

CURRICULUM VITAE

HELLEN INYEGA
UNIVERSITY OF NAIROBI
KENYA SCIENCE CAMPUS
P.O. BOX 24605 - 00100
NAIROBI

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SUMMARY OF COMPETENCIES AND QUALIFICATIONS:

- **Curriculum design, development and dissemination:** Designing, developing and disseminating print and electronic literacy and numeracy materials and resources for teacher capacity building and classroom instruction and assessment including EGMA, EGRA and school readiness tools in English, Kiswahili and local languages (such as Ekegusii, Lubukusu and Maasai).
- **Capacity building and performance management:** Senior and field level experience in building capacity of Program Directors, Project CEOs, literacy and numeracy educators, Tutor Advisory Centre (TAC) Tutors, Instructional Coaches, teacher and performance management of multi-cultural and international staff for impact in the education sector in the area of reading, numeracy and dealing with students with learning difficulties.
- **Systems, structures and strategy development:** Designing, developing, managing and overseeing national strategies, program systems and structures commensurate with user-friendly literacy and numeracy tools for demonstrating results and value of programming.
- **Project design, development, implementation, monitoring and evaluation:** Developing integrated and innovative literacy and numeracy projects, coordinating effective management of such projects and assuring capacity in monitoring and evaluation for learning, improvement and evidence based decision making.
- **Research, advocacy and policy influencing:** Developing research designs, coordinating joint partnerships in literacy and numeracy research and advocacy initiatives and bridging the gap between research, advocacy and policy to improve uptake and use of evidence in influencing policies and practices.
- **Fundraising, partnership development and relations management:** Developing and reviewing literacy and numeracy proposals, nurturing partnerships with both state and non-state actors and effectively managing relations with donors and development partners interested in literacy-related issues in Africa.
- **Capacity assessments, development and strengthening:** Conducting organizational capacity assessments, sharing gap analyses and prioritizing capacity development and strengthening of capacity gaps and issues for accomplishing organization strategies. Conducting training and facilitation for partner organizations and networks on monitoring and evaluation of literacy projects.
- **Leadership development, mentoring and coaching:** Providing organization leadership development, governance and leadership training for literacy and numeracy teacher professional development and coaching and mentoring of teachers.
- **External Examiner/Reviewer:** Serving as teacher education external examiner for University of Botswana (Botswana), Cape Peninsula University of Technology (South Africa) and Machakos University College (Kenya).
- **Corporate Social Responsibility:** Board Member, Kisii School (A national school) and KENSWED Secondary School.
- **Professional Affiliation:** Member of International Literacy Association, Association of Reading of Kenya and Multi-Lingual Education Network for Eastern Africa.

| CURRICULUM VITAE | |
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| Education | <p>IIEP-UNESCO, Massive Online Open Course (MOOC) Certificate Course on Large-Scale Learning Assessments (February, 2016)</p> <p>The University of Georgia, USA - Doctor of Philosophy in Reading Education (2003-2006)</p> <p>The University of Auckland, New Zealand - Master of Education in Special Education (1999 -2001)</p> <p>Kenyatta University, Post-Graduate Diploma in Education (PGDE) (1995-1996)</p> <p>Kenyatta University, Bachelor of Arts in Literature in English and Kiswahili (1988 -1991)</p> |
| Awards and Recognitions | <ul style="list-style-type: none"> • Recipient of the 2015 World Literacy Council Award for being a game changer in 2014. • National Book Development Council (NBDCK) Literary Award - Children’s Category (2009 September 23rd), <i>My Sister’s Got the Mumps</i>, KSh. 15,000.00 • National Book Development Council (NBDCK) Literary Award - Children’s Category (2009 September 23rd), <i>Gentle Graceful Giraffes</i>, KSh. 8,000.00 • International Reading Association (Nila Banton Smith Research Dissemination Grant 2004), <i>An Integrative Review of Research on Teaching Reading in Kenyan Primary Schools</i>, July1, 2004 - July 1, 2005 (with Prof. Michelle Commeyras), \$5,000, Co-Principal Investigator. • The University of Georgia Graduate School Assistantship 2003-2005. • Lamson Prize in Child Language and Literacy (1999) in recognition of research done about children as emergent readers (University of Auckland, New Zealand). • New Zealand Overseas Development Assistance (NZODA) Scholarship (1999 -2001) for a Masters in Special Education, the University of Auckland New Zealand. |
| WORK EXPERIENCE AND PROFESSIONAL PROGRESSION | |
| NOV. 2007 TO DATE | DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY - THE UNIVERSITY OF NAIROBI |
| SENIOR LECTURER AND CONSULTANT - LANGUAGE, LITERACY, SPECIAL & EARLY CHILDHOOD EDUCATION | |
| <ul style="list-style-type: none"> ▪ Teaching undergraduate and graduate students literature for preschool, literature methods, communication skills and language in early childhood. ▪ Providing on-going support and mentoring to student-teachers in Kenyan primary and secondary schools. ▪ Supervising graduate students undertake advanced level research in language, literacy, special and early childhood education. ▪ Undertaking language, literacy, special and early childhood education research and publishing in peer-reviewed journals. ▪ Coordinating the Doctoral Program in Early Childhood Education. ▪ Managing the Early Grade Reading Institute that houses a reading clinic and children’s library. ▪ Implementing a project: Using educational technology to develop essential educational competencies in sub Saharan Africa through a collaboration between the University of Nairobi and Concordia University - Centre for the Study of Learning and Performance (CSLP). ▪ Implementing Kiswahili Readers’ Project (KRP): developing decodable and leveled readers for 1st and 2nd graders in Kenya and Tanzania with funding from USAID through University Research Co. | |

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| <ul style="list-style-type: none"> ▪ Implementing the cross-age peer tutoring program for teaching reading in primary schools in Kenya in partnership with The University of York, UK with funding from UKAID/Economic and Social Research Council (ESRC). The goal is to increase opportunities for learners in 3-6 grade to practice reading (and writing) in and outside the classroom by pairing with a buddy in a mentor-mentee relationship. ▪ Representing the university at national and other level meetings and forums on literacy and numeracy. ▪ Maintaining a strong collaborative relationship with the Ministry of Education Science and Technology, other civil society organizations, UN agencies and donors. ▪ Contributing meaningfully to working groups, task forces, and other literacy-and numeracy-focused forums in Kenya. ▪ Using key lessons learned and evaluation results to contribute to policy discussions and advocacy on literacy, numeracy and other learning outcome-based discussions. ▪ Co-facilitated workshop on integrating technology (ABRACADABRA) to bolster children’s reading, numeracy and science development in partnership with Faculty from Concordia University, Canada. ▪ With funding from USAID designed, developed and infused early grade reading instruction curriculum into the early childhood teacher education curriculum. ▪ Hosted workshop for Directors of Private Schools in Nairobi on making learning fun and enjoyable using JumpStart program for literacy and numeracy. ▪ Representing the College of Education at the African Women Studies Centre (AWSC). ▪ Managing examination processing for the Department of Educational Communication and Technology. ▪ Serving on the Editorial Board of the College of Education and External Studies Journal - The Fountain. ▪ Working closely with like-minded institutions and partners to develop detailed design and annual implementation plans, management and resources plans on all components related to collaborative projects. ▪ Hosted the 8th Pan-African Reading for All conference in August 2013 that brought together over 300 participants including researchers, literacy experts, development partners and teachers from 30 countries: Botswana; Burkina Faso; Canada; Cameroon; Chad; China; Ethiopia; Ghana; Kenya; Liberia; Malawi; Mali; Mozambique; Namibia; Nigeria; Norway; Rwanda; Senegal; Swaziland; Sweden; Sierra Leone; South Africa; South Sudan; Tanzania; Togo; Uganda; United Kingdom; United States of America; Zambia; Zimbabwe. | |
| NOV. 2007 TO DATE | COURSES TAUGHT |
| <ul style="list-style-type: none"> • Diploma: TEC 012: Language in Carly childhood Education. • Undergraduate: TCT 102: General Methods of Teaching; TCT 320: Subject Methods (English); TCT 321: Subject Methods (Literature); TEC 113: Communication Skills; TEC 201: Classroom Pedagogy; TEC 208: Literature for Pre-school; TEC 308: Methods of Teaching Language (in ECE) • Postgraduate: TEC 602: Learning in Early Childhood; TEC 613: Language and Early Childhood Education | |
| 2013 TO 2016 | STUDENT SUPERVISION |
| <u>DOCTOR OF PHILOSOPHY</u> | |
| <u>Completed</u> | |
| <ol style="list-style-type: none"> 1. Mutua, Francis Bisi: <i>The Impact of Assistive Technology Intervention on Visually Impaired Students’ Performance in Kiswahili in Public Primary Teachers’ Colleges in Kenya.</i> | |

At Submission Stage

2. **Wayong'o, John Wanjala.** *Effect of guided classroom talk on imaginative writing essays on public boys secondary schools in Kimilili/Bungoma Sub-County.*
3. **Musili, Lucy Wanjiku.** *Evaluation of motherhood experiences of postgraduate students in Kenya.*

At Data Collection Stage

4. **Mbogi, Joan Mwihaki.** *Effect of Peer-Initiated Interventions in Promoting Social Skills of Children with Autism in Pre-Schools in Nairobi County, Kenya.*
5. **Mwathe, Grace Njoki.** *Influence of Word Identification Skills on Lower Primary Pupils' Fluency and Reading Comprehension in Gikuyu and English Language in Murang'a County, Kenya.*
6. **Kanori, John Njoroge.** *Influence of Information Literacy on Utilization of Electronic Library Resources by Pre-service Teachers, University of Nairobi.*
7. **Kamau, Hellen Wambui.** *Influence of brainstorming techniques on learners' achievement in composition writing in public primary schools in Kisumu County, Kenya.*

At Proposal Stage

8. **Mundi, Scolastica.** *An investigation of the validity and reliability of academic testing accommodations for Secondary School Deaf Candidates in inclusive setting in Kenya.*
9. **Mbakaya, Margaret.** *Influence of print media on children's rights in ECDE centres in Baringo county.*

MASTER OF EDUCATION

Completed

1. **Mudaki, Joy Budembu:** *Influence of Parental Involvement on Performance of Children in Kiswahili Reading Comprehension in Public Pre-Schools in Athi-River Zone, Machakos County.*
2. **Luswet, Celine Natecho Victory:** *Assessing Reading to Learn Literacy Intervention of School Improvement Programme on Lower Primary School Pupils' Literacy Skills in Kwale District.*
3. **Muchau, Juliet Wambui:** *Teacher-Related Factors and Errors Preschool Children Make in Learning English Language in Murang'a County Schools.*
4. **Ituaruchiu, Serah:** *Impact of Play Materials on Performance in English Language: The Case of Standard One Pupils in Ngong Zone.*
5. **Odawo, Dorothy Akinyi:** *Influence of Parental Characteristics on Performance in Language Activities of Pre-Schoolers in Nyando Division - Kisumu County, Kenya*

At Data Collection Stage

6. **Ondigo, Duncan Odhiambo.** *Involvement of 3-6 Year Old Pupils in the Design of their Learning environment in Belgut Sub-County, Kericho County Kenya.*
7. **Ngaira, F. M.** *Factors influencing performance in English language activities of preschoolers in Starehe Sub-County, Nairobi County.*

RESEARCH PROJECTS & CONSULTANCIES

JAN. 2017 TO DATE

USAID/UNIVERSITY RESEARCH CO., LLC/UNIVERSITY OF NAIROBI

- Developing decodable and leveled readers in Kiswahili for 1st and 2nd grade learners in Kenya and Tanzania (mainland and Zanzibar) on the Enabling Writers' Grant from USAID's Reading Within Reach (REACH) and managed by University Research Co., LLC

JAN. 2017 TO DATE

SSRC

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| <ul style="list-style-type: none"> Implementing SSRC project: Using educational technology to develop essential educational competencies in sub Saharan Africa through a collaboration between the University of Nairobi and Concordia University - Centre for the Study of Learning and Performance (CSLP). | |
| OCT. 2016 TO DATE | UNICEF |
| CONSULTANT - INTEGRATED EARLY CHILDHOOD DEVELOPMENT POLICY FORMULATION | |
| <ul style="list-style-type: none"> In collaboration with key stakeholders, provided technical advice and support in the (1) Development of a roadmap on formulation of and Integrated Early Childhood Development Policy; (2) writing of the Integrated Early Childhood Development Policy; (3) development of implementation plan of the Integrated Early Childhood Development Policy; and (4) development of Monitoring and Evaluation Framework for the Integrated Early Childhood Development Policy. Made presentation of the draft Integrated Early Childhood Development Policy roadmap and zero draft and final copies of the Integrated Early Childhood Development Policy to the Education Cabinet Secretary and Ministry of Education's senior management. Finalized and submitted copy of draft roadmap and zero draft and final copies of the Integrated Early Childhood Development Policy to Director PP&EAC, MOE Supported planning of Integrated Early Childhood Development Policy launch. | |
| JULY 2016 TO DATE | THE WORLD BANK |
| NUMERACY CONSULTANT | |
| <ul style="list-style-type: none"> Externally evaluating implementation of national scale-up of early grade mathematics (EGM) in Kenyan primary schools (Standards 1 and 2) on relevance, efficiency, effectiveness, sustainability and impact. The EGM project covers five sub-components: (i) improving teacher competencies for developing early grade numeracy; (ii) providing classroom instructional materials; (iii) enhancing teacher pedagogical supervision; (iv) sensitizing pre-service training college leadership and educators to innovative practices in early grade reading and mathematics; and (v) EGM management and coordination. The project funded by Global Partnership for Education (GPE), supervised by The World Bank and Implemented by the Ministry of Education Science and Technology in the State Department of Education. Reviewing and providing aide memoire input for EGM component including recommendations. Providing technical note on EGM component. | |
| MAY 2016 TO DATE | TWAVEZA EAST AFRICA |
| LITERACY AND NUMERACY CONSULTANT | |
| <ul style="list-style-type: none"> Overseeing development of primary school (Std 1-8) Common Core Curriculum Standards in English and Mathematics and Survey of Enacted Curriculum (SEC) evaluation tools that will be used by teachers for self-evaluation and reflective teaching on extent curriculum implementation and what areas of assessment to focus on. | |
| SEPT. 2012 TO DATE | RESEARCH TRIANGLE INSTITUTE (RTI) INTERNATIONAL |
| LITERACY AND NUMERACY CONSULTANT | |
| <ul style="list-style-type: none"> Oversaw design, development and dissemination of numeracy and reading instructional materials in Kiswahili and English for Pre-school and Standards 1 and 2 (i.e., Teachers' Lesson Plan Books and guides; learner books; and supplemental readers). Coordinated mapping and selection of pilot schools and roll out of randomized control trials of the Primary Mathematics and Reading (PRIMR) intervention program in Kenyan primary schools. Built capacity of Ministry of Education personnel (Quality Assurance and Standards Officers and Teacher Advisory Centre Tutors) and Instructional Coaches to undertake on-going classroom support, coaching, monitoring and evaluation of Standard 1 and 2 numeracy and reading (data quality, data collection, analysis and communication) and use in decision making. | |

- Oversaw development of literacy and numeracy monitoring and evaluation guides, user-friendly tools for TAC Tutors and Instructional Coaches.
- Provided technical support to TAC Tutors to evaluate RTI literacy and numeracy program effectiveness. Where we found implementation challenges we instituted remedial measures as was deemed necessary.
- Reviewed Instructional materials to support the teaching of reading in Luubukusu of Western Kenya.
- Oversaw development and adaptation of baseline, mid-term and end-line data collection tools to measure impact of numeracy and literacy intervention and subsequent use of cloud computing for data management using Tangerine software.
- Supported use of research-based evidence in communicating and influencing policy and practices on numeracy and literacy in Kenya to national scale-up of *Tusome* (Lets Read) program.
- Co-facilitated National Trainer of Trainer Professional Development Workshop for national scale up of Tusome program to 27,000 primary schools.
- Oversaw use of innovative approaches, including SMS and classroom observation, to provide on-going teacher support and professional development in literacy and numeracy.
- Supported efforts to infuse literacy instructional approaches into Primary Teacher Training College (PTTC) curriculum.
- Co-facilitated National Trainer of Trainer Professional Development Workshop for implementation in 100 public and private PTTCs in Kenya.
- Co-facilitated design and development of *Tayari* (readiness) early childhood education instructional materials in language, social, life skills, science and numeracy activity areas to be pilot-tested in four counties: Laikipia, Uasin Gishu, Siaya and Nairobi.
- In all activities provided technical oversight and quality control of RTI programs and training packages to ensure they were of high quality and would effectively serve Kenyan children
- Facilitated revisions and refinement of RTI program models to ensure they were culturally relevant and age-appropriate.
- Facilitated operational and action research with specific reference to use of mobile technologies (tablets) to support instruction and the use of SMS and cloud computing for effective and effective literacy and numeracy data management.
- Attended workshops on development of effective communication strategies and materials and advocacy activities and social mobilization programs.
- Forged strategic partnerships with other Non-Governmental Organizations for joint workshops and seminars and to minimize overlaps in implementation sites.
- Managed the performance of supervisees through the Performance Management System. We jointly established clear, measureable objectives and provided regular feedback. Annual reviews were conducted fairly and exemplary supervisees recognized and rewarded accordingly.

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| JANUARY 2014 TO DATE | CFBT EDUCATION TRUST NAIROBI, KENYA |
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LITERACY CONSULTANT

- Advised Centre for British Teachers (CfBT) *Wasichana Wote Wasome* (Let all Girls Learn) Technical Team on literacy and language education best practices for lower and upper classes in 8 marginal counties of Kenya.
- Co-developed numeracy and literacy instructional and training materials for education officials, teacher coaches and teachers.
- Trained CfBT staff, Kenya Institute of Curriculum Development (KICD), Ministry of Education Science and Technology (MoEST), Teacher Service Commission (TSC) officials and teacher Coaches on best practices in numeracy and literacy approaches.
- Supported (and still do) staff and education officials during various levels of training (national and across 8 counties).
- Training of teachers and Head Teachers on literacy and numeracy approaches.
- Providing post training support to Teacher Coaches, Education officials and teachers and writing

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| reports on the trainings in literacy and numeracy. | |
| <ul style="list-style-type: none"> ▪ Wrote training and monitoring and evaluation reports. | |
| DECEMBER 2014- TO DATE | WOMEN EDUCATION RESEARCHERS OF KENYA (WERK) |
| LITERACY CONSULTANT | |
| <ul style="list-style-type: none"> ▪ Supported development of learners' course-book, teachers' guide and training manuals in Maasai language. ▪ Supported development of supplemental readers for learners in lower primary in Maasai language. ▪ Conducted analysis of Maasai materials developed earlier for Class 1 and 2. ▪ Presented the Masaai reading instructional materials to Kenya Institute of Curriculum Development for approval before use in schools. ▪ Participated in Learning Metrics Task Force fora to provide country-specific input on learning outcomes, measures and indicators. ▪ Participated in policy-specific forums debates with Ministry of Education Senior Managers on the quality of Education in Kenya with specific reference to learning outcomes. | |
| 2012- 2014 | ASSOCIATION OF READING OF KENYA (ARK) NAIROBI, KENYA |
| PRESIDENT | |
| <ul style="list-style-type: none"> ▪ Promoting a life-long, life-wide and life-deep love of reading in Kenya. ▪ With funding from Trust Africa, implemented a family-based literacy and numeracy program that promoted the use of indigenous Kenyan languages for reading <i>for</i>, <i>with</i> and <i>by</i> children and connecting schools and communities through the book to improve children's academic outcomes. Parents had access to their own libraries in the local market centre for their use. ▪ Created supportive community and home learning environments through book boxes and home visits for benefiting families to document family dyad interactions with literacy and numeracy. ▪ Contributed to improvement in literacy outcomes for children in primary grades by fostering partnerships between schools and the broader community in Western Kenya. | |
| 2013 TO 2014 | DIGNITAS PROJECT NAIROBI, KENYA |
| LITERACY AND TRAINING CONSULTANT & EXTERNAL EVALUATOR | |
| <ul style="list-style-type: none"> ▪ Designed, developed and implemented a Reading to Lead program for teachers in Alternative Basic Education and Training (APBET) Schools in Nairobi informal settlement areas. ▪ Built the capacity of instructional coaches to provide on-going support and mentoring in the APBET schools. ▪ Conducted monitoring and evaluation activities with core Dignitas staff. ▪ Supported action research initiatives for Dignitas. ▪ Identified and awarded certificate in Early Grade Reading Instruction Curriculum (EGRIC) to master teachers from Dignitas. ▪ Provided advisement on selection of supplemental readers to Dignitas. | |
| 2008 TO 2013 | NATIONAL BOOK DEVELOPMENT COUNCIL OF KENYA NAIROBI, KENYA |
| LITERACY CONSULTANT& EXTERNAL EVALUATOR | |
| <ul style="list-style-type: none"> ▪ Designed and developed Trainer of Trainer capacity building materials on reading instruction in the primary grades. ▪ Developed the capacity of Trainer of Trainers, who in turn built the capacity of teachers to teach reading in Ekegusii. ▪ Oversaw the implementation of the comprehensive Reading Kenya program that combined professional development for teachers and development and management of school libraries. ▪ Evaluated implementation of the comprehensive Reading Kenya Project. ▪ Provided advisement on the selection of high quality culturally relevant reading materials for stocking libraries. ▪ Provided advisement and support in increasing opportunities for learners in 3-6 grade to practice reading outside the classroom by pairing with a buddy in a tutor-tutee relationship. ▪ Provided support in fund-raising for expansion of the Reading Kenya project to reading in Maa | |

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| <p>language.</p> <ul style="list-style-type: none"> ▪ Sat on NBDCK board that decided on book awards for budding readers and hiring of field officers for the Reading Kenya project. ▪ Undertook liaison roles between NBDCK and Semi-Autonomous Governmental Authorities (SAGAs) such as Kenya Institute of Curriculum Development and the Teachers Service Commission. ▪ Provided advisement on hosting of reading tents, reading competitions, annual book marches to promote reading in Kenya and other activities that increased opportunities for learners to practice reading (in and outside their classroom). ▪ Authored a teacher's guide on the teaching of reading in the primary grades and for managing libraries. ▪ Supported the strengthening of the publishing industry by hosting workshops for authors and illustrators and buying at least 5,000 copies of titles published by different publishing firms and also by collaborating with them during the book week to organize book awards, book talks and writing workshops, seminars and clinics. ▪ Took the lead in sharing and disseminating lessons learned and best practices of NBDCK programs among stakeholders in forums such as the Annual General Meetings. | |
| APRIL 2012 TO DATE | AGA KHAN DEVELOPMENT NETWORK (AKDN), EAST AFRICA |
| LITERACY CONSULTANT & EXTERNAL EVALUATOR | |
| <ul style="list-style-type: none"> ▪ Undertook external evaluation on the Reading to Learn program being implemented by AKF on numeracy and literacy. The evaluation determined effectiveness of training programs for schools, communities and volunteers on literacy and school leadership to improve reading outcomes and school community partnerships. ▪ Build the capacity of enumerators to assess reading in the early grades using the Early Grade Reading Assessment (EGRA) Tools. ▪ Oversaw the development of a Teachers Resource Book for teaching reading in English and Kiswahili for Standards 1 - 3. ▪ Mediated on harmonization of overlaps in implementation of literacy and numeracy programs by AKF and CfBT in 15 schools. ▪ Was part of a jury that reviewed grants proposals and advised on selection of feasible literacy projects such as the reader-thon being implemented by Story Moja with First Ladies of six counties. | |
| NOV 2012 TO 2014 | INTERNATIONAL YOUTH FOUNDATION, USA |
| LITERACY CONSULTANT | |
| <ul style="list-style-type: none"> ▪ Co-designed and developed a literacy program and attendant instructional materials for the primary grades in Tanzania (Mainland and Zanzibar). ▪ Pilot-tested and revised the reading instructional materials. ▪ Built the capacity of teachers to provide reading instruction in the lower grades. ▪ Developed e-content (videos on reading instructional strategies and sound pictionary for teaching letter-sound relationships). ▪ Presented e-content to Ministry of Education Senior Management and Curriculum Developers in both Tanzania Mainland (Dar es Salaam) and Zanzibar. ▪ Together with Creative Associates, I supported policy dialogues and round-table discussions on infusing reading in the early grade curriculum. | |
| MARCH 2013 | WE-CARE FOUNDATION, LIBERIA |
| LITERACY EXTERNAL EVALUATOR | |
| <ul style="list-style-type: none"> ▪ Developed work plan and data collection tools and ensured they are reliable and valid through member-checks for expert guidance and piloting. ▪ Was external evaluator of implementation of the Reading Liberia project ▪ Built the capacity of WE-CARE Foundation Staff to undertake monitoring and evaluation of Reading Liberia project to determine the effectiveness, efficiency, sustainability and impact of the program as well as lesson learned and assessment of organizational capacity and sharing gaps and issues to focus on during future professional development. | |

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| OCTOBER 2013 | MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY |
| | REGIONAL COORDINATOR |
| | <ul style="list-style-type: none"> ▪ During the National Conference on Curriculum Reform on 30th March 2016, moderated a plenary forum with the Permanent Secretary, State Department of Education and Cabinet Secretary, Ministry of Education on national policy, needs assessment findings and other salient issues affecting education. ▪ Trained enumerators in 2013 (with sponsorship from Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) through Kenya National Examination Council (KNEC)) to collect SACMEQ IV data on numeracy, literacy and social studies from Standard 6 pupils, their teachers and schools. |
| 2007-2009 | CHILDREN’S BOOK PROJECT (CBP) FOR TANZANIA |
| | LITERACY EXTERNAL EVALUATOR |
| | <ul style="list-style-type: none"> ▪ Was external evaluator of implementation of the Children’s Book Project in Tanzania. ▪ Provided advisement on CBP’s strategic plan. |
| 2006 TO DATE | INTERNATIONAL LITERACY ASSOCIATION (ILA) |
| | LITERACY CONSULTANT AND EXTERNAL EVALUATOR |
| | <ul style="list-style-type: none"> ▪ Co-designed and implemented the Diagnostic teaching for primary level teaching programme in Tanzania Mainland and Zanzibar. ▪ Facilitated workshop on grants proposal writing workshop for ILA with support from Hewlett Foundation. ▪ Mentored budding literacy researchers/ILA grantees in Zanzibar and Uganda. |

REVIEWER

Reviewer for the following internationally reputable journals:

- Reading Research Quarterly
- Comparative Education Review
- The Fountain (University of Nairobi, School of Education Journal)
- Education Policy Analysis Archives (EPAA)
- Research in the Teaching of English (RTE)

Co-Reviewer for the following internationally reputable journals:

- International Reading Association (IRA)
- Queensland University of Technology
- Narrative Inquiry

SELECT PEER-REVIEWED PUBLICATIONS

JOURNAL ARTICLES (PEER-REVIEWED)

Inyega, H. N., & Inyega, J. O. (2017). Psychotherapy, (il)literacy and information communication and technologies: Building bridges to literacy excellence. *Journal of Education and Human Development*, 6(2). ISSN: 2334-2978.

Inyega, H. N., & Inyega, J. O. (2017). Empowering children and teachers through literacy: The case of children’s book project (CBP) for Tanzania. *Educational Research Journal*, 7(5), 94-102. ISSN: 2026-6332.

- Inyega, H. N., & Inyega, J. O. (May, 2017). Experiences of student-teachers on placement. *International Journal of Educational Policy Research and Review*, 4(5), 90-102. <https://www.journalissues.org/IJEPRR/doi:https://doi.org/10.15739/IJEPRR.17.011> ISSN: 2360-7076.
- Inyega, J. O., & Inyega, H. N. (2017). Mainstreaming early grade reading instruction in early childhood teacher education. *International Journal of Innovation Education and Research*, 5(4), 103 - 119. ISSN: 2411-2933.
- Inyega, J. O., & Inyega, H. N. (May, 2017). Teachers' pedagogical content knowledge following in-service program in Kenya. *International Journal of Humanities and Social Sciences*, 5(5), 8-13. ISSN: 2321-9203.
- Inyega, J. O., & Inyega, H. N. (2017). Teacher attitudes towards teaching following in-service program in Kenya. *International Journal of Innovation Education and Research*, 5(4), 93 - 102. ISSN: 2411-2933.
- Inyega, J. O., Inyega, H. N. & Hardman, F. (2017). Implementing cross-age peer tutoring in the teaching of reading in Kenyan primary schools. *International Journal of Humanities and Social Studies*, 5(4), 16-22. ISSN: 2321-9203.
- Maonga, T. W., Inyega, J. O., & Inyega, H. N. (2017). Inquiry-based learning and secondary school student performance in map work in two selected Counties of Trans-Nzoia and Uasin Gishu in Kenya. *International Journal of Innovative Research and Knowledge*, 2(4), 15-22. ISSN: 2278 – 0211.
- Inyega, H. N., & Inyega, J. O. (In Press. Submitted in 2016). Revamping early childhood teacher education and professional development: Nuts and bolts for effective literacy and numeracy instruction. *University of Dar es Salaam School of Education Journal of Education and Development*.
- Jukes, M. C.H., Turner, E. L., Dubeck, M. M., Halliday, K. E., Inyega, H. N., Wolf, S., Zuilkowski, S. S. & Brooker, S. J. (2016). Improving Literacy Instruction in Kenya through Teacher Professional Development and Text Messages Support: A Cluster Randomized Trial. *Journal of Research on Educational Effectiveness*. DOI: 10.1080/19345747.2016.1221487. <http://dx.doi.org/10.1080/19345747.2016.1221487>
- Dubeck, M. M., Jukes, M. C. H., Brooker, S. J., Drake, T. L., & Inyega, H. N. (2015). Designing a program of teacher professional development to support beginning reading acquisition in coastal Kenya. *International Journal of Educational Development*, 41, 88-96. <http://www.sciencedirect.com/science/journal/07380593/41> ISSN: 0738-0593.
- Mutua, F. B., Inyega, H.N. & Kamwaria, A. N. (2015). Assistive technology intervention on hearing impaired students' performance: A case of Kiswahili language in Teachers college. *International Journal of Literacy and Development*, 65-74. ISSN: 3212-4938.
- Inyega, H. N. (2014). Odyssey down inquiry lane: Yesterday, today and tomorrow. *International Journal of Literacy and Development*, 1(1), 99 - 109. ISSN: 3212-4938.
- Inyega, H. N., Inyega, J. O., & Matula, P. D. (2014). Enhancing college students' literacy skills: Adopting an interdisciplinary approach. *International Journal of Literacy and Development*, 1(1), 25 - 43. ISSN: 3212-4938.

- Gatumu, J. C., Inyega, J., & Inyega, H. (2011). Teaching practice experiences: Invaluable insights from video-cases in Kenya. *The Fountain: Journal of Educational Research*, 5(1), 11-30.
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- Inyega, H. N., Inyega, J. O. & Aleso, W. S. (2014). *Communication skills for academic excellence*. Nairobi: Jo-Vansallen Publishing Company. ISBN: 978-9966-1794-18.
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Inyega, H. N., & Inyega, J. O. (2017). Infusing Reading Instruction into Early Childhood Teacher Education Programs: The Case of University of Nairobi. In M. N. Amutabi (ed.). *Africa at development crossroads*, Chapt. 9, pp. 98 -111. Nairobi: Centre for Democracy Research and Development (CEDRED). ISBN: 978-9966-1933-5-3.

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Fecho, B., Allen, J., Mazaros, C., & Inyega, H. (2005). Teacher research in the writing classrooms. In P. Smagorinsky (Ed.), *Research on composition: Multiple perspectives on two decades of change* (Chapter 5, pp.108- 140). New York: Teachers College Press.

CHILDREN'S BOOKS

Inyega, H. N., & Inyega, J. O. (2016). *My Sister Was Born Yellow*. Nairobi: Association of Reading of Kenya. ISBN: 978-9966-17945-6.

Inyega, H. N., & Inyega, J. O. (2016). *Gentle Graceful Giraffes*. Nairobi: Association of Reading of Kenya. ISBN: 978-9966-17944-9.

Inyega, H. N., & Inyega, J. O. (2016). *My Sister has Got the Mumps*. Nairobi: Association of Reading of Kenya. ISBN: 978-9966-17947-0.

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EVALUATION WORK ACCOMPLISHED

Inyega, H. N. et al. (July, 2013). Formative evaluation of Reading Liberia Program to determine the effectiveness, efficiency, sustainability and impact of the program as well as lesson learned and assessment of organizational capacity and sharing gaps and issues to focus on during future professional development.

Avery, D., Kanji, G., Inyega, H. N., & Akello, K. (June, 2012). Evaluation consultancy of Reading to Learn (RtL) Program to assess the implementation process of RTL model with particular focus on its adaptation to East African context, factors that enable or prevent teachers and schools to implement it effectively at the school and classroom levels and recommendation on further adaptation and refinement to enable cost effective early literacy and numeracy instructional model - a program fully sponsored and implemented by The Aga Khan Foundation - East Africa.

Inyega, H. N., & Migwa, K. (2011, January 23rd - February 10th). Baseline Survey II of the Reading Kenya Project (RKP) fully sponsored by Canadian Organization for Development through Education (CODE) and implemented by National Book Development Council of Kenya (NBDCK).

Inyega, H. N. (2010, July 28 - August 5). African Educators Capacity Building Program: Second Follow-Up Support Mission of Anglophone Cluster Recipients of the William and Flora Hewlett Foundation Grant through International Reading Association held from July 29th to August 4th July 2010 at Mbale Resort Hotel, Uganda.

Inyega, H. N. (2008, September - December). Evaluated National Book Development Council of Kenya (NBDCK) - an Non-Governmental Organization whose main focus is making available and accessible high quality and culturally relevant books to children in Kenya through sponsorship from Canadian International Development Agency (CIDA).

Inyega, H. N. (2007, November 24 - December 8). Evaluated Children's Book Project (CBP) for Tanzania, a Non-Governmental Organization whose main focus is making available and accessible high quality and culturally relevant children's books published in Kiswahili through establishment and stocking of libraries in public primary schools in Tanzania. CBP is a project fully sponsored by Canadian Organization for Development through Education (CODE).

SELECT CAPACITY BUILDING WORK ACCOMPLISHED

Inyega, H. N. & ToT Team. (2014, January 27 to February 1). First Teacher Training workshop of CfBT Trust Literacy Coaches - fully sponsored by Department for International Development (DfID).

Inyega, H. N., & Omurwa, J. (2013, January 25). Teacher Training workshop of the Primary Reading and Math (PRIMR) Program fully sponsored by United States Agency for International Development (USAID) and implemented by Research Triangle Institute (RTI) International at Jamhuri Primary School.

Inyega, H. N., & Kiyiapi, C. (2013, January 23 & 24). Teacher Training workshop of the Primary Reading and Math (PRIMR) Program (EMACK) fully sponsored by United States Agency for International Development (USAID) and implemented by Research Triangle Institute (RTI) International at St. Teresa's Girls Primary School Main Hall.

Inyega, H. N., Staka, F., & Irungu, G. (2013, January 21 & 22). Teacher Training workshop of the Primary Reading and Math (PRIMR) Program fully sponsored by United States Agency for International Development (USAID) and implemented by Research Triangle Institute (RTI) International and held at Thika District Education Offices.

Inyega, H. N. & Mahaya, E. (2013, January 14). Enumerator Training workshop of the Education for Marginalized Children of Kenya Program (EMACK) fully sponsored by United States Agency for International Development (USAID) and implemented by Aga Khan Foundation held at Royal Castle Hotel, Mombasa.

- Inyega, H. N. & ToT Team.** (2013, January 08-10). First Buddy Reading Teacher and Standard Six Training workshops of the Reading Kenya Project (RKP) fully sponsored by Trust Africa (TA) and implemented by National Book Development Council of Kenya (NBDCK) in Kisii Central District.
- Inyega, H. N. & Mahaya, E.** (2013, January 07). Enumerator Training workshop of the Education for Marginalized Children of Kenya Program (EMACK) fully sponsored by United States Agency for International Development (USAID) and implemented by Aga Khan Foundation held at Hennessis Hotel in Nairobi.
- Bell, D., Inyega, H. N., Ahmed, A., Komba, I., & Kayombo, A.** (2012 November 26th - December 7th, 2012). Teacher training on Phonemic Awareness Activities (Teaching and Video-Taping) fully sponsored by United States Agency for International Development (USAID) and implemented International Youth Foundation (IYF).
- Bell, D., Inyega, H. N., Ahmed, A., Komba, I., & Kayombo, A.** (2012 November 12th - 14th, 2012). Teacher training on Phonemic Awareness Activities (Teaching and Video-Taping) fully sponsored by United States Agency for International Development (USAID) and implemented International Youth Foundation (IYF).
- Dubeck, M., Kioko, A., Van_Ginkel, A., Inyega, H. N., Kazungu, T. C., & Koko, S.** (2012, January). Teacher Training workshop of the Primary Reading and Math (PRIMR) Program fully sponsored by United States Agency for International Development (USAID) and implemented by Research Triangle Institute (RTI) International and held at Thika District Education Offices.
- Inyega, H. N. & ToT Team.** (2011, January 05-10). First Teacher Training workshop of the Reading Kenya Project (RKP) fully sponsored by Canadian Organization for Development through Education (CODE) and implemented by National Book Development Council of Kenya (NBDCK) in Kisii Central District.
- Inyega, H. N. & Prof. Commeyras, M.** (2010, December 05-10). Third Trainer of Trainer (ToT) workshop of the Reading Kenya Project (RKP) fully sponsored by Canadian Organization for Development through Education (CODE) and implemented by National Book Development Council of Kenya (NBDCK) in Kisii Central District.
- Inyega, H. N.** (2010, June 19). Health and Literacy Intervention (HALI) Workshop held on June 19th 2010 at Diani Forest Lodge, Ukunda, Msambweni, Kenya.
- Inyega, H. N. & Shroeder, L.** (2010, January 16). Teaching Reading and Literacy Skills in the Kenyan Context. A Teacher Workshop Sponsored by MCC Global Family held at the Eastleigh Fellowship Centre Mennonite.
- Malik, S., Inyega, H. N., & Hildebrandt, P.** (2009, August 8-9). Grants Proposal Writing and Mentoring Budding Literacy Researchers workshop sponsored by International Reading Association (IRA) and held from 8th - 9th August 2009 at Blue Pearl Hotel in Dar es Salaam, Tanzania.
- Dubeck, M. Inyega, H. N. & Mathenge, E.** (2009, July 8 - 12). Health and Literacy Intervention (HALI) Workshop held from 8th -12th July 2009 at Diani Forest Lodge, Ukunda, Msambweni, Kenya.
- Inyega, H. N., & Dumea, P.** (2008, Oct. 9 - 21). Diagnostic teaching for primary level schooling (with specific emphasis on writing and writing instruction). Workshop 3 for National Examinations Council of Tanzania (NECTA) personnel held at Kola Hill Hotel in Morogoro, Tanzania.

Inyega, H. N., & Mutiga, J. (2008, Sept. 30). Communications strategies: Implications for multilingual education working group (MLEWG) activities. Held at UNESCO Headquarters in Gigiri, Nairobi.

Inyega, H. N., & Dumea, P. (2008, March 10 - 15). Diagnostic teaching for primary level schooling. Workshop 4 for Tanzanian curriculum specialists conducted at Amabilis Center (Mgolole Sisters) in Morogoro, Tanzania.

SELECT CONFERENCE PRESENTATIONS

Inyega, H. N., (July 10th July 2015). *Teacher training and buddy reading programs*. Dissemination of results presented at the Better Evidence, Better Policies, Better Lives Forum held at African Population and Health Research Council (APHRC) forum held in Peponi, Nairobi.

Inyega, H. N., (July, 9th 2015). *Revamping Early Childhood Teacher Education & Professional Development: Nuts and Bolts for Effective Literacy and Numeracy Instruction*. Paper presented at the Literacy and Numeracy Conference held at the University of Dar es Salaam from 8th to 10th July 2015.

Inyega, H. N., & Inyega, J. O. (18th June, 2015). *Revamping Early Childhood Teacher Education and Professional Development: Nuts and Bolts for Effective Literacy and Numeracy Instruction*. Paper presented at the 2nd Africa for Research in Comparative Education (AFRICE) International conference held at The University of Nairobi from 18th to 19th June, 2015.

Inyega, H. N., (June 5th 2015). *Contextualizing Cross-Age Peer Tutoring within Literacy Activities in Kenya and the Region*. Paper presented during the cross-age peer tutoring in the teaching of reading workshop held at University of Nairobi, Kenya Science Campus from 4th to 6th June 2015.

Inyega, H. N., (May 22nd 2015). *Language of Education in Early Childhood: Nuts and Bolts for Effective Emergent Literacy Instruction*. Paper presented at British Association for Applied Linguistics Language in Africa Special Interest Group held in Aston University, Birmingham in the United Kingdom.

Inyega, H. N., & Kazungu, T. C. (February 18th 2015). Teachers knowledge, attitudes and practice towards language of instruction policy implementation in marginal counties in Kenya. Paper presented at the International Mother Tongue Day Conference held at University of Nairobi from 18th to 20th February, 2015.

Inyega, H. N., & Inyega, J. O. (April 13th to 16th 2014). *Transforming early childhood teacher Education in Kenya: Early Grade Reading Instruction Curriculum (EGRIC)*. Paper presented at the 2nd World Literacy Summit in Oxford, UK.

Inyega, H. N., & Inyega, J. O. (February 18th 2014). *Lest We Forget Their First Teachers: Family-Based ICT Interventions for Struggling Readers*. Paper presented at the UNESCO Mobile Learning Week (MLW) in Paris, France.

Inyega, H. N., & Inyega, J. O. (August 12th to 16th 2013). *Family-based interventions for struggling readers: A reading parent a literate offspring*. Paper presented at the 8th Pan-Africa Reading for All (PARFA) International Conference in Nairobi, Kenya.

Inyega, H. N., & Inyega, J. O. (February 18th 2013). *Mobile Phones and Quality of Teacher Education: Early Grade Reading and Literacy in Kenya*. Paper presented at the UNESCO Mobile Learning Week (MLW) in Paris, France.

Inyega, H. N. & Inyega, J. O. (2010, July 22-23). Mother Tongue Education: Theoretical Probability or Practical Possibilities. Paper presented at the International Conference on Multilingualism

themed: “Multilingualism and Education: Global Practices, Challenges and the Way Forward” and held at Kenyatta University Conference Centre, Kenyatta University, Nairobi - Kenya between 22nd - 23rd July 2010.

Inyega, H. N. & Chakava, H. (2009, September 21). Reading for National and Regional Cohesion: The Kenyan Experience. Paper presented at the National Book Development Council of Kenya (NBDCK) Regional Workshop held on 21st September 2009 at the Sarova Panafric Hotel, Nairobi, Kenya.

Shroeder, L. & Inyega, H. N. (2009, August 11). Multilingual Education: Informing Teacher Educators. Paper presented at the Pan African Reading for All Conference held at The University of Dar es Salaam, Dar es Salaam, Tanzania between August 10th - 14th August 2009.

Hildebrandt, P., Sustick, A., Dumea P., Parrish, A., Hassan, M., Inyega, H., & Malik, S. (2009, August 11). Building Capacity for Diagnostic Teaching in Tanzania: Successes and Challenges of the Capacity Building for Literacy Policy Development Project. Paper presented at the Pan African Reading for All Conference held between August 10th -14th August 2009 at The University of Dar es Salaam, Dar es Salaam, Tanzania.

Inyega, H. N. (2008, Nov 13). Empowering Children and Teachers through Literacy: The Case of Children’s Book Project (CBP) for Tanzania. Paper presented at the International Conference on Social and Human Development Outcomes of Education and Poverty held between Nov. 12-14 2008 at Kenyatta University Conference Centre (KUCC) in Nairobi, Kenya.

Ratliff, J., & Inyega, H. N. (2006, February 20). Teaching online courses: How to get started. Association of Teacher Educators (ATE) Conference. Atlanta, Georgia - USA.

Inyega, H. N. (2006, January 6-8). Stay-at-home-wives’ sojourn experiences: A case of international student dependents at the University of Georgia. Interdisciplinary Qualitative Studies (QUIG) Conference, University of Georgia - Athens, Georgia - USA.

Inyega, H. N., & Commeyras, M. (2005, November 30 - December 3). An integrative review of research on reading in Kenyan primary schools. 55th National Reading Association (NRC) Conference. Miami, Florida - USA.

Ratliff, J., & Inyega, H. N. (2005, November 1-3). Teaching online courses: Lessons learned. College Reading Association (CRA) Conference. Savannah, Georgia - USA.

REFEREES

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