Kcse Question Papers

Through a multi-sited qualitative study of three Kenyan secondary schools in rural Taita Hills and urban Nairobi, the volume explores the ways the dichotomy between "Western" and "indigenous" knowledge operates in Kenyan education. In particular, it examines views on natural sciences expressed by the students, teachers, the state's curricula documents, and schools' exam-oriented pedagogical approaches. O'Hern and Nozaki question state and local education policies and practices as they relate to natural science subjects such as agriculture, biology, and geography and their dismissal of indigenous knowledge about environment, nature, and sustainable development. They suggest the need to develop critical postcolonial curriculum policies and practices of science education to overcome knowledge-oriented binaries, emphasize sustainable development, and address the problems of inequality, the center and periphery divide, and social, cultural, and environmental injustices in Kenya and, by implication, elsewhere. "In an era of environmental crisis and devastation, education that supports sustainability and survival of our planet is needed. Within a broader sociopolitical context of post-colonialism and globalization, this volume points out possibilities and challenges to achieve such an education. The authors propose a critical, postcolonial approach that acknowledges the contextual and situational production of all knowledge, and that de-dichotomizes indigenous from 'Western' scientific knowledge." Eric (Rico) Gutstein, Professor, Curriculum and Instruction, University of Illinois at Chicago (USA)

Kenya National Assembly Official Record (Hansard)

Peak Revision K.C.S.E. English

The African Book Publishing Record

Peak Encyclopaedia K.C.S.E. French

Africa has experienced dozens of conflicts over a variety of issues during the past two decades. Responding to these conflicts requires concerted action to manage the crises – the violence, the political discord, and the humanitarian consequences of prolonged fighting. It is also necessary to address the long-term social and economic impacts of conflict, to rebuild communities, societies and states that have been torn apart. To accomplish this requires the involvement of institutions and groups rarely considered in formal official African conflict management activities: schools, universities, religious institutions, media, commercial enterprises, legal institutions, civil society groups, youth, women and migrants. These groups and organizations have an important role to play in building a sense of identity, fairness, shared norms and cohesion between state and society – all critical components of the fabric of peace and security in Africa. This volume brings together leading experts from Africa, Europe and North America to examine these critical social institutions and groups, and consider how they can either improve or impede peaceful conflict resolution. The overarching questions that are explored by the authors are: What constitutes social cohesion and resilience in the face of conflict? What are the threats to cohesion and resilience? And how can the positive elements be fostered and by whom? The second of two volumes on African conflict management capacity by the editors, The Fabric of Peace in Africa: Looking beyond the State opens new doors of understanding for students, scholars and practitioners focused on strengthening peace in Africa; the first volume, Minding the Gap: African Conflict Management in a Time of change, focused on the role of mediation and peacekeeping in managing violence and political crises.

The Fabric of Peace in Africa

A Doll ?s House

Milestones in History and Government

The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya, the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya.

Learning, Marginalization, and Improving the Quality of Education in Low-income Countries

Peak Revision K.C.S.E Agriculture

Peak Encyclopaedia K.C.S.E.CRE

Peak Encyclopaedia K.C.S.E. Geography

Peak Encyclopaedia K.C.S.E. Compulsory SubjectsEast African PublishersPeak Revision K.C.S.E AgricultureEast African PublishersPeak Encyclopaedia K.C.S.E. Business StudiesEast African PublishersPeak Encyclopaedia K.C.S.E. GeographyEast African PublishersKCSE Revision History and Government Paper 2, Second EditionWith Model Questions and AnswersPeak Encyclopaedia K.C.S.E.CREEast African PublishersPeak Revision K.C.S.E. EnglishEast African PublishersKenya National Assembly Official Record (Hansard)

Looking beyond the State

Peak Revision K.C.S.E. Chemistry

Betrayal in the City

A Poetry Course for K.C.S.E.

Reproduction of the original: A Doll ´ s House by Henrik Ibsen

Peak Encyclopaedia K.C.S.E. Compulsory Subjects

Blossoms of the Savannah

History and Government Form 4

KCSE Revision History and Government Paper 2, Second Edition

Excel in CRE book is written to assist both learners and teachers in Secondary Schools to prepare for the Kenya Certificate of Secondary Education. It aims at meeting the requirements of both the Kenya National Examinations Council and the Kenya Institute of Curriculum Development syllabi. It also conforms to the current setting trend in Christian Religious Education, both Papers 1 and 2. It is complete with examination tips to guide learners, especially candidates, on how to tackle exams in the subject. The purpose of the book is to guide learners in identifying the areas that are examined in Paper 1 and 2, since it outlines the topics in the order in which they are examined in each of the two Papers. It aims at providing insight to the learners and to equip them with the necessary knowledge with which to relate with God, themselves and with others in the society. It builds moral values in the learner. This book ends with past KCSE papers, from 2006 to 2013, Papers 1 and 2, plus their marking schemes. This content should guide the learner to test his/her ability to answer KCSE questions, and to even know the marking points of each question tested previously

The Kenya Education Directory

Education, Arson, and Learning Justice in Kenya

Certificate Biology 3

Peak Revision K.C.S.E. History & Government

Burning Ambition explores how young people learn to understand and influence the workings of power and justice in their society. Since 2008, hundreds of secondary schools across Kenya have been targeted with fire by their students. Through an in-depth study of Kenyan secondary students' use of arson, Elizabeth Cooper asks why. With insightful ethnographic analysis, she shows that these young students deploy arson as moral punishment for perceived injustices and arson proves an effective tactic in their politics from below. Drawing from years of research and a rich array of sources, Cooper accounts for how school fires stoke a national conversation about the limited means for ordinary Kenyans, and especially youth, to peacefully influence the governance of their own lives. Further, Cooper argues that Kenyan students' actions challenge the existing complacency with the globalized agenda of "education for all," demonstrating that submissive despondency is not the only possible response to the failed promises of education to transform material and social inequalities.

Excel in Cre

Kenya National Bibliography

Shreds of Tenderness

Peak Encyclopaedia K.C.S.E. Business Studies

Blossoms of the Savannah is the story of two sisters, Taiyo and Resian, who are on the verge of womanhood and torn between their personal ambitions and the humiliating duty to the Nasila tradition. Relocation to their rural home heralds a cultural alienation born of their refusal to succumb to female genital mutilation and early marriages. In pursuit of the delicate and elusive socio-economic cultural balance in Nasila, Ole. Kaelo, the girls' father is ensnared by a corrupt extortionist. To extricate himself he sends his daughters into a flat-spin labyrinth from which they have to struggle to escape.

Inheritance

Peak Revision K.C.S.E. Geography

With Model Questions and Answers

Natural Science Education, Indigenous Knowledge, and Sustainable Development in Rural and Urban Schools in Kenya

Improving learning evidence and outcomes for those most in need in developing countries is at the heart of the United Nations' Sustainable Development Goal on Education (SDG4). This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice, particularly for those who need improved 'learning at the bottom of the pyramid' (LBOP). This volume brings together academic research experts, government offic and field-based practitioners. National and global experts present multiple broad thematic papers – ranging from the effects of migration and improving teaching to the potential of educational technologies, and better metrics for understanding and financing education. In addition, local experts, practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya, India, Mexico and Ivory Coast. The contributors argue persuasively that learning equity is a moral imperative, but also one that will have educatio economic and social impacts. They further outline how achieving SDG4 will take renewed and persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children. This volume builds on the second international conference on Learning at the Bottom of the Pyramid (LBOP2).* It will be an indispensable resource for policymakers, researchers and government thinktanks, and local experts, as well as any readers interested in the implementation of learning equity acros globe. *The first volume Learning at the Bottom of the Pyramid (LBOP1), may be obtained at: http://www.iiep.unesco.org/en/learning-bottom-pyramid-4608

Peak Revision K.C.S.E. Biology

Toward Critical Postcolonial Curriculum Policies and Practices

Burning Ambition

A Play

Betrayal in the City, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy ki of cover.

Peak Revision K.C.S.E. Mathematics