

Anne Achieng Aseey (PhD)

University of Nairobi
School of Continuing and Distance
Education
Department of Educational Studies

P.O. Box 30197 00100 GPO, Nairobi –
KENYA
Tel: 0721202685, 0738986970;
Email: aaseey@uonbi.ac.ke OR
aaseey@yahoo.com
D. o. B: 9.12.1965
Married
Kenya Citizen

1. EDUCATION

2012 to date: Postdoctoral Fellowship Program 2012-2013, National Institute of Development Studies Association, NIDA, Bangkok-Thailand)

Project Title: **Emerging gender issues and their impact on sustainable development. A comparative study of Thailand and Kenya under the supervision of Prof. Anchana NaRong (NIDA Centre)**

2005-2009: Doctor of Philosophy Degree in Distance Education,
School of Continuing and Distance Educations, University of Nairobi

Thesis Title: **The effects of ICT integration in Student Support Services in Distance Education Programme, University of Nairobi** under the supervision of Dr. Robert Ayot, Dr. Samson O. Gunga and Dr. Guantai J. Mboroki

2002-2004: Master of Education in Educational Administration, University of Nairobi

Thesis Title: **A study to investigate the process and management of Distance Education in Kenya .A case of the Faculty of External Studies, University of Nairobi**
under the supervision of Dr. Robert M. Ayot

1996-2000 Bachelor of Education (2nd Class Honours, Upper division), University of Nairobi

1985-1986: Kenya Advanced Certificate of Education
Nyabisawa Girls High School
History, Religious studies and General methods

1981-1984: Kenya Certificate of Secondary Education
Londiani Secondary School

1968-1974: Certificate of Primary Education
St. Mary's, Ukwala Primary School

2. PROFESSIONAL POSTGRADUATE TRAINING

2011: **Leveraging Local Assets for Community Economic Development-Weitz Centre for Development Studies, One Month International Certificate Course (CERUR-Israel)**

3. CURRENT EMPLOYMENT

(A) Academic Position(s)

- i. July 2007 to date - Lecturer, Department of Educational Studies, University of Nairobi, Kenya
- ii. Acting Chairman, Department of Educational Studies;
25-30th February 2013
28th -31st August, 2012
22nd -25th March, 2012
14th -20th February, 2011
10th -16th July 2011
1st -5th August, 2011
- iii. 2009 to date: Coordinator Postgraduate diploma in Education, Department of Educational Studies
- iv. 2007: Coordinator, Central Marking, Department of Educational Studies
- v. 2004: In-Charge of timetabling, Department of Educational Studies (2007 to date)

(B) Administrative Positions

- i. May 2000-April 2005: Organiser, Nairobi Extra Mural Centre
- ii. May 2005-June 2007: Administrative Assistant, Deans' office, Faculty of External Studies
- iii. 2008 to date: College Representative College of Education and External Studies Shows and Exhibitions committee
- iv. 2009: to date Vice chairperson University of Nairobi –Shows and Exhibition committees
- v. 2008: Member, University of Nairobi Integrity team

Administrative Duties and Responsibilities as Coordinator Postgraduate Diploma in Education, Central Marking and In charge of Timetabling- DES

- a. Participate in curriculum in review and course evaluation process in the Department and the School
- b. Management and coordination of the lecturers and other staff who are involved in marking (thrice in a year)
- c. In- charge of the examination scripts and marks entry files during the marking session
- d. Coordinate the teaching of postgraduate diploma in Education programme
- e. Prepare the teachings and CATs timetables for the undergraduate and postgraduate distance education programmes in the Department of Educational Studies
- f. Consolidate the examination results for the postgraduate diploma in Education students
- g. In consultation with the chairman, organize short trainings for examiners and facilitators for central marking
- h. Mentor students
- i. Offering guidance and counseling services to the students
- j. Participate in preparing strategic plans for the School and the Department
- k. Allocate students research supervisors
- l. Supervise students projects
- m. Supervise students during teaching practice
- n. Participate in short listings and interviewing of prospective applicants for various post in the department

- o. Participate in students proposal and project /thesis defenses in the School and Departments
- p. Participate in School and Departmental meetings
- q. Participate in ISO 9001:2008 Certified activities i.e ISO audit
- r. Market the various UON programmes
- s. create awareness amongst people on our programmes
- t. Create avenues and linkages for our department to the wider society and other collaborators

Responsibilities as Vice Chairlady and CEES Representative Shows and Exhibitions Committees, UON

- A. Attend and participate in shows exhibitions and career talks in different parts of the country and outside
- B. Market University of Nairobi programmes
- C. Talk to prospective clients and students about University of Nairobi programmes
- D. Prepare and update materials for display for shows and exhibitions
- E. Participate in various Show classes completion organized by Agricultural Society of Kenya(ASK)
- F. Identify forums for marketing University programmes
- G. Create a linkage between the university and the wider community

4. UNIVERSITY TEACHING EXPERIENCE

2005 –2006 Part-time lecturer, UON, 2 years

2007-2013: Lecturer Six years (6), ten (7) Months

A. Teaching Units/Courses

1. Masters units

- LDP: 611: Gender Issues in development (MA in Project Planning and Management)
- LPE 602: Instructional Design and Methods in Peace Education (MA in Peace Education)
- LDS 603: Research Methods (MA in Project Planning and Management)
- LDP 606: Training and curriculum Development (MA in Project Planning and Management)

2. Postgraduate Courses

- DEP 202: Fundamentals of Guidance and Counseling (Postgraduate diploma in Education)
- DCT 102: Educational Media and Technology (Postgraduate diploma in Education)
- Teaching Practice
- Undergraduate and Diploma

2. Postgraduate Courses

- ECT 101: Education Media and Technology (Bachelor Education Arts)
- ECT 201: General Methods (Bachelor Education Arts)
- ECT 303: Teaching practice (Bachelor Education Arts)
- PSY 301: Guidance and counseling (Bachelor Education Arts)
- LDH 106: Organizational Behaviour (Diploma in Human Resource Management)

B. Supervision of Postgraduate students

- (i) **Doctor of Philosophy Work In progress**

| S/N | Name | Reg. No. | Programme/Co-supervisor | Title | Remarks |
|-----|-----------------------|-------------|--|---|----------------|
| 1. | Murunga A | To be given | PhD in Project Planning and Management | Impact of cost sharing programmes on public health services in Kenya | Proposal stage |
| 2. | Njenga W.Kennedy | To be given | PhD in Distance Education | An evaluation of the effectiveness of the monitoring and evaluation strategies in distance education programmes in Kenya. A study of the University of Nairobi and Kenyatta University. | Proposal Stage |
| 3. | Keta Florence Achieng | To be given | PhD in Distance Education | An Analysis of the implementation of ICT usage for Distance Education programme, University of Nairobi | Proposal Stage |

(2) MASTERS RESEARCH PROJECTS - 2010/2011 and 2011/2012 Academic Years

| S/N | Name | Reg. No. | Programme/Co-supervisor | Title | Remarks |
|-----|----------------------|----------------|--|--|---|
| 1. | Lydia Musitah Ayuku | L50/63338/2010 | M.A in Project Planning and Management | The influence of sustainability of community development projects in Kenya: A study of Embakasi constituency | Defended successfully to graduate in 2013 |
| 2. | Edwin Ndichu Gitau | l50/81282/2012 | M.A in Project Planning and Management | Factors that influence implementation of agricultural projects in arid and semi arid areas in Kenya. the case of farmers in Habaswein district Garissa county, Kenya | Defended successfully to graduate in 2013 |
| 3 | Musa Lugwe Kidzuga | L50/65296/2010 | M.A in Project Planning and Management | Factors influencing male attitudes towards vasectomy in kilifi district, kenya | Graduated 2012 |
| 4 | Mbonge Winfred Mumo | l45/61332/2010 | Master of Distance Education | Factors influencing the use of ICT in the learning process of master in distance education learners, university of Nairobi, Kenya.(2012) | Graduated 2012 |
| 5 | Omware Jane Achien'g | L50/60654/2010 | M.A in Project Planning and Management | Challenges facing head teachers in management of human resource in public primary school in Chagamwe division, Mombasa county | Graduated 2012 |
| 6 | Muthui Sammy | L50/61034/2010 | MA in Project Planning and | Factors influencing performance of girls in KCSE in secondary schools: A | Graduated 2011 |

| | | | | | |
|----|-------------------------|----------------|--|---|-------------------|
| | Samu | | Management | case of Garissa County, Kenya | |
| 7 | Ebyan Mahat Sabul | L50/61035/2010 | M.A in Project Planning and Management | Factors influencing career choice among students in public tertiary colleges in Garissa municipality | Graduated 2011 |
| 8 | Margaret W Mwachii, | L50/76748/2009 | M.A in Project Planning and Management | Factors influencing agricultural productivity among rural women in Mwea. A case of Mwea in Kirinyaga County, Kenya (2012) | Graduated 2012 |
| 9 | Lenande Ibrahim Lande | L50/61765/2010 | M.A in Project Planning and Management | Effects of government direct support funds to the youth. A study of the youth development fund in Kitui central district | Graduated 2011 |
| 10 | isaac kipkogei sargoi | l50/60733/2011 | M.A in Project Planning and Management | Strategic factors that influence small - scale irrigation farming along Tana river in central division of Garissa district | Graduated 2011 |
| 11 | Mohamed Abdi Ahmed | L50/72682/08 | M.A in Project Planning and Management | The impact of private sector financing on infrastructural development in primary public schools in central division of Garissa district, Kenya | Graduated 2011 |
| 12 | Ndonga Beatrice Wanjiru | L50/60730/2011 | M.A in Project Planning and Management | Influence of national early childhood development policy framework on the quality of pre primary education in Mwingi central district, Kenya). | Graduated 2012 |
| 13 | Faith Jerono Kibor | l50/70925/2007 | M.A in Project Planning and Management | The role of information communication and technology (ICT) on poverty reduction amongst the businesswomen in Marakwet west district, Kenya. (2011). | Graduated in 2011 |

| | | | | | |
|----|-------------------------|---------------------|--|---|-------------------|
| 14 | Isaac Kipkogei Sargoi | L50/60733/2011 | M.A in Project Planning and Management | Strategic factors that influence small - scale irrigation farming along Tana River in central division of Garissa district, Kenya. | Graduated 2011 |
| 15 | Ruth Chemutai Chebii | L50/66006/2011 | M.A in Project Planning and Management | .Roles of children's homes in provision of care to vulnerable children a case of Bamburi division, Mombasa County, Kenya | Graduated 2011 |
| 16 | Michael Mwareri Wangai | L50/65617/10 | M.A in Project Planning and Management | Determinants of co-curricular talents development among students in secondary schools in Mwatate, Taita County, Kenya | Graduated 2011 |
| 17 | Muthui Sammy Samu | L50/61034/2010 | M.A in Project Planning and Management | Socio-cultural and economic factors influencing access to and performance of girls in secondary education: a case of Garissa district, Kenya | Graduated in 2o11 |
| 18 | Musembi Jane Kanyiva | L50/61530/2011 0 | M.A in Project Planning and Management | Factors influencing food security in semi-arid counties in Kenya. A case of Kitui county, Kenya | Graduated in 2o11 |
| 19 | Abdulla M.Sheikh | | M.A in Project Planning and Management | Effects of drug abuse on academic performance among secondary school youths in Garissa municipality, Kenya. | Graduated in 2o11 |
| 20 | Moammed Abdi Ahmed | L50/72682/08 | M.A in Project Planning and Management | The impact of private sector Finance on infrastructural development in primary public schools in central division, Garissa district, Kenya (2010) | Graduated in 2010 |
| 21 | Joan Mudidindi Vwamu | L50/7161/2006 | M.A in Project Planning and Management | An Evaluation of the electoral commission of Kenyans implementation of electoral activities prior and during the 2007 general elections | Graduated in 2010 |
| 22 | Muchemi Joyce Karungari | L50/71408/2007 | M.A in Project Planning and Management | An investigation of the factors influencing interpersonal conflicts in the workplace. A case of selected public schools in Nairobi province | Graduated in 2010 |
| 23 | Marangu Julius Koome | L50/7155/08 | M.A in Project Planning and Management | Influence of organizational conflicts on service delivery among HIV/AIDS community based organizations. A case of Dujis constituency, Kenya. | Graduated in 2010 |

| | | | | | |
|----|----------------------------|---------------|--|---|-------------------|
| | | | | (2010 | |
| 24 | Maina Pauline Muthoni. | L50/72230/08 | M.A in Project Planning and Management | Constraints affecting funds utilization in water services boards in Kenya. A case of Tana water services board | Graduated in 2010 |
| 25 | Ibari John mworia | L50/70212/08 | M.A in Project Planning and Management Co-supervisor Prof.David Macharia | An Evaluating of stakeholders participation in the sustainability of physical facilities in day secondary schools in Imenti district, Kenya | Graduated in 2010 |
| 26 | Ogono Tom Anode | L 50/ 7003/07 | M.A in Project Planning and Management Co-supervisor Dr.Robert M.Ayot | A study of competitive strategies used by non governmental organizations to attract funds in the NGO industry: A case of NGOs in Winam Division,Kisumu district, Kenya. | Graduated in 2010 |
| 27 | Gladys Aliviza Mwuguzi | L50/70281/08 | M.A in Project Planning and Management | An investigation f the difference in KSCCE performance and the possible causes among secondary school students who attended private and public primary schools in Bungoma District. (2009). | Graduated in 2010 |
| 28 | Onaya-Odeck,Nary Philemons | | M.A in Project Planning and Management Co-supervisor Dr.Robert M.Ayot | ,A survey of training needs of administrative staff in the faculties /schools/institutes of the University of Nairobi | Graduated in 2010 |
| 29 | Jona Kusero | L50/P/7152/06 | M.A in Project Planning and Management Co-supervisor Dr.Robert M.Ayot | , The impact of information communication technologies in public service radio in Kenya case of Kenya broadcasting corporation | Graduated in 2010 |

C. Other students supervisions

Over 30 postgraduate students and 45 ordinary diploma students

5. PUBLICATIONS

1. Refereed Journals

Published after July 2007

Margaret W.Mwathi, Aseey A.Anne and Oluoch O.Dan .Factors influencing agricultural productivity among rural women in Mwea .A case of Mwea in Kirinyaga County,Kenya,**Prime Journals**, Published online ,ISBN:2251-1253.VOL.3(4),PP 484-491,May 31st,2013.www.primejournals.org/PRE

Aseey Anne Achieng, Gunga.O.Samson,Guantai.J.Mboroki. *Use of technology in pedagogy in the undergraduate distance education program. East Africa Journal of Humanities and Science (CUEA).*Accepted for publication December, 2012)

Anne. A. Aseey and Julius M. Mwabora “Poverty as a factor in determining Education achievement in Kenya: A case of Nyanza and Coast Provinces in Kenya”, (Accepted for publication in **the Journal of the Institute of International Education, New York** (January, 2013)

Faith Jerono Kibor and Aseey Anne.A. (2011). “The role of information communication and technology (ICT) on poverty reduction amongst the businesswomen in Marakwet west district, Kenya” (Under review, **Hekima biannual Journal of the College of Humanities and Social Sciences, University of Nairobi, 2013**)

2. Text Books Published (After 2007)

Aseey Anne .A .and Ayot.M.R. Principles of Teaching and Communication. A handbook for teachers and other professional, **Jomo Kenyatta Foundation, Nairobi** (Accepted for publication, January 2013)

Aseey Anne A. (2012).*Guidance and Counseling .Educational, Career and Special Cases counseling. An Introduction.* Exact concepts (2007), **Kaswanga Printers and Press Consultancy Ltd,Nairobi 2012.** 2nd Edition ISBN: 9966 7225 0 5

Before 2007

Aseey Anne A (2005).How to write Assignment, Term papers and Projects in Higher Institutions of Learning, **Exact Concept, Nairobi** (2005)

iii .Published Thesis work (After 2007)

Anne A. Aseey (2011). “Integrating ICT into student support services” An integration at the University of Nairobi, **Lap Lambert Academic publishing, Saarbrucken, Germany, 2011,** ISBN: 978 3 8383 2420

vi. Unpublished Research Papers

Anne A. Aseey (2004) “**A study to investigate the process and management of Distance Education in Kenya**”. A case study of the faculty of external studies, University of Nairobi. (Masters Project).Supervisor,Dr.Robert M.Ayot

Vi. E-learning and Print Study Modules

1. Information and Communication Technology for Distance Education- CODL(In progress)

vi .Reviewed Articles

1. Reviewed journal Article for School of Continuing and Distance Education-JCODE Journal march 2013

2. February 2013: Program Reviewer Association for the American Association of University Women (AAUW)/ National Association of Personnel Administrators (NASPA) 2013 in collaboration with the National Council for college Student leaders Conference for College Women Student Leaders (NCCWSL).

NCCWSL Articles reviewed;

- I. Kimberly Turner, **Affirming the women within**, NCCWSL workshop, 2013, USA
- II. Smith Aidan and Dukich Tamara, **Advocating for Change: Skills and Strategies for Student Activist** , NCCWSL workshop, 2013, USA
- III. Snawder Joana, Kim Everett and Niggi Nikii, **Our learning programme for the retreat**, NCCWSL workshop, 2013, USA
- IV. Nwaogu Ijeoma, **America's Next Top Role model. Five ways to have a positive impact on others**, NCCWSL workshop, 2013, USA

6. CONFERENCE PROCEEDINGS

1. University of Nairobi, DETA conference Paper accepted for presentation 29th July – 1st August 2013. **Leveraging Mobile devices for teaching and learning. A dream or reality in Kenya's Education System** Presenters **Anne A. Aseey¹**, Julius M. Mwabora², Naomi M. Gikonyo³
2. University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education: Conference on Utilization of Open and Distance Learning in Addressing Educational Challenges in Kenya towards Fulfilment of Vision 2030. Presented a paper on **"Use of Social Media in the Digital Age: Challenges and Opportunities"** Co-presenter Prof. Samson Gunga. SCDE Conference book of presenter p.41, 18th April 2013
3. Commonwealth Association of Polytechnics in Africa conference on the challenges of youth unemployment in Africa: Role of TVET Institutions, Lusaka, Zambia. Presented a paper on **"Challenges in Realizing Equal Gender Opportunity in Employment in Kenya"** Co-presenter Omukhulu M. Marienga **CAPA conference programme and abstracts**, P.40, 25th November -1st December 2012
4. 26th Annual Conference of Asian Association of Open Universities Conference on Expanding the Frontiers of Knowledge through Open and Distance Learning in Changing Societies ,Makuhari Messe, Chiba, Japan. Presented a paper on **"The Effectiveness of student support services in adult learning in Kenya"** Co-presenter Julius M. Mwabora. **AAOU book of abstracts p.93**, 16th -18th October 2012
5. Association of Commonwealth Universities (ACU)/University of Kelaniya international Conference on 'Critical Women. Women as agents of change through higher education". Colombo, Sri Lanka. Presented a paper on **"Cross cultural barriers hindering women's participation in leadership roles in higher institutions of learning in Kenya, ACU conference proceedings**. 6th -8th March 2012
6. Centre for Human rights and Peace, University of Nairobi Conference on Poverty as a human rights violation, Naivasha, Kenya. Presented a paper on **"Poverty as a factor in determining Education achievement in Kenya: A case study of Nyanza and Coast Provinces in Kenya"**, Co-presenter Julius M. Mwabora, Report on the symposium Held at the Lake Naivasha County club p.37. 28th -30th September 2011.

7.Rehovot Conference 2010 'Inclusive Sustainable Development Initiatives .Sharing Regional and Local Best Practices, Rehovot, Israel, Presented a paper on “ **Empowering rural girls through self initiative programmes: The case of Siwindhe Nyiri -Oruba mixed and Lifunga girls schools**” .Rehovot conference programme and book of abstracts p.59. 5th -7th May 2010

b. Other Conferences/Workshops attended

1. University of Nairobi. College of Education and External Studies ,School of Continuing and Distance Education conference on Utilization of Open and Distance learning in addressing educational challenges in Kenya towards fulfillment of the Vision 2030,University of Nairobi,18th April 2013
2. , **Confucius Institute** ,Two-day workshop , **University of Nairobi** Introduction to Chinese Language Teaching in Secondary Schools,14th-15th May,2012,Nairobi
3. University of Nairobi. Coventry university and Makerere university : workshop on non violent action in peace building and launch of an MA in Peace Education for the University of Nairobi 29-30th June 2011
4. Kenya Institute of Education (KIE) Regional conference on e-Learning ,March 2010,Nairobi
5. University of Nairobi, ISO Certification Standards Training - (2010-2011)
6. Trained on Moodle preparation in e-Learning-AVU and University of Nairobi (2011)
7. Trained on Pedagogical Skills-University of Nairobi (2009)
8. Trained on corruption management in institutions-University of Nairobi and Kenya Institute of Administration.(KIA),2009
9. Trained on ISO (International Organizations Standards-KEBS
10. Distance Education strategic plan for the Faculty of External Studies – University of Nairobi July – 2004. Mombasa.
11. Transition from Early childhood Education to Primary - Organized by the Ministry of Education, Kisumu (24th – 27th March, 1999)
12. Student support services - Organized by VLIR – ICU – UON PROGRAM (15TH – 19TH MAY – 2004.
13. Workshop for Extra-Mural Staff on e-learning - 31st March – 2nd April 2004
14. Workshop on inclusion of the disabled by Dayton Education Board – Columbus, Ohio 21st May 2004“Celebrating Equality in Education” May 24-27, 2004, Ohio State University, Columbus, Ohio.
15. Girl child education in Nyanza. FAWE (K) June 1999
16. Test book procurement (MOEST), 2000

7. Trainings/Short Courses/Workshops attended

1. **University of Nairobi/Springer**, training on Scientific Writing and Publishing 27TH May 2013
2. **University of Nairobi, Confucius Institute**, Certificate course in Chinese language (from May 2012 to date)
3. **University of Nairobi ,School of Continuing and Distance Education, Department of Educational Studies**, Testing in Higher education May 2013
4. University of Nairobi, School of Continuing and Distance Education, Certificate of Attendances .Testing in Higher Education, January 24th 2012 ,Nairobi
5. **University of Nairobi Enterprises and Services Limited (UNES)**,Research and Grant Proposal Writing, December,2011
6. **Weitz Centre for Development Studies (CERUR)**,Rehovot. International certificate Course in Leveraging Local Assets for Community Economic Development- January –February, 2011,Israel
7. **University of Nairobi**, Pedagogical Skills, In-House Training Programme, 25th -27th March,2009, Nairobi
8. **Kenya-Belgium VLIR Program**, Learner Support Systems, 25th -26th November,2003,Nakuru,Kenya
9. Kenya Alliance for Advancement of Children (KAACR)
10. Guidance and Counseling April,1999,Kisumu

8. RESEARCH (Consultancy)

1. 2013 Lead Consultant – Gender Analysis of Mt. Elgon Area, Peace and Rights programme, Free Pentecostal Fellowship of Kenya-Kitale Region, Funded by Norwegian Pentecostal Mission Aid (PYM) and Digni. Principal researcher is Kennedy W.Njenga
2. 2010:Wrote a module for Kenya College of Accountancy University(KCA) of educational management -module for training of Education Officers in Southern Sudan
3. 2010: Wrote two training modules for Centre for British Teachers(CBfT)on Self Review and Quality Assurances
4. **9. RESOURCE PERSON: Short courses/Workshops/Seminars**

-
1. 2012 December: Trained Education managers at Kenya Education Institute of Management(KEMI)
 1. Guidance and Counseling
 2. Discipline in schools
 3. Team building, Motivation and effective communication in schools
 4. Gender issues and HIV/AIDs in Education Management
 2. 2011-2011;Trained education officers at Kenya institute of Education on team building, effective communication, curriculum development, discipline and guidance and counseling
 3. 2008 Trained TSC Staff from salaries on customer care and communication
 4. 2009& 2010 Trained Hatari security firm on public relations, role of supervisors and customer care

10. Other Appointments

- 2012: Member Parents Teachers Association (PTA), St. Charles Humwend Secondary School, Siaya County, Kenya
 - 2011 : Vice-Chairman, Catering and Fan-Fair Committee, Nairobi International Trade Fair
 - 2012 to date :Member Catering and Fan-Fair Committee, Nairobi International Trade Fair
-

11. Computer Literacy

Database
Internet/Email
Presentation tools
Blogging
SecondLife etc

12. MEMBERSHIPS

- 2013: Member of the coursera community www.coursera.org/team
- 2012: Member Association of Commonwealth Universities (ACU) professional Networks
- 2011to Date: Member Nairobi International Trade Fair –Catering and Funfair sub-Committee
Kenya
- 2011 TO Date: Member Confucius Institute University of NAIROBI
- 2011 to date: “Member Weitz Centre Friends’ Network” network worldwide
- 2010 to date: Secretary Nyanza Education Women’s Initiative (NEWI)
- 2008 to date: Member University of Nairobi Exhibition and Show committee
- 2009: Member UON Integrity team
- 2004: Member S.I.S.T.E.R.S – Sharing Information Systematically through Education
Resource Services (University of Nairobi and chartered members Ohio, USA)
- 2003: University of Nairobi Alumni, Bronze member NO.000 287
- 2000: Alliance for advancement of children rights – KAACR
- 2002: Member Consolata Shrine Westlands

13. AWARDS/GRANTS

- i) Postdoctoral Fellowship award, National Institute of Development Administration(NIDA)-500,000Bahts
- ii) 2012: Endowmnet Fund Bursary, Association of Commonwealth University (ACU)-Conference registration, airport transfers, accommodation and meals for 5 days in a five star hotel in Sri-Lanka (250,000KSHs.)
- iii) 2011 Mashav-Foreign ministry of Israel-One month training sponsorship –All costs covered except airfare(600,000KSHS)

- iv) 2007:Deans committee University of Nairobi Research Grant for Doctoral Studies(500,000Kshs)

14. PREVIOUS WORK EXPERIENCE

2005- 2007: Administrator Dean's office Faculty of External Studies

Responsibilities:

- Organizing and managing the admission and registration process of students
- Generating and maintaining student records
- Organizing and administering residential session for distance students
- Servicing and facilitating Faculty board meetings
- Preparing residential session reports
- Liaising with the regional centers in the distribution of study materials
- Distribution of students assignment for the distance education students to the regions and during residential sessions
- Facilitating faculty board meetings

Competencies developed:

- Knowledge on running a distance education programme
- Knowledge on taking board minutes
- Students counseling and mentoring skills

2002-2005: Organizer Nairobi Extra Mural Centre

Department of Extra Mural Studies, University of Nairobi

Responsibilities:

- Supervising and Managing non teaching staff in the centre
- Organizing and managing the admission and registration process of students
- Generating and maintaining student records
- Organizing and administering residential sessions
- Preparing tutorial and examination timetables for residential sessions
- Liaising with the regional centers in the distribution of study materials
- Handling students assignments and processing examination results
- Coordinating and supervising the work of administrative and technical staff
- Facilitating faculty board meetings

Competencies developed:

- practical knowledge of the operations of module 2 programmes
- ability to organize, coordinate and supervise a wide range of activities under pressure

2001- 1998: Programme Officer Kisumu Municipal Education Office (TSC)

Responsibilities

- Organize educational and build up seminars for teachers
- Liaise with other officers in matters pertaining to improvement of education standards in Kisumu Municipality
- Supervising primary schools and early childhood centers
- Budgeting for the zones
- Preparing proposals for funding
- Analyzing results for the Municipality
- Inspecting schools and teachers in the Municipality
- Attending seminars organized by educational, Institutions, donors and other partners in education
- Organizing seminars for teachers and other education stakeholders
- Liaising with other organizations in Schools improvement

Competencies developed:

- Writing reports and proposal to donors
- Handling Examination process both local and national examinations at primary level
- Schools inspection process

1990 – 1994: Teacher, Kisumu Boys High School

Subjects: History and Christian Religious Education

DUTIES:

- Games Teacher
- Head of Department
- Guidance and Counseling
- Facilitator, child's right club

Competencies developed:

- planning teaching materials and presentation
 - assessment and evaluation of learners
 - class control and discipline
 - Marking and setting of examinations
-

15. MENTORSHIP ACTIVITIES

1. **12th October 2011:** Organised talk at the Multi purpose Hall Kikuyu in collaboration with Erasmus Mundus Kenya Chapter Scholarships, partnerships, mobility, cooperation amongst others
2. Guides students on career opportunities

16. COMMUNITY SERVICE ACTIVITIES

- **2012:** Invited guest speaker, Ugenya district education day. Theme: Education for life
- 2012. Member of the Parents Teachers Association (former parents representative-2009) Donated books and gave motivational talk on *Transition from high school to college* to Apostolic Carmel Girls secondary school, Buruburu, October, 2009
- 2011: Gave a motivational talk to Apostolic Carmel sisters (Buru buru) on *goal oriented behaviour*.
- 2010: Gave motivational talk on *how to succeed in life* to M. M. Shah Primary School class 8, Kisumu on 15th October.
- 2010: Gave a motivational talk on *education and its benefits to the society* at Uriri district education day, 2010

16. HOBBIES

Travelling, Reading, Blogging, mentoring, volunteering etc

REFEEREES

1. Prof. Henry Mutoro
Principal, College of Education and External Studies
University of Nairobi
P.O. Box 30197 – 00100
066-32021/117/8
Cell phone: 0722-747612
hmutoro@uonbi.ac.ke
2. Dr. Omondi Bowa
Chairman, Department of Educational Studies
University of Nairobi
P.O Box 92
KIKUYU-Kenya
TEL: 0722 842075
Email: bowaom2004@yahoo.com
3. Prof. Samson O.Gunga
Dean, School of Education
University of Nairobi

P.O. Box 92 – 00902 Kikuyu, Kenya
Cell phone: 0722 610869
gungasamson@googlemail.com

4. Dr. Dorothy Garland
Director of professional Networks
Association of Commonwealth Universities
20-24 Tavistock Square
London WC1H 9HF
UK dorothy.garland@acu.ac.uk

APPENDICES

Books

1. Principles of Teaching and communication. A handbook for teachers and other instructors, In-print Jomo Kenyatta Foundation, 2013, Nairobi, Kenya.

Autors: Aseey Anne Achieng, Robert Minyafu Ayot and Dan Oduor Oluoch

2. Guidance and counseling .Educational, Career and Special Cases counseling ,2012,Kaswanga Printers and Press Consultancy Ltd, Nairobi,Kenya 2012 ISBN: 9966 7225 05

Author: **Aseey Anne Achieng,**

3. Writing assignments and term papers in higher institutions of learning

Author: Aseey Anne Achieng, Exact concept ,Nairobi,Kenya,2005

B. Journal Articles

1. Paper under review by the Hekima Journal of the University of Nairobi January 2013

The role of information communication and technology on poverty reduction amongst the businesswomen in Marakwet west district, Kenya

¹Faith Jerono Kibor ,M.A Project Planning and Management Final project report,Department of Extra Mural Studies , University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya Tel.+254 721470824,Email:fkibor@gmail.com

² **Anne A. Aseey,** Lecturer, Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya. Tel +254 721202685, Email:aaseey@uonbi.ac.ke(Corresponding Author)

ABSTRACT

Information Communication and Technology (ICT) has dominated mans everyday activity in all sectors of the economy. ICT is currently an essential tool for business persons in both the developed and developing countries. In Africa, for sometimes, ICT was not so much integrated in the business and entrepreneurship circles as the situation is today. Technology is believed to have several advantages in business; a part from poverty alleviation, access to relevant instant information is now

the core to any business as they embrace technology. Using survey design, this article reports key findings of a research project on the role of ICT use in poverty alleviation amongst business women in Marakwet district in Kenya. The article draws from survey done among businesswomen in five major shopping centres in Marakwet district. Nonetheless majority of the women involved in the study indicated that they are aware of what ICT is and smaller percentages were aware of the link between ICT and business growth. Others believed that ICT is expensive, scarce and unavailable. The result of this study carries with it some implication for use of ICT in Kenya as it is one of the ways Kenya envisions to use in all its sectors to enable her achieve its Vision 2030 development plans.

Keywords:

Business, Businesswomen, Information Communication and Technology, ICT scarcity, Kenya vision 2013, poverty alleviation, rural areas

2. Paper Published by Prime journal ISSN: 2251-1253 Vol.3 (4), pp.484-491, May 31st 2013
www.primejournals.org/PRE

Factors influencing agricultural productivity among rural women in Mwea. A case of Mwea in Kirinyaga county, Kenya

Authors: Margaret W. Mwathi (CIP-Nairobi).Email:M.Mwathi@cgiar.org, Anne A. Aseeey, University of Nairobi ,Email:aaseey@uonbi.ac.ke and Dan Oduor Oluoch, Email:ouochdan@yahoo.com

ABSTRACT

The role of women in Agriculture in the developing countries and especially in Africa cannot be over emphasized. Women perform crucial roles in domestic and economic life of the society but lack the resources and opportunities to be more productive. This greatly costs the society in terms of lost agriculture output, food security and economic growth. The objectives under in this study were to investigate the effects of access to resources on rural women agricultural productivity, to determine how literacy levels among women influence agricultural productivity, effects of access to finances on agricultural productivity, and access to technology and emerging innovations on agricultural productivity. The Literature review highlights the women in agriculture in other parts of the world, in several countries in Africa and in Kenya. The Research design applied was survey design. The target populations were rural women. Data was collected using questionnaire and analysis was done using descriptive statistics with the aid of Statistical and Data Management software's. The findings of the study indicated that women did not have access to enough resource like land, finances and could not many decisions on farming issues. Modern farming methods and technology has been integrated in farming but majority of the women neither are nor using this facilities. The major recommendations of this study was that land and other resources should be available to women for agricultural productivity, modern farming methods should be introduced to rural women and use of modern technology among women farmers should be encouraged.

Key words: agriculture, farming, food security, resources, technology, women,

3. Article published by Lambert Academic Publishing, Saarbrucken, Germany, 2011, ISBN: 978-3-8383-2420-3

Integrating ICT into student support services. ICT integration at the University of Nairobi

Author: Anne Aseey, Lecturer University of Nairobi, Department of Educational Studies.
Email: aaseey@uonbi.ac.ke

ABSTRACT

This study investigated the impact of integrating ICT into student support services in Distance Education specifically the Bachelor of Education (Arts) offered at the University of Nairobi. The study aimed at exploring the impact ICT devices can bring to the University in terms of quality of service, cost reduction strategies and increase in students access to education according to Kenya's vision 2030 and to explore the level of preparedness of the University of Nairobi in terms of ICT facilities and personnel. The study is based on the theoretical framework particularly the development of higher mental processes that requires a cooperative interaction between a student and more learned other, where the latter may be a human tutor or an intelligent computer system in line with cognitive constructionists and secondly, it is also based on behavioural theory of Skinner which supports the development of teaching machines, which implements notions of operant conditioning through reinforcement schedules in the context of programmed instruction. Survey design was used since it takes place over time and it also allows the usage of more than one data instrument. The targeted target population was 400 students purposively selected for the study.. The research instruments used were questionnaires and interview schedule. The results of this study has shown that ICT has all the benefits when properly integrated in the education system. The benefits are cutting down costs in University operations, ensuring a good security system in areas where work is based on sensitive issues like examinations and financial matters amongst others. The results also indicate that the process of integrating ICT is costly and a heavy investment hence needs good planning and management before all the systems operate fully.

Key words: access, cost, preparedness, ICT, quality education

4. **Aseey Anne Achieng**, Gunga.O.Samson, Guantai.J.Mboroki. *Use of technology in pedagogy in the undergraduate distance education program. East Africa Journal of Humanities and Science (CUEA).* Accepted for publication December, 2012)

Anne A. Aseey¹, Samson.O.Gunga² and Guantai.J.Mboroki ³

¹Lecturer, Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya. Tel.+254 7212020685, Email: aaseey@uonbi.ac.ke

²Associate Professor, Department of Educational Foundations, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya Tel.+254 722610869, Email: gungasamson@gmail.com

³Senior Lecturer, Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya. Tel.+254 722700239, Email: jguambo@yahoo.com

Use of technology in pedagogy in the undergraduate distance education program in Kenya

Abstract

This article examines the use of technology to strengthen the teaching process in higher education. Learning at higher education has gone through a lot of changes since the invention of new technologies which can be used to enhance teaching and learning. In the field of education in both developed and developing countries, the impact of technology is being felt from the learners,

teachers and community perspective. Distance education which has been used for ages in various higher institutions of learning changed a lot in its mode of delivery because of the use of various technologies. This study was to investigate the impact of technology on the learner support services offered to the undergraduate distance education students at the University of Nairobi. Tutorials and pedagogy are some of the key support services in the distance mode of learning. The findings of the study were that lecturers were ready to adopt and use technology in course delivery as it is capable of improving the quality of teaching and also their interaction with the learners. The major conclusions of the study was that technology if fully integrated in the teaching and learning process, will have benefits in access to education, cost reduction, improved syllabus coverage and good learner and tutor interaction amongst others.

Key words: distance education, information and communication technologies, mode of teaching, pedagogy, student support services, technology mediated distance education, technology

C. Conference papers

1. Paper accepted for presentation at the DETA conference July-August 2013

Leveraging Mobile devices for teaching and learning. A dream or reality in Kenya's Education System?

Anne A. Aseey¹, Julius M. Mwabora², Naomi M. Gikonyo³

¹Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

Email: aaseey@uonbi.ac.ke

²Department of Physics, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

Email: mwabora@uonbi.ac.ke

³Department of Distance Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

Email: nwgikonyo@uonbi.ac.ke

Abstract

Mobile devices like the iPhone, iPad, Android and many others are dominant in the daily lives of the people in both developed and developing countries. In Africa, mobile devices are some of the electronic tools which can be found in majority of households despite consideration of the economic status of the households. In Kenya, mobile devices especially the mobile phone has been used extensively in the economic, social and political and financial fields. In the financial field, the M-Pesa mobile money transfer has succeeded quite well in Kenya. In the education sector, mobile devices are also being used but not to the extent the other sectors has engaged its usage. When used well in education alongside other devices, mobile devices has quite a number of advantages like improving listening skills, instant transfer of information, collaborative working amongst others. Though there are also challenges in using the mobile devices, its dominance in the households could be used to enhance the teaching and learning process. This study, through document analysis and survey, looks at how mobile devices can be leveraged for teaching and learning purposes in higher education in Kenya.

Key words: Education, households, learning, mobile device, leveraged, information, teaching

2. Use of social media by university students in the digital age. Challenges and opportunities realized in Kenya

Anne A. Aseey¹ and Samson.O.Gunga²

1. Lecturer, Department of Educational Studies, University of Nairobi, P.O. Box 30197-00100, Nairobi, Kenya. Tel.+254 7212020685,
Email:aaseey@uonbi.ac.ke

2. Associate Professor, Dean, School of Education, University of Nairobi,
P. O. Box 30197-00100, Nairobi, Kenya Tel.+254 722610869,
Email:gungasamson@gmail.com

Abstract

The need for lifelong learning amongst adults and youths has been ignited by the global, technological, economic, social and political dynamics and demands in the global scene. As ICT driven technology infiltrate education, the resilience of the youth and the adults in embracing e-learning, online education and networking through social media is strongly felt. The traditional transmission of knowledge in the learning environment is replaced by collaborative knowledge management and sharing where the learner through use of technology takes the lead in the learning environment. These changes in the modes of adult learning brought about by technology calls for refocusing on education and capacity building that takes cognizance of the new technological paradigm. This paper focuses social media that currently gains popularity in the social milieu but has not been given due prominence as education forum slowly but surely, new technologies are transformed into informal learning spaces and become the means for creating an exciting and authentic interactions, experiences and networks as technologies shift control of the learning environment from the educator to the learner. Through a survey, this study seeks to establish how social media can be used in the teaching learning process effectively. An understanding and appreciation of the role of social media technologies in the process of education is necessary in this millennium which is the justification for this study. As technology evolves, man adjusts, evolves and adapts to utilize the benefits of the emergent technology through education. The social media like Twitter, Facebook, flickr, Youtube, linkedln, secondLife among others could bring a window of opportunity to further Virtual Learning.

Key words: Adult learner, social media, technology, learning, network, Collaboration

3. Challenges in realizing equal gender opportunities in youth employment in Kenya

Maureen Omukhulu Marienga¹ and Anne A. Aseey²,

¹Lecturer, communication and community development, Kisumu Polytechnic. O. Box 143-40100, Kisumu, Kenya.

²Lecturer, Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya

Subtheme: Strategies for gender parity in youth employment

Abstract

Worldwide, it is projected that there will be three billion people under the age of 25 years. These are basically the youths whose rising population cannot be ignored in any strategies for development. Equality in youth consideration in all sectors of the economy employment included should be a paramount requirement to enhance growth; prosperity and solidarity in an equal, democratic and developing society. The fact that 87% (1 billion) of the youths live in Africa is another emerging issue of concern which policy planners at all levels should work hand in hand with

other stakeholders to ensure equitable resource allocation. In Kenya, more than half of the youths are unemployed. This scenario is attributed to several factors which need to be addressed at all levels of development and policy planning. The situation is worse for the girls considering the various cultural, religious, societal and other factors which hinder them from realizing and possessing equal opportunities as compared to the boys. Specific measures to address gender parity and a wider commitment by various stakeholders to mainstream equal opportunities across all actions and programmes targeting the youth is deemed essential in realizing equal employment for the youths.

The study used survey design since it takes place over time and allows the usage of more than one data instrument. The targeted populations of this study were youths mostly based in Kisumu, Kenya. The study used interviews and observation sheets. The youths targeted were either in college or involved in business. The study used both qualitative and quantitative methods. This study also relied on various secondary documents concerning youth employment and empowerment.

Key words: *Equality, employment, economy, development, gender, mainstreaming, resources, youths*

4. The effectiveness of student support services in adult learning in Kenya

Anne A. Aseey¹ and Julius M. Mwabora²

¹Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

Email: aaseey@uonbi.ac.ke

²Department of Physics, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

Email: mwabora@uonbi.ac.ke

Abstract

Globally, there is an increasing need for life-long learning among adults. This is to enable workers to upgrade their skills, acquire relevant knowledge and maintain competitiveness within rapidly evolving world economies. These changes have generated an overwhelming demand for part-time higher education by adults worldwide. To cope up with this demand, higher education institutions have been forced to change their policies and integrate relevant programs for the adult learners. In Kenya, higher education institutions have improved their student support services in various sectors of the adult learning process. This has led to an increasing demand by adults taking up courses in larger numbers as compared to the regular learners. This study, through document analysis, looks at the enhanced student support services amongst adult learners in selected public universities and private universities in Kenya.

Key words: adults, integrate, Lifelong learning, Part-time students, regular students, Student support services.

5. Poverty as a factor in determining education achievement in Kenya. a case of Nyanza and Coast provinces in Kenya

Anne A. Aseey¹, and Julius M. Mwabora²

¹Department of Educational Studies, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya.

²Department of Physics, University of Nairobi, P. O. Box 30197-00100, Nairobi, Kenya

Abstract

Quality Education is one of the basic human rights. In Africa, most countries have not been able to offer their citizens or enable their citizens achieve quality education. The challenge has been realized among the poor in the rural and urban areas in Kenya. Various disparities occur in the education sector in relation to geographical settings, community's background, cultural beliefs, inequalities in resource distribution and mobilization, communities' awareness level, communities' resource endowment, opinion leaders and politicians influence in education, poverty level, and proximity to urban settings amongst others.

Based on gender perception in social cultural societies in Kenya, the study focused on how different communities in Kenya have overcome the notion that girls are not supposed to go to school and achieve quality education despite being one of the basic human rights enshrined in UN Charter on human rights. Initially there was a lot of discrimination in education in relation to gender but currently, women from most of the communities in Kenya are now found in higher institutions of learning taking various degree programmes. This study looked at when and how poverty as a key factor permeates social, political and economic interactions in the society to influence the education achievement of individuals. Education systems have become an agent of change in the society and it is seen as the gateway through which people can change their lifestyles for better or for worse. How new adaptations in education like technology and others can be enhanced to take education to the less privileged in the society is an issue which should be strengthened.

This study targeted both males and females selected from communities in Kenya where poverty is rampant and is a major player in determining the type of education one gets and the peoples general lifestyle. Both male and female students at the University of Nairobi doing various undergraduate and post graduate programmes and coming from various communities in Nyanza and Coast provinces in Kenya were involved in the study. The communities in Kenya are categorized as 45 as per the 2009 Kenya census report. The study randomly looked at selected Arts and Science based programmes. Kenya has forty seven administrative counties but this study targeted only eleven counties from the former Nyanza and Coast provinces. The students involved in the study were mostly from poor backgrounds since poverty is one of the factors which bring about discrimination in the society.

Key words: Education, gender, gender inequality, human rights, social interactions, adaptations in education, poverty, inequality

6. Empowering rural girls through self initiative programmes. The case of Oruba mixed and Lifunga girls

BY: ASEY ANNE ACHIENG (PhD), UNIVERSITY OF NAIROBI (KENYA)

E-mail: aaseey@yahoo.com or aaseey@uonbi.ac.ke **Tel:** +254 0721 202685

Rehovot Conference 2010 "Inclusive Development Initiatives" Weitz Development Centre

Israel (5th-8th December 2010)

Abstract

Achieving quality education and sustaining girls in schools in Kenya has been major challenge to the education stakeholders. In Nyanza province the girl's drop out rates has been on the rising for he last several years. Various factors have led to the high school girl's drop out rates. Notable factors are

poverty; early pregnancy; lack of role models, poor facilities at school; harassment both at school and in the community, negative attitude towards girl's education amongst others.

This paper investigated some of the sustainable projects which girls and other education stakeholders can come up with to help in controlling the low drop- out rates. The focus is two schools in Nyanza province .The schools had came up with their own initiative programmes for self sustainability in and out of school. With proper guidance and dedication among other factors, the projects could boast the girls economically, socially and in the long ran enable them complete their high school in time and without much financial hitches.

Key words: Education, sustainability, local community self initiative, empowering rural girls

7. My blog page is called Education for Tomorrow-EDTO, address:
<http://blogs.uonbi.ac.ke/ameachiengaseey>

8. Blog postings-(September-December 2012)-HolyRoodPark, University of Edinburgh

1. The realities of writing and publishing in the digital age
2. Social media
3. Video games and learning
4. SecondLife as an advanced technological invention in education
5. Queens's university virtual places
6. Virtual places and space in education research
7. The classroom as an imagined container in learning space
8. Personal learning in online environment
9. Stakeholder's perception on new online courses
10. Leaner's engagement in online learning

Reference site: <http://elearningbloggs.ed.ac.uk/elgg/blog/all>

Signed: Anne Achieng Aseey

Date 7/06/2013