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## Kcse Jab Cut Off Points 2013

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Quality and Qualities: Tensions in Education Reforms  
Higher Education Transformation  
Higher Education in Africa  
Beyond God the Father  
Education and HIV/AIDS  
How Much Land Does A Man Need?  
Design Principles and Practices: An International Journal: Volume 4, Number 6  
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Transformation of Higher Education and Training in Kenya to Secure Kenya's Development in the Knowledge Economy  
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No Need to Lie  
Education Indicators in Kenya  
Kenya National Assembly Official Record (Hansard)  
Borderless Higher Education for Refugees  
The Dilemma of Difference

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**Quality and Qualities: Tensions in Education Reforms** James Currey Publishers

*Higher Education in Africa: Crisis, Reforms and Transformation. Higher Education Transformation* African Books Collective  
*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.

**Higher Education in Africa** Bloomsbury Publishing  
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.

*Beyond God the Father* University of Nairobi Press  
Annotation Education and HIV/AIDS provides a strategic direction for the World Bank in responding to the impact of HIV/AIDS on education systems. The central message of this book is that the education of children and youth deserves the highest priority in a world afflicted by the HIV/AIDS epidemic.

*Education and HIV/AIDS* OSSREA  
This publication draws conclusions from IIEP's research into ethics and corruption in education. It defines the key concepts of corruption, transparency, accountability and ethics and identifies the main opportunities for corruption in education. It then looks at tools that can be used to assess corruption problems such as perception and tracking surveys. Lessons are drawn from strategies used worldwide to improve transparency and accountability in educational management.

How Much Land Does A Man Need? Longhorn Kenya

This book addresses the gender divide in access to higher education and the Ugandan situation. It examines theories of girls' education, human capital, gender inequality and gender-development, bringing views from Africa and its institutions to debates often constructed and conducted in the West. Whilst commending the work of women's movements and NGO's in furthering the educational cause, it criticises fashionable neo-liberal economic/educational policies which are diverting researchers not institutions, thus diminishing local universities and women. The volume also presents the results of a survey of female undergraduates at the University of Makerere, which give rise to discussions about family, societal, and institutional influences on women's access to higher education. This is a welcome book on women in higher education written by an African female academic, insider, and popular and outstanding contributor to the progress of women in higher education in East Africa.

*Design Principles and Practices: An International Journal: Volume 4, Number 6* Common Ground Publishing  
This volume proposes a wholesale adoption of African Indigenous Knowledge Systems (AIKS) as a paradigm for Africa's renewal and freedom from the whims of foreign interests. These systems, as argued here, involve balancing short-term thinking and immediate gratification with longer-term planning for future generations of Africans and the continent's diaspora. The book will be of interest to anyone concerned with development studies in Africa and its diaspora, as it offers plausible solutions to Africa's chronic developmental problems that can only be provided from within Africa, rather than through the intervention of external third parties. As such, it provides vital contributions to the ongoing search for viable answers to the challenges that Africa faces today.

The New Social Studies Fountain Books  
Provides selections of key works by Howard Gardner covering the topics of multiple intelligences and the psychology of learning.  
The Lawyer BRILL

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 approaches, 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.

**Inheritance** Lutterworth Press

'Although he feared death, he could not stop. 'If I stopped now, after coming all this way - well, they'd call me an idiot!' A pair of short stories about greed, charity, life and death from one of Russia's most influential writers and thinkers. Introducing Little Black Classics: 80 books for Penguin's 80th birthday. Little Black Classics celebrate the huge range and diversity of Penguin Classics, with books from around the world and across many centuries. They take us from a balloon ride over Victorian London to a garden of blossom in Japan, from Tierra del Fuego to 16th-century California and the Russian steppe. Here are stories lyrical and savage; poems epic and intimate; essays satirical and inspirational; and ideas that have shaped the lives of millions. Leo Tolstoy (1828-1910). Tolstoy's works available in Penguin Classics are Anna Karenina, War and Peace, Childhood, Boyhood, Youth, The Cossacks and Other Stories, The Kreutzer Sonata and Other Stories, What is art?, Resurrection, The Death of Ivan Ilyich and Other Stories, Master and Man and Other Stories, How Much Land Does A Man Need? & Other Stories, A Confession and Other Religious Writings and Last steps: The Late Writings of Leo Tolstoy.

*Contextualizing Indigenous Knowledge in Africa and its Diaspora* UNESCO

The word 'mere' is used in the title of this book in its Middle

English sense as an adjective 'nothing less than, complete'. This book is about schooling for a fair and vibrant society; it is about an education of hope, education that completes a person. In 'The Magician's Nephew' (1955), the first in C.S. Lewis' Chronicles of Narnia series, Digory and Polly are dragged back through time into a world that is

*Higher Education in Korea* Beacon Press

Quality and Qualities: Tensions in Education Reforms is a provocative call for understanding and further exploring the elusive concept of quality in education. Although education quality has acquired high priority in the past few decades, the multiplicity of conceptualizations of quality also reflects the concerns and foci of multiple stakeholders. Coming to an understanding of quality education involves careful analysis of the context from which any particular reform or program emerges and of the continuing struggle to define and achieve it. Two main questions persist: who benefits from particular policies focused on quality? And what are the potential tradeoffs between a focus on quality, equitable distribution of education, and inclusion of various traditional expectations? This book explores notions of quality as understood within various systems of national, formal, and nonformal education. Also it considers the tensions that arise with the introduction of new standardized notions of quality in relation to international measures and educational reforms in developing countries. In all cases, specific national issues and concerns compete with global agendas. Challenges to quality that are given particular attention in the book chapters include changing definitions of quality, high expectations for education and issues with implementation, and the introduction of English as a means to achieve quality in a globalizing world. Special attention is also given to possible actions that support a more equitable education without ignoring the requisite of quality. The final chapter suggests three models/choices for seeking higher quality and guiding the educational future of nations.

*Women's Access to Higher Education in Africa* Routledge

'Certainly one of the most promising theological statements of our time.' --The Christian Century 'Not for the timid, this brilliant book calls for nothing short of the overthrow of patriarchy itself.' --The Village Voice

Contribution of Aptitude Tests to the Prediction of School Performance in Kenya Springer Science & Business Media

This book offers valuable guidance for science teacher educators looking for ways to facilitate preservice and inservice teachers' pedagogy relative to teaching students from underrepresented and underserved populations in the science classroom. It also provides solutions that will better equip science teachers of underrepresented student populations with effective strategies that challenge the status quo, and foster classrooms environment that promotes equity and social justice for all of their science students. Multicultural Science Education illuminates historically persistent, yet unresolved issues in science teacher education from the perspectives of a remarkable group of science teacher educators and presents research that has been done to address these issues. It centers on research findings on underserved and underrepresented groups of students and presents frameworks, perspectives, and paradigms that have implications for transforming science teacher education. In addition, the chapters provide an analysis of the socio-cultural-political consequences in the ways in which science teacher education is theoretically conceptualized and operationalized in the United States. The book provides teacher educators with a framework for teaching through a lens of equity and social justice, one that may very well help teachers enhance the participation of students from traditionally underrepresented and underserved groups in science, technology, engineering, and mathematics (STEM) areas and help them realize their full potential in science. Moreover, science educators will find this book useful for professional development workshops and seminars for both novice and veteran science teachers. "Multicultural Science Education: Preparing Teachers for Equity and Social Justice directly addresses the essential role that science teacher education plays for the future of an informed and STEM knowledgeable citizenry. The editors and authors review the beginnings of multicultural science education, and then highlight findings from studies on issues of equity, underrepresentation, cultural relevancy, English language learning, and social justice. The most significant part of this book is the move to the policy level—providing specific recommendations for policy development, implementation, assessment and analysis, with calls to action for all science teacher educators, and very significantly, all middle and high school science teachers and prospective teachers. By emphasizing the important role that multicultural science

education has played in providing the knowledge base and understanding of exemplary science education, Multicultural Science Education: Preparing Teachers for Equity and Social Justice gives the reader a scope and depth of the field, along with examples of strategies to use with middle and high school students. These classroom instructional strategies are based on sound science and research. Readers are shown the balance between research-based data driven models articulated with successful instructional design. Science teacher educators will find this volume of great value as they work with their pre-service and in-service teachers about how to address and infuse multicultural science education within their classrooms. For educators to be truly effective in their classrooms, they must examine every component of the learning and teaching process. Multicultural Science Education: Preparing Teachers for Equity and Social Justice provides not only the intellectual and research bases underlying multicultural studies in science education, but also the pragmatic side. All teachers and teacher educators can infuse these findings and recommendations into their classrooms in a dynamic way, and ultimately provide richer learning experiences for all students." Patricia Simmons, North Carolina State University, Raleigh, USA "This provocative collection of chapters is a presentation in gutsiness. Ingenious in construction and sequencing, this book will influence science teacher educators by introducing them to issues of equity and social justice directly related to women and people of color. The authors unflinchingly interrogate issues of equity which need to be addressed in science education courses. "This provocative collection of chapters is a presentation in gutsiness. Ingenious in construction and sequencing, this book will influence science teacher educators by introducing them to issues of equity and social justice directly related to women and people of color. The authors unflinchingly interrogate issues of equity which need to be addressed in science education courses. It begins with setting current cultural and equity issue within a historic frame. The first chapter sets the scene by moving the reader through 400 years in which African-American's were 'scientifically excluded from science'. This is followed by a careful review of the Jim Crow era, an analysis of equity issues of women and ends with an examination of sociocultural consciousness and culturally responsive teaching. Two chapters comprise the second section.

Each chapter examines the role of the science teacher in providing a safe place by promoting equity and social justice in the classroom. The three chapters in the third section focus on secondary science teachers. Each addresses issues of preparation that provides new teachers with understanding of equity and provokes questions of good teaching. Section four enhances and expands the first section as the authors suggest cultural barriers the impact STEM engagement by marginalized groups. The last section, composed of three chapters, interrogates policy issues that influence the science classroom." Molly Weinburgh, Texas Christian University, Fort Worth, USA

Educational Management Penguin UK

The first of its kind, this book documents and analyzes the international dimension of higher education in Africa based on country case-studies and a consideration of relevant historical and contemporary themes. It identifies trends, developments, and challenges related to the international dimension of higher education at the institutional, national, and regional levels. It explores the institutional the opportunities and probes the risks while it responds to the growing need for information and analysis of internationalization of higher education in Africa. On the basis of this book project, an effort is underway to establish the African Network for Internationalization of Education (ANIE). This network aims to develop research capacity and expertise to meet the professional and practical needs of individuals, institutions and organizations interested in the international dimension of higher education in Africa.

**Corrupt Schools, Corrupt Universities** John Wiley & Sons

\*\* Contents available at <http://ijg.cgpublisher.com/product/pub.154/prod.485> \*\*

**Design Principles and Practices: An International Journal** is a site of discussion exploring the meaning and purpose of 'design', as well as speaking in grounded ways about the task of design and the use of designed artefacts. The resulting conversations weave between the theoretical and the empirical, research and application, market pragmatics and social idealism. In professional and disciplinary terms, the journal traverses a broad sweep to construct a transdisciplinary dialogue which encompasses the perspectives and practices of: anthropology, architecture, art, artificial intelligence, business, cognitive science, communication studies, computer science, cultural

studies, design studies, education, e-learning, engineering, ergonomics, fashion, graphic design, history, information systems, industrial design, industrial engineering, instructional design, interior design, interaction design, interface design, journalism, landscape architecture, law, linguistics and semiotics, management, media and entertainment, psychology, sociology, software engineering, technical communication, telecommunications, urban planning and visual design. The journal is relevant for academics in the design and applied sciences, professions, social sciences and humanities, research students, design practitioners, industry-based designers, professionals and managers, public administrators and trainers and industry consultants. **Design Principles and Practices: An International Journal** is peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

The Pygmalion Project African Books Collective

"This is a well crafted, timely book that comes at a time when so much is happening in higher education contexts across the world. Clearly, it is in response to these global (and selectively local) trends that Kariwo, Gounko and Nungu bring together an impressive lineup of both established and emerging scholars who achieve a comprehensive and critically constructed perspective on tertiary education systems. Collectively, the chapters in this work shall expand the epistemic boundaries of the area and its affiliated disciplines, and the book as a whole will greatly benefit interested scholars, students, education policy makers and the public at large. " - Ali A. Abdi, Professor, University of Alberta  
 "This book is a valuable contribution to knowledge on higher education and provides an international perspective on issues, challenges and dilemmas resulting from the rapid expansion of higher education. The volume is an excellent text that integrates theoretical and analytical studies as well as empirical regional studies. It gives some insights on how different countries and regions have been responding to massification and accessing of higher education. It will appeal to researchers, graduate students and faculty in Higher or Post-Secondary Education as well as International and Comparative Education. " - Edward Shizha, Associate Professor, Wilfrid Laurier University (Brantford Campus)  
**The Second Exhibition by Kenyan Universities** World Bank

Publications

Reviews the history of higher education in Kenya and details the emergence of private universities, most of them with a Christian religious orientation, as major players in the provision of tertiary-level education.

**African Journal of Education Studies** Springer Science & Business Media

The topic of stigma came to the attention of modern-day behavioral science in 1963 through Erving Goffman's book with the engaging title, *Stigma: Notes on the Management of Spoiled Identity*. Following its publication, scholars in such fields as anthropology, clinical psychology, social psychology, sociology, and history began to study the important role of stigma in human interaction. Beginning in the early 1960s and continuing to the present day, a body of research literature has emerged to extend, elaborate, and qualify Goffman's original ideas. The essays presented in this volume are the outgrowth of these developments and represent an attempt to add impetus to theory and research in this area. Much of the stigma research that has been conducted since 1963 has sought to test one or another of Goffman's notions about the effects of stigma on social interactions and the self. Social and clinical psychologists have tried to experimentally create a number of the effects that Goffman asserted stigmas have on ordinary social interactions, and sociologists have looked for evidence of the same in survey and observational studies of stigmatized people in situations of everyday life. By 1980, a considerable body of empirical evidence had been amassed about social stigmas and the devastating effects they can have on social interactions.

*Report on Legal Education* Taylor & Francis

This book addresses the gender divide in access to higher education and the Ugandan situation. It examines theories of girls' education, human capital, gender inequality and gender-development, bringing views from Africa and its institutions to debates often constructed and conducted in the West. Whilst commending the work of women's movements and NGO's in furthering the educational cause, it criticises fashionable neo-liberal economic/educational policies which are diverting researchers not institutions, thus diminishing local universities and women. The volume also presents the results of a survey of female undergraduates at the University of Makerere, which give

rise to discussions about family, societal, and institutional influences on women's access to higher education. This is a welcome book on women in higher education written by an

African female academic, insider, and popular and outstanding contributor to the progress of women in higher education in East

Africa. Joy Kwesiga, now Dean of the Faculty of Social Sciences, was the first Head of Department of Women and Gender Studies at Makerere University.

Best Sellers - Books :

- [A Court Of Mist And Fury \(a Court Of Thorns And Roses, 2\) By Sarah J. Maas](#)
- [Feel-good Productivity: How To Do More Of What Matters To You](#)
- [Reminders Of Him: A Novel By Colleen Hoover](#)
- [The Creative Act: A Way Of Being](#)
- [What To Expect When You're Expecting By Heidi Murkoff](#)
- [Daisy Jones & The Six: A Novel](#)
- [Are You There God? It's Me, Margaret. By Judy Blume](#)
- [Mad Honey: A Novel](#)
- [Why A Daughter Needs A Dad: Celebrate Your Father Daughter Bond This Father's Day With This Special Picture Book! \(always In My Heart\) By Gregory E. Lang](#)
- [Lord Of The Flies](#)