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MY AUTOBIOGRAPHY.

On a crisp January morning in the year 2000, in the serene heart of Naivasha Subcounty, in a place known as Oserian, I came into this world. The date was the 28th, and my family eagerly welcomed their fifth child with a mixture of excitement and anticipation. My parents, Paul Ogutu and Roseline Ogutu, were the steadfast anchors of our humble household.

My father, Paul Ogutu, was a dedicated worker in a flower firm that graced our picturesque corner of the world. His days were filled with the tender care of the vibrant blossoms that would eventually find their way to markets near and far. He instilled in me the values of hard work, diligence, and the profound beauty in nurturing life, whether in the form of a blossoming flower or a child's dreams.

My mother, Roseline Ogutu, was a beacon of determination. She was self-employed, running her small business selling fresh green groceries to the local community. Her spirit and resourcefulness taught me the importance of self-reliance and the deep satisfaction that comes from providing for one's family.

I was the fifth child in our family, surrounded by four elder siblings who had paved the way for me. In order of birth, there were George, Peter, Mary, and Caroline. They formed the tapestry of my early life, providing guidance, sharing laughter, and supporting one another through the ups and downs that life presented.

Growing up in Oserian, our roots were firmly planted in the rich soil of our community. The stories of generations past echoed in the laughter of children playing in the streets and the bonds formed with neighbours who became an extended family. The landscapes of my early years were painted with the serene beauty of our surroundings and the simplicity of life in a close-knit community.

As a child, I explored the fields and meadows surrounding our home, captivated by the wildflowers that adorned the landscape and the mysteries they held. The scent of the earth and the songs of birds became the backdrop to my earliest memories. These were the moments that awakened my sense of wonder, instilled in me a deep appreciation for the natural world, and fostered a love for the community that embraced us.

In the pages that follow, I invite you to embark on a journey through the various chapters of my life. Together, we will explore the dreams I pursued, the challenges I faced, and the profound sense of purpose that emerged from my humble beginnings. This is the story of my life, a life shaped by the people,

the places, and the experiences that have left an indelible mark on my heart and soul. Join me as we unravel the tapestry of my existence, one memory at a time.

My parents, Paul Ogutu and Roseline Ogutu, were drawn to the picturesque town of Oserian in Naivasha, lured by the promise of job opportunities and the chance to build a better life for our family. They had relocated from Siaya, a place rich in the traditions and culture of the Luo community, where our roots ran deep.

While my parents pursued a new beginning in Naivasha, my grandparents remained in the ancestral home in Siaya. They were respected members of the Luo community, and their presence was a testament to the enduring traditions and values that had been passed down through the generations. My paternal grandparents, [Paternal Grandfather's Name] and [Paternal Grandmother's Name], were pillars of wisdom and strength in the family, carrying with them the stories and traditions of our people.

The relocation brought about a unique blend of experiences and a rich tapestry of cultural influences. My childhood was a fusion of the vibrant traditions and values of the Luo community and the fresh opportunities that awaited us in Naivasha.

My early years in Naivasha were marked by a sense of wonder and the excitement of discovering a new world. At the tender age of four, I took my first steps into the world of education as I eagerly joined kindergarten. Looking back, I was barely more than a curious and wide-eyed child, brimming with curiosity but with little knowledge of the world that lay ahead. Kindergarten was my first foray into structured learning, and I was met with an array of new experiences, from meeting other children my age to attempting to grasp the basic building blocks of education. I struggled to tie my shoelaces, found it challenging to hold a pencil correctly, and often had difficulty understanding the simplest of instructions.

My teachers, with their patience and unwavering encouragement, played a pivotal role in helping me overcome my initial struggles. They gently guided me through those early days, teaching me to write my name, count to ten, and explore the world through stories and games.

As I progressed through primary school, these early memories of innocence and curiosity would form the foundation of my educational journey. The challenges I faced in kindergarten would become stepping stones for the academic achievements and personal growth that lay ahead. My childhood was a time of exploration, of building the skills and knowledge that would eventually shape the person I was to become. It was a time of wonder, of

taking my first steps into the world of learning, and the journey had only just begun. The year was 2007, and the political landscape of Kenya was undergoing significant changes, often accompanied by turmoil and unrest. It was during this tumultuous period that my family and I made a crucial decision – to relocate to the safety of our grandparents' home. My parents, my sister Caroline, and I made the difficult decision to relocate back to our roots, to the familiar embrace of our grandparents' home. George, our eldest, had faced challenges that prevented him from continuing to high school, while Peter was fortunate to attend Elbergon Baptised School in Nakuru. However, a unique turn of events saw him veering toward a different path, as he chose to pursue a technical job in mechanics, which he successfully completed before our return to our Siaya roots.

Our elder sister, Mary, was another pillar of support during this transitional period. She either did not have the opportunity to attend high school or chose not to, but instead, she continued to help our mother in her green grocery business. We were blessed with the knowledge that the estate we had left behind was secure, and our loved ones who remained there were not directly affected by the national crisis that unfolded in 2007. This was a testament to God's grace and the strength of the community that surrounded them, providing comfort and protection during those challenging times. Meanwhile, our elder siblings remained in Naivasha, where they had matured into young adults and were contributing to our family's livelihood. The first two brothers had found employment in the flower farms, contributing to our family's financial stability. My sister Mary took on the responsibility of supporting our mother's greengrocery business, ensuring its continued success even as her own education journey took a different path.

Leaving behind our previous residence, we returned to our roots in the heart of our Luo community, where the bonds of family were strong, and the support of our extended family members provided solace in uncertain times. Our grandparents' home in Siaya became a sanctuary, a place where we could find refuge and stability. As we settled into our new surroundings, my sister Caroline and I embarked on a fresh educational journey. I began my education at Ulumba Primary School in Class 1, while Caroline, my older sister, joined Class 7. It was a significant transition for both of us, with new friends, new teachers, and a different academic environment.

Our relocation and the choices we made during this time would play a pivotal role in shaping our individual destinies and the course of our family's story. In our grandparents' home in Siaya, life took on a rhythm that was deeply connected to the land and the cycles of nature. My parents, Paul Ogutu and Roseline Ogutu, embraced the farming traditions that were passed down

through generations. They dedicated their days to cultivating a diverse array of crops that included maize, beans, millets, groundnuts, cassava, and sweet potatoes. Our fields became a patchwork of vibrant greens, a testament to the hard work and dedication they poured into the soil.

The rich agricultural tapestry of our homestead provided not only sustenance for our family but also a source of pride. As I grew, I watched with wonder as each season brought forth a different bounty, and I learned the intricate dance of planting, nurturing, and harvesting that sustained us. Livestock, too, were an integral part of our family's livelihood. Our home was alive with the presence of cows, sheep, goats, and chickens. These animals were not just a source of sustenance but also companions in the rhythms of daily life. The cows, with their gentle eyes and sturdy presence, provided milk and sometimes meat. The sheep and goats roamed the homestead, their bleats becoming the soundtrack of our days.

My parents' commitment to small-scale farming and livestock keeping was a testament to their resilience and determination. It was their way of ensuring that our family had a safety net, a source of sustenance and security that was grounded in the soil and nurtured by their hard work. These humble beginnings instilled in me a deep appreciation for the land, a connection to the cycles of nature, and a sense of responsibility to carry forward the traditions of our family. Our home in Siaya was a place where the earth and the animals taught us the value of hard work, the importance of self-sufficiency, and the beauty of a life intimately connected to the land. My sister and I embarked on a daily ritual that required us to rise with the early morning sun, a routine that would etch enduring memories in our hearts. Each school day, we'd begin our journey on foot, taking the dusty paths that led to our school. The adventure was both a physical challenge and a journey of discovery, as each step unveiled a new facet of the world around us.

In 2008, my sister reached a significant milestone in her academic journey. With unwavering determination, she successfully completed her Kenya Certificate of Secondary Education (KCSE) exams. Her hard work and dedication paid off, leading her to an exciting new chapter at Rangala Girls High School, a prominent institution situated in Siaya County, near the bustling town of Ugunja. The achievement was a source of immense pride for our family and held the promise of a bright future.

For me, this period marked a challenging transition. While my sister was embarking on her high school journey, I had to adjust to the changes on my own. The solitary walks to school each morning tested my resilience and

pushed me out of my comfort zone. The rural landscapes, dotted with fields and lush greenery, became the backdrop of my daily journey.

However, it was during these walks that I began to form new bonds. The people I encountered along the way, from fellow students to villagers going about their daily lives, became familiar faces and, in some cases, friends. This was a time of growth and self-discovery, as I learned to adapt to the solitude of the morning walk and found solace in the beauty of the natural world around me.

One day, a fellow student named Sylvanus crossed my path. He was not just another classmate but also a neighbour in our small, close-knit community. Our shared experiences and the familiarity of seeing each other at home and at school quickly turned us into friends. Our friendship was forged in the crucible of shared experiences, from the daily walks to school to our collective adventures on the playground.

As time passed, Sylvanus and I became not just friends but kindred spirits. We were not only classmates who studied side by side but also comrades who navigated the challenges of adolescence together. The bond we shared went beyond the classroom, extending to our homes and the many moments of laughter, support, and shared dreams that we experienced.

These friendships that I cultivated during this phase of my childhood and schooling played a significant role in my journey. They taught me valuable lessons about adapting to change, forming new connections, and the strength that can be found in the companionship of a true friend. These experiences were shaping me, moulding me into the person I was to become, and the foundation of these bonds would continue to influence my life in the years to come. Every weekend brought forth a new chapter of adventure in our young lives. With the sun rising over the horizon, Sylvanus and I would eagerly shoulder the responsibility of guiding our family's animals to the vast pasture lands that extended beyond our homestead. These idyllic moments of shepherding were not only a testament to rural life's simplicity but also an initiation into the mysteries of the natural world.

Sylvanus, my ever-curious companion, was not only my guide but also my mentor when it came to understanding the fruits of the land. As we roamed the pastures, he shared his wisdom about the various fruit-bearing trees and shrubs that dotted the landscape. With his guidance, I learned to identify the seasons when these plants would bear their delectable treasures. From luscious mangoes, their sweetness dripping down our chins, to the exotic allure of

guavas and the tender juiciness of oranges, our weekends became a delicious journey through the bounties of nature.

However, our adventures weren't solely centred around fruit picking. Our escapades in the countryside were made all the more exciting by the presence of our faithful canine companions. These dogs weren't just pets; they were our trusted allies in the world of rural exploration. With their keen senses and unwavering loyalty, they transformed our weekends into thrilling quests.

The animals of the wild, like world rabbits darting through the fields or graceful antelopes leaping through the distance, beckoned us to engage in playful pursuits. World birds, with their vivid plumage, painted the skies and became the subjects of our admiration. Armed with slingshots and with the dogs by our side, we embarked on daring chases, engaging in a playful dance with the creatures of the wild.

These escapades instilled in me a deep connection with the natural world and nurtured a sense of responsibility toward its preservation. They were not just hunting expeditions; they were lessons in respect for the delicate balance of life in the rural landscape. Our interactions with these creatures were marked by a profound respect for their habitats, fostering a sense of stewardship that would stay with me into adulthood.

As the years unfolded, our weekends in the pasture lands became a cherished tradition, eagerly anticipated by both Sylvanus and me. They were more than just chores; they were gateways to a deeper understanding of the world around us, to forging a lifelong bond with nature, and to savoring the simple joys of the countryside.

These experiences in the pastures and woodlands deepened my connection to the rural landscapes that cradled my childhood. They instilled in me a sense of wonder for the natural world and the importance of preserving the delicate balance of life in these surroundings. These were the moments that shaped my early years, forging in me a deep connection to the beauty of the world we explored together.

As the sun dipped below the horizon and our schoolbooks were set aside for the day, Sylvanus and I embarked on another evening ritual. Our destination

was the borehole, a precious source of water for our families, located roughly 200 meters from our homes. To facilitate the task, we utilized the trusty wheelbarrows, and each evening, this routine became an adventure in itself. With wheelbarrows in tow, we made our way to the borehole, two young boys on a mission to collect water. These journeys were more than mere chores; they were lessons in teamwork, shared responsibility, and the satisfaction of contributing to our households. As we walked the dusty trails, we would share stories, chat, and occasionally engage in playful races with our loaded wheelbarrows. The burden of the task was lightened by our camaraderie, and the evenings became a testament to our commitment to our loved ones.

On days when we returned from the borehole early, we were rewarded with a precious commodity—playtime. Our energy knew no bounds, and our surroundings transformed into our own football arena. The dusty fields near our homes became a makeshift pitch, where we kicked, dribbled, and laughed with sheer abandon. These impromptu matches were fierce battles, but they were also a source of boundless joy and laughter. In these moments, we were not just students and friends; we were young athletes, living in the exhilarating world of childhood dreams.

However, there were evenings when the return from the borehole took a bit longer. On such occasions, with the sun setting in the distance, Sylvanus and I decided to take a different path to leisure. We were drawn to the banks of the nearby River Nzoia, where the serene waters beckoned us with their cooling embrace.

The river became our sanctuary, a place of respite from the day's toils. Its gentle currents whispered stories of serenity, and its waters, clear and inviting, held a promise of adventure. At first, I was a novice in the art of swimming, watching in awe as Sylvanus moved with grace and confidence through the river's embrace. His strokes were a testament to his proficiency, and his passion for swimming was infectious.

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Recognizing my desire to learn, Sylvanus took on the role of a patient and caring mentor. Day by day, he taught me the fundamentals of swimming, imparting his knowledge and instilling in me the confidence to navigate the water. As the sun cast its warm glow upon us, he patiently guided me through the intricacies of buoyancy, breathing, and technique. With each lesson, my fear of the water began to recede, replaced by a growing sense of mastery. The river, once a source of trepidation, was now a realm of shared experiences and personal triumph.

Through his gentle encouragement and unwavering support, I overcame my initial reluctance, emerging as a capable swimmer in my own right. The river became a place where our friendship deepened, where we revelled in the joy of swimming, the thrill of exploration, and the satisfaction of conquering my fears. The evenings spent at the riverbank were not just about swimming; they were about trust, mutual support, and the strengthening of our bond.

As time passed, our shared adventures at the riverbank became cherished memories, etched in the canvas of our childhood. They were emblematic of our determination to learn and grow, the depths of our friendship, and the beauty of the natural world that surrounded us. These were the evenings when the world stood still, and we found ourselves immersed in the timeless rhythms of our rural upbringing. Our childhood was an odyssey of adventures, academic endeavours, and the enduring camaraderie between Sylvanus and me. The evenings spent at the riverbank and the long walks to the borehole not only built character but also created memories that would be cherished for a lifetime.

In 2015, a momentous occasion came to pass in our academic journey. Sylvanus and I were bestowed with the honour of being named the flag bearers of Ulumba Primary School, a distinction that filled us with both pride and a heightened sense of responsibility. It was a symbol of recognition for our dedication, commitment, and the unwavering support of our families and teachers.

The role of flag bearers not only ignited a profound sense of purpose but also reaffirmed the values of hard work and resilience that had been instilled in us from a young age. It was a responsibility that we embraced wholeheartedly, understanding that it represented not just an opportunity but also a commitment to excel in the upcoming Kenya Certificate of Primary Education (KCPE) national examinations.

With a relentless pursuit of academic excellence, Sylvanus and I embarked on a rigorous study regimen. We poured over textbooks, tackled practice exams, and supported each other as we grappled with challenging subjects. The hours of dedicated preparation were fueled by our shared dream, a dream to not only meet our own expectations but to make our families and our school proud.

The culmination of our efforts arrived with the KCPE results, and we were elated to find that we had excelled. Our scores placed us at the top of Ulumba Primary School, a testament to our hard work and determination. This achievement was not just a personal milestone; it was a collective triumph; acknowledging the unwavering guidance and support we had received from our families and teachers.

With the impressive KCPE results in hand, a new chapter of our academic journey beckoned. Sylvanus embarked on the path to Ngere Boys High School, a step that held promises of growth, learning, and new horizons. For me, Chianda Boys High School became my next destination, a place where opportunities and challenges awaited.

Our journey through primary school was more than just an academic achievement; it was a testament to the values we had embraced in our rural upbringing. Our shared experiences in the pastoral lands and by the riverbank had shaped our characters and bound us together as friends. These experiences were the foundation upon which our dreams were built.

Our success in the KCPE examinations was not just a destination; it was the commencement of a new phase in our educational voyage. We carried with us the lessons of our childhood, the support of our families, and the enduring friendship that had seen us through the years. With determination and the belief that the future held countless possibilities, we stepped into the world of high school, ready to embrace the challenges and opportunities that lay ahead. These early years had given us a sense of purpose and resilience that would serve us well as we journeyed forward. High school was a juncture that signalled the next chapter in my journey. The comforts of my childhood, with its familiar routines and the warmth of our close-knit community, were replaced by a new world brimming with challenges, opportunities, and the uncertainty that comes with adolescence.

The first days of high school were a stark contrast to the life I had known. The meals, once prepared with the loving care of family, were now served cafeteria-style, and their quality left much to be desired. The once-heartening flavours of home-cooked meals were replaced with cafeteria fare that often fell short of expectations. It was a tough adjustment, and I found myself struggling to stomach these less-than-appetizing meals. There were moments when I could barely bring myself to eat, and I often discreetly shared portions of my meals with my peers who, like me, hungered for a taste of home.

Adding to the challenges, my early days in high school were marred by a recurring issue: the loss of personal belongings. Books, stationery, and even clothing seemed to have a knack for mysteriously disappearing, leaving me feeling both frustrated and helpless. The constant need to replace lost items weighed heavily on my family's budget, and the financial burden was a source of concern for all of us.

Yet, life has a way of teaching us resilience. With each passing day, I began to adapt to my new surroundings. The unpalatable cafeteria food became more bearable as my palate adjusted to the limited options. I found myself developing a pragmatic attitude towards meals, no longer willing to let good food go to waste. Instead of giving away portions of my meals, I started asking for more and, at times, even going for seconds. It was a small but significant

shift, an acknowledgment that I needed to make the best of my circumstances and not let adversity deter my spirit.

The issue of losing personal belongings also saw improvement. I learned the importance of keeping a closer eye on my possessions and treating my belongings with the care and respect they deserved. Through this diligence, I experienced fewer losses, and I gradually started building a reputation for personal responsibility.

High school was, in many ways, a crucible of transformation. The early challenges, though daunting, were stepping stones towards personal growth. I was metamorphosing from the wide-eyed child who had walked to school every morning and played by the riverbank in the evenings into a young adult who was learning to navigate the complexities of a more independent life. These formative experiences in high school were shaping my character, imparting the values of resilience and adaptability, and preparing me for the future challenges and triumphs that lay ahead. As I ventured further into my high school journey, a deeper love for certain subjects began to blossom, shaping not only my academic experience but also my future aspirations. It was in the midst of my Form Three year that I encountered a significant turning point, a moment that would etch itself into the tapestry of my educational path.

Geography had been a subject close to my heart from the very beginning. It was not just a curriculum to be covered but a gateway to understanding the world, a tapestry interwoven with landscapes, cultures, and the delicate relationships between human activities and our environment. I immersed myself in the nuances of geographical concepts, and my fascination with cartography allowed me to decipher maps with precision and insight.

In Form Three, my dedication to Geography began to bear fruit. The countless hours of study and my unrelenting commitment to mastering the subject had not gone unnoticed. I found myself consistently excelling in ways I had never anticipated. My teachers recognized the depth of my understanding, and my fellow students turned to me for guidance and insights. What had started as a passion had now grown into an academic mastery that set me apart.

It was during this time that I received a remarkable honour. I was named the best student in Geography, an achievement that both surprised and humbled me. This recognition was not merely a reflection of my performance; it was a tribute to the unwavering values that had guided my educational journey—

hard work, a thirst for knowledge, and an unyielding commitment to excellence.

The moment of acknowledgment arrived during our school's annual prize-giving day, a special occasion when students, teachers, and parents congregated to celebrate academic excellence. As I stood before this assembly of individuals, I couldn't help but feel an overwhelming sense of accomplishment. The applause and congratulations from my peers and teachers were not just a mark of recognition; they were a resounding affirmation of the dedication and effort I had invested in my studies.

The award I received was not a mere token; it embodied the countless hours I had dedicated to understanding the intricacies of the world through the lens of Geography. It symbolized the guidance of my committed teachers, the unwavering support of my family, and the intrinsic motivation that had driven me. More than anything, it reinforced my belief that academic success transcended the pursuit of high grades—it was about nurturing a profound passion for learning.

This award became a source of inspiration that would fuel my academic journey for years to come. It reminded me that when one's heart and mind align with their studies, the boundaries of achievement are boundless. The recognition served as a pivotal moment, revealing the profound impact of passion and commitment in the pursuit of knowledge.

In the years that followed, the memory of that award continued to motivate me, guiding my academic choices and shaping my aspirations. It was a testament to the incredible power of passion and dedication in the pursuit of excellence, a reminder that the journey of education is not solely about reaching a destination but about savouring the ongoing adventure of learning and discovery.

My high school years were characterized by an academic journey filled with both challenges and triumphs. As I delved deeper into my studies, the subjects I cherished the most continued to be my guiding lights. Geography, Mathematics, Physics, and Kiswahili remained my steadfast companions, each offering a unique perspective on the world.

Geography allowed me to explore the intricate web of our planet's landscapes and cultures. The subject enabled me to delve into the complexities of global phenomena, from climate patterns to human migration. I revealed in the art of reading maps, understanding the dynamic forces shaping our world, and appreciating the profound connections between nature and society.

Mathematics, with its abstract concepts and logical rigor, presented a different kind of challenge. It was in the world of numbers and equations that I found both solace and intellectual stimulation. The subject offered the satisfaction of solving complex problems and unravelling the mysteries of mathematical principles, making each theorem and proof a source of delight.

Physics, the study of the fundamental laws governing the universe, fascinated me with its exploration of motion, energy, and the fundamental forces that dictate our reality. The subject allowed me to peer into the very fabric of the cosmos and understand the mechanics of our world. It was through physics that I embraced the wonders of scientific inquiry, experimentation, and discovery.

Kiswahili, our national language, was more than just a subject; it was a cultural and historical connection. Learning Kiswahili was a gateway to exploring East African literature, folklore, and traditions. It provided me with a profound sense of cultural identity and an appreciation for the linguistic diversity of our nation.

As I navigated the intricacies of these subjects, I found myself not only excelling but also reveling in the joy of learning. The classroom became a place of exploration and discovery, and the pursuit of knowledge was a path illuminated by curiosity and passion. These subjects were not just academic disciplines; they were windows through which I glimpsed the vast horizons of human understandings.

My journey through high school was characterized by a profound connection with certain subjects, which not only enriched my academic experience but also defined my aspirations. These subjects—Geography, Mathematics, Physics, and Kiswahili—became the cornerstones of my high school education.

Geography, a subject that had always fascinated me, was a gateway to understanding the world's complexities. I reveled in exploring the diverse landscapes of our planet, understanding the impact of human activities on the environment, and deciphering the stories hidden within maps. My passion for Geography drove me to excel and to explore the subject's every facet.

In the realm of Mathematics, I discovered a world of logic and abstraction that appealed to my analytical mind. The beauty of mathematical principles, the elegance of solutions, and the satisfaction of solving complex equations

captivated me. Mathematics challenged me and, in doing so, inspired me to push the boundaries of my intellectual capabilities.

Physics, with its exploration of the fundamental laws of the universe, offered me the opportunity to peer into the mysteries of the cosmos. The study of motion, energy, and the fundamental forces that govern our reality opened my eyes to the wonders of the natural world. It was through Physics that I embraced the scientific method, learning to hypothesize, experiment, and discover the underlying truths of our universe.

Kiswahili, our national language, was a connection to our culture, history, and identity. Learning Kiswahili provided me with access to the rich literary traditions of East Africa, a deeper understanding of our folklore, and an appreciation for the linguistic diversity that defines our nation.

My high school journey wasn't just about earning good grades; it was about embracing the beauty of learning. These subjects were more than academic pursuits; they were gateways to understanding the world, fostering intellectual curiosity, and nurturing a lifelong love of knowledge.

My academic achievements were not limited to my love for Geography. The recognition I received as the best student in Geography during my Form Three year was a defining moment. It served as a testament to the dedication I had poured into my studies and the guidance of my teachers. More than that, it reminded me that academic success is a journey. The year 2019 concluded with a sense of anticipation and excitement, as I wrapped up my final high school examinations. The weight of those crucial papers was finally lifted, and I journeyed back to my family home. There, in the familiar embrace of my loved ones, I sought solace and looked forward to the next chapter of my life.

It was during this period of waiting that I had the joyous opportunity to reunite with my dear friend, Sylvanus. Our shared adventures, which had been temporarily set aside in the pursuit of education, now resumed with even more vigor. Once again, we ventured into the world, our spirits high and our hearts filled with the boundless enthusiasm of youth.

As we explored the countryside, our days were filled with laughter, exploration, and the simple pleasures of life. Our friendship had withstood the test of time and distance, and it was during these moments that we rediscovered the profound connection we had forged throughout our formative years.

Yet, as we reveled in the joy of companionship, the anticipation of our academic fate remained ever-present. The Kenya National Examinations

Council (KNEC) held the power to shape our destinies, and the release of our examination results loomed on the horizon. These results would not merely be numbers on a piece of paper; they would serve as the compass guiding us to the next phase of our educational journey.

Amidst the waiting, our adventures continued, offering a welcome distraction from the anxiety that often accompanies the wait for such pivotal news. We explored the fields, rivers, and woodlands of our beloved countryside, marveling at the beauty of nature and finding comfort in each other's presence.

It was a testament to the enduring strength of our friendship, a bond that could withstand even the uncertainty of exam results.

Finally, the long-awaited moment arrived when the KNEC results were officially released. The news brought with it a profound sense of elation and pride. Our expectations had not been in vain; we had scored remarkably well in our final examinations. It was a moment of celebration, a testament to our years of dedication, the support of our families, and the guidance of our teachers.

The reunion with Sylvanus and the successful outcome of our examinations were not just personal triumphs; they were a testament to the values that had shaped our academic journey—diligence, resilience, and a genuine love for learning. With these results as a foundation, we were poised to embark on the next stage of our educational and personal growth, confident in the knowledge that our enduring friendship and shared experiences would continue to illuminate our path forward.

With our examination results as a guiding light, Sylvanus and I embarked on the next phase of our educational journey. The past years had been marked by unwavering dedication, exploration, and a deep friendship that had weathered the test of time.

As we ventured into the world beyond high school, we carried with us the lessons of our childhood, the triumphs of our academic achievements, and the enduring strength of our friendship. The adventures of our past were but a prelude to the challenges and opportunities that awaited us.

The pages of our autobiography were far from complete. They continued to be written with every step we took, with every choice we made, and with every new adventure that beckoned. We were ready to embrace the future, knowing that the values instilled in us by our humble beginnings and the bond of our friendship would serve as beacons of guidance.

As we stood at the threshold of a new beginning, we were filled with hope, ambition, and a resolute determination to shape our destinies. The journey of learning, discovery, and personal growth was an unending odyssey, and we were eager to see where it would lead us.

The past had been a testament to our resilience and the power of friendship. The future, with its uncertainties and promises, was a canvas waiting to be painted with the vibrant hues of our experiences. We were ready to embrace the challenges, savor the triumphs, and continue writing the pages of our life story with courage and unwavering resolve.

With the conclusion of our high school chapter, Sylvanus and I found ourselves standing at the crossroads of our academic journeys, each path leading to a distinct destination that aligned with our individual passions and ambitions.

Sylvanus, fueled by his fascination with numbers and a natural aptitude for financial precision, had set his course for Kirinyaga University. There, he embarked on a Bachelor of Science in Accounting, diving headfirst into the world of finance, audits, and the intricacies of managing financial resources. His future was paved with opportunities to explore the vast landscape of accounting, a field that held both challenges and rewards.

In my own pursuit of knowledge, I found myself on a divergent path that resonated deeply with my love for the Earth's landscapes and the power of geospatial information. Dedan Kimathi University of Technology became my academic home, where I delved into the realm of Geomatics and Geospatial Information Systems. The subject matter was a fusion of technology, mapping, and data analysis that underpinned our understanding of the dynamic world we inhabited.

As we parted ways to embrace these new adventures, our friendship remained unwavering, a steadfast connection that transcended physical distance. The experiences we had shared, the challenges we had conquered, and the values we held dear continued to unite us, even as we embarked on our respective journeys.

The pages of our autobiographies were far from complete, and the chapters that lay ahead were blank canvases awaiting the strokes of our experiences. Higher education would serve as a test of our determination, a platform for our aspirations, and a canvas on which we could paint the stories of our individual growth.

Our lives were still unfolding, and the promise of the future held both uncertainties and opportunities. Our divergent paths were destined to be remarkable in their own right, and we approached this new phase with eagerness, ready to leave our unique imprints on the world and to continue writing the story of our lives with courage, ambition, and unwavering resolve.

The paths Sylvanus and I had chosen were not just routes to education; they were the gateways to our dreams and the portals to our future achievements. As we embarked on this new chapter, the world lay open before us, waiting to be explored and conquered.

Sylvanus, with his dedication to the world of finance, was poised to become a steward of economic well-being. The world of accounting held the promise of unlocking the secrets of fiscal responsibility and financial management, and he was ready to embrace the challenges and rewards that this field would present. His journey at Kirinyaga University was not just about acquiring knowledge; it was about becoming a custodian of financial integrity.

My own path in Geomatics and Geospatial Information Systems was an invitation to unravel the mysteries of the Earth's landscapes and to harness the power of technology to create a more sustainable world. I was driven by the belief that every map, every data point, and every geospatial insight had the potential to shape a better future. My education at Dedan Kimathi University of Technology was not just about acquiring skills; it was about becoming a steward of the Earth's resources and a champion of sustainable practices. Though we were separated by the geography of our chosen universities, our friendship remained a constant source of support and inspiration. The adventures we had shared and the values we had cultivated during our formative years continued to guide us in this new phase of life.

The story of our lives was far from its conclusion, and the future remained unwritten. The pursuit of knowledge, personal growth, and the realization of our dreams were the chapters waiting to be crafted. Our diverging paths were not just about our individual journeys but also about the collective experiences that would shape our friendship and fortify our resolve.

With the unwavering support of our families, the guidance of our teachers, and the camaraderie of our friendship, we ventured into the unknown with the assurance that the best chapters of our lives were yet to be written. As we turned the pages to an uncertain but promising future, we did so with the belief that our stories, though unique, would forever be entwined, bound by the unbreakable thread of friendship that had been the cornerstone of our shared adventures.

A Bachelor of Science in Geomatics and Geospatial Information Systems is a comprehensive five-year program that delves into the interdisciplinary realm of geography, surveying, geodesy, cartography, photogrammetry, computer science, and remote sensing. This program equips students with a deep understanding of spatial data and its multifaceted applications. Throughout the five years, students embark on a journey of exploration, analysis, and hands-on experience in the field.

The curriculum encompasses various crucial aspects, starting with spatial data analysis, which provides students with the skills to collect, interpret, and manage data related to the Earth's surface. Geographic Information Systems (GIS) play a central role in the program, with students becoming proficient in GIS software. They learn to create, manipulate, analyze, and visualize spatial data, which is essential for making informed decisions across multiple domains.

Surveying and cartography are fundamental components of the program, teaching students the art and science of land surveying, GPS technology, and map design. These skills are vital for producing accurate and informative maps, which are used in a multitude of fields. Additionally, remote sensing, involving the use of satellites, drones, and sensors to gather data about the Earth's surface, is a crucial element of the curriculum. Students learn to interpret remote sensing imagery, enabling them to contribute to environmental monitoring, disaster management, and more.

Spatial analysis and modeling are also integral to the program. Students acquire the skills to employ spatial data for solving real-world problems. They delve into geo-statistics and spatial analysis techniques, which are invaluable for applications like urban planning, natural resource management, and environmental assessment.

Moreover, the program introduces students to the ever-evolving world of geospatial technology. It covers web-based mapping, mobile GIS applications, and the integration of geospatial data with other data sources. As technology continues to advance, students are prepared to adapt and contribute to the latest developments in the field.

Environmental and urban planning are critical subjects, providing students with insights into how geospatial information is applied to address complex challenges such as sustainable development and conservation. Throughout the program, students engage in research projects and practical applications of their knowledge, enabling them to apply their skills in real-world scenarios.

The five-year duration of the program ensures that students receive a comprehensive education encompassing both theoretical knowledge and practical experience. Graduates of this program are well-prepared for a wide range of careers in fields like land surveying, urban planning, environmental management, transportation planning, and geospatial technology development. Furthermore, the program paves the way for advanced studies and research opportunities in geospatial science and related disciplines, making it a robust foundation for those aspiring to leave a lasting impact in this dynamic field.

The passage of time brought us a multitude of experiences, each presenting its unique set of challenges and moments of triumph. Our ongoing academic journey was an ever-evolving narrative, and with each passing year, it deepened our understanding and commitment to the field of geomatics and geospatial information systems.

Within the academic arena, we grappled with the intricacies of spatial data analysis, the complexities of GIS modeling, and the continuous evolution of geospatial technology. This phase of our education was marked by growth, as we mastered the tools of our trade, interpreted intricate satellite imagery, and harnessed spatial analysis techniques to solve multifaceted problems.

However, the path of our academic journey was not without its external challenges. The unexpected and far-reaching impact of the COVID-19 pandemic reshaped our educational landscape. Our journey had initially been set to begin in July 2020, but the pandemic forced a delay in our commencement. It was an unforeseen hurdle that demanded flexibility, adaptability, and resilience as we navigated the uncertainties and disruptions brought by the pandemic.

Our internal attachments, crucial components of our education, provided us with invaluable insights into the practical aspects of geospatial science. These experiences demanded resourcefulness, problem-solving skills, and the ability to adapt to diverse environments and project requirements. They offered a bridge between our theoretical learning and its real-world applications, preparing us for the challenges and opportunities that lay ahead.

Amidst these challenges, there were also moments of celebration and triumph. We marked our academic achievements, from mastering the intricacies of cartography to excelling in the art of spatial modeling. These victories were a testament to our growth and the depth of knowledge we had acquired.

Our professors and mentors, with their wealth of knowledge and guidance, played an instrumental role in shaping our journey. They shared their wisdom, guided our research, and instilled in us the importance of pushing the

boundaries of knowledge. Their mentorship was a beacon, nurturing our passion for geomatics and inspiring us to strive for excellence. The camaraderie we shared with our peers was another source of strength. Collaborative projects, spirited discussions, and the celebration of each other's achievements created a sense of community within our academic journey.

The challenges we encountered and the successes we celebrated were integral components of our academic narrative. They served as catalysts, propelling us forward and motivating us to explore the boundless potential of geomatics and geospatial information systems. With each hurdle surmounted, we grew more resilient, and with each accomplishment, our passion for this dynamic field burned even brighter.

Our academic odyssey in the realm of Geomatics and Geospatial Information Systems embarked in November 2020, marking the commencement of our first year at Dedan Kimathi University of Technology. It was a season of academic awakening, where curiosity merged with the pursuit of knowledge, and our five-year journey was set in motion.

The first year was a time of foundational learning, where we delved deep into the bedrock of geospatial science. We unearthed the fundamental principles, concepts, and tools that underpin this field. Spatial data became our compass, Geographic Information Systems (GIS) our guide, and cartography our canvas. It was a period of discovery, where we grasped the significance of maps, navigated the complexities of remote sensing, and grasped the multifaceted applications of geospatial technology.

As we transitioned into our second year, the curtain rose on a new act of our academic voyage—the commencement of internal attachments. This pivotal phase allowed us to bridge the chasm between theory and practice. It was an invitation to engage with tangible projects, where we put our knowledge into action. These attachments honed our skills in data collection, GIS analysis, and spatial problem-solving.

During our internal attachments, we had the privilege of immersing ourselves in a spectrum of projects, ranging from environmental assessments and urban planning to natural resource management. These experiences provided an intimate view of the challenges and intricacies of applying geospatial information in the real world. They illuminated the potential for our education to make a tangible impact on society.

This phase of our academic journey was a testament to the fact that our learning extended far beyond the classroom. It reinforced the idea that the knowledge we accumulated within university walls had the power to shape the

world outside. The internal attachments acted as a bridge, uniting the theoretical with the practical and reminding us of the transformative potential of our field.

Our attachments were not just stepping stones; they were the laboratories of our future careers. They provided a glimpse of what lay ahead in our professional journeys, preparing us for the challenges and opportunities that would define our trajectories in the dynamic field of geomatics and geospatial information systems.

The years rolled on, each one bringing with it new experiences, new challenges, and new victories. As we progressed through our academic journey, we faced a multitude of challenges that tested our resilience, determination, and passion for geospatial science.

In the academic sphere, we grappled with complex spatial data analysis, navigated the intricacies of GIS modeling, and delved into the ever-evolving world of technology. It was a constant process of growth and adaptation, as we learned to harness the power of geospatial tools, interpret satellite imagery, and employ spatial analysis techniques.

Beyond the classroom, we encountered the complexities of fieldwork and real-world applications. Our internal attachments continued to be invaluable, providing us with insights into the practical dimensions of geospatial science. These experiences often demanded problem-solving skills, resourcefulness, and the ability to adapt to diverse environments and project requirements.

In the midst of these challenges, there were also moments of triumph. We celebrated our academic achievements, whether it was mastering the art of cartography, excelling in complex spatial modeling, or successfully completing field surveys. These victories served as reminders of the growth we had achieved and the knowledge we had acquired.

The support of our professors and mentors played a significant role in our journey. They shared their wisdom, guided our research, and instilled in us the importance of pushing boundaries in the pursuit of knowledge. Their mentorship was invaluable, nurturing our passion for geomatics and inspiring us to aim for excellence.

The camaraderie among our peers was another source of strength. We embarked on collaborative projects, engaged in spirited discussions, and celebrated each other's successes. Our shared experiences forged bonds that extended beyond the classroom and created a sense of community within our academic journey.

The challenges and successes we encountered were threads woven into the tapestry of our academic narrative. They propelled us forward, encouraging us to reach new heights and explore the limitless potential of geomatics and geospatial information systems. With each challenge conquered, we grew more resilient, and with each success, our passion for this dynamic field burned brighter.

The conclusion of my third year at university marked a significant turning point as I embarked on an attachment with Geo-Ellipse, a licensed surveying company nestled in the scenic town of Naivasha. This attachment represented a bridge between theory and practice, where the principles of geospatial science were translated into the real-world applications that would shape my career.

My experience at Geo-Ellipse was nothing short of transformative. It provided a platform to apply the knowledge and skills I had diligently acquired throughout my academic journey. This was where the abstract concepts of geospatial science came to life, as surveying, cartography, and spatial data analysis became more than just theoretical constructs.

My time at Geo-Ellipse was a blend of challenges and rewards. I had the privilege of working on actual surveying projects, fine-tuning my data collection techniques, and mastering the use of state-of-the-art surveying equipment and technology. Every day in the field brought me closer to the practical realities of cadastral surveys, topographic mapping, and geodetic measurements.

The office environment provided a complementary experience where I delved into data analysis and processing. The skills I had cultivated in the academic sphere found seamless application in my professional role, contributing to the accuracy and reliability of surveying data.

What made my attachment truly exceptional was the opportunity to collaborate with experienced surveyors. They generously shared their expertise, imparting insights into the nuances of the profession. Witnessing their meticulous precision and unwavering attention to detail left an indelible mark on my approach to geomatics.

But my attachment extended beyond the technical aspects. It taught me that clear communication, teamwork, and creative problem-solving were equally vital. In the professional world of surveying, these skills were not mere preferences; they were prerequisites for ensuring the quality and efficiency of our work. My time at Geo-Ellipse was a blend of challenges and rewards. I had the privilege of working on actual surveying projects, fine-tuning my data

collection techniques, and mastering the use of state-of-the-art surveying equipment and technology. Every day in the field brought me closer to the practical realities of cadastral surveys, topographic mapping, and geodetic measurements. What made this experience even more enriching was the use of Real-Time Kinematic (RTK) surveying techniques, which allowed for precise and efficient data collection in the field.

My attachment with Geo-Ellipse also introduced me to the world of design, where AutoCAD and Autodesk 3D Civil became my tools of creation. I learned to transform surveying data into meticulous designs, where precision met creativity. Designing roads, drainage systems, and land use plans became not just technical tasks but expressions of artistry and exactitude.

From May 2023 to the end of August 2023, Geo-Ellipse was more than a company; it was a mentor, a classroom, and a gateway to the boundless potential of geospatial science. The experiences I gained during this period were instrumental in shaping my aspirations and solidifying my commitment to this dynamic field.

As August transitioned into September, I returned to the academic arena, resuming my fourth year with a newfound perspective and a profound sense of purpose. My attachment with Geo-Ellipse had not only enriched my understanding of geospatial science but had also strengthened my determination to explore its limitless horizons as my academic journey continued.

The fourth year of my academic journey has unveiled itself as a transformative and intensive phase, characterized by a myriad of academic pursuits and a relentless pursuit of knowledge. As I continue to delve into the intricate world of geomatics and geospatial information systems, this year represents a culmination of years of dedication, learning, and practical experiences, and it is marked by a profound sense of anticipation.

A defining aspect of this year has been the meticulous preparation for the forthcoming examinations, which are scheduled for early December. These assessments are more than just academic milestones; they are a testament to my understanding of geospatial science and the practical application of the knowledge I've gathered throughout my journey. The pressure and excitement that accompany this period serve as a constant motivator to delve deeper into my studies.

The preparation for these examinations is a multifaceted endeavor. It extends beyond mere memorization and encompasses a holistic approach to learning. It involves the comprehensive understanding of geospatial data analysis,

cartography, and design. It entails not only theoretical mastery but also the ability to solve complex problems and apply knowledge to real-world scenarios. The practical experiences gained during my attachment with Geo-Ellipse continue to influence my academic journey, providing valuable insights and real-world context to the theoretical aspects of geospatial science.

As I navigate this challenging terrain, I find myself surrounded by a network of support, including the unwavering guidance of my professors and mentors. Their dedication to fostering academic excellence and their willingness to challenge and inspire me have been invaluable. They continue to encourage me to push the boundaries of my understanding and embrace the multifaceted dimensions of geomatics and geospatial information systems.

The lead-up to the examinations is not just a period of intense academic focus; it is also a time for reflection. It prompts me to revisit the fundamental principles and concepts that form the bedrock of geospatial science. It encourages me to explore the latest advancements and innovations in the field, to stay current and forward-thinking in a dynamic discipline that is constantly evolving.

As I strive to excel in the examinations, I am acutely aware of the transformative power of geospatial science. It has not only shaped my academic journey but has also ignited a passion for exploration and innovation. It offers endless opportunities for those who seek to understand the world through the lens of spatial data and information systems.

The fourth year stands as a threshold to the next chapter of my academic journey, one that holds the promise of further discovery and achievement. It is a reminder of the profound impact that geospatial science has had on my academic and professional growth, and I eagerly anticipate the challenges and opportunities that lie ahead as I continue to navigate the dynamic landscape of geomatics and geospatial information systems.