

THE Publisher

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Enhancing Excellence



Publishing and Printing for YOU

ONLINE EDITION

www.klb.co.ke





Vision

“A knowledgeable and inspired society”

Mission

“To provide innovative and competitive publishing and printing solutions”

Values

1. Customer Focus

We are committed to delivering superior customer service.

2. Integrity

We will strive to not only uphold but also demonstrate highest standards of honesty, accountability and impartiality in our engagements with all.

3. Creativity and Innovation

We are committed to creating new ideas and harnessing emerging technologies in the development and delivery of publishing and printing solutions.

4. Quality Publishing and Printing Solutions

We will strive to not only uphold but also demonstrate highest standards of honesty, accountability and impartiality in our engagements with all.

Our Quality Policy

Kenya Literature Bureau is committed to and shall always endeavour to reach the highest level of quality in publishing and printing educational and knowledge materials as stipulated by the ISO 9001 : 2015.

We will:

- Comply with regulatory and statutory requirements.
- Continually improve the effectiveness of our Management Systems.
- Achieve and ensure that our customers receive the highest quality service.
- As a team, be guided by strict adherence to laid down procedures and strive to be competitive and independent; and will protect and uphold our customers' interest without compromising the quality standards set.

Our quality objectives shall be established and reviewed at the regular management review meetings.

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Kenya Literature Bureau's Managing Director, Mr Victor Lomaria unveils the KLB Active Learning CBC Atlas during the KEPSHA Conference at Sheikh Zayed Children's Welfare Centre Mombasa on 7th November 2023.

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Dear Readers,
In this issue of *The Publisher* we bring you a snapshot of the remarkable developments and accomplishments that have shaped our journey in the last couple of months.

We are delighted to update you on the operations of our state-of-the-art printing press, corporate social responsibility initiatives, and memoir launches, among other key activities that touch on our operations.

Further we celebrate one of the youngest school textbook authors in our stable, Naomi Chelagat, whose passion has seen her contribute to KLB's Top Scholar brand.

Our readers will also take away lessons in financial prudence and how a game of chess impacts our daily lives.

It is never easy to say goodbye. However, we have been honoured to interview Mr. Donald Mbaluku, who exits after serving KLB for 40 years! Read on to garner life lesson from each of the articles.

Happy reading!

Diana Olenja



We are continuously striving to enhance the quality of our Newsletter by providing information in a simplified manner for all our readers to enjoy. We welcome you to send your articles that can be considered for publication in the next edition. We also request that you send us your feedback on klbpro@klb.co.ke.

KLB Redefines Success

"Success at KLB isn't a destination; it's a continually evolving definition, where we redefine excellence with every step."



These past months The Bureau was privileged to induct our Board of Management on KLB's operations. This engagement allowed us to provide valuable insights into our company's operations and foster a deeper understanding of our mission and vision to grow the knowledge industry in Kenya and beyond.

The Bureau recently got ISO 9001:2015 re-certification, which underscores KLB's unwavering commitment to quality, excellence, and continuous improvement in its operations and services.

We have managed to operationalise the printing press on a 24-hour basis, necessitating two shifts after acquiring new machines.

This milestone demonstrates our commitment to reduce turn-around time and significantly enhance our production capacity.

The Bureau recently launched the Swahili edition of *Xi Jinping: The Governance of China Volume I and "Early Bird,"* by Hon. Beth Mugo. These highlight our commitment to promoting cultural exchanges and making valuable knowledge accessible to a broader audience.

In the same breadth we were honoured to host the Presidential Taskforce on the Modernisation and Transformation of the Government Press. Our role in this critical initiative reflects our commitment to supporting national

development.

These accomplishments are a testament to the dedication, talent, and hard work of our KLB family. Our relentless pursuit of excellence continues to drive our success and shape our future.

As we move forward, let us remain committed to innovation, sustainability, and the highest quality standards. Together, we will continue to set new benchmarks in our industry and make a meaningful impact in the communities we serve, as we purpose to commission the newly acquired machines.

Victor Lomaria, OGW

MANAGING DIRECTOR

KLB Active Learning CBC Atlas Launched During The 2023 KEPSHA Conference

By Mukui Mbaluka

The Bureau alongside other education stakeholders congregated at the Sheikh Zayed Children's Welfare Centre in Mombasa between 7th and 10th November 2023 for the annual KEPSHA Delegates Conference. This year's conference theme was "Rethinking Education Management within a comprehensive School Framework". The event highlight was the unveiling of the *KLB CBC Atlas* during the opening ceremony.

The KLB Atlas unveiled by Mr. Johnson Nzioka, KEPSHA National Chairman and Prof Charles Ong'ondo, CEO KICD has been conceptualised as a supplementary material to Social Studies course books in response to the

need of a CBC responsive Atlas. While speaking at the conference, Mr. Victor Lomaria, KLB Managing Director thanked all Primary heads for choosing KLB as their publisher and printer of choice and the tremendous

work in championing quality education and the welfare of learners in primary schools.

KLB gifted copies of the *KLB ACTIVE LEARNING CBC ATLAS* to 5 winning schools that took part in a writing competition across



Visitors making enquiries at the KLB stand.



The KLB team pose for a photo in front of the stand at the KEPSHA conference.

the country. The schools that acquired the market development sample of the Atlas were;

Moi Nyeri Complex – Nyeri County; Nasokoi Primary – West Pokot County, Iveche Primary School – Embu County, Visa Oshwal Primary School – Nairobi County and Ngaremara Primary School – Isiolo County.



Education Cabinet Secretary Hon. Ezekiel Machogu with Managing Director Kenya Literature Bureau Mr. Victor Lomaria.

The Bureau Joins the World in Customer Service Week Celebration

By Bernard Kibui



Sales and Customer Service Manager, Mr Bernard Obura (l) with the Customer Service team at Kijabe Street offices.

Kenya Literature Bureau marked the 2023 Customer Service Week themed "Team Service". The week provided a unique opportunity for KLB to join the world in celebrating the critical role of customer service. The staff took the opportunity to showcase dedication to excellent customer service, express gratitude to the team for their contributions, and reflect on areas to enhance service to our customers. Despite the name "Customer Service Week," every employee at the Bureau is integral to the organisation's Customer Service delivery where each individual is encouraged to be aware that they either directly serve customers or support those who do. This year's theme reminds us that all employees are on the same team, no matter their roles or titles. Recognising efforts is as vital as celebrating outcomes. An exceptional team is formed by the organisation, which extends its reach to new audiences while

nurturing a positive brand reputation.

The Bureau's senior management team led customer service staff on a week long trade visit to express appreciation to select customers. The Bureau will continually strive for excellence in serving its valued customers and building lasting relationships.



The Bureau Publishing Manager, Mr Kenneth Jumba (l), and Gacheri Muthaura (2nd L) with J.K. Stationers and Bookshop staff, when they visited, to express KLB's gratitude for their loyal patronage



The Bureau Assistant Corporate Communications Manager, Ms Diana Olenja, gifts branded items to a staff of Klinmar Stationers. With her is Sales and Customer Service Manager, Mr Bernard Obura (2nd l) and Senior Assistant Accountant, Tobias Ngari (l).

Interview with Chelagat Naomi

KLB's Youngest Textbook Author

Q. Where were you born?

A. I was born in Kapsabet, Nandi County. My family, however, relocated to Kedowa in Kericho County when I was 10 years old.

Q. Tell us about your educational journey.

A. I went to St. Peters' Kapsabet for kindergarten and thereafter, moved to Nandi Primary school to join Class One. When my family relocated, I joined Testai Primary School where I schooled until class 8. Afterwards I joined Kedowa Girls' Secondary School. At the time, the school was so young and my class would be the second K.C.S.E group. I have such fond memories of the school.

After completing my high school education, I joined Kenyatta University in 2011 to



Chelangat Naomi

pursue a Bachelor's Degree in Education and graduated in 2016. I am currently pursuing a Master of Arts in English and Linguistics in the same university.

Q. How and when did you start writing with KLB?

A. I started writing with KLB in 2021. It is important to note that

my relationship with KLB begun from way back when I was still an undergraduate student at Kenyatta University. During my long holidays, I would market KLB publications in Primary Schools in Londiani Sub-County. I was

working under Mr. Justin Koech who was at the time, the KLB South Rift marketing manager. Mr. Koech noticed my talent and potential and often read my writing, which I would post on Facebook from time to time. When an opportunity to develop content for Junior Secondary Life Skills came up, he recommended me. I passed my interviews and that's how my journey as an author began.

Q. Why did you choose KLB as your publisher of choice?

A. Most of the Primary text books that we used in Secondary School were KLB publications. The Bureau books particularly caught my attention with how they

presented content in a language that was easily accessible to me and also the appealing layout of the content.

My favorites were *Excelling in English* and *Top Mark series* especially for English and Geography. The *Top Mark Geography* made the subject seem so easy to grasp. The topical questions also reflected the K.C.S.E questioning technique. What more

would a student who wanted to pass her exams ask for?

So, when I later reconnected with the publisher as an ambassador and much later as an author, I felt that I was

home. That is when I noted that KLB is very particular about getting the



best writers as far as content knowledge and mastery is concerned. It is no wonder that it remains a publishing giant several years later.

Q. What are your objects of research for your Masters?

A. Mhh.. too soon! But I'm keen on the connection between language, culture and identity.

Q. What awards and recognitions have you achieved as a scholar and writer?

A. No awards yet so far. However, the satisfying feeling I felt when I saw my name on the front page of *Top Scholar Life Skills for Grade 7* was indescribable. I felt as though I had arrived, quite literally!

Q. What motivated you to be a writer of both fiction and nonfiction books?

A. My writing didn't stem from any motivation.

In fact, I think I just found out that I was a writer from how highly people thought about the pieces that I wrote. I've always been wary of referring to myself as a writer. Nevertheless, I'm slowly embracing the identity and not so long ago, I put up a blog, www.chelaa.com, where I upload my writing from time to time.

Q. Apart from the curriculum books you have published with KLB, are there other titles you have written or are working on currently?

A. Yes, indeed. I'm currently working on two books; a children's book and general readers book, both of which are fiction.

Q. What do you like to do when not writing or teaching?

A. I bond with imaginary characters through reading.

Q. What is the greatest satisfaction you get from writing?

A. Writing can be such a daunting, taxing and painful task sometimes. So, when I manage to effortlessly write a really good sentence, I feel extremely proud and accomplished. It is also deeply satisfying to know that someone is reading your work.

Q. What would you say is the most unethical practice in the publishing industry?

A. Obsession with money making to an extent the quality of output is compromised. I do not think that making money and producing quality work are mutually exclusive. Established publishers should also consider upcoming authors' manuscripts for publication. I consider it unethical that one's manuscript would be turned down just because the author is 'unknown'. The focus should be on quality,

not the name or the titles behind it.

Q. How do you rate the level of piracy in Kenya? What do you think can be done to fight this menace?

A. Book piracy, especially where secondary school set-books are concerned, is a bit concerning we should heavily invest in creation of awareness about the negative drawbacks of piracy and also strengthen the enforcement of anti-piracy laws.

Q. What would you say are the benefits you get from writing?

A. Writing is, for me, a form of therapy. Whenever I'm going through turbulent times, I feel much lighter when I journal.

Q. Can you share with us your most memorable teaching/work experience?

A. One time I was assigned to teach

Biology While serving as an untrained teacher. So, this day while teaching Reproduction I mentioned 'ectopic pregnancy' and the whole class burst into loud laughter. I froze. I froze because I was young and inexperienced and thought, I had mispronounced the phrase. When the laughter died down, I summoned up courage and asked my students why they had laughed. It turned out that one of them had been taken ill a few days before and the school nurse had told her that her symptoms pointed to an ectopic pregnancy. Absurd, isn't it?

Q. How would you describe the reading culture in Kenya?

A. I think it's below average. The current generation is highly

distracted by social media.

Q. What do you think can be done to improve the country's reading culture?

A. Build libraries in schools. Refurbish old, neglected libraries. It's ridiculous how we only insist on building laboratories. This is not to say that labs are not important, of course, they are. But so are libraries. Libraries are to learning, arts, literacy and life in general, what laboratories are to sciences. If we give children access to books right from when they are young, they will form an unbreakable bond with them. I cannot start to preach the benefits of reading!

Q. What are your aspirations?

A. I aspire to be an established author and be widely read. I would love my

writing to be genuine, raw, relatable and beautiful while at it. I'm confident that slowly but surely, I will get there. I idolise Chimamanda Ngozi Adichie and Professor. Wole Soyinka.

Q. What advice would you give to young upcoming authors in the field of literature?

A. Read. Read. Read.

Q. What is your take on the current curriculum (CBC)?

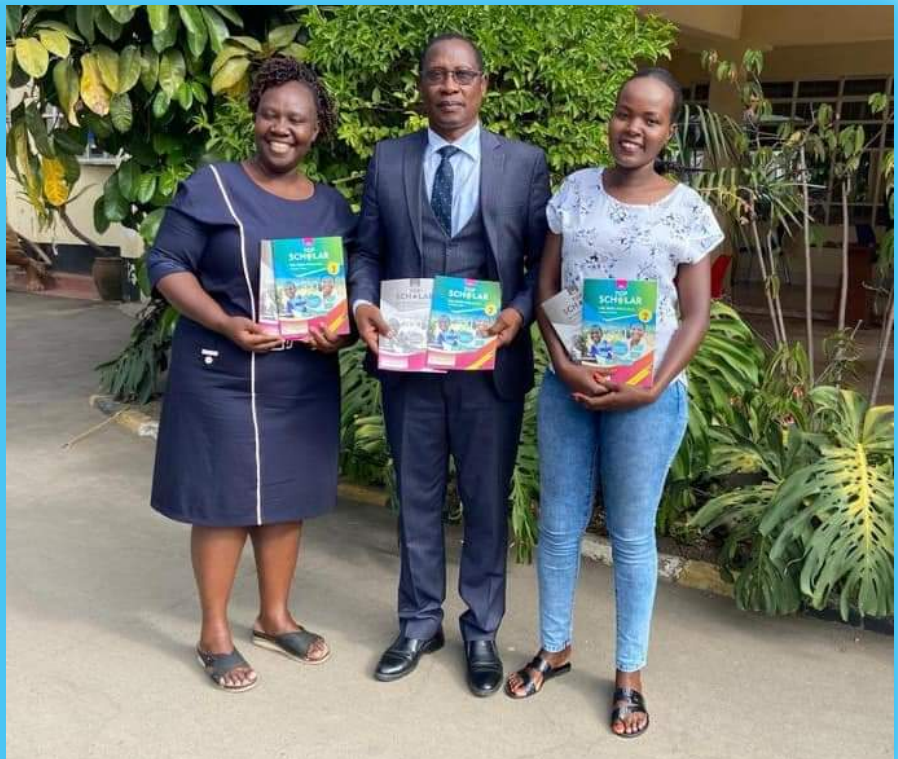
I love the hands-on and holistic nature of the curriculum and the fact that it monitors learners' progress through continuous rather than summative assessments. However, I feel that its implementation was rushed. But since the

train left the station already, we can only hope that in the fullness of time, we shall surely enjoy its benefits.

Q. What is your parting shot?

A. Let me quote Maya Angelou who said, "Do the best you can until you know better. Then when you know better, do better."

"I think the reading culture in Kenya is below average. The current generation is highly distracted by social media."



Ms. Chelagat (right) with co-authors of the Top Scholar Life Skills for Grade Seven

Unlocking Sustainable Growth:

How organisations can harness the power of carbon credits as told by Grace Gitiha, CEO, Green Eco Solutions

In the face of global climate change challenges, organisations worldwide are increasingly adopting sustainable practices to mitigate their environmental impact. One avenue that has gained prominence is the utilisation of carbon credits. How can organisations leverage carbon credits to not only contribute to environmental conservation but also realise tangible economic benefits?

Carbon credits are a form of tradeable permit that allows organisations to emit a certain amount of greenhouse gases while incentivising them to reduce their carbon footprint. These credits are generated through activities that either remove or reduce greenhouse gas emissions,



such as afforestation projects, renewable energy initiatives, and energy efficiency measures.

Benefits for organisations include:

Monetary Incentives

Carbon credits are sold on the international carbon market, providing

organisations with an additional revenue stream. This contributes to economic growth and sustainability simultaneously.

Global Recognition and Reputation

By actively participating in carbon credit programs, organisations

Carbon Credits



can enhance their global image as environmentally responsible entities. This recognition can attract environmentally conscious customers, investors, and partners, fostering positive relationships and opening up new business opportunities.

Compliance with International Standards

Embracing carbon credit initiatives positions organisations in alignment with international environmental standards. This not only meets the expectations of global stakeholders but also ensures compliance with emerging regulations related to carbon emissions.

Support for Sustainable Development Goals (SDGs)

Carbon credit projects often align with the United Nations' Sustainable Development Goals. By engaging in such initiatives, organisations can actively

contribute to achieving these global goals, creating a positive impact on society while addressing environmental concerns.

Innovation and Technological Advancement

The pursuit of carbon credits encourages organisations to invest in innovative technologies and sustainable practices. This will lead to increased efficiency, reduced operating costs, and a competitive edge in the market.

Community Engagement

Many carbon credit projects involve local communities, creating employment opportunities and fostering community development. By engaging with these initiatives, organisations can strengthen their ties with local communities, promoting social responsibility.

Challenges and Considerations

Initial Investment: Implementing carbon credit projects may require an initial financial investment. Organisations need to assess the costs and benefits to determine the feasibility of such initiatives.

Complexity of Measurement and Verification: Accurately measuring and verifying emission reductions can be complex. Organisations must invest in robust monitoring systems and follow internationally recognised methodologies to ensure the credibility of their carbon credit projects.

Market Volatility: The carbon market can

be subject to fluctuations. Organisations should carefully navigate market dynamics and consider long-term strategies to mitigate risks.

In conclusion, as Kenya continues to pursue sustainable development, organisations in the country have a unique opportunity to leverage carbon credits for both environmental and economic benefits. By embracing these initiatives, businesses can contribute to the global fight against climate change while positioning themselves as leaders in sustainable practices, ultimately fostering a greener and more prosperous future.



Nyandarua National Polytechnic Tours

The Bureau on Academic Visit

By Bernard Kibui

Nyandarua National Polytechnic students recently visited the Bureau on an academic tour. The objective of the tour was focused on learning more about accounting as a function of finance within an organisation and Human Resource practices and procedures.

The students arrived on 26th October and were received by the Human Resource Manager (HRM), Mrs Roselyn Mugavana, who led her department in

giving the students insight into the various aspects of Human Resource Management, including employee management, recruitment processes, procedures and emerging trends in employee management practices. Speaking during the event Mrs Mugavana reiterated the importance of Human Resource practices in an institution especially when dealing with recruitment of qualified professionals who will ensure the company's mandate

is achieved and also in dealing with employee welfare, making sure that staff are well taken care of. Senior Accountant, Mr Benjamin Gachewa, took the students through the intricacies of accounting. He highlighted the main functions of Finance department in crediting and debiting funds into various accounts as well as the processes involved in ensuring that the Bureau remains compliant with relevant regulatory and statutory bodies.

Assistant Human Resource Manager, Mrs Loice Muteti, Senior Assistant Human Resource Officer-Sheila Kadesa, Assistant Human Resource Officer-Christopher Maina and HR Officer-Gideon Kamau were also present to delve into their roles in the Human Resource processes within the department, which include employee welfare, staff remuneration, training and medical insurance coverage.



Human Resource Manager, Mrs Roselyn Mugavana (r) responds to questions.



Assistant Printing Machine Operator Joseph Kyenze (in overall) explains a point to the students.



Students pose for a group photo after the tour.

Pictorials

KLB Staff End-Year Meeting 2023



The Bureau staff members follow proceedings during the end year staff meeting held on 19th Dec 2023 at KLB headquarters.



MD, Mr Victor Lomaria (standing) makes his remarks during the staff meeting.



Finance Manager, Mr Francis Mutunga (standing) speaking to staff during a past meeting.

Academic Tour



Senior Designer Mr Martin Ngugi (r), explains a point to students of Utumishi Academy when they made an academic tour to the Bureau.



Mr Godfrey Yagan (standing) explaining the printing process to students of Karatina University



Students of Laikipia University listening to a presentation on publishing during their academic visit to the Bureau.

Tour of Facilities



Mr Michael Ouma (2nd r) explains a point to the Board Members during their tour



The Bureau Board Members, Chairlady Dr Rispah Wepukhulu (2nd l), Mr Michael Monari (r), Mr David Kimeto (3rd l), Mrs Edise Ndirangu (3rd r) and Doris Shianda (2nd r) with Asst. Corporate Communications Manager Ms. Diana Olenja (l), inspect the tree nursery.



The Bureau Board Members, Chairlady Dr Rispah Wepukhulu (3rd r), Mr Michael Monari (r), Mr David Kimeto (2nd r), Mrs Edise Ndirangu (4th r) and Doris Shianda (3rd l) being shown a sample of our books by Managing Director Mr Victor Lomaria (l). Looking on is Ag. Production Manager, Mr Jackson Musau (2nd l).

Je Huu ni Uungwana at Parliament



Mr Leonard Mambo Mbotela (c), author of 'Je Huu Ni Uungwana?', with Nairobi Senator Hon. Edwin Sifuna (2nd l), KLB's Publishing Manager, Mr Kenneth Jumba, (l) Ms Mukui wa Mbaluka (2nd r) and Mr Joseph Ndegwa (r) at Senate Buildings when the author paid a courtesy call to promote his book.



Mr Leonard Mambo Mbotela (r), KLB's Publishing Manager, Mr Kenneth Jumba (c), Mr Joseph Ndegwa (2nd l), Ms Mukui wa Mbaluka (l) and Mr Jimmy Mbotela (2nd r) at Senate Buildings.



Mr Leonard Mambo Mbotela (r) with Senate Deputy Speaker Hon Kathuri Murungi (l) at Senate buildings

Unveiling the Tapestry of Educational

Innovation: An Exclusive Conversation with

Mr. Patrick Kyunguti, Asst. Publishing Manager

In an illuminating interview, Kinyanjui Naomi engaged Mr. **Patrick Kyunguti, The Assistant Publishing Manager**, delving into crucial aspects as the submission of Grade Nine books to KICD approaches.

The conversation navigated through the rigorous criteria used in content development, laborious editorial processes, challenges faced, unique teaching methodologies incorporated in the books, and inclusivity. The engagement vividly outlined the involvement of educators and experts, detailed coordination efforts among stakeholders, and shed light on the vetting

process timeline and submission dynamics.

Additionally, Mr Kyunguti explored strategies to address potential feedback and adaptations in response to proposed educational reforms affecting publishers' submissions for Grade Nine materials.

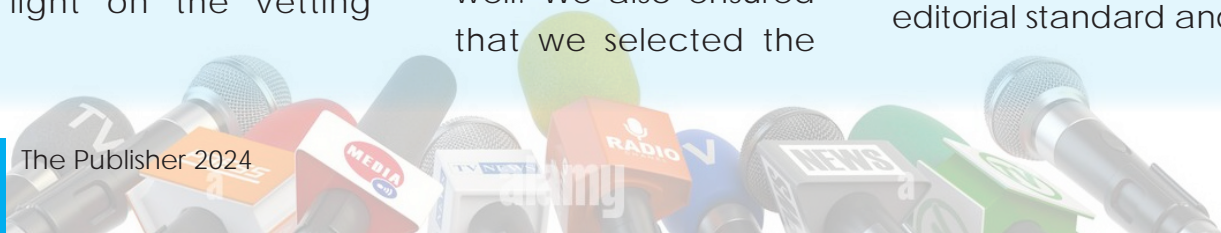
Q. What criteria have you followed in development of the Grade Nine books to ensure that KICD's standards are met?

First, we began by reviewing the lessons learnt from Grade Eight and used the same to inform the development of Grade Nine books, especially on our weak areas and what we did well. We also ensured that we selected the

best authors in the various learning areas. All editors developed a content map, a checklist from the curriculum designs and used it to ensure the content developed conformed 100% to the curriculum design. We also acquired editing softwares such as the premium version of Grammarly among others to ensure errors are completed weaned out before page layout.

Q. Can you detail the editing and review steps for the books before they are submitted to KICD?

The first point of intervention is the editor who must ensure that he or she edits their copy to the highest editorial standard and



the content is not only compelling and aligned to the curriculum design but also free from grammatical, spelling and punctuation errors. Editors in related learning areas have been grouped into teams to ensure that each title is read by two to three editors for quality purposes. We are also using internal and external third-eye readers to ensure all our books conform to the KICD pedagogical and methodological requirements and evaluation criteria.

Q. Are there any challenges during the preparation and development of these materials for vetting? what measures have been put in place to counter the challenges?

The most pressing challenge is the short duration provided by KICD to develop the books and submit them. We are addressing this

by ensuring that all line staff are working beyond normal working hours, at night and on weekends. We have had a breakdown of our printers from time to time but this has been addressed through the intervention of the relevant support functions.

Q. What unique feature and teaching methods are incorporated in the Grade Nine books that can enhance learning experience for the students?

First, the books have been aligned with the KICD curriculum designs. Second, we have ensured that the content is learner-centred and appropriate to the learner's learning needs. The inquiry-based approach has been used in which learners learn by discovering facts on their own through doing rather than memorising facts. We

have complemented the inquiry-based approach by providing information and knowledge that will enable the learners to eventually develop the target skills and competencies without undue difficulty. The books are well illustrated in full colour and made attractive to the learners. Extra features have been provided to make learning fun and enjoyable. Layouts are friendly to the learners. Formative assessments have been provided to evaluate learner progress at the same time providing learners with opportunities for further learning. Teachers have been provided Teachers' Guides with tips on how to deliver the lessons with ease.

Q. How have you involved educators and subject matter experts in the development of these books?

A. All the authors who have developed these books are senior educators and subject experts with a wealth of experience in teaching in schools, colleges and universities. A good number are curriculum developers and examiners.

Q. How do you coordinate with authors, editors, and other stakeholders to prepare the books for vetting, especially given the short time frame?

We work as a team. Each editor works closely with the authors and other support officers in the product development process such as designers, proofreaders and typesetters. We occasionally have review meetings to find out the challenges that the team may be experiencing and come up with ways of addressing them. We also work with strict internal deadlines. The

authors are continually involved and work in liaison with the subject editors all through to submission.

Q. Are there any considerations for accessibility and inclusivity in these books to cater to a diverse range of learners?

Indeed. We try as much as possible to cater to the varying needs of the learners so that none is disadvantaged. The learning experiences provided in the books are accessible to learners both in rural areas and urban areas. Learners with special needs are provided with equal opportunities for learning and teachers are given tips on how to ensure inclusivity in the delivery of the lessons. Names of actors in the content are drawn from a wide range of geographical locations so that no community feels left out. Additionally,

we ensure that our books are affordable to all customers from diverse economic backgrounds.

Q. Could you explain the process and timeline for vetting and approval for Grade Nine books and what steps are taken to ensure a smooth submission process?

The vetting of the books is carried out by KICD who use practicing teachers who have proved themselves in their subject areas and have the requisite skills and experience. These teachers are guided through the evaluation process by the KICD subject heads. They use the evaluation criteria that publishers are also familiar with to vet the books against the curriculum designs. The evaluators rank books from different publishers in terms of the scores. The two books with the highest scores are selected as

the titles to be procured by MoE, Government of Kenya and distributed to schools at the ratio of 60:40. The remaining approved books are sold to schools through the open market in which publishers market them and compete for market share. Once the process is completed, the results are communicated to publishers.

Completing books in time is key to ensuring a smooth submission process. We try to complete the books two days before the submission deadline even though our target moving forward is to complete and submit them three days earlier.

Q. How will you address potential feedback and recommendations from KICD during the vetting process?

Editors will look at the KICD evaluation reports and ensure that the suggestions for improvement made by the evaluators are immediately implemented. Where there is a contentious issue, the editors usually take it up with the KICD subject heads.

Q. What are some of the proposed changes by the Presidential Working Party on Education Reforms (PWPER) and have they been implemented? If yes, do they affect us as a publishing company, are we submitting fewer titles as compared to previous grades?

One key change proposed by the Presidential Working Party on Education Reforms that affects publishers directly is the reduction of the learning

areas offered in Junior Secondary School. This recommendation is being discussed by KICD for implementation. Some learning areas have been shelved and publishers have been asked to submit Grade Nine books in the core learning areas only. Learning areas such as Visual Arts, Performing Arts, Agriculture, and Business Studies among others are not being submitted as KICD is looking for ways of combining some. Currently, KLB will submit seven titles.

The other key proposed change that has taken effect is a significant reduction in parental engagement in the delivery of content. Material that earlier was meant for parental engagement has been scaled down.

The Bureau Champions Government's Tree Planting Initiative.

By *Diana Olenja*



Senior Assistant Accountant Mr Tobias Ngare(4th L) joined forces with National Youth Service (NYS) officers, teachers, and pupils of Kasarani Primary School in Nairobi County to plant trees to celebrate National Tree Planting Day.

At the Kenya Literature Bureau (KLB), we proudly align ourselves with government initiatives. A tangible testament to this commitment is the establishment of a tree nursery at our headquarters. This endeavour, initiated by planting indigenous tree seeds, reflects our proactive approach to

supporting and enhancing the national agenda for greener living. This initiative aims to contribute to the government's vision of planting 15 billion trees and inspire and engage our stakeholders in fostering a healthier and more sustainable future. We launched the nursery by planting Eucalyptus whistling pine Croton and Acacia seeds. Croton,

known for its vibrant foliage, aids in soil conservation and provides habitat for diverse fauna. Acacia, renowned for nitrogen fixation, enhances soil fertility and supports sustainable ecosystems. We are grateful for the invaluable support from the Kenya Forest Service (KFS) and the Kenya Forestry Research Institute (KEFRI), ensuring the success of our

endeavour. Their expertise and resources significantly bolster our seedling distribution program as we strive for a greener, healthier future with lasting ecological impact.

We commit to

We have also introduced select fruit tree seedlings beyond indigenous and non-indigenous trees, enabling members to grow plants with diverse health benefits. Together, we cultivate a greener

involved its employees by distributing 923 seedlings, sparking a tree-planting movement across diverse regions in Kenya.

The extensive tree planting by the Bureau staff represents a steadfast stand against deforestation and climate change. Each seedling planted signifies a collective determination to strengthen Kenya's forest cover and safeguard our environment.

As we delve into this collaborative effort, the ripple effects of KLB's engagement are palpable, creating positive impact across communities and the environment. By nurturing a shared responsibility for our planet's well-being, this initiative spearheaded by KLB lays the groundwork for a greener, more sustainable tomorrow, setting a remarkable example for others to follow.



Kenya Forest Service officer Rose Njiru provided hands-on guidance to Philip Ndereva and Philip Odeki during the preparation of seedbeds at the Bureau grounds.

substantially increase seedling distribution in the coming years, emphasizing meticulous nurturing. Our proactive measures include community engagement, educational workshops, and monitoring to ensure the thriving growth of the distributed seedlings.

environment while accommodating diverse lifestyles and spaces.

The Bureau fervently supports this eco-friendly campaign in a powerful display of solidarity with the Government's call for nationwide tree planting on November 13th, 2023. The Bureau actively



Senior Assistant Accountant Patrick Cheruiyot planting tree in Kaptich Kericho County



Assistant Sales and Customer Service Manager Joseph Nyiri planted trees in Nyandarua County.



The Human Resources Manager, Roselyn Mugava(C), Rotary Club Millmani President (L), Jackline Njeru and other tree planters pose for a group photo at Jabali Elementary School, Nairobi County, on the sidelines of the National Tree Planting.



Senior Business Development Officer, Douglas Nyakundi planting a tree in Kiambu County.



Assistant ICT officer, Eric Otieno, planting a tree in Kisumu County.



Senior Designer, Martin Ngugi, planting a tree in Kiambu County



Senior Assistant Corporate Communications Officer, Grace Gittha, planting a tree in Kajiado County.

Bureau's Push Towards

Securing KPEEL Funding

By Mukui Mbaluka

The Ministry of Education, Science & Technology with support from the World Bank, has funded 4,922 Primary Schools in 10 counties namely Siaya, Bungoma, Turkana, Bomet, Narok, Kisii, Samburu, Garissa, Wajir and Mandera through the Kenya Primary Education Equity in Learning (KPEEL) Programme. This programme will also reach 450 Public Primary Schools in urban informal settlements and 49 Primary Schools in refugee camps of Kakuma, Kalobeyei and Dadaab. The project is aimed at developing School Improvement Plans (SIP) that are envisaged to improve teaching and learning in schools through funding of priority areas namely supporting teachers and effective teaching and learner assessments. Kenya Literature Bureau's Sales and Marketing team led by Mr. David Kimita, Assistant Sales and Marketing Manager, have been holding strategic meetings with headteachers of beneficiary schools across the country to activate and influence the listing and uptake of KLB Readers and Revision materials.



Assistant Sales and Marketing Manager, David Kimita addressing Headteachers at Uhuru Gardens Primary School, Langata Constituency.

The Bureau seeks to secure at least 60% of the book grant allocated by the KPEEL Programme through the purchase of learning materials from bookshops. The Bureau targets to raise Kshs. 788 M from the campaign.

While addressing Nairobi briefing held at the Uhuru Gardens Primary School, Mr. David Kimita assured the head teachers the learning materials published by KLB were of quality and meet the requirements of KICD. He further added that every school purchasing their SIP materials from KLB will benefit from a fully sponsored capacity building workshop for teachers at sub county level.

During the meeting two schools namely Kongoni Primary and Mirema Primary school were issued with tree seedlings in line with the National Tree planting Campaign under the Presidential programme for the

accelerated restoration of forests.

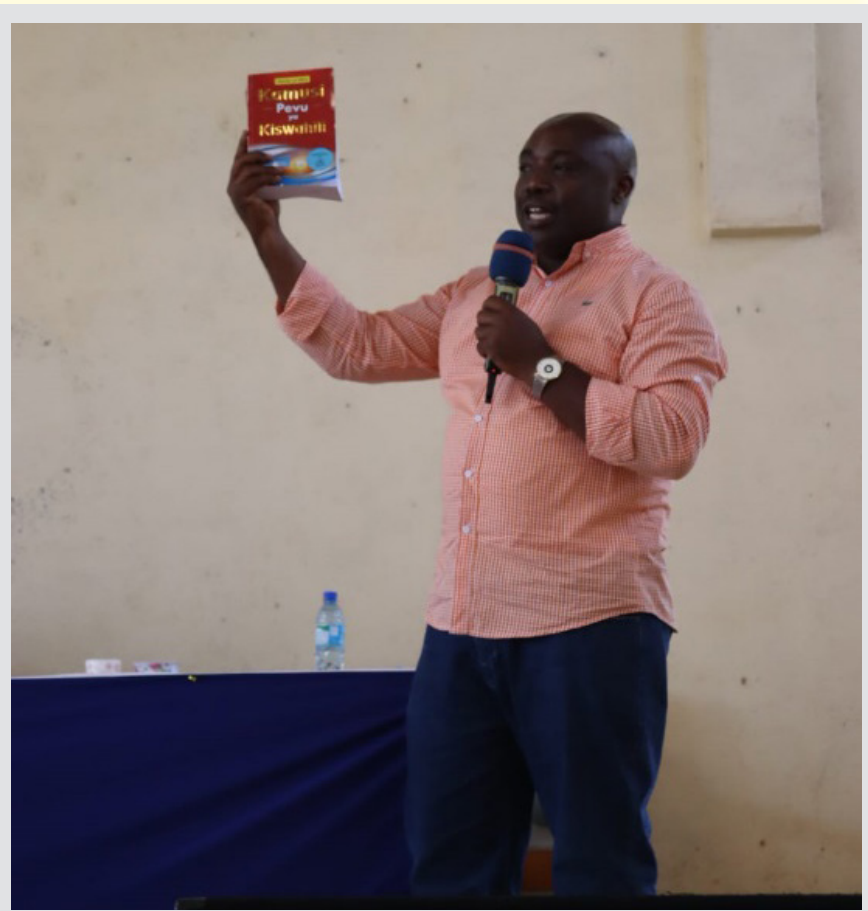
Also present at the briefing was Regional Director of Education Nairobi, Ms. Margaret Lesuuda who emphasised KLB's mandate as a strategic SAGA at the Ministry of Education.

STAKEHOLDER ENGAGEMENT

The Bureau fully sponsored a Kiswahili workshop for

teachers of Kiswahili in Nyeri County with focus on promoting *Kamusi Pevu Ya Kiswahili* at ACK Nyeri Town Hall to a tune of Kshs. 85,000.

The Bureau envisages continuous engagement with its stakeholders with an objective to improve customer experience of the Bureau's goods and services.



RSM Eastern, Joseph Nyiri addresses participants at the ACK Nyeri Town Hall during a Secondary School Kiswahili workshop .

Personal Finance: Never be Broke Again

By *Gachewa Muriuki*

On many occasions many of us, if not all have found ourselves in financially challenging situations; we are left with so many days at the end of the money. This is an experience that we all detest but time and again we find ourselves in it. With the current state of the economy coupled with the spirit of setting new year resolutions, this is something that we need to deal with once and for all.

I have developed some pointers that we can all follow into a blissful future. First, **know how much money comes and goes out**. We are all very familiar with how much money hits our account on pay day. On the contrary very few, if any, can account for how the money was spent to the last cent. This leads

to scenarios where some of us spend sh. 1.05 for every shilling earned. That is 5 cents extra on every shilling earned. This 5-cent expenditure beyond the shilling is always financed by a mobile loan. Ideally the expenditure should be less and at worse equal to the money that came in. A budget exists to ensure you are spending your money on items that matter and are a priority to you. Besides this you need to develop a frugal personality. Spend on what has value to you. Learn to say NO on expenditures that do not add value to you or your family. Learn to tell your friends and family I cannot spend money on this and/or that. The first item on your budget should be to pay yourself.

Secondly, **have at least two**

bank accounts. The first account being your salary account while the second bank account should be a savings account without an ATM or not accessible via mobile banking. This savings account can only be accessed by a physical visit to the bank. The purpose of this savings account is to enable you to pay yourself at the end of the month. There is never an ideal money or percentile for paying yourself. However, George S. Clayson in his book, *The Richest Man in Babylon* advocates for 10% for every shilling earned. You may start with 5% as you plan to advance to 10%. This means if you earn Ksh. 50,000 net of statutory deductions you should pay yourself Ksh. 5,000 every end month. The savings account is



to get you started. There are other alternatives to a savings account like opening a money market fund account or joining a SACCO. The bottom line is to pay yourself to an account at the end of the month. The benefit of joining a SACCO or a money market fund account is that they pay higher interest rates as compared to a bank's savings account. Paying yourself will only work if you

do not have loan facilities with financial institutions except for a mortgage. If you have loan facilities with banks or your SACCO that are not linked to your house, then skip this step, and move to step three. The third step is to **prioritise debt repayment**. With the rising of interest rates in the local economy we might experience an interest rate of above 20% per annum on loan facilities. I advocate debt

elimination using the **debt snowball technique**. This is a technique that is easy to work with and results 100% most of the time. Start with the debt that has the smallest balance and work on it to get it cleared. This could be MSHWARI or the mobile money loan. Once that smallest loan is repaid in full add that loan installment to the second smallest loan. This is to mean if you were paying a monthly installment of Ksh. 7,000 on the smallest loan and the second smallest loan you were repaying at the rate of Ksh. 5,500, once that smallest loan is settled, you add the Ksh. 7,000 to the Ksh. 5,500. That will mean you are repaying your second loan at the rate of Ksh. 12,500. Once the second loan is complete add the Ksh. 12,500 to the next smallest loan. Continue until that large bank or SACCO loan is cleared. While at this stage, do not think of investing. The reason for this is that your investment

returns can never outdo interest rates on your loans. The only exception to this is the negotiated single digit loans like the employer provided loans. This third step exists for those with loan facilities.

The fourth step is to **prioritise assets over liabilities**.

The simple and the most important difference between the two is that assets are money generating while liabilities are money consuming. A personal car that you use for commuting to work is primarily a liability unless you can use it to generate extra income. If you use your car as an online taxi in the morning before reporting to work and in the evening after work, then you will have converted your car into an asset. This does not mean you don't spend money on liabilities, liabilities tend to make life interesting, but always ensure for every liability you spend a large amount of money on there is a corresponding asset or

two that generates you more money. This takes us to the fifth step.

Earn more money: Never ever be satisfied with your paycheck, always strive to earn more. Create multiple sources of income and as you do this, ensure you serve your employer fully. Remember that amount you were paying yourself on step two. That money invested in a SACCO or a Money Market Fund will fund your second source of income. A Million invested in a money market funds will earn you about Ksh. 12,500 every month. Think of starting your third source of income. This could be in

your profession or business. Then lastly monitor your progress periodically. Never go back into debt and keep on improving yourself and financial fortunes. Monitoring is a continuous process to ensure that, your assets are generating enough income. If your mutual funds are generating optimal income or they need to be changed. Never quit your job because you are earning more income from your other sources unless your other sources require your active involvement. Always remember that "10 is better than 9".



How Business Imitates Chess

By Joel Okindo

People have been playing chess for centuries, with its earliest known origins dating back to ancient India and the Gupta Empire around the 6th Century AD. Scholars attribute the game's earliest form to an ancient strategy game called *chaturanga*, which means "four divisions" in Sanskrit, referring to the four divisions of the military: infantry, cavalry, elephantry, and chariotry. The military backdrop is a perfect

analogy of the player's pseudo battle through the chess pieces. Chess reflects many aspects of life, including business, because its establishment is based on one of humanity's prime pastimes —war. High on the list of parallels between life and chess is that it involves strategic thinking and decision-making, much like how we make choices in our daily lives. The game also demands adaptability and the ability to expect and respond to your

opponent's moves, which parallels how we navigate and react to challenges and opportunities in life.

We can see chess as a microcosm of society, with each piece representing a different class or role. People can use this as a metaphor to understand how different classes and roles interact and strive for their own goals within a larger society for the common good.

The chess board is the enterprise, whilst the chess pieces are the team. Comparatively, a business leader who manages a team for a common goal resembles someone skilled at making moves to capture the King. Just as each piece moves in a defined way with varying degrees of strength, each team member in a business has specific roles based on their skills.

The chess board quietly



Mr. Okindo training youth under the programme "Chess in Schools".



Learners playing chess during regional chess school qualifiers.

imparts the knowledge that while every member of society is important, there have to be opinion shapers and the public. There will always be the leader and those being led. It should be our goal to offer everyone a fair chance at excelling in their roles just as a chess board offers every piece a uniform platform. Every piece is significant on the chessboard and that should be our guiding principle in the highly competitive business world.

The rules of chess are like

the detailed manuals, regulations, procedures, and recommended methods used in corporations. The rules on the chessboard ensure each piece moves properly for a fair game, while in the business environment, rules and regulations minimise conflicts by clearly defining roles. Recently, World Champion Magnus Carlsen rocked the chess world by accusing a US player of cheating in a top-level event. The reactions from global stakeholders were instantaneous and

far-reaching. Tournament regulations are being reviewed to eliminate chances for opportunities to cheat.

Equally, regulators quickly arrest uncompetitive business practices. Everyone likes a moral bottom line, but not at the cost of other players in the business. Perhaps, if every business operated stringently akin to the order and precision of the chessboard, there would not be the negative competition that sees off other businesses. Studies have shown

that playing chess offers many benefits for mental development. This implies that continuous decision-making, similar to making chess moves, will probably benefit a business through exposure to possibilities and probable outcomes. All we need to do is instil the discipline of chess in decision-making.

No phenomenon honestly studied goes without constructive criticism, and chess is no exception. People have extensively

discussed the elitism, gender imbalance, and intellectual stereotyping that plague the game. Fortunately, there have been programmes for years to popularise the game, bring gender balance and improve access to the game. These steps aim to promote the well-being of the team, just like business practices do. For instance, inclusion should be a priority so that the business can be a genuine

reflection of the market it serves. Just as the chess world listened to Magnus, businesses should prioritise acting on feedback from the various stakeholders. It is important to remember that the need for results in both chess and business does not negate the fact that both should be fulfilling. On this front, business players should strive to make the corporate world entertaining and positively competitive, like a game of chess.

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Mr. Okindo Preparing learners for National Chess Championship 2024.

40 Years Of Service,

Donald Mbaluku Journey of Resilience and Commitment

By Mukui Mbaluka

Born 60 years ago, in the low plains of Mumbuni in Machakos County, Donald Martin Mbaluku began his education at Mumbuni Primary School in 1971 and thereafter proceeded for his O level education at Kyanguli Secondary School in 1978. Having worked at the Bureau for 40 years rising through the ranks from clerical officer to Supply

Chain Assistant, Donald retired from active service in December 2023. Donald Mbaluku speaks to Mukui Mbaluka on his journey at the Bureau, spanning four decades, his preparation for retirement and his post retirement experience.

Q. Who is Donald Martin Mbaluku?

A. He is a Christian who fellowships with the Africa Inland Church. I was born and raised

in Mumbuni location, Machakos county. I am the first born in a family of four. I was married to the late Diana Mwendu Martin and we were blessed with three kids, two sons and one daughter.

Q. What are your most fond memories of your childhood?

A. I had a wonderful childhood growing up in the village. My most memorable moments were that of modelling with clay, making woodcraft items, and making toys from items in our local environment. Growing up in the village, I was exposed to live as a member of the community. Living in a community enabled me and my siblings learn and



Donald M. Mbaluku (seated) with colleagues at the Sales and Customer Service Centre on 14th February 2024 during his farewell party.

appreciate the value of family.

Q. Tell us about your family

A. I am blessed with two sons and a daughter. It gives me joy to see my children grow in their careers and their fear of God. My mother and sisters have been a great support system.

Q. What are your hobbies and favourite pastime activities.

A. I enjoy travelling and exploring new places. I also play darts, table tennis and enjoy swimming.

Q. Your career journey, from training, take us through your first posting all the way to retirement.

A. I hold an Advanced Certificate in Supplies Management from the Railway Training Institute having also been trained in Customer Service and Occupational Health and Safety.

During my stint at the Bureau, I have been privileged to work in five departments. My first posting was to the Supply Chain Department, then to

Sales and Marketing, Administration, Human Resources (then known as Personnel) then to Accounts, Production, and my final posting was at Customer Service where I served until the time of my retirement. Every department provided a new experience and new challenges, and I met a very supportive team in every department.

Q. Are there things you wish you did differently?

A. In every opportunity given, I accepted it and performed with excellence. It is good



Donald Mbaluku 3rd left with colleagues from Sales and Customer Service Centre at his home in Mumbuni on 6th April 2024.

to take every day at a time and learn from yesterday's mistakes and challenges.

Q. How did you plan for your retirement?

A. I invested while working and started thinking of how to engage myself in mentorship to the youth in my community.

Q. Transitioning from work life to retirement, how was that been?

A. It's been very enjoyable, having more family time and taking care of what I invested in. I am also able to give more time in service to God.

Q. What advice can you give colleagues still in employment?

A. Don't settle for less, look for opportunities to grow in your career, and invest. Adhere to company policies, work hard, and always be honest. Also, create time for family and friends.

Q. What are your most memorable moments at KLB?

A. Friendships I made and nurtured in the office where I spent most of my time for the last Forty (40) years. I will treasure the friendship with current and retired colleagues.

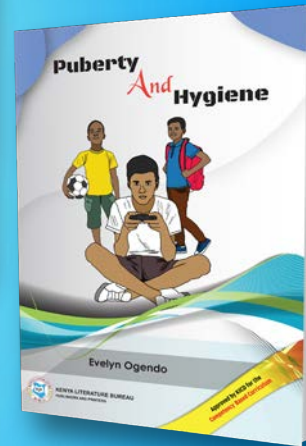
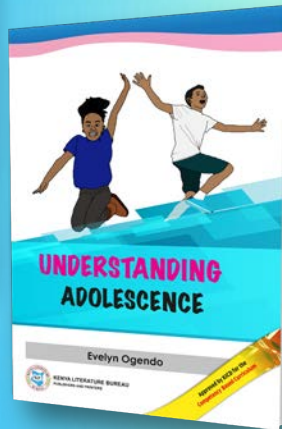
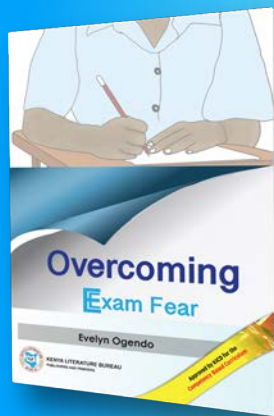
Parting shot: Hard work pays and excellence gives satisfaction.



Mr. Donald Mbaluku (l) receiving his long service award certificate from former Production Manager, Mr. Michael Omach (r) during the 2013 end year luncheon at KLB Headquarters.



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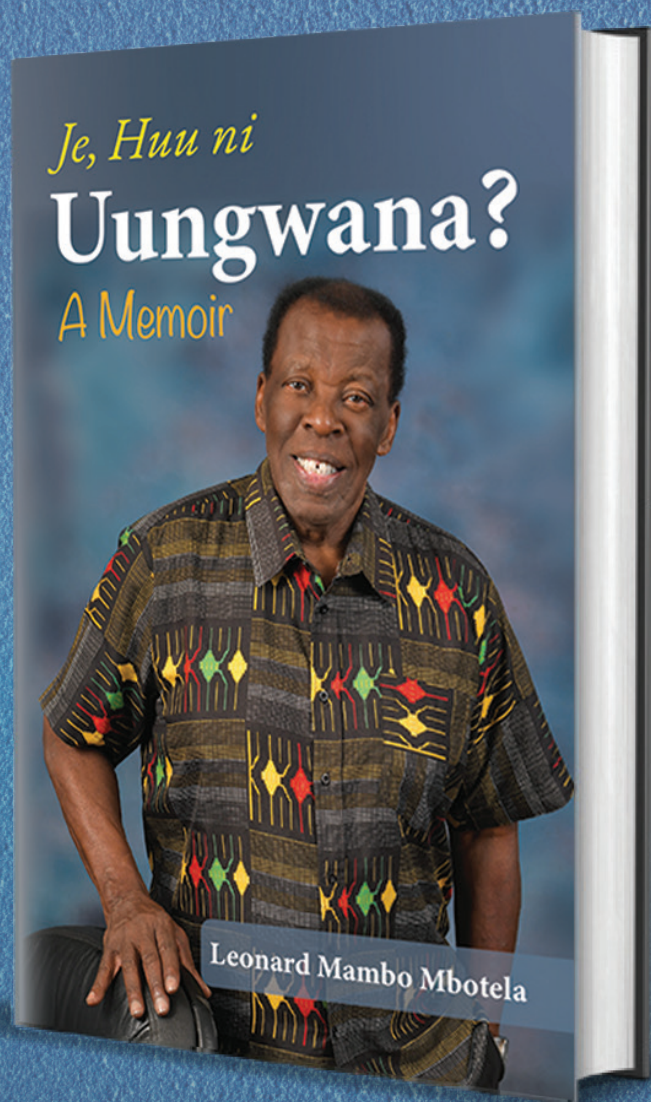
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