2013 kcpe analysis

Management Studies – Exploring New Opportunities -

The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses. In economics, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace. Not sure whether you are cut out for starting your own business? Don't worry, you have company. Most people have dreamed about launching their own venture at some stage of their lives but the majority do not even take the first step. They are held back by a number of reasons. Some fear that if their business does not succeed, they could lose the investment they make. In many cases, that's their entire life's savings. Others think they are too old. In fact, even if they overcome one argument that is keeping them back, they think of another one to stop themselves from taking the plunge. Age is definitely not a factor to consider before getting into business for yourself. An article titled, "Entrepreneurs Get Better with Age" in Harvard Business Review says, "The average age of a successful entrepreneur in high-growth industries such as computers, health care, and aerospace is 40" and "Twice as many successful entrepreneurs are over 50 as under 25." Colonel Sanders started the Kentucky Fried Chicken chain of restaurants when he was 65 and Takichiro Mori, who built a real estate empire worth $13 billion, made his first investment in property at the age of 55. Many of those who throw up their jobs and make it on their own, certainly do have some combination of these abilities. But everyone who has these attributes does not become an entrepreneur. Seth Godin, the author and entrepreneur, says, "Studying entrepreneurship without doing it ...is like studying the appreciation of music without listening to it.” The only way to really find out whether you have what it takes is to start your own business and get a first-hand feel of entrepreneurship. Of course, this is not to suggest that you launch on a big scale right away. Devote a little time each day, make some small investments in the field of your choice and see if you like the experience. If you have an eye for color and furnishings and are contemplating a venture in interior decoration, start by meeting someone who is in the same profession. While you may have the ability to furnish a room beautifully, do you know how to attract customers? Where will you source accessories from? Can you make an estimate for doing a job? Do you have a list of sub-contractors whom you can engage? The process of finding answers to all these questions will give you an idea about your capabilities. You will realize that becoming an interior decorator requires you to have many skills in addition to the ability to make a room look pleasing to the eye. If you are able to actually take up an interior decoration project for a customer, it will give you a genuine basis on which you can decide whether you are cut out for entrepreneurship. Entrepreneurs also need to dedicate long hours to mundane tasks like accounting, filing tax returns, complying with local, state and federal laws and doing different types of administrative work. Keep in mind that none of these tasks are related to your core business and they don't get you any new customers. But you have to make the effort to complete them anyway. Still not sure whether to make a start? Maybe this piece of advice from articles of other authors in this book will help.
Low-fee Private Schooling and Poverty in Developing Countries

In Low-fee Private Schooling and Poverty in Developing Countries, Joanna Härmä draws on primary research carried out in sub-Saharan African countries and in India to show how the poor are being failed by both government and private schools. The primary research data and experiences are combined with additional examples from around the world to offer a wide perspective on the issue of marketized education, low-fee private schooling and government systems. Härmä offers a pragmatic approach to a divisive issue and an ideologically-driven debate and shows how the well-intentioned international drive towards 'education for all' is being encouraged and even imposed long before some countries have prepared the teachers and developed the systems needed to implement it successfully. Suggesting that governments need to take a much more constructive approach to the issue, Härmä argues for a greater acceptance of the challenges, abandoning ideological positions and a scaling back of ambition in the hope of laying stronger foundations for educational development.

Influence of Headteachers on Teachers' Motivation. Effects on Academic Achievements of Pupils in Public Primary Schools in Busia West Sub-County

Academic Paper from the year 2017 in the subject Pedagogy - The Teacher, Educational Leadership, grade: 14, University of Kabianga, language: English, abstract: The objectives of the study were to identify various ways in which head teachers influenced staff morale of teachers in public primary schools in Busia West Sub-County. The expectancy theory of motivation by Victor Vroom was adopted for this study. A conceptual framework that illustrates the relationship between the main variables of the study was also developed. A descriptive survey research design was utilized in this study. The study employed an eclectic research methodology or the quantitative and qualitative mixed methods approach with interviews being discussed qualitatively to support or dispute the findings from the questionnaires and document analysis. The target population was drawn from 15 County Education Officers, 83 schools, 83 head teachers and 562 teachers. Fifteen schools and all their head teachers, 160 teachers and 5 education officers were sampled for the study. The number of teachers per school was obtained using proportionate random sampling while the head teachers were sampled purposively. The researcher used questionnaires, interviews and document analysis and observation checklists as tools for collecting data. Pilot survey was carried out in Kembu Zone in Bomet West Sub County. The study findings revealed that: Teaching and learning materials especially teaching aids were unavailable, classrooms were not conducive for teaching and learning and meals were not provided to teachers in their schools; Head teachers did not reward their teachers when they performed well, neither did they give their teachers trips. Merit certificates were also not given to the teachers once students excelled in their subjects. Cash awards were not also given to teachers once their students did well. Teachers were also not promoted to the next grade once students excelled in their subjects.

Implementation of the Millennium Development Goals - Progresses and Challenges in Some African Countries
This book brings together results of studies on progresses and challenges in the implementation of the Millennium Development Goals (MDGs) in Lesotho, Kenya, Botswana, Madagascar, Tanzania, Ghana, Uganda and Nigeria. The authors focus on selected goals as cases; and the book presents resulting lessons that can inform the post-2015 development agenda. The studies are against the background that in September 2000, world leaders from 189 countries, including 147 Heads of State, gathered at the United Nations General Assembly to consider the challenges of the new millennium. They adopted the Millennium Declaration, which set out a vision for inclusive and sustainable globalization: UN 2000 (A/RES/55/2). The leaders pledged to work towards ensuring that conditions of extreme poverty are eradicated wherever they existed. To realise this declaration, the UN established eight MDGs to be achieved by 2015. The goals were broken down into 18 concrete targets and 48 indicators to track progresses in implementation. For the years lost 2000, countries in sub-Saharan Africa have been striving to achieve the goals. So far, some have achieved some of the goals, and the results toward the rest of the goals are also by and large positive, though off-target.

**Teaching and learning resources. Implications on availability and use in the performance of the English language in Kenya**

Research Paper (postgraduate) from the year 2017 in the subject Education - Reading Instruction, grade: 8, University of Kabianga (Education), course: Education, Media and Resources, language: English, abstract: The purpose of this study was to investigate the use of teaching and learning resources on the performance of English Language in lower Primary Schools in Baringo central Sub-County, Baringo County, Kenya. The objectives of the study were to establish whether the availability of qualified teachers of lower primary English, affects English performance; to find out whether the class size affects performance in lower primary; to find out whether the availability of English textbooks affects English performance in lower primary schools and to examine whether the availability and use of teaching aids in lower primary affects English language performance. The study used descriptive survey research design. The study was carried out in Baringo Central Sub-County, Baringo County. The study was grounded on the learning theory. The target population was 3,200 pupils 39 Head teachers and 39 Subject teachers. The sample comprised 273 pupils, 39 Head teachers and 39 subject teachers. Purposive and simple random sampling was employed to sample the respondents. The research instruments were pre-tested in Baringo North Sub-County with a selected pilot sample identical to the actual sample that was used for the study to check any deficiencies in the research instruments. Data was collected using questionnaires and interviews and analyzed using descriptive statistics in particular measure of central tendency and the results were analyzed with the aid of Spreadsheets and Word processing software. The study concluded that most pupils had limited/ insufficient access to learning materials, most teachers are overloaded and lack English language specialization. The findings are expected to assist head teachers and policy makers to establish equipped resource centers with a variety of English related learning resources.

**Internationalizing Curriculum Studies - Histories, Environments, and Critiques**
This book seeks to understand how to internationalize curriculum without imperializing or imposing the old, colonial, and so-called first-world conceptualizations of education, teaching, and learning. The collection draws on the groundbreaking work of Dwayne Huebner in order to invite scholars into conversation with histories of curriculum studies and to posit them within it, opening up new spaces to work in and through curricular issues. This book will appeal to scholars, teachers, and students looking to reconceptualize international curriculum development and theory.

**Wangari Maathai - Visionary, Environmental Leader, Political Activist**

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.

**World Yearbook of Education 1992 - Urban Education**

Published in the year 2005, World Yearbook of Education is a valuable contribution to the field of Major Works.

**My Lost Childhood - A Story of My Long Journey Through the Horror**

My Lost Childhood is a memoir describing immeasurable suffering the author went through in his early childhood. In the late 1980s, the Islamic government began to systematically torture and kill Southern Sudanese families, burn their villages, and enslave young boys and girls. As a result, an approximately, as numbers are largely unknown and only an estimate, 27,000 plus boys from Southern tribes were forced to flee from their homes. Traveling naked and barefoot, they sought refuge in neighboring Fugnido, Ethiopia, where a few years later they were forced to flee yet another civil war. Returning to Sudan, the Islamic government forced them to travel for another five months, ultimately arriving in Kakuma, Kenya, after four years of unthinkable hardship and walking over thousands of miles naked, barefoot, and ailing from starvation, dehydration, and diseases. Many boys perished along the way and their numbers shrank into few thousands. Abraham Deng Ater, separated from his family in 1987, is one of approximately 3,800 boys now known as the Lost Boys of Sudan. He left Kakuma Refugee Camp in Kenya after several years of massive suffering and was granted refuge in the U.S. in 2001. Many Lost Boys including Abraham have since become U.S. citizens and have continued to pursue their education. Thousands more have also been granted refuge elsewhere and are scattered around the globe.
Gender Inequalities - GIS Approaches to Gender Analysis

Gender inequality is entrenched in the cultural, political, and market systems that operate at household, community, and national levels. Overarching global changes in access to markets, climatic conditions, and the availability of natural resources intensify disparities in income, assets, and power among genders. This book explains these gender dynamics at macro and micro levels through GIS and spatial analysis. Chapter 1 provides an overview of the current role of GIS in the context of gender inequalities, how it still exists globally despite substantial national and international measures that have been taken toward gender equality. It illustrates global and country-level maps of measures of gender inequalities, such as gender equality index, access to basic education, health and life expectancy, equality of economic opportunity, and political empowerment. The global case studies provided in the consequent chapters explore the world of gender inequalities and get directly involved with some of the GIS and mapping applications. Chapter 2 investigates how GIS can be adapted for the criminal justice response to domestic violence (DV) and to eliminate gender-based violence. Chapter 3 discusses applying GIS and spatial analysis to the prevalence and incidence mapping of intimate partner violence (IPV) and geospatial factors that influence help-seeking and resource availability. Chapter 4 discusses the spatial disparity of gender-representation across industry types in the United States. Chapter 5 explores the social and environmental injustice experienced by female migrant workers at Guiyu town, China, in the context of both environmental pollution and governance. Chapter 6 presents a social vulnerability index to identify spatial patterns of social vulnerability and gender inequalities among Mexican households. Chapter 7 presents the United States’ opioid crisis over the past two decades and analysis of mortality by gender, race, age, and urbanicity. Chapter 8 discusses the commitment to "leave no one behind" as the heart of the 2030 Agenda for Sustainable Development and identifies inequalities among women and girls by mapping multiple deprivations in Pakistan. Chapter 9 discusses the long-standing challenges in establishing gender parity in the transportation workforce in the United States. Chapter 10 presents a study that utilizes geospatial statistical tools and state-level admission data to examine gender inequalities in higher-education enrollment in Nigeria and investigates the key factors on enrollment. This book fosters engagement with the newest mapping and GIS application in contemporary issues regarding gender inequalities and nurtures recognition of how institutional global, everyday, and intimate spaces are inherently gendered, classed, raced, and sexualized. It demonstrates the spatiality of the politics of gender difference, and the contributions of GIS and spatial analysis to the struggles for equality and social justice. A unique work that Lays out a step-by-step approach to identify relevant GIS applications, spatial methods, data collection, and mapping techniques for gender inequalities research Has a strong international and global perspective. The author is well-informed in global perspectives Investigates the patterns/processes and indicators driving gender inequality at various temporal scales and at comparably detailed resolutions Illustrates finer-scale case studies, appropriate for local programs and interventions, as well as global scale studies contributing to international and national-level policy discussions on gender inequality Since gender inequality is a research area that is very wide and with strands into many academic traditions, this book is aimed at different and diverse academics/research. It is written for geographers, public health practitioners, sociologists, epidemiologists, criminologists, politicians, economists, environmentalists, GIScientists, and...
health and research professionals interested in applying GIS and spatial analysis to the study of gender inequalities.

**Man United ease pressure on Ole Gunnar with 3-0 win at Tottenham**
Spurs have scored their fewest goals after 10 league games since 2013-14 when they also got nine, while United kept their second clean sheet in 22 games in all competitions.