by (Schilling, 1980) who noted that the policy formulation process in education, was a rather complex, complicated, and vigorous interaction between and within the administration in Kenya. The colonial office, the mission societies, the white settlers, and the African people generated educational policy. Each of these interest groups or institutions had a stake or interest in the development of an educational system for Africans and sought to influence the scope and nature of that system. Each had differing degrees and types of power which were brought to bear in the struggle over policy. Of these actors, all of them exercised almost total dominance over the formal decision-making process.

In Kenya, different pressure groups existed namely, white settlers, missionaries, local colonial officials, and local African pressure groups. Kipsigis LNC scenario was not different. It comprised of different actors who appropriated policy at the local level that represented the interests of each group. Its members particularly consisted of the local colonial officials who were mainly the District Commissioner, Education Officer, and sometimes Public Health Officers. Some missionaries mainly represented the existing missions in Kericho from AIM, NHM, and Catholic Mission.

Africans were mainly represented by two groups the nominated and elected members which also brought a political challenge and suspicion between the elected and nominated members. Age factor also clearly played out between the members as was raised by Dr, Taita Arap Towett during his address to the council. It was always normal for the young members to be militant in their decisions as compared to the older members.

4.8.2 Compulsory Education in Townships and African Assistant Inspectors of Schools

It was indicated that plans were ready for the erection of a Union School in Kisumu to take the place of the existing Salvation Army Schools. The school was to be under the management of a Board of Governors which has African representatives of the churches and Local Native Council. A similar Union school was planned for Kakamega. The District Commissioner for Kericho was not convinced that one was needed at that time in Kericho. In Kisii, a new LNC school was soon to be opened for the Township just below the Government School. Compulsory education of children resident in the township was to be considered when these schools were completed and

in working order (KNA: PC/NZA/3/1/245). According to Stephen Kosge (O.I Stephen Kosge, 7/8/18), Kipsigis were conservative people who shied away from Urban set-up, and the majority who worked preferred to leave the children at home under the care of the mothers. There was an African Inspector in the Districts of Central Kavirondo, North Kavirondo, and Kericho, and efforts had been made for some time to find a right man for the post vacant in South Kavirondo. The Kericho African Inspector was of too low qualification to be satisfactory. Also, there were in 1947 18 African Supervisors employed by missionary bodies all of whom had sent in copies of their reports to the Senior Education Officer and all had attended the annual Conference held in Kisumu in January (KNA: PC/NZA/3/1/245).

4.8.3 Establishment of public libraries and Nyanza Joint Local Native Council Education Bursaries

In Kisii, the LNC had started a Library for Africans. The North Kavirondo LNC was about to establish a Library system. By the generosity of the British Council, a very good Municipal library open to all races had been started in Kisumu, housed in the Education Office. The latter library was free, those who wished to borrow books were to pay a small deposit returnable if and when they ceased to be members (KNA: PC/NZA/3/1/245).

Kenya African children who qualified for Secondary education and who could not obtain entry to Kenya secondary schools because there were no rooms but managed to gain entry to Uganda or Tanzania secondary schools were considered eligible to receive bursaries and a number were doing so at Nabumale, Namilyango, and Tororo. Such boys if they later qualified for Makerere, were eligible to receive bursaries for

Makerere fees and at least one of these categories at that moment was at Makerere in the Schoolmaster's Course (KNA: PC/NZA/3/1/245). This was corroborated by the accounts (O.I Esther Boiyon, 6/4/19) whose brother Kimalel A. Mutai studied in Bugema in 1965. Another student at Bugema in Uganda at that time was the son of Zablou A. Cheptal one of the SDA converts at Chemomul in Belgut. The son was a student at Nyanchwa before proceeding to Bugema.

4.8.4 Industrial Technical Training Centre and College in Kenya

During the Joint Local Native Council Delegate meeting held 28th- 31st October 1947, it was requested that an Industrial and Technical Training Centre be opened in Nyanza Province. The Chief Native Commissioner replied that he would make representations to the Government. The meeting also requested that a college of equal status to that of Makerere College was to be built in Kenya. The meeting stated that Kenya students do not find admission into Makerere College in sufficient numbers. The Chief Native Commissioner in his reply said that there was still enough room in Makerere College for Kenya students and that Kenya would continue to send students there (KNA: PC/NZA/3/1/245).

During the Joint Local Native Council Delegate meeting held on 19th-17th June 1948, the Provincial Commissioner told the Council that it was hoped that the old NTID which was then being used exclusively for training ex-servicemen, would in the future begin to cater for civilians as well. It had been proposed that Nyanza should have its centre also. In that connection, the Provincial Commissioner informed the delegates that Mr. Whate of PWD Maseno had already made a start in that he was having about 20 apprentices under him at Maseno. It was hoped that when the buildings at Maseno

were completed, the apprentices would then move to Kisumu and be accommodated in some buildings below the Arab quarters and old military camp close by there (KNA: PC/NZA/3/1/245).

The provincial Commissioner then concluded by saying that he was approaching the authorities with a suggestion that when the then prison premises were evacuated, the premises would be turned into a N.I.T.D for Nyanza. The meeting in expressing what the Provincial Commissioner had done and was doing in the matter wished it conveyed to the Government that the establishment of the institution in Nyanza would be completed immediately (KNA: PC/NZA/3/1/245).

During the meeting of 18th November 1948, the delegates wished to be informed how far the question of the establishment of Industrial Training Institution in Nyanza had progressed. In the last meeting, delegates expressed a desire to implementation of that Institution in Nyanza immediately. While giving Progress Report on minutes of Nyanza LNC Delegates meeting of June 1948, the Provincial Commissioner said that no further action had been taken by the Government regarding the Nyanza Training Centre, but the Government African Trade School at Thika was to be opened in January 1949 and was expected to admit 80 apprentices of whom 40 were to be trained as masons and 40 as carpenters. In the second half of 1949, civilians would be accepted at Kabete Training Centre. He further indicated in his progress report of 1st November 1949 that the Industrial Training Centre had not progressed much further but was still being pursued although there were many difficulties (KNA: PC/NZA/3/1/245).

The provincial Commissioner during the meeting of 2nd December 1949, informed the delegates that his Excellency the Governor of Kenya during his speech to the Central Nyanza Local Native Council said Government was considering building an Industrial Training College in Nairobi to cater for the whole colony and that smaller Industrial Training Schools would be built in other places like Kisumu, Kisii, Kakamega and so on. (KNA: PC/NZA/3/1/245).

4.8.5 Six Acres for Approved School in Nyanza

The Provincial Commissioner informed the delegates that in addition to lack of accommodation at the approved school Kabete, it was considered wrong to mix the upcountry youths with the Nairobi youths where the up-country youths would acquire some of the bad habits of the urban youths. Consequently, it was proposed that each Province in the colony needed to have its own approved school (KNA: PC/NZA/3/1/245).

The Secretary LNC North Kavirondo asked that delegates should not look on to North Kavirondo forests reserve as a possibility. North Kavirondo LNC had agreed to provide 700 acres from the North Kavirondo forest reserve for the first offender's prison. The South Kavirondo delegates proposed that land be acquired at Oyani in South Kavirondo for the school. The meeting unanimously supported the proposal (KNA: PC/NZA/3/1/245). In the Joint Local Native Council Delegate meeting held on 18th November 1948, the Provincial Commissioner informed the delegates that he had been advised by the Commissioner of Prisons Nairobi that the land agreed upon at Oyani in South Kavirondo for setting up a Provincial Approved School was not suitable for reasons of its isolation, and asked the delegates to consider the provision

of land elsewhere. The Provincial Commissioner explained to the meeting that it had always been his wish that the school should be situated at Kakamega, so that the Township, the Reserve, and the Forest should contribute their part to the school. The area required was 600 acres but the Commissioner of Prisons was if necessary willing to accept a smaller area provided it was not less than 200 acres (KNA: PC/NZA/3/1/245). The delegates from North Kavirondo expressed strong objection to the erection of this school at Kakamega. They had already provided 700 acres from the North Nyanza Forest Reserve for Prison for first offenders, and there was no more land left to be spared. The North Kavirondo delegates reminded the meeting that it was generally known that because of the shortage of land inhabitants of Maragoli were emigrating to South Nyanza, and they were surprised to hear that Government was still looking to North Kavirondo to provide land. After a lengthy discussion, the meeting decided that the Provincial Commissioner be asked to inform the Commissioner of Prisons that no land was to be found anywhere else except at Oyani in South Nyanza. The delegates agreed that there would be no objection if the school was to be established in the Kakamega town without extending the township further (KNA: PC/NZA/3/1/245). In his progress report on minutes of Nyanza LNC delegates' meeting of June 1948, the Provincial Commissioner stated that the 600 acres for approved school in Nyanza were still under consideration by the Commissioner of Prisons.

4.8.6 Nomination of Members to Board of Governors at Alliance High School and African Girls' High School

The Provincial Commissioner stated that Mr. Paul Mboya had been a member of the Board and his time was to expire at end of 1948. He considered it desirable that the

new member was to be an Abaluhya. He asked the delegates to appoint a new member. It was also noted that the nomination of the female member to the Board of Governors for African Girls High School (CSM) was to be done. The Provincial Commissioner asked the delegates to nominate a woman member for appointment to this Board (KNA: PC/NZA/3/1/245). The term of office for the nominees who were serving in the Alliance High School Board of Governors of which Mr. Paul Mboya was a member was to terminate at the end of the year. The Provincial Commissioner was desirous that the new member was to be chief from North Nyanza. The meeting agreed and the following proposal was made; Chief Jonathan Barasa proposed by Mr. Joel Omino and seconded by Mr. Ombito Washington and carried unanimously. The nominee to the Board of Governors to proposed African Girls' High School (CSM) was Miss Mary Oloo of Central Nyanza. She was proposed by Joel Omino and seconded by Rev. S. Nyende and carried unanimously (KNA: PC/NZA/3/1/245).

4.8.7 School Buildings and Arrears for T2 Teachers and Gratuities for Ex DEB Teachers

The delegates appreciated that the Government building grant was about to be raised to 150 pounds for all approved Primary Schools. As the LNC had decided to construct permanent buildings, the grant was considered inadequate and it was suggested that the grants be increased to 300 pounds. The local Native Councils were to contribute the same amount as supplementary grants throughout the province. It was decided that the Government building grants were to be handed over to the Local Native Councils who were to carry out the construction of the school buildings with their building organization set up in each district (KNA: PC/NZA/3/1/245).

A Delegate from North Nyanza LNC informed the meeting that it was the wish of his council that T2 teachers who were employed in primary schools be paid their arrears by the council. This matter was discussed at length, and it appeared that commitments of most LNCS would be great if the wish of North Nyanza was adopted. Senior Education Officer's letter Ref. No. E. MEET/P/LNC/DEL/57 was read and explained to the delegates meeting and it was eventually decided that no arrears should be paid to T2 teachers in primary schools (KNA: PC/NZA/3/1/245). Senior Education Officer's letter No. E. MEET/P/LNC/DEL/57 of 23.11.49, also extract from code of regulations No. 745 were read. It was stated that Ex DEB teachers who have left teaching after serving for a long time were not allowed the privilege of getting gratuities. The delegates recommended that all LNC employees including DEB teachers after having served for the required length of time should be granted gratuities payable by local Native Councils (KNA: PC/NZA/3/1/245).

In general, educational initiatives and resolutions in KLNC were products of several institutions namely, KDEB, KLNC, KADC, Finance and General Purposes Committee, Bursary and Education Schools Committee, Education and Welfare Committee and NJLNCD. Each of these institutions were instrumental in enacting resolutions that aided positive development of education in KLNC. Some resolutions such as education bursaries, building grants and school supervision were deliberated in almost all the institutions. Many aspirations were put forward but it is one thing to aspire and another to have them fulfilled. As the example of the actual developments in the period show, only so much could be done.

4.9 The Establishment, Growth, and Development of Primary and Secondary Education in Kericho Local Native Council

4.9.1 Introduction

The establishment of both primary and secondary education in Kericho was a slow process as compared to other Districts of Nyanza Province. Bogonko (1983) noted that Kabianga GAS was established in 1924, this was a pioneer secondary school in Kipsigis LNC although its success was hindered by several challenges such as poor road network to the school, therefore, making its accessibility impossible during the rainy season. It was also a challenge to get quality teachers from the local community to teach in Kabianga owing to the poor quality of teaching in the out schools which led to the poor performance of Kabianga School particularly in English, therefore, limiting the number of possible teacher trainees who were to be admitted to teacher training centres outside the district.

4.9.2 Establishment, Growth and Development Kabianga Government African School

This School was originally situated at Kericho and was opened in 1925 with an average during that year of 32 pupils. This was corroborated by Bogonko (1983) who noted that the school was established in 1925 under the name Lumbwa Industrial Mission. He indicated that the school was established by the colonial government to produce technically oriented persons who were to look after the low levels of colonial factories, building industry, and agriculture at minimal costs. Such people went through such schools, before proceeding to NITD Kabete. According to Kuster (2007), technical, vocational, and agricultural education was prevalent in the two first Government African schools in Zimbabwe namely, Domboshawa in Mashonaland

and Tjolutjo in Matabeleland. The other well-known technical school that produced technicians in Kenya, was Machakos School. This was affirmed by Langat (O.I Philip Langat, 2/3/19) who was a student at the school in 1955 when Eiton was the principal stated that admission to a higher institution of learning depended on the learner's performance. Individual learner performance after KAPE was classified into three categories namely, distinction, credit, and pass. Those who obtained a distinction were admitted to Alliance, Kakamega, Butere, Shimo la Tewa, Mang'u, Kapsabet, Yala, Maseno, or any other well-established secondary school. Those who obtained a pass proceeded to NITD Kabete.

There was a certain amount of undisclosed opposition to the school from the warrior age. During 1926 and 1927 the numerous changes of principals made any satisfactory progress impossible, in the latter year it was finally decided to move the school into the reserve near Mobego (KNA: DC/KER/3/7). This was corroborated by Rono (2000) who notes that the relocation of the school to Mobego in Kabianga which is twenty-five kilometres from Kericho town, was recommended by both the Director of Education and the Kipsigis School Area committee. Mobego was chosen due to the availability of land for agricultural and grazing and because raw building materials were readily available. In 1928 a further change of Principal occurred, but a definite start was made at Kabianga, the water supply was laid on and two dormitories, classrooms were built by Education Department Technical staff. The average attendance was 45 (KNA: DC/KER/3/7). Bogonko (1983) asserts that the school was established by the colonial administration because of the inability of AIM and National Holiness Mission to adequately penetrate and to achieve sufficient results in the Kericho District.

The kind of education offered in Government African Schools was not meant to put Africans on the same level as the Europeans and Asian artisans and contractors in the labour market. E. Bliss told Kericho School Area Committee in November 1927, that government schools for Africans aimed to adopt learners to their reserves by practising better habits of cleanliness and industry and to turn out boys who were efficient for the demands of modern civilisation, and able to carry out technical work on European farms and estates (KNA: PC /NZA/PC/ 3/10/1/6). This is corroborated by Kuster (2007) who noted that agricultural and technical education was aimed at serving the needs of rural communities rather than the provision of sophisticated knowledge. This was in tandem with the proposals of the Phelps-Stoke commission (1924) which proposed the development of village industries driven by the following curriculum: weaving, leather-work, basket-making pottery, and mat-making. This points out the hidden competing interest of different actors in the provision of education and the purpose that education served. While the local community was willing to send their sons to this kind of school, they were unable to discern the trap laid out to them of cultivation of cheap labour out of their sons who were meant to serve on completion of their studies in the lower tier of the public service set-up as servicemen and technicians. Bogonko (1983) asserts that all that Africans were to become were foremen, artisans, carpenters, and masons in the lowest cadres in the industrial life of the country.

It is evident from Bogonko's (1983) perspective that differences of emphasis emerged in Kericho about the chief aim of Kabianga GAS. Different players aspired for the different aim of the school; there were Department of Education and District/ Provincial administration, on one hand, advocating for the technical type of education

and the Kipsigis community agitating for a more academic type of education compared with what was offered by AIM, NHM and catholic missions which were active in the area. It was finally decided that carpentry, building, ironwork, motor mechanics, agriculture as well as literary subjects were to be taught. This was corroborated by responses of former students (O.I Joseph Langat, 3/4/18, O.I Philip Langat 2/3/19, O.I John Terer, 1/11/18) that the following subjects were taught Arithmetic, Kiswahili/English, masonry, Agriculture, Nature study, Hygiene, mathematics, Geography, Rural Science, History, and tailoring.

In 1930 the school entered the Denham Drill Shield. Heavy rains delayed the building program, but a dining and recreation room, kitchen, store, and Carpenter's shop were finished. Blacksmiths' work was added to the technical side. Six pupils passed elementary 'B' to Kabete Carpenters stone. Average attendance at the year was about seventy-five (KNA: DC/KER/3/7).

Colonel P. Weir was the principal in charge until 1st September 1930 when he handed over to Mr. A. W. Hensman and proceeded on leave. Mr. Hensman was acting Principal for the rest of the year. He arrived at Kabianga as a leading artisan in charge of the construction of new buildings on the 20th March 1930. Mr. White was at Kabianga from the 11th July 1930 to the 12th September 1930 and was in charge of NITD mason apprentices employed on new buildings. He was relieved by Mr. Mole who was at the school till the end of the year. The average number of pupils during the year was seventy-nine (KNA: DC/KER/1/3).

The District Commissioner in his annual report expressed greater hopes about the school than he could have entertained a few months before. The school had been moved out to Kabianga from Kericho at the beginning of 1929, and many difficulties had to be overcome since then. Until August 1930, excessive rains had seriously interrupted the building programme for the year, the whole place looked untidy and there was an air of dejection about it. The last three or four months of comparatively fine weather had seen a great improvement and some excellent new buildings were erected during that time, and things were getting more comfortable and tidier and a happier atmosphere prevailed (KNA: DC/KER/1/3).

The general progress of the pupils had been good. The physical training, they received had much improved their health. They were progressing favourably with their school lessons, carpentry, and gardening. (KNA: DC/KER/3/7). Further buildings were completed by NITD including the assistant masters and a new dormitory. There was some difficulty with the boys who marched to Kericho with various complaints in September, it seemed that the Sunday quasi-religious class was unpopular as an idea gained ground that there was likely to be interference with their established native customs. These classes were stopped. The difficulty was experienced over the teachers, but some real progress was apparent and three Lumbwa (Kipsigis) became pupil teachers. The grounds were improved and cleared of the bush. The blacksmith's work ceased but sewing was started, and a native instructor sent for that purpose. Average attendance was 68 during the year and went to Kabete for Carpenters course (KNA: DC/KER/3/7).

The Kipsigis Local Native Council expended a considerable sum of money in 1931 for several purposes including education, particularly the Government School. A one shilling poll rate was voted for 1932; and it was expected that if famine requirements did not absorb a great deal, some more progressive ventures as regards veterinary, medical, and Education services were to be launched in 1933 (KNA: DC/KER/1/4).

In 1931, Lt. Col.P. Weir, the Principal took extended leave on a Teachers Course and did not return till 1st August. Mr. Hensman Carpentry Instructor acted during his absence leaving at the end of October. An assistant Master's house, a new dormitory, dining hall, kitchen, and store were completed during the year. Except for more native teachers' quarters, the existing buildings met immediate requirements. The accommodation was sufficient for 90 boys. (KNA: DC/KER/1/4). The school suffered many vicissitudes, chiefly owing to change of Principals, and difficulties were also experienced when the general routine was altered in the autumn term. The average attendance over the year was 68. Inspections were carried out by the Inspectors of Schools Nyanza and in October by the then Acting Director where they disclosed the main difficulty as teachers. One pupil was admitted to the Agricultural School Bukura and a tailoring instructor was added to the staff in April (KNA: DC/KER/1/4).

Mr. Ernest Webb Inspector of Schools Nyanza province in his report concerning attendance indicated ninety students on roll and seventy-eight students as present. Of the twelve bots who were absent, three had been taken on probation by the Telegraph Department in December 1929 and by the time of inspection, they had not returned. The Inspector of Schools suggested that their names were to be written off the books.

He also indicated that six boys had been absent for several months in connection with circumcision rites (KNA: PC/NZA/3/6/82). The disparity amongst the ages of the pupils made the principal's task difficult, but the District Commissioner believed that when teachers will have been trained and out schools established, a consequent raising of the admission standard would enable the general level to be more advanced. The school was certainly one of the greatest assets of the reserve and it served not merely as a centre for the education of individuals, but for the whole reserve as pupils were drafted after their preliminary schooling, to other government institutions such as Native Industrial Training Depot, Agricultural, Veterinary and Medical Schools. On returning from their training, they materially assisted the economics and hygienic progress of the reserve (KNA: DC/KER/1/4).

An inspection report by Ernest Webb the Inspector of Schools Nyanza Province carried out on 1st March 1931 listed the following as the members of staff for G.A.S Kabianga; Acting Principal was Mr. A.W. Hensman, Technical Assistant was Mr. Mole. The native Teachers and Instructors were Daniel Arap Kiror, Arap Kikwai who was a Pupil-teacher, Kibabu who was a Carpenter Instructor from NITD and also taught literary work Standard I in the afternoon, Musau wa Yanga who hold Elementary "B" Teachers Certificate and a Sergeant from K.A.R. who took Drill and supervised all manual work and games (KNA: PC/NZA/3/6/82).

Lieut.Col. P. Weir left in July 1932 and Mr. C. Berridge a Technical Instructor was temporarily in charge until Mr. Glanville arrived in November. Mr. Berridge remained in charge of Technical Instruction. It was unfortunate that these changes of Principals in the School were necessary. There was a total of ten Principals in eight

years but it was believed that if the staff were to get long innings, then it was reasonable to expect that steady progress was to be achieved (KNA: DC/KER/1/5).

The number of daily attendances was seventy-seven and the number of absentees was still high. The District Commissioner believed that this difficulty was to be overcome to a great extent by the establishment of out-schools. Twenty-one apprentices in carpentry and tailoring went to Kabete and three pupil teachers obtained the Elementary Teachers Certificate. His Excellency the Governor visited the School in July and the District Commissioner also made several visits. The Director of Education also inspected the school (KNA: DC/KER/1/5).

Several glaring issues emerged from the inspection report carried on 7th and 8th January 1932 by Mr. C.E Donovan who was the Inspector of Schools Nyanza Province. First, the replacement of teachers who left the school took time to be done. A good example was the case of Daniel A. Kikwai who had not been replaced by 7th and 8th January 1932 despite indication by the Inspector that he needed to have been replaced by 17th November 1931. Another issue of concern that emerged was the number of hours devoted by each teacher to classwork. It was pointed out by Mr. Donovan that trained teachers had much spare time as compared to untrained teachers. The distribution of hours to classwork per teacher was as follows; Arap Kikwai 27 hours, Musau wa Wanga 26 hours, Arap Kenduiwo 28 ½ hours, Arap Kiror 25 hours, Wambua wa Nzau 34 ½ hours, and Daudi Kibiati 34 ½ hours (KNA: PC/NZA/3/6/82). It should be noted that a teacher such as Musau was a trained teacher therefore he ought to have had more time to supervise the work of pupil teachers.

An extra teacher's house was required and was provided for in 1933 estimates. Dormitory, accommodation, and classrooms were sufficient for the needs of that time. Many vicissitudes had hindered the school's activities and though there was a fair demand for education, one could not conclude that it was widespread. The school was unfortunately not situated in a stock-raising area but with time it was hoped that agricultural instruction was going to be available and learners would be sent to a Veterinary Training Centre for further education. From Kabianga School, one would be able to proceed to Central Institutions where higher Education was available (KNA: DC/KER/1/5).

Mr. Glanville as the Principal was in charge throughout 1933. Mr. Berridge the Technical Instructor went in August for an Agricultural course and was expected to return for the first term of 1934. There was evidence of great improvement in the school and it was a pleasant sign to hear that the LNC had unanimously voted to increase the grant for the school. An out school in a temporary building had been started in Sotik and it had shown promise of success. (KNA: DC/KER/1/6). It was expected that with a few out schools, it would be possible to level up the age average at Kabianga. There was too much disparity amongst the ages of the pupils at Kabianga at that time. LNC passed a by-law to bind parents to enforce their children's attendance but the improved conditions had made the order superfluous, very few absentees at that time were reported (KNA: DC/KER/1/6).

In 1934 Mr. W.J Glanville had been the Principal of Government African School throughout the year and had been without an assistant. The appearance of the school at that time and the turnout of pupils gave him the greatest credit. It was most

unfortunate that the Government had insisted on the grant from the LNC being reduced in 1935. The out school in Sotik had not been a success and had suffered from inadequate supervision (KNA: DC/KER/1/5).

Mr. Glanville who had single-handedly ran Kabianga could not have spared time to run Kabianga and our school which was located forty kilometres away. Another out school had been built near Kapsaos and was expected to be opened in January 1935. This was situated only three miles away from Kericho station and in the immediate neighbourhood of Mr. Orchardson's estate and he had volunteered to keep an eye on the school therefore supervision of the school was not to be a problem (KNA: DC/KER/1/7).

In 1935 Mr. W. J. Glanville was the Principal of Kabianga Government School throughout the year and was assisted by Mr. E.I. Roberts a Technical Instructor from February. All the African teachers and instructors except one were Kipsigis. One building: a fireproof store and classroom was erected during the year. Thirteen pupils were admitted to the primary school making a total of twenty-seven in the primary school and twenty in standard three. Four carpenters and one tailor were transferred to the Native Industrial Training Depot (KNA: DC/KER/1/8).

Mr. Glanville reported during the year that school work was disorganized to some extent by initiation ceremonies. Many pupils asked for circumcision leave and others left without asking for leave. It was noted however that most of them returned eventually. Lack of unity in the time and place of the ceremonies and the usual local people inability to apply themselves to the matter in hand accounted for the

disorganisation. The principal felt that schoolboys who had been through the rite settled down afterward and appeared to be more capable of rational conduct. For this reason, he thought it was preferable whenever possible to admit boys to a school that had passed this stage because they learn more quickly and were mentally more balanced (KNA: DC/KER/1/8).

Mr. Glanville reported that his schoolboys did not show any great eagerness to acquire literary knowledge but responded well to games, physical training, discipline, music, and to a lesser extent, agriculture, and other technical subjects. From the health point of view, the school was fortunate during the year and the Medical Officer remarked on the great improvement in the physique (KNA: DC/KER/1/8). Concerning games, the school did well in football although the team suffered one serious defeat by the Government African School Kakamega. The athletic team in the Provincial Sports and did well in the Olympic Games. Since the senior team won the Denham Drill Shield in 1934, the enthusiasm for physical training had become remarkable (KNA: DC/KER/1/8). Agricultural work in the school was especially noteworthy. The maize crop from 1934 kept the school supplied with flour until May 1935. Eighteen hundred black wattle trees were planted. Experiments in resisting soil erosion were continued. Particularly interesting in this connection was the use of Napier Grass with many of the boys taking planting materials to plant near their own homes during the vacation. Another activity in the school was scouting which had flourished under the charge of Mr. Roberts (KNA: DC/KER/1/8).

During 1936, Glanville was still the Principal of Government African School Kabianga until he left for home leave in January 1937. On 1st February 1937, Mr. A.S.

Walford took charge. He was assisted by Mr. E. I. Roberts until May, then by Mr. W. H. Oglenby Mr. Roberts having been transferred to Kapsabet. Of the seven African teachers at the end of the year, four were Kipsigis, one Kikuyu, one Kamba, and one Luo (KNA: DC/KER/1/9). The average roll for the year was ninety-six and the average attendance was eighty-five. At the end of the year there were ninety-three on the roll distributed as follows; sub-standards and standard I was 24, Standards II and III were 41, and Standards IV to VI were 28. Three of the eight boys who took the primary examination passed. Of the boys who left the school during the year, one became a telephone exchange operator at Jamji, one went to Jeanes School as a pupil on the smallholding and one was found work at the Kericho garage (KNA: DC/KER/1/9). No new buildings were erected during the year, but several minor alterations and additions were made. Sewing, carpentry, and clay moulding were taught and agriculture and animal husbandry were important features of the curriculum, the objective being to gradually build a native holding with a dairy, milking-shed, and calf-shed all built from inexpensive materials. The health of the school had been good throughout the year apart from a mild outbreak of mumps (KNA: DC/KER/1/9). Good progress had been made in football, athletics, and physical training, and other activities of the school included dramatic entertainments, singing, scouting, wattle planting, hide-drying a co-operative shop, and a school magazine. At that time the school had two out-schools one in Sotik and the other one near Kericho. They were both sufficiently successful and this justified their continuance (KNA: DC/KER/1/9).

The Government African School Kabianga was under administration of Mr. A. S. Walford until the end of the year Mr. A. Roberts arrived to take over. The Technical

Instructor was Mr. W.H. Oglenby throughout the year and the African teaching staff consisted of five Kipsigis, one Kikuyu, and one Luo. The number on the roll at the end of the year was 102, of which 71 were Elementary and 31 Primary. Three of the four boys entered for the Primary Examination passed. (KNA: DC/KER/1/10). No new permanent buildings were undertaken during the year, but a teacher's house of local materials was built near the dairy and farm and formed part of small-holding within the school grounds. A small building for African visitors was built and a large building that served as a playroom gymnasium was also constructed. Sewing and carpentry were taught the latter became popular. Considerable emphasis was laid on Agriculture and Animal husbandry. (KNA: DC/KER/1/10). Good progress continued to be made in football, athletics, and physical training. Other activities of the school included dramatic entertainments, singing, scouting, wattle planting, a co-operative shop, and a school magazine. About discipline, the principal reported that running away had ceased to be a major problem. The prefects worked very well. The health of the boys remained good although there were few cases of malaria and outbreaks of mumps and chickenpox. An attempt had been made to improve the diet, which the Bio-Chemist thought might have been deficient in Calcium and Phosphorus. Fresh vegetables particularly carrots which the boys liked raw, were grown to an increasing extent (KNA: DC/KER/1/10).

Kabianga had one out-school at that time because the one in Belgut was closed due to failure. The remaining school at Kyogong in Sotik was well run by a teacher named Arap Kikwai and the average attendance in the school for the last term of the year was twenty. By arrangement with the Director of Education, the Local Native Council was to be responsible in 1938 for the fees of the Elementary pupils only, so leaving funds

at its disposal for the assistance of Mission Schools. In effect, this meant that the Local Native Council was now responsible for Elementary education in the reserve and the Central Government for Primary (KNA: DC/KER/1/10). An important feature of Kabianga School was its obvious influence on the reserve at large. The families and friends of the teachers and schoolboys showed great interest in the improved methods of agriculture taught at the school and in some cases imitating them (KNA: DC/KER/1/10). The principal reported that a change of principal in 1938 and the reduction of the European staff from two to one, had a slightly adverse effect. Despite that, the school had successfully carried out its usual lines of activity. The staff consisted of eight native teachers whom five were Kipsigis. The average number on the roll was as follows; Elementary were 57 boys and in primary, there were 45 pupils of whom 95 were boarders. (KNA: DC/KER/1/11). Six boys passed the primary School examination, but none was recommended for secondary education which was disappointing. Health was good while the standard of athletics remained high, the Montgomery Shield being held at Kisumu. Two teachers and one pupil took part in the Olympic games at Nairobi and one teacher went on to Kampala as a Kenya Cap. The Kyogong out-school continued to flourish under an able native teacher. The average attendance was twenty. Kiptere out-school in Belgut only began in December 1938, when the Local Chief secured an attendance of seventy-six learners which was not easy to maintain (KNA: DC/KER/1/11).

The chief demand in 1949 was for Government African School Kabianga to become a Senior Secondary School. At that time, few eligible pupils were sent to Kisii. As Government had promised an extension of Kabianga, it was with surprise that one learns that no mention of honouring the promise was made in the Beecher Committee

Report (KNA: DC/KER/1/22). Secondary Education at Government African School Kabianga had a remarkably successful year in 1949. Discipline had been tightened and the age of boys entering the school was much younger than formerly. A start was made with the extensions under DARA during the year. A European building instructor was posted to Kabianga and began work on the new tuition block which was to be completed in September 1950. The school farm did excellently as well as the demonstration plots. Athletics as usual were outstanding. The N.H.M. at Tenwek also had a secondary school for both boys and girls (KNA: DC/KER/1/22).

In 1950, the District Commissioner Kericho while writing to the Director of Education, indicated that he was surprised to find that no provision for a senior secondary school at Kabianga had been made in the Beecher report because Mr. Larby in 1947 had informed; the District Commissioners' Meeting Rift Valley Province, the Joint Rift Valley LNC meeting at which Kipsigis delegates were present and Kipsigis LNC that Kabianga was to be the senior secondary for the Nandi speaking ethnic communities. The District Commissioner was informed verbally that this was due to an oversight therefore, he wrote to the Director of Education for confirmation that this was the case (KNA PC/3/6/81). While responding to the District Commissioner, the Director of Education indicated that the schedules attached to the Beecher Report were only tentative and used as a basis for estimating the financial cost of its recommendations. He pledged that the Education Department was committed to meeting its obligation to the Kipsigis people. (KNA: PC/3/6/81). Majority of teachers were male teachers, however, there were few European female teachers. From 1955-57 the Principal at Kabianga GAS was Eiton and from 1958 Mr. Popkin took over and the number of pupils was 36; this was the last lot of intermediate before being admitted for teacher training. Learning materials used

particularly books were Oxford book for English, *Elimu ya Kiswahili Book I* and *Book II, Kwondo ne Ng'alale* (Talking Woman) as a Kalenjin reader. The fees paid were thirty shillings per year. (O.I Paul Cheruiyot, 6/5/18).

4.9.3 Kipsigis Girls School

A proposal to establish a girls' secondary school in Kericho was made to T.G Benson a senior education Nyanza in 1946 by Kipsigis District Education Board and LNC. At the time when the proposal was made, the senior education officer Nyanza confirmed that 5000 pounds were lying idle, and that provision of a government girls' school in the Kericho district was going to be incorporated in the Nyanza Department plans (KNA: PC/NZA/3/6/83).

In a letter written by M. Janisch, a representative of the Education Department to the Senior Education Officer Nyanza dated 2nd September 1946, it was clear that a school for girls in the Kipsigis had been included in the provincial development plans and the Provincial Commissioner did not consider the school should be paid for by local funds. Mr. Janisch could not commit himself that the Government accepted the Kipsigis proposal but did say that the chairman of DARA appreciated the effort that the Kipsigis people had made. He recommended to Government that a girls' school for the Kipsigis was to be a responsibility of the Government and that the 5000 pounds raised through the special rate were to be devoted to the matter of elementary education (KNA: PC/NZA/3/6/83). This affirms (Schilling, 1976) view that the colonial government always took long time to provide approval for construction of schools by LNCs. In some cases, the sinking funds that had been set aside for

construction of schools, ended up being expended in other projects that were non-related to education such as famine relief as it happened in Central Nyanza.

In a meeting held on 26th May 1947 at the office of senior education officer Nyanza, attended by acting senior education officer Rift valley, Rev. Father Rowlands, Rev. R.K Smith, and C. Barnett, it was unanimously decided that a government girl secondary school were at the time unnecessary, there being too few girls passing out of standard VI (KNA: PC/NZA/3/6/83). At the end of 1946 table 6.1 below shows the number of girls in STD V, STD VI, Form I, and Form II in Kericho.

Table 4.5: Number of girls in Std IV, VI, Form I and II in Kericho in 1946

	STD V	STD VI	FORM I	FORM II
Tenwek Girls	7	5	5	-
Other NHM Schools	8	-	-	-
Litein Girls	14	3	-	-
Other AIM Schools	26	8	-	-
LNC Schools	1	-	-	-
RC Schools	-	-	-	-
Totals	56	16	5	Nil

Source: KNA: PC/NZA/3/6/83

Their argument was that, it was evident that there were not at the time enough girls proceeding from standard VI to form I to justify the immediate establishment of a separate Girls Government School. There was little prospect of the situation improving until girls were better taught particularly at standard V and VI levels. Better teaching at the time was given in mission schools. Furthermore, people would with greater confidence send their children to an impersonal government school, therefore, the government believed that 5000 pounds was to be devoted to primary education but KDEB was against it (KNA: PC/NZA/3/6/83).

The missionaries and colonial administrators' opposition towards establishment of Kipsigis secondary school confirms (Schilling, 1976) view that the colonial government wanted to co-opt LNC resources for the benefit of colony's education system and missionary education. The argument that there were few girls proceeding from standard VI to Form I in KLNC was untrue. According to Recho Bore (O.I Recho Bore) the pioneer class of 1955 had an enrolment of thirty girls. This figure shows limited variation with sixteen girls that were completing standard VI in 1946.

The opinion that the establishment of a government girls' school was unnecessary at the time was implied in a letter by the Rift Valley Provincial Education Officer to the Director of Education on 4th April 1951. He indicated that he had not intended to imply that girls' education was dead in Kericho but only that the need for a government school had expired. He noted that if the Director of Education felt that funds would be forthcoming for the establishment of Government Kipsigis girls, but he imagined that it would be much more expensive than having the work done at one of the three mission centres which he was sure he was willing to do it. He promised that he was going to discuss the matter in the KDEB meeting that was to be held on 11th April 1951 (KNA: PC/NZA/3/6/83).

The views of the Senior Education Officer Nyanza were; that firstly, given the past promises, the government girls' school was to remain in plans and the Kipsigis were to be given a firm undertaking that the school would be built and maintained from government resources. Secondly, that the school should not be constructed and staffed until such a time girl of sufficient academic attainment would exist. Thirdly, that such girls would not appear until the teaching of girls in large numbers improves at the

primary level. Fourthly, that this could only be implemented by the established missions in the existing girls' schools (KNA: PC/NZA/3/6/83).

Fifthly, that if LNC were to allow the funds they had subscribed to be divided to the assistance of the mission girls boarding schools, then they would soon be in a position to say to the government those sufficient girls of suitable educational level are available to make the establishment of government girls boarding secondary school a necessity. Sixthly that LNC be told that that they would bring out the establishment of Government girls' secondary school not, by actually contributing to its cost, but by aiding the education of girls in the primary stages so that so many girls pass the entrance exam into the secondary school that the government would immediately provide this secondary school (KNA: PC/NZA/3/6/83).

The opinion of the Kericho District Commissioner seemed to oppose the views of the Nyanza Senior Education Officer, acting senior education officer Rift valley, Rev. Father Rowlands, Rev. R.K Smith, and C. Barnett as indicated above. In his letter referenced ED.12/1 written to the Provincial Commissioner Nyanza on 26th May 1947, he pointed out the fact that the Local Native Council elections held reflected resounding defeat of mission candidates in all locations except the election of one Tenwek elder in Location 4. It was his opinion therefore that getting the Local Native Council to vote money for Girls Boarding School at Mission was practically nil (KNA: PC/NZA/3/6/83). He goes ahead to note that he had given the matter considerable thought and strongly believed that it was wrong for the Local Native Council to vote money to the two protestant Missions namely AIM and NHM because of their inefficiency. The District Commissioner in his letter to the Provincial

Commissioner dated 26th May 1947, seemed to be opposed to the opinion of the Nyanza Senior Education Officer that girls' education in Kipsigis was to continue being offered by the missionary groups.

The Director of Education in a letter to the Provincial Education Officer Rift Valley while addressing the issue of Kipsigis Girls indicated that the Chief Secretary gave an undertaking to the Kipsigis African District Council that Government girls school was to be built at Kericho therefore he said that he did not see how the government can go back on that without breaking the faith with the African District Council (KNA: PC/NZA/3/6/83). It was his opinion that a girls' school under a Board of Governors, possibly with staff seconded from the Department of Education was to be a much more efficient school than one that was likely to be managed by any mission working in the area. He noted that under the Beecher Report it was then the policy of the Government to transfer the management of its schools to the Board of Governors therefore, it was proper for the school to be established under such a board. He believed that this was going to meet any criticism that the missions had about the establishment of a government school (KNA: PC/NZA/3/6/83).

During the Education and Welfare Meeting held on 20th February 1956, the chairman informed the meeting that he had no information as to when the school would be started, and that money had not been made available. It was hoped that something would be done within the 1957-1960 planning period. It had been suggested that this school be sited beside the Kericho Township Intermediate School. It was considered that such a school was suitable at Kericho as it was most convenient to get the school supplies, medical facilities among other requirements. The staff would most likely

prefer to stay near the township; also, sufficient land could be obtained within the township easily. It was recommended that the Government be asked to expedite the provision of this school (KNA: PC/NZA/3/1/291).

4.10 The Growth and Development of Teacher Training and Post-Secondary Education in Kericho

4.10.1 Introduction

This chapter presents the findings on the role of Kipsigis LNC in the development of teacher training in Kericho particularly the Kabianga teacher training centre which was early earmarked for the establishment at Kapkatet but was later established at Kabianga. This chapter generally highlights the following; general development of post-primary education in Kericho, evolution, and development of lower primary teacher training at Kabianga, construction of a road to Kabianga School, lower primary training centre, and proposed combined training centre at Kabianga.

4.10.2 Development of Post Primary Education in Kericho

The development of Post Primary education in Kericho was a slow process which led to a series of negotiations between the colonial government officials particularly the Kericho District Commissioner, Senior Education Officer for Nyanza, Director of Education, and the Governor. Initially, Kapkatet had been identified as the site for the establishment of the Lower Primary Teacher training centre but was overruled because of the high cost of establishment therefore, Kabianga was preferred because of the availability of unused buildings.

4.10.3 Evolution and Development of LPT Training at Kabianga

Senior Education Officer for Nyanza Province, Benson T.G stated that assuming the proposed teacher training centre at Kapkatet was to offer training for a two-year course for LPTs, with a maximum of 24 students in each year the following buildings would be needed: two European staff houses, three African staff house each having three rooms, a workshop measuring 30' x 24', two classrooms measuring 26' x 24' and 32' x 24' respectively (KNA:PC/NZA/3/6/81). Other buildings included; two dormitories and latrines, an office measuring 18' x 12', a common room measuring 18' x 12', two stores each measuring 9' x 12', and housing for six labourers. The correctness of the dimensions was to be checked by an expert. The dining hall was made fairly large to allow expansion in the size.

The Senior Education Officer believed that the principal of this training school would probably have to be the Supervisor of Elementary schools therefore he suggested that his house have to be erected at the expense of the Central Government. It was assumed that the Elementary practice school would be built on the edge of the site. Funds would be needed for this purpose but should not be included in the three thousand pounds which were proposed to be spent on the training school. (KNA: PC/NZA/3/6/81). According to (Sifuna,1975:7), Lower Primary Teacher training (LPT) mainly admitted candidates who had passed the departmental examination taken at the end of primary education and undergone a two-year training course at an approved institution. The curriculum in this course mainly centred on blackboard writing and drawing, physical training, school management, and classroom training, English and Swahili speech.

Benson T. a senior Education Officer for Nyanza Province in a letter addressed to Kericho District Commissioner dated 9th February 1945, mentioned that Elgeyo Candidates had applied to receive Lower Primary Teacher (LPT) training in Nyanza. He thought that some teacher training, even as a temporary measure be established at Kabianga but in the KDEB meeting, he did not see any value in introducing it for discussion when Kapkatet teacher training centre was put forward (KNA: PC/NZA/3/6/81). He believed that the Kabianga scheme could be implemented speedily and that the capital cost would be much less than what was proposed for the teacher training in the centre at Kapkatet. The cost of the building had already been estimated by Mr. Andersen AIM missionary based at Litein, as shown in Table 5.1 below.

Table 4.6: Estimation of the cost of buildings at Kabianga Training Centre

One dormitory measuring 60' x 15' (inside measurement)	f 250
Two African houses @ f 200	f 400
Three classrooms 24' x 20'	f 400
Repairs to European house	f 100
Bathrooms and latrines	f 100
Contingencies	f 100
Practice school buildings and Teachers' houses	f 120
(In temporary materials)	f 1600

Source: (KNA: PC/NZA/3/6/81)

With regard to practice teaching at Kabianga, the Senior Education Officer advised that Mr. Andersen's school near Kabianga should be combined with the pupils of Kiptere and buildings erected on the edge of the playing field of Kabianga School to be conveniently nearer. If necessary, also children of standard II-III should board during the week. The site of Gaborok, asked for by Kiptere people to erect a church and a school could be taken over by the AIM (KNA: PC/NZA/3/6/81).

In a letter written to the Director of Education on 13th February 1946, the Senior Education for Nyanza province noted that the District Commissioner for Kericho and principal Kabianga School had made a great appeal in 1945 to standard VI boys to offer Teacher Training. As a result, 6 boys had agreed to take the LPT course. Since Kabianga could not offer Teacher Training, Tenwek took them in and put them through their first-year course. Temporary accommodation was to be provided urgently. Tenwek urged for an extraordinary grant of Shs 500, fifty percent of the total to enable the complete construction of the building for accommodation (KNA: PC/NZA/3/6/81).

The Senior Education Officer Nyanza felt that the colonial government was indebted to the World Gospel Mission for their help particularly during the time of shortage of staff. He went ahead and wrote that even if a temporary centre had been opened at Butere, he doubted whether more than two Kipsigis teacher trainees would have been accepted. The opening of the LPT course at Tenwek, therefore, had not been foreseen. It was taken as an emergency step. He noted that there may have been no way of providing the small sum asked for. In that connection, therefore, he asked the Director of Education to allow the KDEB to provide the required sum of money. He indicated that the teacher training was not the responsibility of KDEB that is why he needed to put the request to him in the first place. (KNA: PC/NZA/3/6/81). While responding to the Senior Education Officer for Nyanza, the Director of Education indicated that he was willing to pay the grant but no funds at all were available at the time. He said that the unspent balance of the 1945 capital grants had not yet been revoted, and no instructions had been received from the government about the 12,500 pounds that

were available for 1946. His advice was that the Mission be convinced to use its funds and be reimbursed later (KNA: PC/NZA/3/6/81).

The Director of Education in a second letter written to the Senior Education for Nyanza dated 27th February 1946, pointed out that the Kipsigis LNC had agreed to loan 1500 pounds to Government from their special cess on condition that the money was to be refunded in 1948 when it would be required for the LNC school building programme. The purpose of the loan was to make it possible to the erection of buildings at Kabianga that were required for LPT training. The Kipsigis LNC had also voted 750 pounds to erect an Elementary practice school on the edge of the Kabianga plot. (KNA: PC/NZA/3/6/81).

During the Kipsigis LNC meeting held on 18th- 20th February 1946, the president suggested that the LPT training could be started in 1947 at Kabianga as a temporary measure and would subsequently move to Kapkatet. The cost of building at Kabianga would be 1500 pounds which were expected to be refunded by the Government if and when they took the buildings over. The Senior Education Officer for Nyanza addressed the meeting about the shortage of teachers and stressed that Kabianga could begin early as there was an empty European house and kitchen. The provision of practice school on the boundary of Kabianga was deliberated on and it was agreed that the school is set up. It was further suggested that if the LPT finally moved to Kapkatet, the practice school at Kabianga would remain under the control and supervision of the Principal Government African School, Kabianga. (KNA: PC/NZA/3/6/81).

The principal GAS Kabianga in a letter written on 20th May 1946 to the District Commissioner Kericho indicated that Butere was not going to take any first-year candidates in 1947. He observed that if staff was available, it was the right time to start training at Kabianga. He thought that the Senior Education Officer's statement to the Kipsigis LNC meeting meant that it was essential that, either the plan for LPT training at Kabianga should be carried out forthwith, or boys eligible for LPT training in January 1947, must be guaranteed entrance to any available training centre outside the province either in Kapsabet or Tambach. He further stated that it was impossible to forecast the number of boys that were likely to be eligible for LPT training in January 1947, but they may easily be 10 or more depending largely on whether any boys were to be accepted for entry into the secondary schools. (KNA: PC/NZA/3/6/81). Considering the circumstance prevailing and that the money had been offered by the LNC, the principal GAS Kabianga believed that they should have pressed for immediate building of the necessary accommodation at Kabianga. He indicated that if they were told that staff was not available, then they should be justified to ask why priority in this matter was being given to Kapsabet and Tambach, where as far as they knew, no money had been offered by the LNC concerned. The Principal GAS Kabianga believed that the backwardness of the boys leaving after completing the primary course at the school was due to bad teaching in the elementary schools particularly due to lack of trained teachers specifically LPTs and to lack of English-speaking staff at Kabianga. He noted that no boy had been accepted at a secondary school in 1946, and those sent to take an entrance test at GAS Kakamega were turned down with the remark that their English was inadequate. (KNA: PC/NZA/3/6/81).

He believed that unless some boys were able to gain entry to secondary school that year, the vicious cycle of bad teaching and low standards would continue in Kipsigis therefore, he urged that a quota of entries to secondary schools should be guaranteed to the Kipsigis which at that time were unable to compete in open competition with other ethnic communities in the province. It seemed that what was required was a junior secondary school for all the Nandi-speaking tribes. It seemed desirable that one school in this language group needed to undertake the training of teachers for the whole group, and that another school in the group was to undertake Junior Secondary Education (KNA: PC/NZA/3/6/81).

In a letter to the Senior Education Officer Nyanza, Swann A.C a District Commissioner Kericho was in full agreement with the Principal GAS Kabianga concerning the establishment of LPT training in Kabianga. He demanded from him early decision regarding the establishment of Kabianga LPT because he believed that if the matter was shelved to the Next District Education Board, valuable time would be lost. He observed that the district was faced with a vicious circle whereby Kipsigis boys were turned down from Secondary Schools owing to lack of skilled teaching, and lack of Secondary Education which in turn led to a lack of skilled teachers in Kipsigis (KNA: PC/NZA/3/6/81).

The District Commissioner strongly supported the principal's contention that if Kabianga was turned down, then the district should be guaranteed entrance for 10- 15 boys, either at Tambach or Kapsabet for teacher training. It noted that because Butere was taking no first-year candidates in 1947, it was extremely unfair to the Kipsigis who shown their eagerness for education through twice voting a five shillings Special

Education Cess and putting forward the Kabianga scheme. It was his opinion that if ever the district was to emerge from a backward position, then it needed to be guaranteed places until it can take its place in open competition with the more advanced Districts. (KNA: PC/NZA/3/6/81). The District Commissioner was distressed to see that the Kipsigis were turned down at Kakamega on the grounds of their inadequate English with the result that no Kipsigis was to receive Secondary Education the following year. He urged the Nyanza Senior Education Officer that if the district was to catch up with the more advanced ethnic groups, the district at that time had to be guaranteed a certain number of places each year. He agreed that a junior secondary school for all the Nandi-speaking ethnic groups was probably the best solution. He indicated that at that time, Kipsigis were unhappy outside their language group and apt to be difficult, with the result that they were to a certain extent unpopular and not welcome. If a Nandi was speaking School this difficulty would be obviated (KNA: PC/NZA/3/6/81).

To emphasise the urgent need for LPT teachers to be available for elementary schools in Kipsigis, and to support the notion that the boys were entering the primary school with so great handicap that it cannot be overcome in three years, the following table shows the comparative results in Nyanza Province Common Entrance Examination held in December 1745. Table 5.2 below shows the highest and lowest marks of candidates accepted into standard IV at various Primary Schools in Nyanza Province.

Table 4.7: Highest and Lowest Marks of candidates in Nyanza Province admitted to Standard IV

School	Highest Marks	Lowest Marks
Maseno	288	204
Ambira	258	175
Kaimosi	252	127
Kisii	250	170
Kima	241	156
Musingu	238	121
Yala	241	145
SDA Kamagambo	272	167
PAC	226	103
Kakamega	223	120
Vet. Maseno	224	172
Mumias	191	110
Tenwek	176	99
Kabianga	163	85

Source: KNA: PC/NZA/3/6/81

From the table, most of the Girls' Primary Schools were able to take entries with higher marks than Tenwek and Kabianga. The principal GAS Kabianga noted with concern the figures and was convinced that the Kipsigis needed to have their LPT training Centre. This showed that for several years to come, the Kipsigis cannot hope to gain places in Secondary Schools in open competition with all other ethnic communities in Nyanza. They had to be allocated a quota of places in Secondary Schools or be given special consideration together with other backward ethnic Communities. He stated clearly that the Kipsigis were not lacking in intelligence and were only held back by the lack of facilities for teacher training. (KNA: PC/NZA/3/6/81).

In a letter to the Nyanza Senior Education Officer dated 5th June 1946, Swann A.C who was Kericho District Commissioner stated that on his recent visit, His Excellency the Governor was extremely disturbed by the Post Primary Education situation in Kericho. He directed the District Commissioner to approach the Nyanza Senior Education Officer immediately to explore the possibility of erecting a post-primary school in the district or possibly Kapsabet for Nandi-speaking ethnic communities. The Governor suggested that the whole or portion of the Local Native Council special rate should be used for this purpose, and requested the District Commissioner to obtain the Senior Education Officer's view on the Subject. (KNA: PC/NZA/3/6/81).

The District Commissioner suggested that if the Nyanza Senior Education Officer agree, then they would approach the Local Native Council again and suggest that they ask the Government for support on a pound-to-pound basis and Kapkatet appeared to be the obvious site. From this letter, it is noted that the Governor gave an assurance that he would go into this matter with the Director of Education on his return to Nairobi after his Nyanza tour.

4.10.4 Construction of road to Kabianga School, LPT training centre, and a Combined Agricultural- Veterinary training Centre.

Kipsigis local Native Council played a significant role in the development of these institutions by improving the road leading to the institutions. In a letter written by the Provincial Commissioner Nyanza on 14th June 1946 to the District Commissioner Kericho, he indicated that a provision had been made in the 1946 draft Estimates for 675 pounds to cover the surfacing of the road to Kabianga. This allocation was deleted by him because when considering the 1946 Local native Council estimates for the Kipsigis area, he realized that the total amount allocated to the Local Native

Council under the Government Road Grant for the year was only 700 pounds. He suggested to the District Commissioner to take the matter with Government as he was not in a position to do anything further in the matter (KNA: PC/NZA/3/6/81). In replying to the Provincial Commissioner, Kericho District Commissioner admitted that he never realized that the road construction work was to be carried out by the Local Native Council. or that the amount was included in the Local native Council Road Grant. He said that maintenance at that time was carried out by the public works department and not the Local Native Council. He had always understood that the road was to be hard-surfaced with the amount and the work was to be undertaken by the Public Works Department because LNC neither had transport nor a suitably qualified road foreman for work of that nature. He stated that the construction of the road had not been included in the 2000 pounds Estimate for 1946. The bulk of the sum in the estimates was urgently required for road and bridge construction in Sotik and Chepalungu. (KNA: PC/NZA/3/6/81).

A letter written by Kericho District Commissioner to the Nyanza Provincial Commissioner on 7th June 1948 shows that at times, the Kipsigis LNC went beyond their responsibility by offering grants to Public Works Department that were to be reimbursed. In the letter, District Commissioner Kericho noted that on 10/4/1947 Shs 13,500 was paid to the Public Works Department Kisumu on account of the construction of Kabianga road. This letter was written to claim reimbursement (KNA: PC/NZA/3/6/81).

The horrible condition of the road was highlighted by the Nyanza Senior Education Officer on 28th October 1946 in a letter to the Nyanza Provincial Commissioner. He

wanted to confirm from him whether a sum of money sufficient to hard surface the road from Jamji to Kabianga had been included in the 1947 Estimates. He observed that the condition of the road had grown worse that year. He said that the Principal GAS Kabianga had informed him that the school was getting isolated, for example, no visitors invited to the District Sports held there turned up simply because the road to the school was bad (KNA: PC/NZA/3/6/81).

4.10.5 Evolution of Combined Training Centre, Kabianga

In the letter written by the Nyanza Provincial Agricultural Officer, to Senior Education Officer Nyanza Province it is indicated that the District Commissioner Kericho had addressed the Senior Education Officer about the Proposed Combined centre at Kabianga. The Provincial Agricultural Officer was writing to ask if Mr. M.D. Graham who had been Agricultural Education Officer Kisumu could be posted to Kabianga as Principal of the Combined Training Centre. (KNA: PC/NZA/3/6/81).

The Provincial Agricultural Officer felt that Mr. Graham with the knowledge of Agriculture which he had might do very well in Kabianga. It was his opinion that the T4 teachers who were being trained under the control of the Principal of GAS Kabianga, would on the establishment of the combined centre, become part of the combined centre, and leave the Government African School. It was believed that the Kabianga Training Centre would-be run-on lines similar to the Siriba Training Centre with a separate Government African School at the same place and that there would be two principals both in the Education Department and entirely separate from each other. (KNA: PC/NZA/3/6/81).

In a letter written to the Director of Education, Director of Agriculture, Director of Veterinary Services, the Provincial Commissioner Nyanza Province, and the Provincial Commissioner Rift Valley Province, Kericho District Commissioner indicated that he had visited Kabianga with the Provincial Agricultural Officer, Agricultural Officer, and Principal GAS and it appeared that subject to the approval by the Senior Education Officer and Provincial Veterinary Officer it was a physical possibility to have a combined School for Agricultural Instructors, Veterinary Instructors, and the Teachers in Training on the Siriba model. He intended that after they had trained enough Agricultural and Veterinary Instructors, then the Centre would take in the advanced Kipsigis farmers on the Bukura model. (KNA: PC/NZA/3/6/81).

He noted that in the past, he had been having great trouble in obtaining suitable instructors owing to the comparatively low standard of education in the district, and the unpopularity of Maseno, Bukura, and Siriba with the Kipsigis for climatic and tribal reasons. He believed that while at that time, they would have to confine the teachers in training to Kipsigis alone, owing to the appalling shortage, they were going to welcome members of the Nandi-speaking tribes of the Rift Valley Province for Agricultural and Veterinary training. (KNA: PC/NZA/3/6/81).

It was agreed that the following tentative capital expenditure is divided between the Kipsigis LNC and Government; Kipsigis LNC through AB funds was to provide 5000 pounds for twenty semi-detached houses for Agricultural houses and veterinary pupils at 250 pounds per quarter totalling 1600 pounds, ancillary buildings at 500 pounds and contingencies at 500 pounds. On the other hand, the Government was to construct

a class IV house for principals at 1500pounds, classrooms at 750 per class totalling 1500 pounds, and houses for African Instructors; two Agricultural and two Veterinary at 250 pounds per house totalling 1000 pounds. In general, Kipsigis LNC was expected to contribute 6000 pounds while the Government was to contribute 4100 pounds. This estimation was based on ten Agricultural students and ten Veterinary students a year for a two-year course. The Teachers in Training were already housed (KNA; PC/NZA/3/81). The District Commissioner clarified that he chose semi-detached houses for students rather than dormitories on the ground that when the institution will change to advanced African Farmers, they will be likely to be married men. He stated that should Rift Valley Province wish to avail its students in this School, then their LNCs would provide funds for the housing of their men in training. He suggested that if the scheme was approved in principle, and the member for Agriculture agrees to AB Funds being used for the purpose, they could pass a supplementary Estimate in the Kipsigis African District Council that year. It was also going to be of great assistance if Public Works Department was to construct the house for the European Principal at the same time (KNA: PC/NZA/3/6/81).

It was expected that a modest start would be made in January 1951 and the completed school coming into action in January 1952. He recommended that a class IV house should be built for the European Principal, rather than the 750 pounds suggested by the Director of Agriculture. The reason for this was that it was felt that the school will stand or fall by the efficiency and personality of the principal, and if the services of an efficient officer were to be obtained, who will probably be married, a decent house was a sine qua non. The District Commissioner concluded by strongly pressing for the adoption of this scheme. He stated that all the LNC members he had spoken to, were

fully in favour of voting for the necessary funds. He felt that the self-help of that nature was worthy of the strongest support from Government. He also expressed his wish for assistance by Rift Valley Province in that matter. (KNA: PC/NZA/3/6/81).

In a letter by Provincial Commissioner Nyanza written on 29th May 1950 to the District Commissioner Kericho, he noted that the Provincial Agricultural Officer had explained to the Provincial Team Meeting those repeated attempts over a long period to absorb Kipsigis and Nandi into other training centres had failed. He noted that none had presented themselves for selection for the Siriba Government Training Centre, therefore Kabianga Centre was designed to meet this problem. (KNA: PC/NZA/3/6/81).

Mr. Oginga Odinga spoke against the proposal because it would be wrong to encourage the Kipsigis to stand aloof from the rest of the province. The meeting agreed that such encouragement was undesirable, but at the same time, there was no other practical solution. A vote was taken, and general approval was given to the scheme with Mr. Odinga dissenting (KNA: PC/NZA/3/6/81).

In a letter by the Director of Veterinary Service to the Provincial Commissioner Nyanza on 23rd August 1951, he said that it was hardly correct to the state that the veterinary Department was not prepared to cooperate with the Education Department in respect of the proposal at Kabianga. The case was that the Veterinary Department was completely unable to provide for a centre such as that envisaged by the Education Department at Kabianga. (KNA: PC/NZA/3/6/81). In addition to the problem of providing teaching staff who could be more effectively employed elsewhere, there was the question of the subsequent employment of students from the Composite

Training Centres. The Director of Veterinary Services stated that they were going to find it difficult to secure posts on the establishment for the products of the Siriba Training Centre, and unless these posts were approved by Government it was going to be impossible to employ all the veterinary students trained at Siriba. It was his opinion that if the Siriba output was added a further number of students from Kabianga, it was most unlikely that the Veterinary Department would be able to absorb them without a very substantial increase in the establishment of Veterinary Assistants on the higher scales. (KNA: PC/NZA/3/6/81).

This aspect of the matter was pointed out to the Director of Education and to the Director of Establishments, neither of whom was able to encourage the Director of Veterinary Services in the belief that additional posts would be made available if students were trained at Kabianga. The Director of Veterinary Services felt that it was premature to establish a second Siriba at Kabianga before the repercussions of the Siriba projects have been more fully assessed. He indicated that it had been with great difficulty that they had provided the teaching staff for the Veterinary students at Siriba, therefore he certainly would not be able to accept similar commitments at Kabianga with the existing establishment. (KNA: PC/NZA/3/6/81).

During the second meeting of the executive committee of the Nyanza Provincial Team held on 10th September 1951 at the Provincial Commissioner's Office, the chairman explained that owing to the shortage of teaching staff and funds and the difficulty of providing future employment for students from the Centre, the Agricultural and the veterinary Departments have found themselves unable to run the proposed Composite Training Centre at Kabianga. As a result, the Director of

Education stated that the project was to be abandoned (KNA: PC/NZA/3/6/81). Rejection of expansion of higher educational opportunities on grounds of lack of adequate teaching staff was not a new phenomenon. Earlier on as noted by (Wamagatta, 2008:346), attempts to establish Githunguri High School in Kiambu had not been sanctioned by the Government due to the following two reasons; that the government lacked enough staff to run it and that the proposed LNC high school would find it difficult to get enough qualified candidates for admission. Bogonko, (1984:26) reinforces this view by noting that the same excuses were used to block the establishment of high schools in North and Central Nyanza.

After considerable discussion, it was agreed that in the circumstances prevailing, the project was no longer practicable and should not be pursued. It was accordingly recommended that the Kipsigis should be encouraged to go to Siriba. The Provincial Education Officer raised the question of the Education Officer, Nandi/ Kipsigis, who was at the time responsible only to the Provincial Education Officer Rift Valley Province. He saw no reason why the Education officer should not be able to deal quite satisfactorily with two Provincial Education Officers whereby matters affecting the Kipsigis would be referred to Nyanza. The chairman agreed that the then set-up was imperfect and said that he would take the matter up. (KNA: PC/NZA/3/6/81).

Mr. A.L. Flay, Education Officer, left the district early 1957 and was replaced temporarily by Mr. U.A. Weissler, who was in turn replaced by Mr. P. Rose in the last quarter. All the three officers had carried out their tasks with energy and enthusiasm. Unfortunately, owing to the changeover of officers, very little statistical information was therefore available for the year (KNA: DC/KER/1/30).

The Kipsigis people continued to make financial sacrifices well beyond their means to hurry on with the replacement of old mud and wattle school buildings with those in permanent materials. Great progress in this sphere was achieved in 1957. Further consideration had been given to the question of a site for the proposed Kipsigis secondary school, funds for the first phase of which had been allocated for July of 1958. It was finally decided to build the school on a 50-acre site in the North-West corner of Kericho Township adjoining the World Gospel Mission Bible School, and plans were at an advanced stage at the close of the year. The demand for educational facilities in general, but with particular emphasis on better school buildings continued unabated in 1957. The year was however one of consolidation, rather than actual expansion. (KNA: DC/KER/1/30).

Mr. M. Popkin remained as Principal of Government Teacher Training Centre Kabianga formerly Government African School Kabianga. There were three Europeans on the staff including the principal. In 1957 there were two second-year Teacher Training classes, as well as Intermediate Standards VII and VIII. The plans for 1958 were three second-year classes and four first-year classes in Teacher Training and an Intermediate standard VIII. Of the first-year teacher training class, two complete streams were Kipsigis. Two were made up of about twenty Nandi, twenty-five Kisii and six from the settled areas. These developments had been warmly welcomed by the African District Council and the people at large (KNA: DC/KER/1/30).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter describes the synopsis of the findings, conclusions recommendations, and suggestions for further research. The chapter also covers summaries of the research problems, the findings of the study, their conclusions, and implications. Besides, recommendations and suggestions for further research are presented.

5.2 Summary of the Problem, Research Questions, and Methodology

The study endeavoured to establish efforts of the Kipsigis LNC in the development of education in colonial Kenya between since 1924. The justification of this study was based on the fact that the LNCs, the KNC being one of them, made significant contributions to the growth and development of African educational advancement in colonial Kenya. To realise the stated purpose of the study, the study was guided by three objectives as follows; to find out Kipsigis LNC resolutions and initiatives in the development of African education in Kericho, to evaluate Kipsigis LNC role in the growth and development of teacher training and post-secondary education in Kericho and to trace Kipsigis LNC role in the establishment of primary and secondary education in Kenya.

To answer the above-stated research objectives, the following research questions were used; what were the Kipsigis LNC education resolutions and initiatives in the development of education in Kericho? What was the Kipsigis LNC's role in the growth and development of teacher training and post-secondary education in Kericho? Whereas most studies depict LNCs as tools for resource mobilisations that were

expended on education and institutions that agitated for improvement of quality of education that was offered to Africans, this study has attempted to bridge the existing gap particularly on remuneration and provision of human resource that work in education, for example, African Inspectors. The study also documented another role that has been thinly documented in LNC literature such as the development of Vernacular literature through the formation of language committee and development of creativity in Arts and Crafts by organising Arts and Crafts exhibitions.

The study also documented financial grants made by Kipsigis LNC towards the development of education for example grants-in-aid and building grants to schools, grants for the provision of spectacles for African schoolchildren, purchase of books for school pupils, scholarships for overseas students, and education for illegitimate children, full bursaries to poor children and attempt on the provision of public libraries.

The study examined Kipsigis LNC efforts to the development of colonial education in Kericho for forty (40) years. This allowed the researcher enough time frame to have an in-depth inquiry into the subject of investigation. The year 1924, was the year when LNCs were established in Kenya but they began their mandate in 1925. 1964 is the terminative year of the study; this was the year that marked the end of colonialism hence paving way for the evolution of post-independence education in Kenya following the recommendations of the Education Report of 1964 (Ominde).

It is denoted from the results of the study that Kipsigis LNC although it strived to be at par with other Districts of Nyanza Province, several challenges still held it back

particularly the limited number and inadequate supply of qualified teachers. This influenced negatively the quality of teaching which took place in the elementary and intermediate schools in Kericho, therefore, leading to the poor performance of learners in intermediate schools which limited the number of learners who qualified for admission to teacher training courses and secondary schools outside the district. The scope of the study was restricted within Kericho and Bomet counties whose findings have been generalised for the whole country.

The study was steered by the theoretical framework of Weaver-Hightower (2008) entitled; *An Ecology metaphor for Educational Policy Analysis: A call to Complexity*. The theory states that policy creation is a complex and contradictory process that defies the commonly held image of singular purpose and open planning. Policy ecology consists of the policy itself along with all of the texts, histories, people, places, groups, traditions, economic and political conditions, institutions, and relationships that it affects.

The theory applied to the study because it enabled the researcher to interrogate the kind of interactions that prevailed among different actors in Kipsigis LNC. It should be understood that these actors from diverse backgrounds represented diverse interests. In Kipsigis LNC, there were mainly these actors; African representatives comprising of chiefs and nominated members, colonial government officials, particularly the District Commissioner, Education Officer, Public Health Officer and other officers who were often invited depending on their dockets and missionaries representing AIM, NHM, and Catholic Missionary groups.

The study mainly utilized oral interviews as the key primary tool of data collection. The information obtained through the procedure might have been subjected to exaggerations therefore the researcher tried to achieve validity and reliability by corroborating the sources with archival sources and secondary sources. The archival sources were mainly obtained from the Kenya National Archives, school archives, and Kericho County council archives based in Kericho.

The study mainly adopted purposive sampling and snowball sampling procedures. Different strata were sampled which comprised former teachers of both Kabianga and Kipsigis schools, former students, and elders belonging to the *sawe* age group. Oral interviews were carried out after prior appointments had been made in advance by the researcher.

5.3 Summary of Major Findings

5.3.1 Kipsigis LNC Education Resolutions and Initiatives in Development of Education in Kericho

From the study, the following could be highlighted as the key issues concerning the Kipsigis LNC education resolutions and initiatives in the development of education in Kericho from since 1924. To achieve its objectives, the LNC used a multipronged approach to push its agenda on education namely; the Kipsigis District Education Board (KDEB), KLNC itself, Kipsigis African District Council (ADC), finance and general purposes committee, bursary, education, and schools committee, education, and welfare committee and Nyanza joint Local Native Council Delegates meetings.

The Kipsigis District Education Board played a central role in examining and ensuring adherence to the accepted policy for Nyanza in matters of school hygiene.

Through the medical officer, the Board advised LNC on the importance of the purchase of a boring auger for latrines which would be used on loans. It noted that a health worker was supposed to be available to supervise its operations. The District Education Board also deliberated on the required standards of buildings in schools and agreed that the best way to improve on building standards in schools would be to get a new one erected as an example. Mr. Andersen a member representing AIM mission offered to do this at one of the aided schools of the AIM. To ensure full participation of each member in its deliberations, the Board prepared copies of the memorandum under discussion in the Swahili version.

The board was not curious enough to interrogate the reasons why no boys from Kabianga had been selected for secondary admission in 1942 and lay strategies of avoiding the same scenario in the future but it just opined that the amount allotted for bursaries in elementary and intermediate school levels were sufficient. It also indicated that the other reason why funds for bursary were sufficient, was that there had not been many applications for the course of teacher training at Kapsabet for which grants had been provided.

In 1943, the Board resolved that no bursaries were to be given in the future for a teacher training but applications for bursaries made by parents of candidates for secondary education would be considered by a District Officer, Erasto Sio, and Douglas Mutai. On 20th September 1946, the KDEB appointed the following members to the committee on the inquiry into the bursaries to be awarded for secondary education; Douglas Mutai, Arap Too, Azariah Chepkwony, and Chief Arap Tengecha.

KDEB also provided funds for building schools and provided grants-in-aid. This was done according to the draft rules on grants-in-aid. Concerning the appointment of a European supervisor, the Board considered that such an appointment was not an urgent necessity because there were only twelve aided schools. Therefore, supervision of the schools was to be done by one man on a part-time basis. Generally speaking, the Board on other issues related to education such as; girls' education, war bonus, school holidays, circumcision and its effect on school attendance, purchase of books by school pupils, and Kericho District participation in Nyanza Provincial literature Committee.

The Local Native Council itself was vibrant in passing resolutions that promoted education in Kericho. The members coined the name *Tuiyet abNgootik* (meeting of lawgivers) to refer to itself. It devoted a large share of its income to education. Concerning the effect of circumcision on school attendance, the LNC in September 1942, enacted legislation that no new pupil was to be admitted to standard IV at Kabianga GAS until he had been circumcised.

The LNC also adopted the KDEB recommendation that a penal sanction was to be introduced to deal with transgressors. It was decided that any parent who removed his child from school for purpose of circumcision was to be liable to a fine of a hundred shillings or one-month imprisonment in default. It was also proposed that any person who circumcised a boy whom he knew to have run away from school without his parent's or teacher's consent should be liable to a fine of a hundred shillings or two months imprisonment in default.

These recommendations were overruled by the Attorney General who stated that the LNC could not pass a resolution in terms of circumcision of schoolboys because Kipsigis children didn't need to attend school. Kipsigis LNC worked closely with the principal Kabianga GAS who was often invited to LNC meetings and was allowed to address the council on a day-to-day development in the school. Chiefs who were LNC members were invited to visit the school occasionally. The Kipsigis LNC took an active role in ensuring that girls' education was promoted. It ensured that certain measures were put in place to boost girls' education, for example, Litein and Tenwek missions were financially supported by the council in running their maternity homes. Secondly, there were four security officers; one from each division paid by the LNC where duties were to seek out cases, report them to the chiefs and get the girls to the missions. The LNC also proposed that every mission and school should establish women's educational and child welfare meetings. AIM did a good job on women's education and empowerment. There were several women missionaries at that mission for example Mrs. Andersen, Mrs. Jantzen, and Mrs. Walden who spearheaded women training on good discipline, maternity teaching, and acquisition of domestic skills. Kipsigis LNC sought ideas or advice from various leaders and government officials who were invited as guests to address LNC during its meetings. Examples include Eliud Mathu a member of the legislative council who addressed members on 31st August 1945 and pointed out that the demand for education must come from the parents and pupils otherwise, the Kipsigis would lack behind other ethnic communities. Concerning the lack of teachers in Kericho due to bad pay, he stressed that teaching was a service to the community rather than a means of growing rich. Another guest who addressed Kipsigis LNC was H.W Stokes who was the Senior Education officer Nyanza Province. He believed that Kipsigis were to give proof of

their desire to get an education and do so as soon as possible. Mr. Hartfield Education Officer Kericho informed the council that educational facilities in the district were inadequate. He noted that schools were too crowded for children to learn. In some cases, he had seen two, three, and four classes in the same room. He stated that LNC must consider the problem of the size of school plots with a view to future needs. He stated that the minimum requirement was four acres for school plots.

He suggested if more land were available but not required immediately for use, it could be profitably put under wattle trees which after eight or nine years could give returns that could, in turn, be used for the school. To local people seemed to have been afraid that setting aside large parcels of land could be alienated for other races. Mr. Hartfield assured the LNC that if adequate rules are enacted, then it would be impossible for land to be alienated except for the local people. Kipsigis LNC also gave out small monthly grants or pocket money to Kipsigis boys who were being trained at Baraton veterinary training Centre. In August 1948, LNC suggested that a grant of pocket money should be given to teachers in training at Kapsabet to encourage boys to go into for teaching profession. At that time, the district was educationally backward, and a grant of such nature was needed to get boys to come forward for that noble profession. Kipsigis LNC also resolved that all schools were to receive equal grants for building and the community must contribute direct local effort to the building. Concerning school holidays, the council proposed that it needed to approach Education authorities to ensure that school terms at Kabianga and Tenwek schools opened and closed on the same day to facilitate transporting of learners to and from school. Kipsigis LNC also resolved in April 1949 that it did not wish to interfere with the admission of students for secondary education outside the

district. The LNC was displeased at the absenteeism among teachers in Kipsigis schools. During the meeting of October 1949, the LNC chose a sub-committee to prevent absenteeism among teachers comprising of; Mathayo Arap Koe, Sila Arap Koe, Elijah Arap Misoi, Kipngeny Arap Simbol, and Chief Arap Ngulalu.

The Kipsigis African District Council also played an important role in the development of education in the Kericho District. It often guests who gave instrumental advice to the council towards the positive development of education in the district and Nyanza Province. Mr. C.H Williams while addressing the council in November 1954, indicated that all the districts in Nyanza Province were to contribute funds towards the establishment of a Provincial Jeanes school. The Kipsigis African District Council was asked to contribute 2500 pounds.

Mr. Colchester from Kisii Education Department was invited to address the council and he explained about the adult literacy scheme that was being carried out in Kisii. The council decided that it was a good idea to start such a scheme in Kericho. The council was to provide a sum of 6000 shillings to start the program. The following places were identified as centers of adult literacy program; Kiplokyi, Longisa in location 4, Sigor in location 5, Chebunyo in location 6, Litein in location 3, Chebilat in Location 2, and Sosiot in location 1. It was resolved that receipt books would be given to chiefs and candidates would pay the appropriate fees as follows; seven shillings for English class and five shillings for vernacular. Kipsigis ADC was reluctant to support Home-craft school in Kericho because it accommodated a great number of women from outside the district therefore, its future was uncertain. There was a sharp decline of interests in the institution by the Kipsigis women and only about five percent of the 1957 intake were local people. It was very doubtful whether

the Kipsigis African District Council would continue to subsidize a facility of that nature which almost entirely devoted to the interests of non-Kipsigis women. Another factor leading to the unsatisfactory situation was the fact that the Centre was in Kericho Township and Kipsigis parents did not approve of that environment for their daughters.

The finance and General Purposes Committee recommended that a supplementary estimate of 250 pounds be voted to enable Arap Towett to fly to England. The Committee in May 1956 recommended that Arap Towett be granted another scholarship of 430 pounds to cover another one year to enable him to take a diploma in Swahili at the school of Oriental and African Studies in London. In November 1955, the Committee also recommended the disbursement of funds to scouts associations as follows; boys scouts association be given 50 pounds, girls guides be given 20 pounds and building funds be allocated 20 pounds. The money was to be obtained from grants to educational societies vote.

The committee also funded the publication of Kipsigis Newspaper grants. The paper was nearly self-sustaining and LNC was considering reducing its grants. This was confirmed in the meeting of 15th May 1956 when the LNC reduced grants towards running the paper from four thousand shillings to three thousand five hundred shillings per annum. The Committee also supported the establishment of Rural Craft School in Bomet. The objective of the school was to provide further trade training and train leaders for government or local government service. The Committee recommended that the council was to pass a supplementary estimate to cover the following expenses; personal emolument 300 pounds, other charges 600 pounds, lorry

110 pounds, school buildings 1500 pounds, sports equipment 20 pounds, blankets 100 pounds and water supply 200 pounds totaling 3920 pounds.

5.3.2 Kipsigis Local Native Council Effort in the Growth and Development of Teacher Training and Post-Secondary Education in Kericho

The development of post-primary education in Kericho just like teacher training was a slow process involving a series of negotiations between the colonial government officials particularly the District Commissioner, Senior Education Officer Nyanza Province, Director of Education, and the Governor. The cost of establishment of these institutions played a vital role because it was finally decided that they be located where other institutions were pre-existing to utilize the available and unused buildings.

When Kabianga was finally decided as the Centre of teacher training, it was imperative to set up a training school at the edge of the Centre for practice. This was the reason why the Senior Education Officer proposed a merger of a school near Kabianga run by AIM with Kiptere School and the school that was to emerge out of that merger was to be situated at the playing field of Kabianga School. The initial plan of setting up a teacher training Centre in Kericho was faced with financial challenges therefore, LNC was willing to grant a loan to the government of 1500 pounds from its special case expecting a refund in 1948. Even when it had been decided by 1949 that LPT training was to be set up at Kabianga, it was in the long-term plan of LNC that it would be relocated later to Kapkatet. Kabianga was only decided as a center due to the biting shortage of teachers that were urgently needed. It was believed that putting up new buildings at Kapkatet for teacher training, was going

to take a substantial time. The other reason for the urgency of setting up a training center at Kabianga was that Butere had stopped admitting learners from Kabianga from 1947. Failure to secure vacancies in schools outside the district, therefore, led to the glamour for a quota of entries of between 10-15 boys for admission in a secondary school outside the district being guaranteed for Kipsigis because they were unable to compete with other communities in Nyanza Province. Junior secondary school was a key requirement in the district at that time.

The senior Education officer for Nyanza pointed out that the Governor on his visit to Kericho in 1946, was extremely disturbed by the post-primary situation in Kericho. He directed the District Commissioner A.C Swann to liaise with Nyanza Senior Education Officer to explore the possibility of erecting a post-primary school in the district. He suggested the whole portion of the LNC special rate should be used for the purpose. The governor gave an assurance that he was going to raise the matter with the Director of Education on his return to Nairobi.

Kipsigis LNC improved a road leading to Kabianga School after the principal Kabianga GAS had complained about its situation, particularly during the wet season. The horrible condition was highlighted by the Nyanza Senior Education officer in October 1946. He observed that the condition of the road had grown worse that year. He felt that the school was getting isolated and most activities could not be held at the school. Apart from the establishment of a teacher training center at Kabianga, Kipsigis LNC made spirited efforts to establish a combined training center at Kabianga. It was believed that the T4 teachers who were being trained under the Principal Kabianga GAS, were to become part of the combined center on its

establishment. The District Commissioner observed that Maseno, Bukura, and Siriba centers were unpopular to the Kipsigis due to climatic and tribal reasons. Kipsigis LNC through AB funds was to provide 5000 pounds for twenty semi-detached houses for Agricultural houses and veterinary pupils at 250 pounds per quarter totaling 1600 pounds and houses for African instructors.

Semi-detached houses for students were chosen rather than dormitories because it was expected that the institution was to be later transformed into a farmers training center and students who were to be admitted were likely to be married. It was expected that a modest start was to begin in January 1952. The Provincial Commissioner Nyanza supported the establishment of the center by stating that repeated attempts over a long period to absorb Kipsigis and Nandi into other training centers had failed. He noted that none had presented themselves for selection for the Siriba training Center, therefore Kabianga center was designed for this purpose. Oginga Odinga was against the idea of setting up a Combined Training Center in Kabianga solely on the reason that Kipsigis students refused to be admitted to the existing training centers in Nyanza. He believed that this would encourage the Kipsigis to stand aloof from the rest of the province. Although the meeting agreed with his opinion, it was concluded that there was no other practical solution at that time apart from setting up the center in Kabianga therefore, general approval was given to the scheme. This proposal never came to fruition because the veterinary department was unable to cater to the needs of such an institution. There was a problem with teaching staff and question of subsequent employment of students from the composite training centers. The Director of veterinary services felt that it was premature to establish a second training center at Kabianga before the repercussions of the Siriba project had been fully assessed. The

Provincial Commissioner on 10th September 1951, explained that due to the shortage of staff, funds, and the difficulty of providing future employment for students from the center, then it would be impossible to run the proposed composite training center at Kabianga.

The Kipsigis people made financial sacrifices beyond their means. Great progress in replacing mud buildings with permanent buildings in schools was achieved in 1957. Considerations were made on the establishment of Kipsigis secondary school and funds for the first phase were allocated in July 1958. It was fully agreed that the school was to be established on a fifty acres site near Kericho Township. Teacher training at Kabianga continued smoothly under Mr. M. Popkin as the principal. There was also other three European staff. Of the first-year training class, two streams were Kipsigis, there were also twenty Nandi and twenty-five Kisii students. This development was warmly welcomed by the LNC.

5.3.3 Kipsigis LNC Role in Establishment, Growth, and Development of Secondary Education in Kericho.

The development of secondary and primary education in Kericho can never be fully documented without pointing out the role that was played by the Kipsigis LNC. The council ensured that the road leading to Kabianga School which later became the first secondary school in Kipsigis was improved. This was carried out in 1946 after LNC had made an initial offer of 675 pounds for that purpose. It should be noted that the responsibility of road construction was expected to be played by the Public Works Department, however, this was not done and that was the reason why Kipsigis LNC had to step to remedy the situation. It went beyond its responsibility by offering grants

to the public works department that was expected to be reimbursed. The horrible condition of the road had prohibited activities to be done at school as noted by the Nyanza senior education officer.

The Kipsigis LNC was also instrumental in the provision of learning materials and resources for the improvement of both primary and secondary education in Kericho. This included; provision of spectacles, pocket money, and bursary allocation. Through the KDEB the LNC endorsed that adequate steps were to be taken to encourage children in primary schools to buy books on vernacular. LNC members also resolved that it should bore the cost of spectacles to be provided to the learners where it was necessary. The council through a bursary, education, and schools' committees granted bursaries to students after scrutinizing the applicants. A member would be dispatched to go and investigate and report back to the committee on the needs of each applicant.

Kipsigis community through LNC also agitated for the more academic type of education at Kabianga GAS because they had little faith in the content of education that was offered in the AIM, NHM, and Catholic-sponsored schools. It should be noted that technical subjects were therefore taught together with more academic subjects such as Arithmetic, Languages, Mathematics, Geography and History. Religious instruction in Kabianga School was unpopular among learners. In September 1930, boys marched to Kericho and demonstrated against the teaching of the subject claiming that it was interfering with their customs. The Kipsigis LNC expended a considerable sum of money for the improvement of buildings at Kabianga GAS, one shilling per rate was voted for in 1932. Kipsigis LNC attempted to increase

the number of our schools in the district. It was believed that the increase in the number of out-schools will access therefore encouraging early admission. In this connection, therefore, the Kipsigis LNC passed a bye-law to bind parents to enforce their children's attendance. This was expected to level up the age average at Kabianga School. Kipsigis LNC influenced the development of education through policy formulation. It instituted a special case to increase educational facilities. The funds were mainly to be used for improving the buildings and equipment of existing schools. Aided schools were to receive five hundred pounds for building and equipping a minimum of three classrooms, office, store, and two teachers' houses. LNC schools were to receive five hundred and seventy pounds for the same purpose. School committees were encouraged to initiate voluntary efforts in the school building. To improve attendance, the council enacted policies on dates of school closing and opening to enable LNC lorry to pick and drop students to and from school. It enacted rules on periods of circumcision to limit the absenteeism of boys in school. It was agreed that initiation is carried out at the end of the year so as not to interrupt the school routine. Penal sanctions were introduced to ensure that this was adhered to. It was agreed that any parent who removed a child from school for purpose of circumcision should be fined fifty shillings or one-month imprisonment. It was also suggested that any person who circumcised a boy whom he knew to have run away from school without his parent's consent, was liable to a conviction of two months or a fine of one hundred shillings. The council was displeased with the absenteeism of teachers in Kipsigis schools. They did not wish to pass a resolution imposing sanctions against teachers but it decided that if the situation did not change, they will discuss it. A sub-committee was established to come up with ways of preventing absenteeism among teachers. Concerning the general improvement of

education in the district, the Kipsigis LNC supported rolling out the adult literacy scheme. It provided six thousand shillings for this scheme. The council holds Barazas with candidates who wished to take part in the literacy scheme. It was resolved that receipt books were to be issued to chiefs and candidates were to pay fees of seven shillings for English and five shillings for vernacular classes.

5.4 Conclusion

From the research questions and findings of the study, it can be concluded that Kipsigis LNC made an immense contribution towards the development of education in colonial Kenya, particularly in the Kericho district. It is a fact that policy enactment is a complex process laced with different issues such as; cultural concerns, governmental structures, and competing interests between public concern and individual concern. For the case of Kipsigis LNC, the element of cooperation was witnessed between different actors in enacting and implementation of educational policy. The District Commissioner was a chair of the LNC at the same time he represented the interests of the colonial government at the district level. Such meetings were also attended by missionary representatives as well as African representatives. Broad-spectrum of issues were deliberated on including; teacher absenteeism, circumcision and its effect on school attendance, scholarship grants, and mobilization of resources for school development. To actualize its aspirations adequately, several bodies and committees were instituted within the LNC. These played a key role in advancing directly or indirectly education in Kericho. Examples include; District Education Board, Finance and General purposes Committee, Bursary Education and Welfare Committee among others.

5.5 Recommendations

From the findings and conclusions of the study, the following recommendations have been deduced. The provision of educational facilities and policy enactment has been crucial factors that have been used to influence educational development for a long time. In Kenya, the mention of Local Native Councils has been associated with these factors. However, discussions on African initiatives have mainly been centered on the dissatisfaction among Africans with the nature of education that was offered to them. In connection to this, therefore, limited documentation on the collaborations between government agents and Africans necessitated the urge for this study to be carried out. This study revealed that subtle collaborations enabled some Local Native Councils to firmly assert their dissatisfaction on educational issues without necessarily channeling them through associations or confrontation with the colonial administration agents. The forged collaboration often made the demands easily achievable. This suggests therefore that such research needs to be carried out to capture fully African initiatives as opposed to the commonly held paradigm.

Provision of education should be a joint venture between different government departments. Concerted efforts should be established to encourage such liaisons. The study proved that such initiative can overcome financial inadequacies which have inhibited full realizations of educational objectives. Surplus funds could be borrowed from other government departments which could be used to fund urgent educational needs. This could be enhanced by the involved departments outlining mutual agreement on how much borrowed funds could be reimbursed. The study revealed that Kipsigis LNC offered a loan to the Public Works Department that was used to improve the road to Kabianga and these funds were reimbursed later.

5.6 Suggestions for Further Research

The study documented the deliberations of Nyanza Joint Provincial Delegates meetings. In these meetings, wide issues that were ubiquitous in the province were discussed. These included; boundaries of locations and districts, land tenure systems, control of Lake Victoria, and provision and improvement of educational opportunities and facilities in the province. It is, therefore, necessary for research to be done to establish whether joint inter-provincial delegates' conferences existed. If so, what educational issues were addressed? If not, it is imperative to establish why such meetings were not replicated in the higher levels beyond the province and how educational issues at such levels were addressed.

According to Whitehead (2007), the British were suspicious and never believed in the rigid official control of education. The British supported private initiative in education because it was thought to generate a variety of aims and methods in direct contrast to the standardization and rigid uniformity of education. The standing and ability of colonial administrators for example; the governor, director of education, provincial commissioners, provincial senior education officers, and district commissioners played a key role in shaping educational policy and progress in the country, provinces, and districts.

This study revealed that Nyanza provincial commissioners together with the provincial senior education officers were instrumental in deliberating educational issues in the province such as; setting up of the Nyanza African teachers association, the establishment of Nyanza provincial planning committee under the chairmanship of provincial senior education officer, implementation of compulsory education in the

townships, setting up of public libraries, establishment of a technical training center in Nyanza of Kabete status, the establishment of an approved school in Nyanza and nomination of members to the board of governors at Alliance high school and African girls high school. A study be done on the standing, ability, or educational contributions of directors of education and the influence of provincial senior education officers to development education in colonial Kenya.

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Philip Langat	78 yrs.	6/12/18	Satiet
Stephen Kosge	95 yrs.	7/8/18	Mogogosiek
Esther Boiyon	74 yrs.	6/4/19	Chemomul
Joseph Langat	83 yrs.	3/4/18	Kiptere
John Terer	75 yrs.	1/11/18	Kaptien
Mary Tonui	78 yrs.	16/12/18	Kaptebeswet
Paul Cheruiyot	79 yrs.	6/5/18	Kimori
Irine Chepsengeny	76 yrs.	2/2/19	Kericho
Mathew Korir	81 yrs	8/4/19	Kiptome, Belgut
Joseph Sitonik	75 yrs.	9/4/19	Silibwet, Bomet
Elizabeth Chelule	77 yrs.	8/5/19	Tegat
Ezekiel Cheruiyot	70 yrs.	5/1/19	Chemomul

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APPENDICES

Appendix A: Questionnaire for Former Students, Kipsigis Girls School

Name.....

Age.....

Age Grade.....

1. When were you admitted to Kipsigis Girls School and how long were you there?.....
.....
2. At what level was the school at the time?
 - i. Elementary
 - ii. Intermediate
 - iii. Any other, specify.....
.....
3. Who was the principal?
.....
4. Identify teachers/ African instructors who taught in the school at that time and state whether there were African female teachers
.....
.....
5. How many were you in the class? Which class were you admitted to and name some classmates you still remember?
.....
.....
6. Which subjects were taught and were you exposed to any manual/technical work in the school?
.....
.....
7. Were there practical subjects that were taught in the school? If yes, name instructors who taught those subjects.
.....
.....

8. In what ways did the school influence learners in the following activities

i. Agriculture

.....
.....

ii. Hygiene

.....
.....

iii. Religion

.....
.....

iv. Foreign Language acquisition

.....
.....

9. Was there disparity among the ages of learners in the school? If yes, what do you think were the possible reason for that?

.....
.....

10. Did initiation ceremonies affect school attendance? Were there learners who were initiated while they were studying in the school? If yes did they asked for circumcision leave?

.....
.....

Appendix B: Interview Schedule for Former Students at Kabianga Girls School

1. Name.....
2. Age.....
3. When did you join the school?
.....
4. How long were you there?
.....
5. At what level was the school at the time?
 - i. Elementary school
 - ii. Intermediate
 - iii. Any other (specify).....
6. Were there subjects that were emphasized in the school?
.....
.....
7. If yes, what do you think were the reasons for this emphasis?
.....
8. After school what was your immediate occupation?
.....
9. Name any other contributions you have engaged yourself in.
.....
.....
10. In what ways did the school influence students in the following activities in the community?

Agriculture

.....

.....

Hygiene

.....

.....

Appendix C: Interview Schedule for Elders Belonging to Sawe Age Group

1. Name.....
2. Age.....
3. What type of school did you attend?
 - i. Government African school
 - ii. Missionary sponsored school
 - iii. Any other (Specify).....
4. How did the community rate students educated at Government school compared to those educated in the mission school?

5. How were community members involved in the development of Government African School?

6. Apart from colonial chiefs, were there other Africans who were members of LNC?

7. How were the other African members elected, and how long did they serve in LNC?

8. How was their influence in the community compared to the colonial chiefs? And how was their level of education compared to the colonial chiefs?

9. How was the community's reception of educational decisions made by LNC?

Appendix D: Interview Schedule for Colonial Chief's Children


- 1 Name
- 2 What type of school did you attend?
- 3 Government African school
- 4 Missionary sponsored school
- 5 Any other
- 6 Why did you attend the type of school stated above?
.....
.....
- 7 Which subjects were taught in the school?
.....
.....
- 8 Was your father a member of the Local Native Council or Area school
Committee?
.....
.....
- 9 Were you given preferential treatment in school compared to other children?
.....
.....
- 10 Was your father involved in setting up schools in their locations? If yes,
identify those schools.
.....
.....
- 11 How did the community participate in the development of Government
African School?
.....
.....
- 12 What were the roles of chiefs in LNC and Area school committees?
.....
.....

Appendix F: Budget



Budget item	Cash
Transport and subsistence. Private transport to the field and national archives for 35 days @Ksh 15000 per day. 15000 x 35	825,000
Breakfast and lunch during field study @ Ksh 1500 x 35	37,500
Production of the research instrument. Typing of 6 pages of research instruments @ Ksh 20 per page. 20 x 6	120
Photocopying approximately 120 copies of interview schedules @ KSH 5 x 120	600
Accommodation fee for 5 days during a visit to the National Archives @ KSH 3000 per day. Ksh 3000 x 5	15,000
Photocopying of 5 copies of theses @ksh 5 x 250. 1250 x5	6,250
Contingency	50,000
Total	934,470

Appendix G: Research License

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/19/23170/28155**
MR. ROBERT KIPKEMOI NGENO **Date Of Issue : 26th February,2019**
of MOI UNIVERSITY, 0-20403 **Fee Received :Ksh 2000**
Mogogosiek,has been permitted to
conduct research in Kericho County
on the topic: KERICHO LOCAL NATIVE
COUNCIL EFFORTS IN DEVELOPMENT OF
COLONIAL EDUCATION IN KENYA
1924-1964
for the period ending:
26th February,2020



.....
Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation



Appendix H: Research Authorization – Office of the President



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:
 Telephone: Kericho 20132
 When replying please quote
kerichocc@yahoo.com

THE COUNTY COMMISSIONER
 KERICHO COUNTY
 P.O. BOX 19
 KERICHO

REF: MISC.19 VOL.III/222

11th June, 2019

Robert Kipkemoi Ngeno
 Moi University
 P.O Box 3900-30100
ELDORET

RE: RESEARCH AUTHORISATION

I am pleased to inform you that you are authorized to undertake research as per the letter Ref. No. NACOSTI/P/18/80126/26099 dated 12th October 2018 on ***“Kericho local native council efforts in development of colonial education in Kenya 1924-1964 in Kericho County”*** for a period ending 20th February, 2020.

Any assistance accorded to him is highly appreciated.

Ezekiel Amonde
 FOR: COUNTY COMMISSIONER
KERICHO COUNTY

CC: County Director of Education
KERICHO

Appendix I: Ministry of Education Authorization



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email: cdekerichocounty@gmail.com
When Replying Please Quote:

County Education Office
P.O BOX 149
KERICHO

REF: KER/C/ED/GC/2/VOL.II/

11TH JUNE, 2019.

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION.
ROBERT KIPKEMOINGENO.

The above student has been authorized by National Commission for Science, Technology and innovation to undertake research on "*Kericho local native council efforts in development of colonial education in Kenya, 1924-1964*", Kericho County, for the period ending 26th February, 2020.

Kindly accord him the necessary assistance.


10.



ZACHARY MUTUIRI
COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY.

Appendix J:NACOSTI Authorization



MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email:cdkerichocounty@gmail.com
When Replying Please Quote:

County Education Office
P.O BOX 149
KERICHO

REF: KER/C/ED/GC/2/VOL.II/


11TH JUNE, 2019.

TO WHOM IT MAY CONCERN.

RE: RESEARCH AUTHORIZATION.
ROBERT KIPKEMOI NGENO.

The above student has been authorized by National Commission for Science, Technology and innovation to undertake research on "*Kericho local native council efforts in development of colonial education in Kenya, 1924-1964*", Kericho County, for the period ending **26th February, 2020.**

Kindly accord him the necessary assistance.


IP.


ZACHARY MUTUIRI
COUNTY DIRECTOR OF EDUCATION
KERICHO COUNTY.



Appendix K: Plagiarism Certificate

SR005



EDU 999 THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

NG'ENO KIPKEMOI ROBERT

EDU/DPHIL.PGF/1003/16

In recognition for passing the University's plagiarism
awareness test with a similarity index of 12% and
striving to maintain academic integrity

Awarded by:



Prof. John Changách, CERM-ESA Project Leader

Date: 13/09/2021