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The bold decision marked the start of a new dawn in the administration of Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) examinations in the country.

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Taxpayers could be losing billions of shillings in the payroll shambles at the Kenya Ports Authority. An audit of the authority ' s books for the year ending June 30, 2020, reveal ...

### ~~Taxpayers lost Sh3.5bn in KPA payroll disorder — Auditor General~~

Toplen and Nakoko primary schools in Tiaty, Baringo are 20 kilometers apart with 15 and 12 Kenya Certificate of Primary Education (KCPE) exam candidates each. If a Kenya National Examination ...

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.

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)