

The Flame Magazine

2026 | 1st Edition



*Lighting the lantern of
female leadership...*



University of
Eldoret

flame of knowledge and innovation

Content



2 Editor in Chief



4 12th Student council

5 Guests on Campus

8 Students Achievements



12

On campus highlights

14

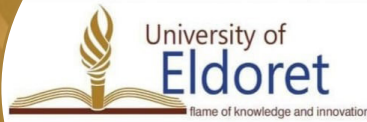
Cultural week

15

Students Write-ups

12

Our Models



University of Eldoret
P.O. Box 1125-30100
Eldoret, Kenya.
info@uoeld.ac.ke

UNIVERSITY OF ELDORET

Identity Page



Motto

Flame of Knowledge and Innovation

Vision

A premier University Nurturing Global Leaders and Innovators for Sustainability

Mission

To provide Quality Education, Training, Research and Entrepreneurship in Science, Agriculture, Engineering, Technology, and Art to meet the needs and aspirations of a dynamic society

Core Values

Customer Centric, Innovativeness, Integrity, Equity, Excellence

THE FLAME OF KNOWLEDGE



EDITOR IN CHIEF

INSIGHT

CURATION

PHAIISM

BY



Esther Vaati



NOTE FROM EDITOR IN CHIEF

As we present the first edition of The Flame for 2026, I find myself reflecting on a journey that has been as demanding as it has been deeply fulfilling. This edition carries a special weight. It is not only a celebration of stories, milestones, and achievements across the University of Eldoret, but also a quiet farewell.

Serving as Editor-in-Chief under the 12th Student Council has been an honour that words can hardly capture. Together, we have worked to ensure that The Flame remains more than just a publication. It has been a voice, a mirror of our shared experiences, and a record of the spirit that defines our university.

This final edition marks the close of our chapter. On behalf of the 12th Student Council Board, I extend our heartfelt gratitude to every student, staff member, contributor, and reader who has walked this

journey with us. Your stories gave this magazine life. Your achievements gave it meaning.

There is a certain beauty in endings. They remind us of the growth we have experienced, the challenges we have overcome, and the legacy we leave behind. As we step away, we do so with pride in what has been built and with hope for what lies ahead.



To the next team, may you carry this flame with courage and creativity. May you tell even bolder stories and reach even greater heights.

And to our readers, thank you for believing in us, for supporting us, and for allowing us to serve.

With heartfelt thanks,
Editor-in-Chief

Esther Vaati



THE 12TH STUDENT COUNCIL

Grace Ochieng
CHAIR



Esther Vaati
EDITOR IN CHIEF



Felix Ochiengi
**SECRETARY
GENERAL**



Celestine Mutunga
TREASURER



Okademi Nancy
**POSTGRADUATES
AND
INTERNATIONAL
STUDENTS**
Special member



Bolvin Ratemo
CHIEF TECHNICIAN



Baraka Kipkemei
**PERSONS WITH
DISABILITIES**
Special member



Faith Cherotich
**SPORTS AND
ENTERTAINMENT**
Special member



Honouring the Chargé d'Affaires

The U.S. Embassy entourage also held a meeting with the Vice Chancellor and university stakeholders, creating space for strategic dialogue and potential partnerships.

The engagement underscored a shared commitment to advancing research, innovation, and sustainable agricultural practices



The visit reinforced the University of Eldoret's position as a key player in shaping solutions for the future of agriculture through knowledge, collaboration, and innovation.

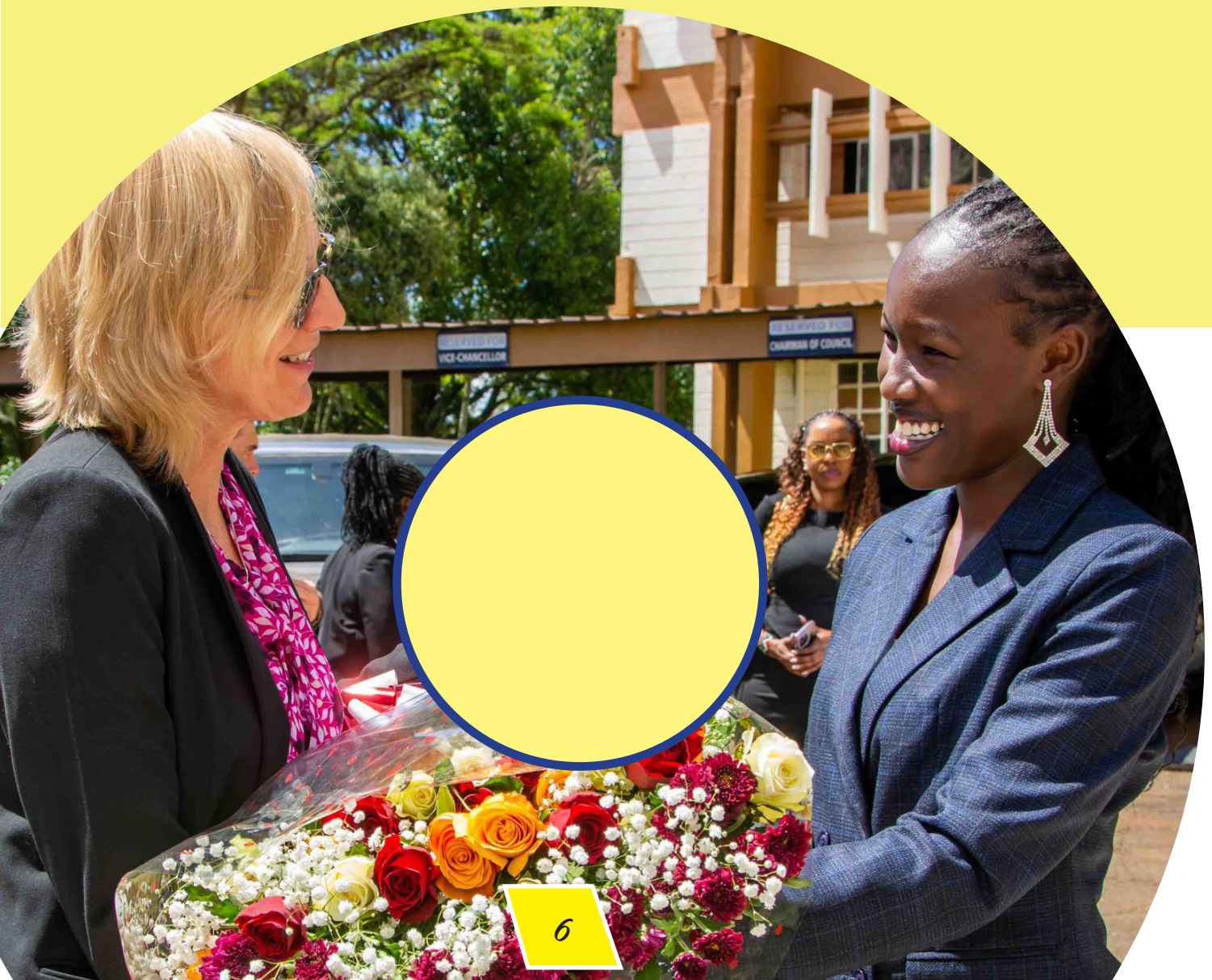


Honouring the Chargé d’Affaires

The University of Eldoret had the honour of hosting Susan M. Burns, Chargé d’Affaires at the U.S. Embassy Nairobi, in a visit that sparked meaningful conversation around the future of agriculture.

Engaging with students, faculty, and stakeholders, she shared valuable insights on emerging trends in the agri-sector, emphasizing innovation, sustainability, and the role of global collaboration.

The interaction created a platform for exchange of ideas, reinforcing the importance of partnerships in driving agricultural transformation. It reflected a shared vision of building resilient systems that can meet both local and global demands.



Honouring
the
Chargé d'Affaires



STRENGTHENING AGRICULTURAL PARTNERSHIPS FOR SHARED GROWTH

The University of Eldoret continues to play a vital role in advancing agricultural collaboration, highlighted by enduring partnerships between Kenya and the United States. For decades, this relationship has supported innovation, technology transfer, and sustainable practices that are transforming the agri-sector

American firms such as Corteva Agriscience and John Deere have contributed to this progress by introducing cutting-edge technologies that enhance food security and boost economic growth, particularly within the Rift Valley and across the country.

The impact of these collaborations is evident through practical demonstrations and shared initiatives, with institutions like Komool Farms and the University of Eldoret showcasing how partnerships can translate into real-world solutions. These efforts reflect a collective commitment to building a resilient and productive agricultural future.

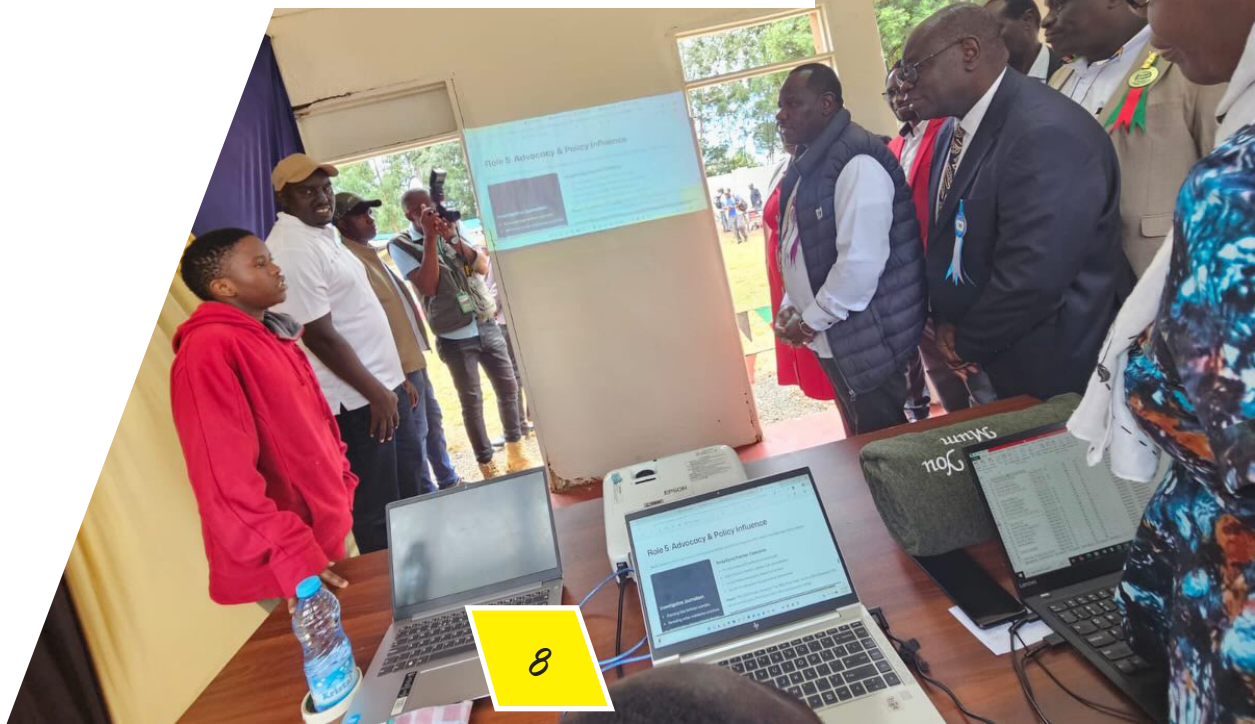
HIGH-LEVEL VISIT AT THE SHOWGROUNDS

Day three at the Show marked a memorable moment for the University of Eldoret as the institution had the honour of hosting the Governor of Uasin Gishu County, H.E. Hon. Jonathan Bii Chelilim.

During his visit to the university stand, the Governor engaged directly with student innovators, taking time to explore a range of solutions on display.

The interaction provided a platform for meaningful dialogue on innovation, creativity, and practical problem-solving.

Such moments continue to highlight the growing impact of student-driven ideas and the importance of collaboration in shaping a better and more progressive future for the region and beyond.



First Female President

A new chapter in student leadership has been written at University of Eldoret as Faith Cherotich was officially inaugurated as the Student President, becoming the first female leader to hold the position since the inception of the university.

Faith was inaugurated alongside the 13th Student Council in a moment that marked both celebration and history for the institution. Her election and inauguration symbolize a major step forward in inclusive leadership and student representation, inspiring many young women to pursue leadership positions with confidence and determination.



Queen of Crowns



The student community is proud to celebrate Grace Achieng following her recognition as the Most Impactful Female Student Leader of the Year.



Known for her dedication, visionary leadership, and unwavering commitment to student welfare, Faith has consistently inspired positive change within the institution. Through her active involvement in student initiatives, mentorship programs, and advocacy for inclusivity and empowerment, she has earned the admiration and respect of both students and staff.

As the acting Student President, this prestigious recognition reflects the confidence the student body has in her ability to lead with integrity, passion, and purpose.



INNOVATORS SHINE ON THE NATIONAL STAGE

UoE students excelled in the Health Innovation category with solutions that demonstrated both creativity and real-world impact.

The University of Eldoret is steadily marking its presence on the national innovation scene following an impressive performance at the Red White & Build US–Kenya Hackathon finals held at the U.S. Embassy in Nairobi.

Competing against some of the brightest minds in the country, UoE students excelled in the Health Innovation category with solutions that demonstrated both creativity and real-world impact.

Team EldoCare

Team EldoCare, comprising James Ngandu and Hidaya Vanessa, emerged 1st Runners-Up nationally, earning a \$700 prize for their outstanding health-focused innovation



Team VisionCare

Team VisionCare, featuring Evans Lang'at and David Shivulu, secured a place in the Top 10 nationally with their forward-thinking health-tech solution



Their achievement reflects the growing strength of student-led innovation at the University of Eldoret and reinforces the institution's reputation as a hub for practical, solution-driven ideas.

Honoring Excellence: UoE Students Receive President's Award

The University of Eldoret celebrates 14 students who earned the prestigious President's Award–Kenya (PA-K) Gold Award at State House. Their achievement reflects dedication, resilience, and a strong commitment to personal growth and community service

The University of Eldoret celebrates 14 students who earned the prestigious President's Award–Kenya (PA-K) Gold Award at State House.



The gold standard UoE Students at State House

Over 52 weeks dedication to service, leadership, skills development, and adventure

A lasting community impact through the construction of essential sanitation facilities

Guided by a vision of shaping character and promoting purposeful volunteerism, the awardees engaged in service, leadership, skills development, and adventure. Their journey reflects the university's commitment to nurturing well-rounded individuals beyond academics.

A standout moment was the residential project in Kerio Valley, where the students constructed sanitary toilet facilities for a local school. This initiative significantly improved hygiene and restored dignity among learners.

Their accomplishment stands as a testament to the power of service and the spirit of innovation fostered at UoE.

Highlights from Innovation Week



Innovation Week came alive with a courtesy visit by Chief Guest, Dr. Caroline Hunja, to the Vice Chancellor's office, setting the tone for a celebration of creativity and progress across the University of Eldoret.

The visit extended into an engaging walk-through of innovators' workstations, where student ideas were brought to life through prototypes, models, and digital solutions. Each station reflected a unique response to real-world challenges, demonstrating not only technical skill but also bold thinking and problem-solving.

The showcase highlighted the university's growing culture of innovation, where learning moves beyond theory into practice.



Conversations between the Chief Guest, students, and faculty created an atmosphere of encouragement and exchange. Innovators had the opportunity to present their concepts, receive feedback, and refine their vision through direct engagement with experienced leadership.



Bridging the Gap Through ESA Gala

By Faith Cherotich



The University of Eldoret Engineering Students Association (ESA) hosted a vibrant gala night focused on connecting students with registered professionals. The event brought together engineering students, university leadership, staff, and experienced engineers, creating a space for meaningful engagement. Led by Engineer Harrison Ketter, professionals offered mentorship

and shared practical insights on career growth and industry expectations. Students also interacted freely with guests, building valuable networks and gaining real-world perspective.

The evening highlighted the power of connection in shaping future engineers and strengthening the professional community.





By Darlene Kayeli

GO ON A RETREAT

In the cacophonous din of modern life, the incessant chatter of the mind, coupled with the weight of past mistakes, can be utterly debilitating. The constant bombardment of information, expectations, and distractions can leave even the most resilient individuals feeling drained, disoriented, and disconnected from their inner selves. The din of the world can be likened to a maelstrom, pulling us in with its myriad temptations and distractions, making it nigh impossible to hear our own thoughts, let alone our hearts. If left unchecked, this relentless barrage can culminate in emotional exhaustion, mental fatigue, and a profound sense of disillusionment. It is in these moments that a retreat from the world becomes an imperative, a necessary respite to recollect one's thoughts, recharge one's batteries, and rediscover one's purpose.

In my opinion, recharging, rewinding, and resetting are essential components of a successful retreat. To recharge is to replenish one's energy reserves, to revitalize the mind, body, and spirit. This can be achieved through a variety of means, including meditation, yoga, and other mindfulness practices that help to quiet the mind and tune into the body's intuitive wisdom. Rewinding, on the other hand, involves a process of introspection, a deliberate attempt to uncoil the threads of one's thoughts, emotions, and experiences, and to re-examine them in a safe and non-judgmental space. This process of reflection allows us to identify patterns, release pent-up emotions, and gain valuable insights into our motivations, desires, and fears.

Resetting, the final component, involves a willingness to let go of the old, to shed the skin of our past selves,

and to re-emerge, reborn, renewed, and rejuvenated. By doing so, we can break free from the shackles of our conditioning, redefine our priorities, and realign ourselves with our core values and aspirations.

A retreat provides a unique opportunity to step out of the maelstrom, to create a safe space for introspection, self-discovery, and growth. By withdrawing from the world, we can quiet the mind, listen to our hearts, and tune into our inner wisdom. In this state of heightened awareness, we can confront our demons, resolve unfinished business, and rediscover our passions and purpose. Ultimately, a retreat is not an escape from reality, but a courageous confrontation with our own selves, a deliberate attempt to reclaim our lives, and to re-emerge, stronger, wiser, and more whole.

In conclusion, a retreat is a powerful tool for personal growth, transformation, and renewal. By embracing the process of recharging, rewinding, and resetting, we can transcend our limitations, tap into our inner potential, and live more authentic, meaningful lives. As the ancient Greek philosopher, Aristotle, once said, "Knowing yourself is the beginning of all wisdom." A retreat provides us with the perfect opportunity to embark on this journey of self-discovery, to explore the depths of our own hearts and minds, and to emerge, transformed, renewed, and reborn.

A VALENTINE'S DAY EMBRACE FOR NATURE

Ian R. Kangogo



A Guinness Book of World Record Attempt of Most Trees Hugged in One Hour

On 14th February 2026, while many people around the world celebrated Valentine's Day by expressing love to one another, Ian Kangogo, a student of Bachelor of Science in Environment and Natural Resource Management at the University of Eldoret, chose to celebrate love in a different and meaningful way—by embracing nature (Trees). On this special day, he carried out a unique environmental awareness challenge at Turbo Forest Station Kakamega County, where he attempted to hug as many trees as possible within one hour. Between 1:00 pm and 2:00 pm, he successfully embraced 1,193 trees defeating the earlier set record of 1123 by a Ghanaian Aboubakar Tahiru, making the event both a personal achievement and a symbolic act of love for the environment. The activity was carefully monitored and recorded by three independent witnesses and two timekeepers, who documented each count in an official logbook to ensure transparency and credibility. Photo and video evidence of the challenge was also captured and later the raw unedited video uploaded to his YouTube channel, (Ian Kangogo), for public viewing and verification. The theme of the event was “TEACH THEM WHILE YOUNG-Trees for the future-Trees for life” While Valentine's Day is traditionally associated with romantic relationships, this initiative aimed to broaden its meaning by reminding people that love should also be extended to the natural world. Trees are essential to human

survival—they provide oxygen, protect biodiversity, regulate climate, and support livelihoods. However, deforestation and environmental degradation continue to threaten these vital resources. The tree-hugging challenge attracted attention from community members who witnessed the activity. Many described it as creative and inspiring, noting that environmental conservation does not always require expensive projects but can begin with simple, symbolic actions that carry powerful messages. Safety and environmental care were strictly observed throughout the exercise. No trees were damaged, and the activity was conducted in line with forest station guidelines and Guinness World record guidelines.

The challenge promoted respect for nature while encouraging responsible interaction with the environment. Through this initiative and its documentation on his YouTube channel, Ian sought not only to set a record but also to use digital platforms to spread awareness about environmental protection among young people. Social media and online video platforms provide an opportunity to reach wider audiences and inspire collective action toward sustainability. This Valentine's Day tree-hugging attempt stands as a reminder that love is not only something we share with one another but also something we must show to the planet we depend on. By choosing to celebrate Valentine's Day through environmental action, the event demonstrated that small, creative efforts can send a strong message of responsibility, unity, and hope for a greener future.

FROM CLASSROOM TO IMPACT:

THE INSPIRING JOURNEY OF JUDY MWENDE MUTUNGA

The University of Eldoret continues to produce graduates who are not only academically accomplished but also transformative leaders in society. Among them is Judy Mwendu Mutunga, a food scientist, entrepreneur, and the CEO of Ustawi Nutritional Care Limited—an innovator making remarkable strides in food security and nutrition in Kenya.



Judy graduated in 2022 with a Bachelor's degree in Food Operation Management, a journey that ignited her passion for value addition and sustainable food systems. While at the University of Eldoret, she developed a strong interest in tackling two critical challenges affecting Kenyan communities: malnutrition and post-harvest losses.

In 2023, she founded Ustawi Nutritional Care Limited, a company dedicated to producing nutritious, value-added food products. Her inspiration stemmed from the significant losses farmers face due to perishable produce, particularly mangoes, and the widespread issue of Vitamin A deficiency. Through Ustawi, Judy has turned this challenge into an opportunity by processing dried mangoes, orange-fleshed sweet potato flour, and honey into affordable, long-lasting, and nutritious products.

Her entrepreneurial journey has been marked by impressive milestones. Judy has successfully built a team of over 50 full-time employees, creating meaningful job opportunities for youth and women. She has also formed strategic partnerships with organizations such as Founders Factory Africa, Food Systems Partnership Network, Global Alliance for Improved Nutrition, and East African Science and Technology Commission. Her innovative work has earned her multiple awards in entrepreneurship and food innovation, further solidifying her impact in the sector.

Despite her success, Judy's journey has not been without challenges. Limited access to capital and the complexities of scaling production tested her resilience, especially in the early stages. Additionally, introducing new food products to the market required significant effort in building consumer trust and awareness. However, these experiences shaped her perspective, teaching her that resilience is essential, partnerships are powerful, and innovation must always be driven by real market needs.

Today, Judy stands as a role model for aspiring entrepreneurs, particularly students at the University of Eldoret. She encourages young innovators to start early, apply their knowledge practically, and focus on solving real-world problems. She emphasizes the importance of building networks, seeking mentorship, and remaining patient and consistent in the pursuit of success.

Judy Mwendu Mutunga's story is a testament to the power of education, innovation, and determination. From lecture halls to leading a growing enterprise, she embodies the spirit of transforming knowledge into impact, proving that with vision and resilience, young graduates can shape a more sustainable and nourished future for all.

INSIGHTS & ADVICE TO UNIVERSITY OF ELDORET STUDENTS

- **Start early:** don't wait to graduate to begin your ideas
- **Apply what you learn practically:** innovation comes from action
- **Solve real problems in your community**
- **Build strong networks and seek mentorship**
- **Be resilient and patient:** success takes time



Let's talk about gender equality



What if we are saturated with the university life? No, we must soldier on because it is our garden. With different types of weeds and flowers in one garden, with the same amount of sunlight, soil and water, some will grow tall and some short but each one has a sense of belonging. Sun, soil and water are therefore our gender equality, diversity and inclusion that will make the plants (students) in the garden (school) to thrive regardless.

Let's talk about gender equality, Imagine joining a club with a lot of enthusiasm but later learn that your voice is not audible or perhaps being assumed because of your religion, sex, tribe or age. It is disheartening and you will feel almost invisible in the space. You start to question your voice but later realizing it's not the problem but rather the willingness to listen. For equality, we should give everyone a voice and equal opportunity for individual empowerment and develop strong self-esteem.

The rich mixture of culture, backgrounds and identities that students have is the diversity. Each one of us have different and unique ideologies shaped by families, religion and culture but they are not obstacles instead they are bridges and resources. In academic, diverse opinions/ perspectives spark

innovation, in research they bring new questions and in social life it broadens humanity. `We may have different religions, different languages, different skin color but we all belong to one human race` Kofi Anan

When diversity has a sense of belonging inclusion is definitely implemented. It does not end by simply bringing students from different backgrounds together; they must be respected, heard and recognized. We need to stand firm, condemn judgments, challenge discrimination and promote fairness as our main objective.

`If we are to live in peace we must know each other better` Nelson Mandela In a nutshell, gender equality is not replacing one's voice with but to ensure every voice is given a microphone for audibility. Diversity is not a static display in policies; its lived reality of shared spaces. Inclusion is the daily choice to pull up and set a space for another chair in the table; not because of who they are but because of their strength.

If our university is the garden, it's our collective responsibility to attend to it for better yields. Students in the shades should be moved to light, those who lack moisture should to be watered and those with unfertilized soil to be fertilized.

LILLIAN SHIKWA

The Quiet Test of Student Leadership

On a bright afternoon in the middle of the semester, the student leaders gathered in a small boardroom overlooking the main quadrangle. The excitement of victory had long faded. Files lay open before them; a list of unresolved issues filled the whiteboard. Accommodation complaints; delayed bursaries; cafeteria price increments; academic timetable clashes. Outside, students still waved at them and expected quick solutions. Inside, they were beginning to understand that leadership was not applause; it was endurance.

In many universities, the real test of student leadership begins after elections. Campaign energy gives way to institutional reality. The microphones are replaced by minutes; the chants by committee reports. It is here, in the routine and often invisible work of representation, that leadership is either strengthened or slowly strained.

One subtle challenge that confronts student leaders is the weight of expectation. During campaigns, ideas flow freely. Once in office, however, leaders encounter policy constraints, budget ceilings, and administrative procedures that move at a different pace than student impatience. The distance between aspiration and implementation can be disorienting. Without careful communication, this gap may be interpreted as inaction. Without internal resilience, it can become discouragement.

Another quiet pressure lies in proximity to power. After assuming office, student leaders interact more frequently with university management. They sit in formal meetings; they access privileged information; they experience a different tone of conversation from the one shared with their peers. This new environment can be transformative in positive ways; it offers exposure and mentorship. Yet it also requires balance. Maintaining authenticity while navigating institutional diplomacy is not simple. A leader must remain approachable to students while engaging respectfully with administration. When this balance tilts, perceptions shift.

Time management is a less dramatic but equally decisive factor. Student leaders are, first and foremost,

students. Academic deadlines do not pause for council meetings. Leadership responsibilities can stretch late into the evening; emergencies rarely follow a timetable. Without deliberate discipline, academic performance may decline, and stress accumulates. Over time, fatigue affects judgment and communication. What appears externally as indifference may internally be exhaustion.

Internal dynamics within leadership teams also shape outcomes. Student governments operate through collective responsibility. Diverse personalities; varying leadership styles; differing priorities. When cohesion is strong, diversity enriches decision making. When communication weakens, misunderstandings multiply. Minor disagreements may grow into silent divisions. Unity does not mean uniformity; it means the ability to manage difference constructively.

Financial oversight presents another area where expectations and realities intersect. Managing student funds requires technical competence and procedural clarity. Delays in disbursement, incomplete documentation, or unclear reporting can generate suspicion even when intentions are sound. Transparency must therefore be proactive rather than reactive. Regular updates and accessible records build confidence before questions arise.

There is also the challenge of visibility. Students often equate leadership with constant presence and immediate response. Yet much of student governance involves negotiations, drafting proposals, and attending structured meetings that are not publicly visible. When the unseen work is not communicated effectively, it may appear as inactivity. The art of leadership includes narrating progress without overstating it.

Social media has added a new dimension to student leadership. Feedback is instantaneous and often public. Praise and criticism circulate widely. A single misinterpreted statement can overshadow months of diligent effort. Leaders must learn to respond with composure rather than impulse.

VIVIAN ACHIENG

The Journey of Bossious



Bossious was born on a quiet morning in a small lakeside village called Nyamira Plains, where the sun rose gently over rippling waters and fishermen prepared their nets before dawn. His mother, Mama Sifa, was a strong-willed woman who believed that wisdom was richer than wealth. His father, Baba Imara, was a respected community elder who taught his children that honesty and courage were the pillars of life. From childhood, Bossious was different. While other boys chased birds and played in the dust, he often sat under the old fig tree listening to village elders speak about freedom, justice, and the struggles of the past.

These stories planted seeds in his heart. He learned early that leadership was not about ruling others, but about lifting them. School was not easy for him. Every morning, he walked miles barefoot, crossing streams and dusty roads with books tied in a faded cloth. Yet, he never complained. Education, to him, was a bridge to change. His teachers soon noticed his sharp mind and fearless questions. He challenged unfair rules, defended weaker classmates, and always stood for what was right. As he grew older, Bossious earned a rare opportunity to study in distant lands. In foreign cities filled with tall

buildings and busy streets, he encountered new ideas about democracy, equality, and human rights. He spent long nights reading, debating with fellow students, and writing letters home about his dreams for his country. When Bossious finally returned home, he found his people burdened by poverty, corruption, and broken leadership. Promises had been made but never kept. Roads were poor, schools lacked resources, and farmers struggled to survive. His heart ached, and he knew he could no longer remain silent. Guided by mentors such as Elder Tumaini and Sister Amani, Bossious entered public life. He began by speaking in small gatherings under trees, in churches, and in

village halls. His words were simple, but powerful. Slowly, crowds grew, and people saw in him a leader who understood their pain. The journey was not easy. He faced arrests, betrayal, and exile. Newspapers twisted his words, and powerful figures tried to silence him. Yet, he remained firm. Each setback strengthened his resolve.

Over time, he formed movements that united people across regions and beliefs. His followers called him “The Torchbearer,” for he carried hope wherever he went. Though he faced repeated defeats in major contests, he urged peace and patience, teaching that democracy was a journey. In his later years, Bossious became a voice of reconciliation. He promoted dialogue, unity, and forgiveness. He worked tirelessly for education, youth empowerment, and human rights, believing that lasting change began with informed citizens.

During a humanitarian visit to India, Bossious fell seriously ill. Far from home, he reflected on his life and his people. Surrounded by close companions, he spoke about unfinished dreams and future generations.

On a calm evening, he passed away peacefully. The nation mourned. Markets fell silent, schools paused, and prayers rose in every corner. A great voice had been silenced. Yet, his legacy lived on. In classrooms, communities, and young leaders, his spirit continued. Bossious taught that leadership was about service, sacrifice, and sincerity. From a barefoot village boy to a symbol of national conscience, he proved that one determined heart could reshape history. He did not chase comfort. He chased change. And in doing so, he became immortal.

MELLAN AWOUR

Why Students Drop out of Technical and engineering Courses

The level of student dropouts in technical and engineering courses has been one of the major challenges in higher learning institutions. There are research reports and institutional reports which reveal that the first and the second years of study have the highest number of dropped students. In certain institutions, there is a low rate of graduation rate of students who are enrolled in programs related to STEM; as low as about 50%. Depending on the rigorous academic programs offered in universities, especially technical disciplines, the shift into the university life is both academic and psychological difficulties a certain number of students are unprepared to address. Academic background is one of the risk factors, which is most critical. Approximately 46% of the first-year STEM students who had a lower-high-school grade drop out, whereas only 14% of those who had higher academic basis enter. The presented gap shows the significance of readiness and background in science, mathematics, and critical thinking.

Factors underlying this trend.

First, a large number of students drop out of high school being trained mostly to pass the exams but not to grasp and implement concepts. They find it hard to adjust when they are enrolled in technical programs which involve critical thinking ability, problem solving skills and personalized learning. This difference between memorizing and understanding based university education is a significant impediment.

Secondly, cheating in exams, an academic dishonesty that occurs in high-school level, presents an academic placement that is unrealistic. Other students who receive grades higher than their capability in education would join other challenging courses which are beyond their capability to handle and they end up failing mind before graduating.

The other significant problem is the wrong choice of course. There are those students who do not study technical programs because they like doing so but merely because of the pressure of parents or the demands of society or simply because of the influence of peers. Even the nature of technical programs themselves will cause attrition. This discouragement

comes about when pupils are faced with a series of failure in exams. In the long run, this disheartenment develops into retrenchment.

Other than academicians, personal and social considerations are also a big aspect. Mental and emotional problems such as family problems, relationship problems, and adjustment problems impact concentration and performance. Another great contributor is financial constraints. The poor students can skip classes, postpone tests, or turn-up since they cannot afford their fees.

Also, university life can create too much freedom and can be overwhelming. Other students have problems managing between being independent and academic responsible. The academic performance is gradually destroyed by poor time management, lack of discipline and social distracters. These factors combined with heavy workloads usually cause stress and burnout especially in the second and third year when the academic pressure builds up.

Notably, intellectual incapability is not the cause of most instances of dropout. Instead, students simply do not have proper support system, preparation, or a definite drive to continue. Higher education institutions have started putting intervention measures to deal with these issues. Bridging courses and peer mentoring schemes facilitate first year students to adapt to the demands of university life with ease. Early intervention in schools has been known to be an effective measure in enhancing the retention rates by interfering with the struggling students before they leave their mark to see it through.

The institutions are also upgrading counselling services to overcome mental and emotional difficulties. Support systems that cut the economic barriers like bursaries and welfare grants and payment plan flexibility mitigate the financial factors. Universities are pushing high schools to implement STEM readiness programs that focus on conceptual, but not on rote learning. At the secondary level, enhancing preparations will help bridge the readiness divide and lowering the effects of academic shock in the first year.

CATE NJERI GIKUNG'A

Technology And Mental Health



Social media has risen to be among the most powerful technical inventions in human history during the last two decades. People's means of communication, information access, and identity building have been changed by platforms including Facebook, Instagram, TikTok, and X. Social media is part of millions of users' everyday routines from waking up and checking notifications to posting life updates before bedtime. This is especially true for young people. These channels have sparked major worries about mental health even if they provide chances for connection, invention, and awareness and offer opportunities for connection, invention, and awareness.

Connectivity is among the most obvious advantages of social media. It helps people create communities around common interests and keep relationships going over great distances. Families split by migration can quickly connect, students can work together virtually, and people can find support groups that confirm their experiences. Social media offers underprivileged groups safe places to express themselves and connect with others. Many experts and supporters of mental health utilize these channels to provide crisis resources, educational material, and coping mechanisms. Social media has therefore lowered prejudice around mental health challenges and raised public knowledge of problems including depression, trauma, and self-care. Online groups might help those who feel alone in their actual surroundings find solace and a feeling of connection. Social media also offers a number of mental dangers in addition to its advantages. Social comparison is among the most worrisome trends. Most people show well-chosen versions of their lives online, emphasizing successes, holidays, and beautiful photographs while downplaying problems and failures. Uninterrupted

exposure to these romanticized depictions might skew one's view of reality. People can start comparing their daily lives to the polished pictures they see, which can cause them to feel bad about themselves and have low self-esteem.

Another great worry is the validation culture built into social media channels. Visible measures of approval are likes, comments, shares, and follower numbers. For many consumers, particularly young people, these numbers become linked to personal worth. Posts with great engagement could make consumers feel valued and confident. By contrast, too little contact might spark discouragement and self-doubt.

Cyber bullying makes the mental health risks linked to social media even worse. Unlike conventional bullying, which is typically restricted to particular physical areas, internet harassment can happen anytime and quickly reach great numbers of people. Unkind words, gossip, and embarrassing material spread quickly and feed emotional pain. The relative anonymity of the internet occasionally inspires people to act aggressively free of immediate repercussions. Victims of cyber bullying frequently experience heightened stress, depression, social withdrawal, and, in extreme cases, suicidal thoughts. The permanence of online content means that harmful material can resurface long after it was initially shared, prolonging psychological harm.

In conclusion, social media presents a paradox in modern society. It connects people globally while sometimes increasing feelings of loneliness. It raises awareness about mental health while simultaneously contributing to anxiety and depression.

BRITON MWENDIA

CROWNED MODELS



a



b



c



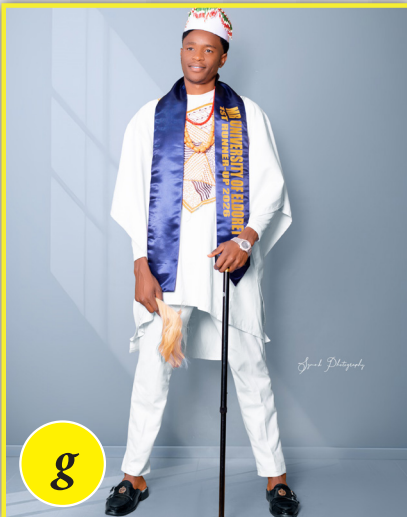
d



e



f



g



h



i

a: Leone Juma
MR. UOE

b: Whitney Kibera
MISS. UOE

c: Chichi Emmaculate
MISS CURVY

d: Necy Margaret
MISS ENVIRONMENT

e: Azziz Franko
MISS UOE 1st
RUNNERS UP

f: Joy Mugo
2nd RUNNERS UP
MISS UOE

g: Maxwell Owino
MR. ENVIRONMENT

h: Bossious Engine
MR. UOE 1st RUNNERS UP

Politics and University Education



Universities have long been spaces where ideas are debated, challenged, and refined. From lecture halls to student forums, universities bring together individuals with diverse perspectives, making them fertile ground for political thought and engagement. Yet the relationship between politics and university education remains complex. While political awareness can enrich academic life and civic responsibility, excessive politicization can also distract from the core mission of higher education: learning, research, and intellectual development. Politics enters the university in several ways. First, universities educate future leaders, policymakers, and citizens. Courses in fields such as political science, history, economics, and law naturally examine governance, power, and public policy. Students are encouraged to analyze political systems, question authority, and participate in democratic processes. In this sense, political awareness is not only inevitable but necessary. Universities help shape individuals who can think critically about national and global issues and contribute meaningfully to society.

Student leadership structures also introduce politics into campus life. Student organizations and councils often mirror national democratic systems, complete with campaigns, debates, and elections. These processes can be valuable learning experiences. Students gain practical exposure to leadership, representation, negotiation, and accountability. Ideally, campus politics provides a training ground where young leaders learn to engage in dialogue, manage diverse interests, and advocate for their peers.

However, challenges arise when political competition begins to overshadow academic priorities. In some institutions, student elections become highly polarized, resembling national political contests rather than constructive leadership processes. When alliances, rivalries, and external political in-

fluences dominate campus activities, students may lose focus on their academic responsibilities. The university environment risks shifting from a place of intellectual inquiry to a stage for partisan conflict. External political influence can also affect universities.

Governments and political actors sometimes attempt to shape university policies, curricula, or leadership appointments. While public institutions inevitably operate within national political frameworks, excessive interference can threaten academic freedom. Universities function best when scholars and students are free to research, teach, and debate ideas without fear of political pressure or censorship. At the same time, universities cannot isolate themselves completely from societal issues. Political decisions affect funding for education, research priorities, and student welfare. For example, policies on higher education financing, scholarship programs, and research grants directly shape the opportunities available to students and academics. Engaged universities therefore play a role in informing public debate, providing evidence-based perspectives on policy questions, and contributing to national development.

The key challenge is maintaining balance. Universities should encourage political awareness, critical debate, and responsible leadership among students while protecting the academic environment from destructive partisanship. Political engagement should enhance intellectual growth rather than replace it.

Ultimately, politics and university education are connected because universities prepare individuals to participate in society. The goal is not to eliminate politics from campuses but to ensure that it remains constructive, respectful, and informed by knowledge.

LILLIAN NDANU

FINDING OUR VOICE AT THE UNIVERSITY

Life at the University of Eldoret is more than lectures, CATs, and examinations. It is the early morning walks to class, the meaningful discussions that continue long after lessons end, and the quiet moments in the library where ideas slowly grow. Within this daily rhythm, every student carries unique experiences and opinions that deserve to be heard. Writing gives us the opportunity to turn those silent thoughts into something powerful and lasting.

Often, inspiration begins from simple moments—a classroom debate, a personal challenge, or a dream about the future. When we choose to put these ideas into words, we begin to understand them more clearly. We learn to organize our thoughts, express ourselves confidently, and value originality. Writing is not about being flawless; it is about being honest and brave enough to share our perspective.

A student publication reflects the real spirit of the university. It captures the diversity, creativity, and ambition of students from different schools, including the School of Education. When students contribute their voices, the magazine becomes alive with genuine stories and thoughtful opinions. It reminds us that learning is not only about absorbing knowledge but also about sharing it. In the end, choosing to write is choosing to leave a mark. Long after the academic year ends, those pages will remain as evidence that we were part of something meaningful. At the University of Eldoret, every voice matters—and sometimes all it takes is the courage to let it be heard

MARY MBUGUA

THE SILENT CURRICULUM

When we first enter the University of Eldoret, we assume our purpose is simple: attend lectures, sit for examinations, and ultimately earn a degree. We arrive carrying ambition, expectations, and carefully nurtured dreams about the future. However, as the semesters progress, we begin to realize that the most powerful lessons are not always found in course outlines or lecture slides.

There exists a silent curriculum — invisible yet deeply transformative — that shapes not only our intellect but also our character. Inside lecture halls, we explore theories, evaluate arguments, and develop critical thinking skills. Academic study trains us to question ideas, defend positions with evidence, and contribute meaningfully to knowledge in our field. Yet beyond the classroom walls, another form of education quietly unfolds. It reveals itself through failure, where resilience is born after disappointment; through financial and personal struggles, where responsibility and maturity grow; and through engagement with diverse perspectives that broaden our worldview.

University life challenges the individual as much as it educates the mind. During moments of doubt and seasons of intense pressure, we are compelled to reflect: Who am I becoming? What principles will guide my decisions beyond this institution? Through obstacles, we cultivate integrity. Through independence, we learn discipline. Through teamwork, we discover leadership. The University of Eldoret is therefore not merely a center of academic instruction, but a formative space where growth — though sometimes uncomfortable — is essential. Eventually, we will graduate holding certificates that symbolize our academic achievement. Yet the true accomplishment will extend far beyond a piece of paper. It will be found in the resilience we have developed, the perspective we have gained, and the sense of purpose we have strengthened. Long after specific lectures fade from memory, the silent curriculum will endure, reminding us that education is not only about what we know, but about who we have become.

CHARLES MWANGI

THE JOURNEY BEHIND THE GRADES

BY IRENE WANJIKU

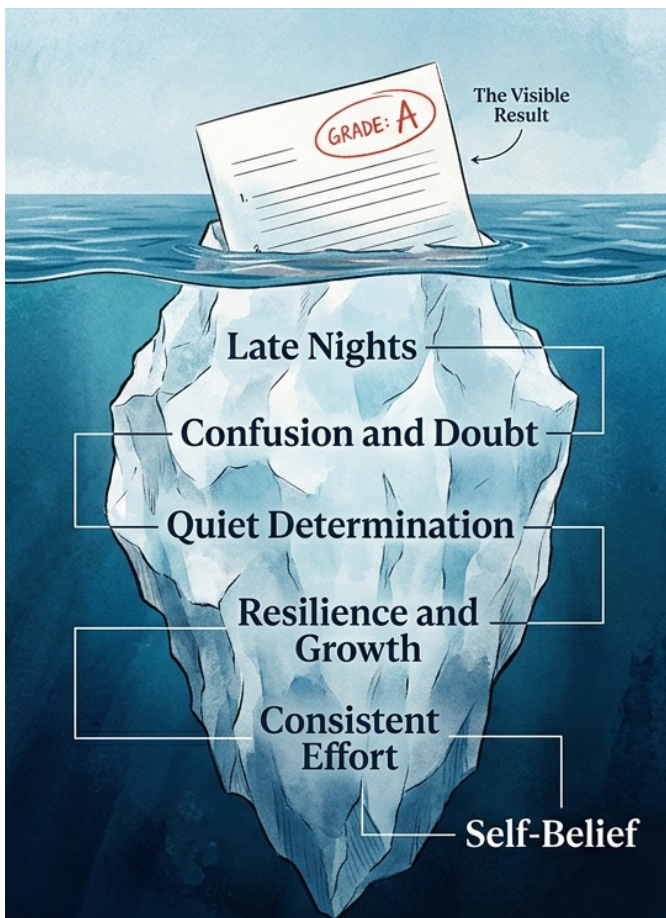
When people look at grades, they often see numbers that represent success or failure. What they rarely see is the story behind them — the late nights, the moments of confusion, and the quiet determination to keep going even when things feel difficult. My time at the University of Eldoret has shown me that education is not just about passing exams, but about the personal journey that happens along the way.

There were times when academic work felt heavier than expected. Some concepts did not make sense immediately, and progress sometimes felt slow. In those moments, doubt quietly appeared, making me question my ability. Yet, instead of stopping, I learned to keep trying. Over time, I began to understand that struggling did not mean I was failing — it meant I was learning.

Balancing responsibilities was not always easy. Deadlines came quickly, expectations remained high, and motivation was not always constant. There were days when continuing required real effort, not just intellectually but emotionally. Choosing to move forward during such moments became a lesson in resilience. I realized that success is often built through consistency rather than sudden brilliance.

Most importantly, my experience changed how I see growth. Learning stopped being about competing with others and became more about improving myself. Each challenge helped me gain confidence and patience. The university became more than a place of study — it became a place where I learned about perseverance and self-belief.

Looking back, my academic journey at the University of Eldoret has been about more than grades. It has been about growth, effort, and quiet transformation. Behind every result lies a story of persistence, and through that journey, I continue to become a stronger and more confident learner.



Balancing responsibilities was not always easy. Deadlines came quickly, expectations remained high, and motivation was not always constant. There were days when continuing required real effort, not just intellectually but emotionally. Choosing to move forward during such moments became a lesson in resilience. I realized that success is often built through consistency rather than sudden brilliance.

Most importantly, my experience changed how I see growth. Learning stopped being about competing with others and became more about improving myself. Each challenge helped me gain confidence and patience. The university became more than a place of study — it became a place where I learned about perseverance and self-belief. Looking back, my academic journey at the University of Eldoret has been about more than grades. It has been about growth, effort, and quiet transformation. Behind every result lies a story of persistence, and through that journey, I continue to become a stronger and more confident learner.

Rethinking the University Curriculum in the Age of Artificial Intelligence



Not long ago, a typical university classroom followed a familiar pattern. The lecturer delivered knowledge; students listened, took notes, and later reproduced that knowledge in examinations. Learning was largely defined by access to information. Today, however, that reality has changed dramatically. With the rise of artificial intelligence tools such as ChatGPT and Google Gemini, information is no longer scarce. Instead, the challenge has shifted from finding information to understanding, evaluating, and applying it responsibly. This transformation raises an important question: Is the traditional university curriculum still adequate in the age of artificial intelligence?

Artificial intelligence is increasingly becoming part of everyday academic life. Students now use AI to summarize readings, generate ideas, assist with coding, and even simulate research discussions. While some institutions initially viewed these tools with suspicion, a growing number of educators now recognize that AI is not simply a threat to academic integrity; it is also a powerful learning companion. Rather than banning AI, universities must rethink how learning takes place when such tools are readily available.

One key shift involves teaching AI literacy across disciplines. AI should not remain confined to computer science departments. Students in literature, hospitality, engineering, education, and social sciences all encounter AI-driven systems in their professional fields. Understanding how these systems work, their limitations, and their ethical implications should therefore become a basic academic skill, much like digital literacy became essential in the early 2000s.

Another area of transformation lies in assessment methods. If AI can generate essays or solve routine problems, universities must design assessments

that emphasize creativity, critical thinking, and real-world problem solving. Project based learning, oral presentations, collaborative research, and applied problem solving can help ensure that students demonstrate genuine understanding rather than simply reproducing generated content.

Equally important is the ethical dimension of artificial intelligence. AI systems raise serious questions about authorship, data privacy, intellectual property, and bias in algorithms. Universities have a responsibility not only to teach students how to use AI, but also to encourage thoughtful reflection on its societal impact. Graduates entering the workforce should be equipped to ask difficult questions about the technologies they rely on.

Finally, the age of AI calls for a more interdisciplinary curriculum. Artificial intelligence sits at the intersection of technology, philosophy, psychology, economics, and law. Addressing its challenges requires collaboration across fields. Universities that encourage cross disciplinary learning will be better positioned to prepare students for a future where complex problems rarely belong to a single discipline.

Artificial intelligence is not merely another technological trend; it represents a profound shift in how knowledge is created, accessed, and applied. Universities therefore face a critical task: to redesign curricula that do not compete with AI, but instead teach students how to think alongside it. In doing so, higher education can remain not only relevant, but essential in shaping the thinkers and innovators of the future.

Literature as a Standalone Course



In many educational systems, literature is often taught together with English language and grammar, sometimes as a single combined course. On the surface, this approach may seem practical: it economizes time and resources while reinforcing language skills through literary texts. However, this model underestimates the unique intellectual and cultural value of literature. Literature is far more than a tool for teaching grammar or vocabulary; it is a distinct discipline that engages the imagination, fosters critical reflection, and cultivates cultural understanding. Treating literature merely as a supplement to language instruction risks reducing its transformative potential. One of the strongest arguments for studying literature independently is the depth of analysis it requires. While grammar focuses on rules, syntax, and mechanics, literature demands interpretation, evaluation, and critical thinking. Students studying literature alone are able to delve into themes, narrative structures, symbolism, and character development without the distraction of simultaneously mastering language rules. For instance, analyzing the tragic hero in Shakespeare's *Hamlet* or exploring social injustice in Chimamanda Ngozi Adichie's *Half of a Yellow Sun* requires careful engagement with context, perspective, and subtext; skills that go beyond language proficiency. A combined course often forces students to approach literary texts primarily as examples of language mechanics, thereby limiting opportunities for deeper intellectual engagement. Literature also cultivates empathy, cultural awareness, and emotional intelligence. Through literature, students encounter human experiences and historical realities far removed from their own, from colonial histories and migration narratives to existential questions and ethical dilemmas. Reading Achebe's *Things Fall Apart*, Morrison's *Beloved*, or Ngugi wa Thiong'o's *Petals of Blood* exposes students to alternative worldviews, fos-

tering an appreciation for diversity and social complexity. When literature is studied alongside grammar, the focus often shifts to sentence structure or vocabulary exercises, which can dilute the profound human insights that literary texts offer. Moreover, a standalone literature course encourages interdisciplinary learning. Literature naturally intersects with philosophy, history, sociology, psychology, and even science, providing students with a holistic understanding of human thought and society.

By treating literature as an independent subject, universities create space for students to explore these intersections and apply analytical reasoning across disciplines. For example, studying dystopian fiction alongside political theory can illuminate how literature reflects societal anxieties, governance issues, and ethical questions. Such depth is difficult to achieve when literature is subordinated to language teaching. Another critical reason for separation is creative engagement. Students immersed in a combined course often perceive literary texts as instruments for practicing grammar or vocabulary rather than as works of art. This instrumental approach risks suppressing imagination and creativity. In contrast, a dedicated literature course allows students to appreciate narrative techniques, stylistic choices, and thematic complexity in their own right. It encourages debate, discussion, and interpretation, all of which develop critical thinking and communication skills that extend far beyond the classroom. Finally, treating literature as a standalone discipline signals its intrinsic value. When students recognize that literature warrants focused study, they understand that it is not merely functional but essential for intellectual and cultural development.

EUGINE ABUNGA

Discipline Is More Important Than Talent



Many people believe that talent is the key to success. Talent is a natural ability that allows someone to perform a skill easily or exceptionally well. While talent can provide a strong beginning, it does not guarantee long-term achievement. Discipline, on the other hand, is the ability to stay focused, committed, and consistent even when things become difficult. In reality, discipline plays a greater role in success than talent because it determines whether a person will fully develop their potential. First, discipline creates consistency. A talented person may perform well once or twice, but without regular practice and effort, their ability may fade.

Discipline ensures that a person shows up every day, practices regularly, and improves gradually. Success in academics, sports, or business requires daily effort. It is discipline that builds habits, and habits are what shape excellence over time. Even small, repeated actions can lead to great achievements.

Second, discipline helps people overcome challenges. Life is full of obstacles, failures, and disappointments. Talent alone cannot help someone push through hard times. When motivation is low and results are slow, discipline keeps a person moving forward. A disciplined student continues studying even when exams are difficult. A disciplined athlete trains even when tired.

This persistence often makes the difference between those who succeed and those who give up. Moreover, discipline encourages growth and self-control. Talented individuals sometimes rely too much on their natural abilities and may become complacent. However, discipline requires humility and a willingness to learn. It teaches time management, responsibility, and patience. These qualities are essential not only for success but

also for building strong character. Over time, a disciplined person can even surpass someone who is naturally talented but inconsistent.

While talent may open the door to opportunities, discipline determines how far a person will go. Talent is a gift, but discipline is a choice. Anyone can choose to be disciplined, regardless of their natural abilities. Therefore, discipline is more important than talent because it ensures continuous improvement, resilience, and lasting success.

NEHEMIAH KIPKOSGEI

The Unfiltered and Uncensored Truth about Society and Femininity



For centuries, society has worshipped the illusion of progress while burying the truth beneath layers of silence. Women have been molded, defined, and confined by traditions disguised as culture, religion, and morality. Beneath the polished surface of “modern civilization,” the same chains remain—invisible perhaps, but still unbroken. This is the unfiltered and uncensored truth about society and femininity: that the oppression of women has merely changed its shape, not its purpose.

Whether it is from the West Coast of Africa, the southern regions of the continent, or from Asia to the rest of the world, women everywhere remain trapped within the same cage of patriarchy—a system that started long ago. It is not only a system but a belief that has been passed on through generations. As much as we believe we are evolved and live in modernized times, the roots of patriarchy are deeply embedded within us.

In West Africa, particularly Ghana, young girls—often between the ages of five and ten years—are still given up to shrines to serve the gods under a system known as **Trokosi**. Torn from their families, their freedom and identity are stripped away. Their chances of education are stolen, their dreams shattered—all because of a supposed sin or wrongdoing of a family member. Some of these girls are even raped, yet the act is framed as the “salvation of the deity.” They are exposed to sex at a very young age without their consent. How ironic that the same system that claims to save them destroys them. Although **Trokosi** was officially banned years ago, the practice still persists, justified as religion or culture. It is a society that feeds on the silence of its women.

This oppression is not limited to Ghana. In India and other parts of Asia, similar practices still exist under different names—such as the **Devada-*

*si** system, again disguised as religious devotion. Once more, centuries of conditioning train women to serve under the illusion of piety. The girls grow up believing they are serving divine beings, when in reality, they serve men, masters, and fear itself. They are denied love, family, and freedom. They are property—mere objects of the “gods.”

In Mauritania, society rules the health of girls. From a very young age, these girls are overfed so that they can meet the beauty standards of society in order to be married. It already ruins their bodies, yet in the absence of ever being truly free, marriage becomes a form of survival. Most women obey so that they can please the male gaze and the desires of men. The girls can say “no,” but it is never an answer. Their voices are silenced. They are expected to submit, to comply, and most importantly, to suffer in silence—denied their right to speak.

Just as being chubby is seen as beauty in Mauritania, being petite is considered beautiful in westernized countries. Despite the high level of technology and so-called progress in those countries, the same practice still exists—society still has a strong grip on us. The girls in those westernized countries try desperately to be slender because society defines slenderness as beauty. Some starve themselves to achieve that “perfect body,” yet perfection is nothing but an illusion. Others go to the gym, but no one ever talks about the dire effects of this constant pressure.

If men want petite, society delivers. If they want chubby, society delivers. Our bodies are not our own—they belong to the society that dictates them. But it is time to break free from its clutches. It is high time we recognize our worth, our values, and find our true voices—not the ones filtered through social media platforms.

MORARA PAULINE

Are Universities Teaching What the Future Needs?



Walking across university campuses, one might assume that graduates leave well-prepared for the workforce: they have degrees, transcripts, and stacks of certificates. Yet, across industries, employers frequently lament that graduates lack essential skills for the modern workplace. This disconnect between university education and employability has been described as a “silent skills crisis,” one that threatens both individual careers and broader societal development.

Universities have traditionally focused on theoretical knowledge, prioritizing disciplinary content over practical application. Students memorize formulas, recite historical dates, or analyze literary texts, but many leave without the ability to solve real-world problems, communicate effectively in diverse teams, or navigate complex workplace scenarios. While these academic foundations are important, they are insufficient in a world increasingly defined by rapid technological change, globalization, and multidisciplinary challenges.

A key factor in this crisis is the mismatch between curricula and market needs. For instance, graduates in engineering may understand mechanics and algorithms but struggle with project management, teamwork, or client communication. Business students may excel in financial theory yet lack practical skills in digital marketing, analytics, or entrepreneurship. The rise of artificial intelligence and automation has further intensified the problem: roles that previously relied on routine tasks now demand critical thinking, creativity, and adaptability. Graduates unprepared for this reality find themselves at a disadvantage.

Bridging this gap requires universities to rethink their approach to teaching. One solution is integrating practical, hands-on learning into curricula. Project-based learning, internships, fieldwork, and

live industry collaborations allow students to apply theory in real-world contexts. For example, engineering students can design and implement solutions for local infrastructure challenges, while business students can develop marketing strategies for actual companies. Such experiences not only build competence but also confidence, resilience, and professional judgment.

Equally important is embedding soft skills and digital literacy into academic programs. Employers increasingly value communication, collaboration, critical thinking, and emotional intelligence. Graduates who can articulate ideas clearly, negotiate effectively, and work across cultural or disciplinary boundaries are more likely to succeed in the workplace. Similarly, technological competence, including AI tools, data analysis, and digital collaboration platforms, is no longer optional; it is essential for nearly every professional field.

Universities can also partner with industry to co-design curricula. When academics work alongside practitioners, programs reflect real workplace demands while maintaining academic rigor. This partnership benefits both sides: students acquire relevant skills, industries gain a more capable talent pool, and universities strengthen their societal relevance. Countries with strong university-industry collaborations, such as Germany and Singapore, demonstrate higher graduate employability rates and smoother transitions into the workforce.

Finally, the skills crisis is not merely an employment issue; it is a societal challenge. Graduates who lack practical competence are less able to contribute to innovation, entrepreneurship, and community development.

CAROL ATIENO

Cultivating the Campus Garden



What if we are saturated with university life? No, we must soldier on because it is our garden. With different types of weeds and flowers in one garden—all sharing the same amount of sunlight, soil, and water—some will grow tall and some short, but each one has a sense of belonging. Sun, soil, and water represent our gender equality, diversity, and inclusion that allow the plants (students) in the garden (the university) to thrive regardless of their differences. If our university is the garden, it is our collective responsibility to attend to it for better yields. Students in the shades should be moved to the light, those who lack moisture must be watered, and those with unfertilized soil must be nurtured.

Imagine joining a club with a lot of enthusiasm, only to learn later that your voice is not audible—or perhaps you are being overlooked because of your religion, sex, tribe, or age. It is disheartening, and it makes you feel almost invisible. You start to question your own voice, only to realize later that your voice isn't the problem; rather, it is the community's willingness to listen. For true equality, we must give everyone a voice and equal opportunities for individual empowerment, which in turn helps students develop strong self-esteem. Gender equality is not about replacing one person's voice with another; it is about ensuring every voice is given a microphone for audibility.

Diversity is the rich mixture of cultures, backgrounds, and identities that students bring to campus. Each one of us has unique ideologies shaped by our families, religions, and cultures. These differences are not obstacles; instead, they are bridges and resources. In academics, diverse perspectives spark innovation; in research, they bring entirely new questions to light; and in social life, they broaden our collective humanity. As Kofi Annan once said, "We may have different religions, different languages, different

skin color, but we all belong to one human race." Diversity is not just a static display in policy handbooks; it is the lived reality of our shared spaces.

When diversity is met with a true sense of belonging, inclusion is successfully implemented. Inclusion does not end by simply bringing students from different backgrounds together; they must also be respected, heard, and recognized. To make this a reality, we need to stand firm, condemn harsh judgments, challenge discrimination, and promote fairness as our main objective. Nelson Mandela reminded us, "If we are to live in peace, we must know each other better." Inclusion is the daily choice to pull up and set a space for another chair at the table—not just because of who someone is, but because of the unique strength they bring.

STEVE RANDY

Why UoE is Emerging as Kenya's Premier Campus

Choosing where to spend your undergraduate years is about finding an ecosystem where your career ambitions can actually grow. The University of Eldoret stands out as a premier destination for higher learning because it actively balances rigorous academic programs with modern, hands-on infrastructure. The campus environment is uniquely serene, providing a quiet, focused backdrop that is highly suitable for intensive study and research away from the distractions of major commercial hubs.

Step onto the main campus, and you will see an expanding infrastructure specifically built to train the modern workforce. This includes an ultra-modern central library designed for digital and physical research, brand-new engineering workshops outfitted with industrial-grade machinery, and a specialized fish genetics and genomics laboratory driving aquatic research. For a student looking for a holistic campus experience where technical theory meets real-world application, UoE continues to prove it is a true home for global innovators.

ENRIKE OURE

GLOBAL PERSPECTIVE

Higher education is becoming increasingly global, and the campus community at the University of Eldoret is reflecting that shift. Through the dedicated UoE International Students Office, the university has streamlined its admissions and orientation pipelines to welcome diverse scholars from across the continent and beyond, particularly into flagship programs like the Bachelor of Commerce.

For an international student, adjusting to a new country requires a supportive academic environment, accessible administrative assistance, and a diverse peer culture. UoE provides exactly that, offering global learners a dynamic platform to grow their business acumen, network with regional industry leaders, and build cross-cultural professional relationships. By bringing international perspectives into our lecture halls, UoE is broadening the campus experience for everyone and cementing its reputation as a global hub for learning.

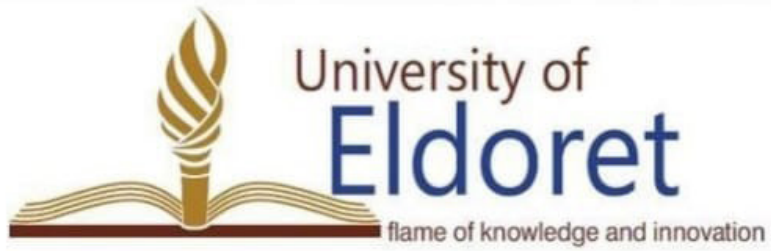
BORUSEI KIPRUI

ENGINEERING FUTURE FOOD SECURITY

Feeding a growing global population under changing climatic conditions requires a complete overhaul of how we design food production systems. Students who want to combine a passion for technical engineering with agricultural solutions are finding their calling in the Bachelor of Engineering in Agricultural and Biosystems Engineering at UoE.

This intensive program challenges students to move past basic farming methods and focus on designing advanced technological solutions. You will learn to engineer modern agricultural machinery, optimize food processing systems, design efficient irrigation networks, and manage vital natural resources. By teaching students how to apply core engineering principles to live environmental and agricultural challenges, UoE is training a new generation of technical experts capable of building a sustainable, food-secure future.

VERSHA AKOTH



University of Eldoret
P.O. Box 1125-30100
Eldoret, Kenya.
info@uoeld.ac.ke,

