

Past Examination Papers Kenyatta University

Uncertain Safari deals with the contours and complexities of African life today. Based on author Allan Winkler's personal experiences living and working in Kenya and traveling to many other parts of the continent, the book focuses primarily on East Africa and concentrates on Kenya in particular. It examines one of the most beautiful, and troubled, parts of Africa through a personal lens, highlighting issues of marriage and divorce, education and AIDS, politics, and evolving traditions. The African story warrants our attention. An examination of Kenya, one of the best-known and most-visited African countries, provides an effective means of exploring issues that affect all Africans. Kenya, traditionally more stable than other African nations, now faces many grave problems as its own stability has begun to erode. This book, based on observations, interviews, and personal reflections, highlights the serious issues behind the seemingly idyllic view millions of visitors witness on safari.

Higher education is increasingly recognized as crucial for the livelihoods of refugees and displaced populations caught in emergencies and protracted crises, to enable them to engage in contemporary, knowledge-based, global society. This book tells the story of the Borderless Higher Education for Refugees (BHER) project which delivers tuition-free university degree programs into two of the largest protracted refugee camps in the world, Dadaab and Kakuma in Kenya. Combining a human rights approach, critical humanitarianism and a concern with gender relations and intersecting inequalities, the book proposes that higher education can provide refugees with the possibility of staying put or returning home with dignity. Written by academics based in Canada, Kenya, Somalia and the USA, as well as NGO workers and students from the camps, the book demonstrates how North-South and South-South collaborations are possible and indeed productive.

Morrison Muleri was born in 1968 in Lumakanda, Lugari District of Western Kenya. He holds a B.Com. and MBA degrees from the University of Nairobi in Kenya, postgraduate certificate in Public Financial Management from Harvard University in the USA, and a PhD in development effectiveness from Sheffield Hallam University in the UK. He is a fellow of the Association of Chartered Certified Accountants of England and Wales (FCCA) and an Associate of the Chartered Institute of Management Consultants. Morrison has worked for several reputable employers in Africa, Europe, and the USA. He currently works for the World Bank in Washington DC, as a Board Operations Officer. He has travelled widely to over 30 countries and met leaders in different spheres. He lives in Olney, in Maryland with his wife and their four sons.

Mini-set G: Higher and Adult Education re-issues 11 volumes originally published between 1974 and 1992. They discuss and analyze adult education from both theoretical and practical standpoints and look at the challenges facing adult education during the 1970s and 80s as well as examining the history of higher & adult education in the UK. The mini-set includes one volume which although previously available with another publisher (and out of print for some years) is now available for the first time from Routledge.

School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

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.

New Scientist magazine was launched in 1956 "for all those men and women who are interested in scientific discovery, and in its industrial, commercial and social consequences". The brand's mission is no different today - for its consumers, New Scientist reports, explores and interprets the results of human endeavour set in the context of society and culture.

The Evaluating and Upscaling Telecollaborative Teacher Education (EVALUATE) project was a European policy experiment funded by Erasmus+ between 2017 and 2019. The EVALUATE consortium trained teacher trainers and organised virtual exchanges which involved over 1,000 student teachers at over 34 initial teacher education institutions in Europe and beyond. Following the successful capstone conference of the EVALUATE project in September 2019, a number of colleagues answered our call for submissions to the proceedings. The articles you find here provide a window into the multifaceted contributions not only to the conference, but to the field of telecollaboration and virtual exchange at large. We hope you enjoy finding out about the many different ways in which our colleagues engage with this innovative pedagogical approach that combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.

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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.

This encyclopedia is the result of a highly selective enterprise that provides a careful selection of key topics in essays written by top scholars in their fields. Comprehensive and in-depth coverage of a limited number of countries, regions and themes is provided. The essays not only feature statistical and factual information but significant interpretation of those facts and figures. The chapters on themes and topics are both analytic and interpretative and deal with the most important topics relevant to higher education everywhere. More than a compendium of facts and figures the encyclopedia is a comprehensive overview of a growing field of research and analysis.

Low-fee private schooling represents a point of heated debate in the international policy context of Education for All and the Millennium Development Goals. While on the one hand there is an increased push for free and universal access with assumed State responsibility, reports on the mushrooming of private schools targeting socially and economically disadvantaged groups in a range of developing countries, particularly across Africa and Asia, have emerged over the last decade. Low-fee private schooling has, thus, become a provocative and illuminating area of research and policy interest on the impacts of privatisation and its different forms in developing countries. This edited volume aims to add to the growing literature on low-fee private schooling by presenting seven studies in five countries (Ghana, India, Kenya, Nigeria and Pakistan), and is bookended by chapters analysing some of the evidence and debates on the topic thus far. The book presents research findings from studies across three levels of analysis that have proven relevant in the study of low-fee private schooling: the household, school and state. Chapters address household schooling choice behaviours regarding low-fee private and competing sectors; the management, operation and relative quality of low-fee private schools; and changes to the regulatory frameworks governing low-fee private schools, and the impact of low-fee private schools on those frameworks. The book does not seek to provide definitive answers since, as an emerging and evolving area of study, this would be premature. Instead, it aims to call attention to the need for further systematic research on low-fee private schooling, and to open up the debate by presenting studies that use a range of methods and, owing to the context specificity of the issue, draw different conclusions. The hope is that these studies may serve as springboards to further research. Finally, the book does not aim to snuff out the political and vociferous debate surrounding low-fee private schooling and private provision more broadly, or to erase the complications that abound in conducting research in this area, but to engage with them. The hope is that as the 2015 target date for Education for All and Millennium Development Goals approaches, this book may help us get closer to answering the question: do low-fee private schools aggravate equity or mitigate disadvantage?

This book is a vital resource for intervention programs, educators, social workers, counselors, psychotherapists, pastoral counselors, and survivors of intimate violence and their families. It gives the reader access to the inner emotions and psychological mechanisms of survivors of intimate violence in collective cultures that work to hold them captive in violent relationships. The author integrates the psychological developmental theories of Heinz Kohut and Erik Erikson with social, cultural, and religious aspects to demonstrate the collusive power of what she calls the orienting system (psychosocial and religious cultural force) in the formation of a female sense of self, to investigate the peculiar range of responses of females to intimate violence. Using theoretical and empirical research, the author claims that the demeanor and functionality of the female survivor of intimate violence is an adaptation that enables her to retain her socially prescribed roles, which she appropriates as a social identity and sense of self. A surprising aspect of this work is the transformative power of religion, also resourced in the orienting system, in transforming the psychic hold of survivors to cathected self-objects, to self-images that approximate a self in healthy relationship with God. Consequently the energies and investment released can be redirected to cohere in self-identities that can optimize drive, thrive and relationality.

While universities world over are undergoing reforms and change, in the case of African universities as illustrated in this book, the reforms and changes are profound and can best be described as transformative. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues on higher education in Africa from externalist positions, the contributors to this book are scholars who have been educated, are currently teaching in African universities or have taught in African universities. The book specifically focuses on transformations in the governance of African universities and its implications on equity, entrepreneurship, innovation, quality assurance, information and communication technologies (ICTs), and reform issues in higher education in Africa. The book presents pertinent research on governance in African universities in an experiential and empirical manner. The contributors of the book chapters include individuals actively involved in teaching, researching and governance of higher education institutions in Africa. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that university governance is more than just crisis in financial or economic issues, but includes best management practices, shared governance, meaningful reforms, strategic planning, consultation, transparency and accountability, client (students, lecturers, parents and the public) satisfaction, as well as the role of the university in development. The contributions take cognizance of the fact that governance as a concept is facing fundamental changes in the context of global knowledge economy, and African local conditions. Contributors also take cognizance of the fact that one important source of change in Africa has been the accelerating speed of scientific and technological advancement in learning at universities where lifelong learning programs, adult learning programs, distance and online learning are relatively new. The chapters are also sensitive to new changes in gender, demographical, technological, education reforms, social and economic transformations in the governance of African universities. The book is basically an academic book for use by undergraduates and graduate students at universities, policy makers and formulators in African ministries of Education; supra national organizations, foreign organizations working in Africa, NGOs and CBOs as well as development stakeholders, and community organizers.

How can freedom of religion protect the dignity of every human being and safeguard the well-being of creation? This question arises when considering the competing claims among faith traditions, states, and persons. Freedom of religion or belief is a basic human right, and yet it is sometimes used to undermine other human rights. This volume seeks to unpack and wrestle with some of these challenges. In order to do so scholars were invited from different contexts in Africa and Europe to write about freedom of religion from various angles. How should faith traditions in a minority position be protected against majority claims and what is the responsibility of the religious communities in this task? When does the state risk overstepping its boundaries in the delicate balance between freedom of religion and other human rights? How can new voices, who claim their human rights in relation to gender roles, reproductive rights, and as sexual minorities, be heard within their faith traditions? These are some of the questions that are raised by the authors. This is a book for all who are engaged in faith communities, leaders as well as people trying to be recognized. It is also important reading for all interested in international legal frameworks for freedom of religion, state advisers, and human right defenders.

While many African countries lag behind the rest of the industrialised world in scientific and medical research and development, the situation is progressively improving. This is why the Society for the Advancement of Science in Africa was established, to contribute to economic advancement and sustainability through science research, education and innovation. This book provides a selection of papers from the Advancement of Science in Africa's fourth annual conference. The conference was held under the overarching theme of 'science, technology and innovation in Africa', with several important sub-themes, including, but not limited to, improving health research and disease surveillance education; collaborating in research responding to epidemic diseases with high mortality in Africa; and promoting women's interest in science careers. The collection illustrates how, although the chapter contributors come from various countries and universities, representing their own academic research, they all share a common interest in advancing science, technology and innovation in Africa.

The Fabric of Peace in Africa Looking beyond the State McGill-Queen's Press - MQUP

While Allan Ogot's circuits of influence have been very wide, and while he has participated in conferences and forums around the world, he has never yielded his intellectual and personal anchorage in Kenya - though he has had numerous opportunities to accept distinguished chairs overseas. Extraordinarily, Allan Ogot has sustained his incredible level of service and scholarship through shifting and challenging conditions within Kenya and within Africa, navigating changing economic and political circumstances. His steady hand and persistent commitment to the highest ideals of scholarly engagement and community provide remarkable model for all who are dedicating themselves and will dedicate themselves to Africanist scholarship. This autobiography provides a commentary on the history of Kenya as seen through Allan Ogot's life experiences.

Nobel Peace Prize laureate, fighter for democratic space, founder of the Green Belt Movement, and inspiration for women and grassroots activists throughout the world, the environmentalist Wangari Maathai (1940–2011) was a complex and multifaceted figure. In this book, fellow Kenyan Namulundah Florence offers an expansive examination of Maathai's role as a public figure, educator inside and beyond the academy, symbol of resistance to oppression, and very visible woman in a patriarchal society. Examining Maathai through the lens of feminist theory, Florence unpacks the social and political background of Maathai's life and work and places her within the context of women's struggles in Africa for self-determination and access to education and political power. In so doing, Florence reveals the complexities and many dimensions of this fascinating and extraordinary voice for women in Africa and beyond.

Most of the papers reproduced here have either been presented at a national or international conference, and some have been published elsewhere. I have obtained permission to republish because I think it is important to have them all together. The idea came to me when I was asked, during an interview, why I wrote on such different topics as part of my scholarship. The question was based on the different publications in which the person asking had found them. I had to explain that they are all on language and culture, two areas that are closely interrelated. It occurred to me that having all the papers published in one volume would help show how they relate to one another, and thereby provide a more meaningful dialogue on the general topic. I therefore hope that although each paper stands alone, use of cross-referencing will provide a cumulative effect that is impossible when the papers are read as separate publications. The last chapter is not a paper in the traditional sense, in that it is just a list of words. However, it adds to the readers understanding of the Kikuyu language. The semantic domains are a people groups way of understanding, categorizing and labeling the world around them. I hope it will be especially important as a source for future scholars who will want to analyze the culture and thought processes of their ancestors.

Education, Industry and Technology is a result of a conference in Bangalore, which discusses industrial and technological issues in primary school science and other related topics. This text specifically examines building applications into secondary science curricula and strategies for teaching science, including the use of games and simulations, work experience programs, industrial visits, and methods of promoting technology as the means for solving problems. The needs of industry and the role of tertiary institutions in development are also some of the highlights of this text. This book will be very helpful to educators and government administrators assigned to advance education.

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