

DR. ROSEMARY KHITIEYI MUKABWA IMONJE
Department of Educational Administration and Planning
School of Education, University of Nairobi
P. O. Box 8445, 00100 Nairobi, Kenya
Mobile :+254721818393,
Email address: imonje@uonbi.ac.ke imonje77@gmail.com
ORCID ID is orcid.org/0000-0002-0945-6034

A. EDUCATION

2/12/2011

Graduated: Doctor of Philosophy in Education (PhD) (Curriculum Studies), University of Nairobi, Nairobi, Kenya

19/4/2007

Graduated: Postgraduate Diploma in Educational Management, University of South Africa, Pretoria, South Africa

8/10/1996

Graduated: Masters of Education (Curriculum Studies) Kenyatta University, Kenya

8/12/1988

Graduated: Bachelor of Education (Arts) (History and Philosophy of Religious Studies) Kenyatta University,
Kenya

B. PROFESSIONAL WORK EXPERIENCE

1. December 2004

Employed by University of Nairobi Council as Assistant Lecturer on Permanent and Pensionable terms to teach curriculum studies in the Department of Educational Administration and Planning, school of Education.

2. June 2011 to 2018

Promoted to position of Lecturer on Permanent and Pensionable terms to teach curriculum studies in the Department of Educational Administration and Planning, school of Education University of Nairobi, Kenya

3. June 2018 to date

Promoted to position of Senior Lecturer on Permanent and Pensionable terms to teach curriculum studies in the Department of Educational Administration and Planning, school of Education University of Nairobi, Kenya

4. 2016 to Date

Examination officer for all courses, Department of Educational Administration and Planning, School of Education, University of Nairobi

- Ensure examination question papers are set in time by all staff
- Arrange and coordinate for internal moderation of exam questions
- Oversee , coordinate and ensure efficient management of internal examination for students

- Arrange and coordinate internal moderation of exam results
- Ensure uploading of marks and accurate records for student marks
- Generate graduation lists to allow for efficient procedures

5. 25th to 29th January 2016

Planner, coordinator and program leader of curriculum review workshop for doctoral, Masters' and short courses for the Department of Educational Administration and Planning, School of Education, at Central Catering Unit, University of Nairobi:

- Ensured proper budgeting and meetings for pre-workshops and workshop were appropriately held
- Designed the needs assessment instrument sent to course coordinators and graduate students for baseline data to inform the review workshop
- Coordinated all course coordinators in various sections for pre workshop activities in preparation for review workshop – 18th January to 22nd January 2016
- Oversaw all the logistics for the curriculum review workshop
- Program leader and coordinator of all curriculum review workshop activities
- Ensured that all relevant resource persons, stakeholders and workshop presenters undertook their roles efficiently during workshop
- Ensured all post workshop activities to organize, edit and clean-up of reviewed and developed Masters' and doctoral programs by course coordinators coming up with final documents was done.
- Made follow ups to the production of the final reviewed curriculum for the department

6. 2004 -2016

Coordinator, Curriculum Studies Section, Department of Educational Administration and Planning, School of Education, University of Nairobi

- Lecturer of education courses for undergraduate, Masters' and doctoral level students in Curriculum Development,
- Curriculum Design & Course Development, Curriculum Innovation and Change processes, Curriculum monitoring
- and Evaluation, and Theory & Practice of Education in Emergencies, Quality and Inclusive education in Education
- in Emergencies
- Coordinate all curriculum activities, meetings, examinations and schedules for Curriculum Studies
- Oversee all courses for undergraduate, Masters, and Doctoral programs in Curriculum Studies
- Coordinated department's teacher education course
- Acted as Secretary to department meetings and Planning Committee for Education in Emergencies program
- Oversee research projects in doctoral programs in Curriculum studies, M. Ed students in Curriculum Studies M.Ed in Education in Emergencies, and Educational Administration programs.
- Design and develop courses and modules for Curriculum Studies Masters' program, M.Ed in Emergencies
- and Master of Peace in School of Continuing, and Create study materials for distance education in the same programs

7. 1997-2004

Lecturer and Deputy Project Coordinator, Kenya Technical Teachers' College & VVOB (Flemish Organization) Deputy Head of Department for ICT Integration and Open Learning (2001-2003) and Education (1999-2000)

- Acted as Deputy Dean of Students for 2 years
- Lecturer of Curriculum Development, Educational Technology, Research Methods, and Educational Administration
- Developed strategies to design curriculum for the Education Management program at the College with VVOB
- Designed new courses for an Education Management program
- Trained facilitators for an HIV/AIDS Training sponsored by VVOB

8. 1993-2004

Lecturer, Kilimambogo Primary Teachers' College, Kenya

- Lecturer of Curriculum Development and Educational Administration
- Coordinated examinations as Examination Officer
- Secretary to the Guidance and Counseling Committee

9. 1988-1991

High school Teacher, Senende High School, Kenya

- Taught History and Christian Religious Education to pupils from Form 2 to Form 6
- Coordinated activities of all staff members as Senior Teacher
- Chair of the schools' Academic Committee

C. UNIVERSITY OF NAIROBI TEACHING

1) Teaching At Doctoral 2011 To Date

TAP 615: Theory and Practice of Curriculum Evaluation

2) Teaching At Masters Level 2006 – Date

TAP 505: Curriculum Theory and Practice

TAP 518: Curriculum Change and Innovation

TAP 504: Theory and Practice in Education in Emergencies (since 2010)

TAP 566: Inclusive and Quality Education in Education in Emergencies (since 2011)

TAP 504: Theory and Practice in Education in Emergencies – Master of Peace and Reconciliation

3) Teaching At Undergraduate Level 2004 To Date

TAP 201: Curriculum Development

TAP 402: Teacher Education

TAP 516: Curriculum Development in Teacher Education

D. CONSULTANCY SERVICES

1. November 2018 – 2023

Consultancy for MOE/World Bank to Design and Implementation of an Advocacy, Gender Sensitization and Social Support Programme for Retention of Upper Primary Pupils Grade 7&8 under the Secondary Education Quality Improvement Project (SEQIP)

- Developed technical and financial proposal for bidding and won the bid
- Designed and developed research design and instruments for data collection for baseline survey study to understand the situation and causes of the drop out up to household level, mitigation strategies that have worked and analysis of why these strategies have worked; and identifying gaps that exists in the project area.
- Recruited researchers, trained them on data collection skills for the study in 110 sub counties and 30 counties in Kenya
- Compiled baseline survey report which was validated and accepted by Ministry of Education senior management
- Developed operational manual for implementation of an Advocacy, Gender Sensitization and Social Support Programme
- Developed Advocacy implementation strategy
- Developed gender champions training manual for gender sensitization of primary school teachers on gender based and school violence issues
- Conducted capacity building of 7852 teachers as gender champions for 7852 primary schools
- Roll out of advocacy and mentorship in sub counties on transition and retention in schools
- Developed IEC materials for advocacy on transition and retention in schools

2. 2014 – 2018

Somalia Capacity Building Programme sponsored by Center For British Teachers Education Trust (CfBT)

- Designed, Developed and Implemented a curriculum programme for a two year Masters in Education in Educational Administration, Planning and Curriculum Studies for staff at Ministry of Education in Federal Republic of Somalia – Puntland, Somaliland and South Central Somalia
- Coordinating the implementation of curriculum studies in the programme
- Assessed, evaluated and monitored the activities in the programme
- Initiated and supervised research projects undertaken by target group
- 80 officers have graduated from the program

3. 28th April 2017 – 30th JUNE 2017;

LEAD Consultant offering Consultancy services for “Technical advisor (individual) Stakeholders Analysis and Citizen Engagement for PRIEDE project – Ministry of Education on Government of Kenya grant with Global Partnership in Education -

- Designed and developed research design and instruments for data collection for stakeholders study
- Recruited a team of 5 researchers, trained them on data collection skills, released them to 5 sampled counties for the study
- coordinated all study activities till end of data collection process
- Conducted in-depth study on Stakeholders engagement for PRIEDE Project countrywide; as per stated TORs.
- Recruited data analyst to work on statistical organization and analysis of data.
- Developed an engagement strategy plan and a Grievance Redress Mechanism
- Delivered a satisfactory stakeholder analysis report,

- Report was validated and accepted by senior management at Ministry of Education as satisfactory as per TORs

4. 2nd November 2016 – 6th January 2017

University of Nairobi Enterprises and Services in liason with Ministry of Education on Development of School Improvement Plan (SIP) consultancy for training of Key Stakeholders in 4000 Pilot Schools under the Ministry of Education/World Bank Priede Project

Role: Regional Coordinator for NZOIA “A” Region (made of four counties; Busia, Kakamega, Bungoma and Vihiga); and county coordinator for Busia.

- Duties and responsibilities
 - i. Oversaw the overall implementation of the project
 - ii. Coordinated and supervised regional and county coordinators
 - iii. Ensured quality of all the project deliverables
 - iv. Acted as the project liason between UNES and the Ministry of Education
 - v. Participated in preliminary project planning and consultative meetings internally and with the client
 - vi. Participated in developing and refining of the implementation plan
 - vii. Attended key staff training organized by the Ministry of Education and Kenya Institute of Curriculum Development
 - viii. Trained supervisors and school level facilitators on the development of school Improvement Plan
 - ix. Supervised and coordinated the county coordinators and school level training facilitators in school level training process in the four counties
 - x. As a result 270 schools having 1350 stakeholders were not only trained but also developed School Improvement Plans on priority areas that trigger high academic performance in their schools.
 - xi. The developed School Improvement plans were approved by county directors of education and submitted to World bank through the Ministry of Education for sponsorship.
 - xii. I compiled the assignments and implementation plan and submitted as per the timelines

5. April 2015 to June 2015

Curriculum developer; United States International University – Africa:

Plan, develop and coordinate new degree program development with course/subject experts across the schools

- Access, interpret and disseminate the requirements of the accrediting commissions on new degree programs
- Plan, support and follow up with teams reviewing existing curricular in various programs
- Support faculty and staff development / training in curriculum related issues Liaise with institutional research office to ensure relevant data is collected for needs assessment in the development of new degree programs

6. 2011 – 2014

UNHCR-IRC-UoN Collaborative Research Study on Refugee Education:

Conducted a 1-year qualitative study on the policy and practice of educating refugees in Kenya in urban and camp-based environments. The study examines the training of teachers who interact with refugee pupils.

- Collaborated with researchers from University of Nairobi, Columbia University, Harvard University and International Rescue Committee.
- Developed and conducted interviews of refugee pupils, teachers, education administrators, and refugee administrators
- Interviewing adult and child respondents in English and Kiswahili
- Observing and analysing lessons in Kenyan primary schools
- Writing field notes, listening notes, analytical memos, and publications
- Analysed data and created a code book from interviews and field notes
- Results presented to UNHCR and other regional stakeholders to influence education policy and practice

7. December 2013

Kenya Water Institute & Management MDF-ESA -Development Foundation East & Southern Africa -Trainer for curriculum review workshop

- Develop training program for technical graduates in Integrated Water Management
- Created a questionnaire to gather information about the course
- Create a Semester-based curriculum for the training program covering 1980 hours of content

WORK DONE IN EMERGENCY AND CRISIS CONTEXTS

Somalia Capacity Building Programme sponsored by Center For British Teachers Education Trust (CfBT) From 2014 to 2019

- Centre for British Teachers Education Trust (CfBT) partnership for a Masters Degree in Curriculum and Education planning through both face to face and Distance Learning (DL) to staff members of Ministries of Education and universities of Somaliland, Puntland and South Central – Mogadishu
- The objective of the Masters in Education programme was to produce highly qualified human resources to meet the demand for effective educational managers, administrators and curriculum developers, to manage Somali's educational institutions and programmes and contribute to research into problems affecting national development as well as the development of educational materials for the education system at all levels.
- I was at the center of Designing, Developing and Implementing a two year Masters of Education programme for the staff at Ministry of Education in Federal Republic of Somalia – Puntland, Somaliland and South Central Somalia

- I literally travelled to Ngarowe, Hargesia and Mogadishu to oversee the launch, Coordination and implementation of the programme
- Conducted assesement, evaluation and monitoring of all educational activities in the programme
- I initiated and supervised research projects undertaken by target group through university of Nairobi school of Education department mechanisms and teams
- **Achievements**
- 80 Education officers have graduated from the program
- Those who graduated are key stakeholders contributing to educational policy, development and expansion in Puntland, Somaliland and Central Republic of Somali - Mogadishu

UNHCR-IRC-UoN Collaborative Research Study on Refugee Education 2011 - 2014:

- Collaborated with researchers from University of Nairobi, Columbia University,
- Harvard University and International Rescue Committee.
- Engaged in conducting a 3-year evaluative and qualitative study on the policy and practice of educating refugees in Kenya in urban and camp-based environments.
- The survey examined the pedagogies of teachers who interact with refugee pupils, refugee learner educational needs and challenges in Dadaab refugee camp and in Nairobi city suburbs
- We designed the research program, trained researchers and developed research instruments
- We Developed and conducted interviews on refugee teachers, pupils, education administrators, and refugee administrators
- Observing and analysing lessons in camp primary schools for best lessons and practice
- Writing field notes, listening notes, and transcriptions from concrete data into abstract
- Results presented to UNHCR and other regional stakeholders

- Key Findings that have since then influenced refugee education policy and practice through UNHCR bringing other actors on board include;
- Difficulty of refugee pupils adapting to host country curriculum due to language of instruction and communication (English and Kiswahili – Kenya)
- Challenges of accelerated learning for aged refugees learners
- Unaccompanied children considerations playing adult roles
- Refugee teacher compensations, care and well being

EDUCATION IN EMERGENCIES MASTER OF EDUCATION PROGRAM

- This is Masters of Education program that was launched in May 2009 as a partnership between University of Nairobi and International Rescue Committee with sponsorship support from Unbound Philanthropy.
- This Partnership was crucial in filling the gap in training human resource in preparedness for emergencies, developing and enhancing capacity among students, academic staff and education practitioners studying, researching and working in the field of education in emergencies in East Africa. The partnership was a recognition of the world-wide demand for education responses during and after emergencies.
- Education can play a life-saving and life sustaining role during crisis by protecting the well – being of children and youth. Quality education is a basic right for all children, and vital for the displaced, refugee and crisis – affected children in emergencies, chronic crises and early reconstruction contexts. Unfortunately there are not enough trained education practitioners to respond to enormous needs created by crisis.

WHAT HAS BEEN MY ROLE IN THE PROGRAM

Since the launch of the program to date I have been on the forefront committed to;

- Designing, developing and implementing the innovative Education in Emergencies program within the school of Education at the University of Nairobi
- Direct involvement in capacity building workshops, seminars, symposiums, conferences and in - house training of team for facilitation and teaching of various aspects of education in conflict and crisis contexts of the program
- Total participation in launching the flagship programme for Education in emergencies within the Department of Educational Administration and Planning.
- Since its launch there are over 400 students who have graduated from this interdisciplinary graduate programme.
- I am actively involved in teaching, preparing and mentoring target groups in all cohorts since 2010 to date on theory and practice in Education in Emergencies; and inclusive and quality education in conflict and crisis contexts.

Accomplishments of the programme to date in which I contributed directly;

- Development of six courses, including one core and five elective units, that have been approved by the University of Nairobi Senate
- Continuous enrolment of students since October 2010 (e.g four cohorts of full – time students, three cohorts of part time students and six school based holiday groups) including the graduation of four cohorts since 2012.
- Ongoing participation in capacity building activities facilitated by IRC and other partners; with field visits to Dadaab refugee camps, training sessions, mock lectures and co-teaching sessions
- Ongoing teaching and examinations in both core and primary specializations in the program

- Ongoing preparation and supervision of Master's students in research projects in conflict, crisis and emergency contexts globally, regionally, nationally and locally.
- My continued evolving expertise, dedication and commitment as a scholar in the field of Education in Emergencies and that of the various teams in the department and School of Education at the University of Nairobi have led to continued implementation, review and monitoring of a quality, successful and sustained Education in Emergencies programme with an aim of producing and building local, national and regional humanitarian, practitioners and educational capacity for crisis, conflict and emergency contexts.

Undertook the Geneva Summer School Higher Education in Education in Emergencies and Crisis 2019 (Nairobi and Kakuma Refugee Camp)

- With the enthusiasm to seek more exposure, practice and knowledge in conflict, crisis and emergency contexts I applied for the Geneva Summer school in 2018 and recruited in the 7-11 January 2019 cohort which I completed successfully.
- Geneva Summer School Higher Education in Emergencies, is jointly organised by University of Geneva/InZone and UNHCR. The rationale for the course is reach out to protracted crisis and emergency contexts through equipping human resource. The average conflict lasts 10 years, and families remain in internally displaced person (IDP) camps for an average of 17 years. While humanitarian programming often focuses on life-saving activities, the failure to prioritize education in general – and higher education in particular – leaves entire generations uneducated, developmentally disadvantaged, and unprepared to contribute to their society's recovery.
- Through this course I acquired insights on how to develop a conceptual framework that can be enable me to understand the potential and limitations of HEiE; analyze emergency and protracted contexts to evaluate possibilities for implementing HEiE projects; and assess the potential of different pedagogical models – including on-site and virtual delivery modes – to contribute to project outcomes and sustainability;

African University Network: Information gathering and consolidation workshop 13-14 January 2020
University of Nairobi, College of Education and External Studies, Kikuyu campus Kenya

- As at now I am participating in designing an African University Network project which will pull together resources across universities to respond to the higher education needs of refugees on the continent.
- As a team (University of Nairobi team; Barbara Moser-Mercer, University of Geneva Erin Hayba Buisse, consultant Abdi Dahir Osman, consultant Esther Kiaritha, Moi University John Akec, University of Juba (TBC) Lam Joar, refugee student representative, InZone) we aim at developing a common understanding and structure of a curriculum for an online "general studies" core diploma program for refugees on which specialisations in fields relevant to refugee and IDP contexts would build.
- At the end of the above workshop we were able to come up with;
- Draft model of the network
- Agreement on curricular framework(s)
- Draft proposal for the curriculum structure
- Draft mapping of digital courses that partners can share and which would be available as part of a virtual mobility scheme
- A list of potential major barriers and challenges to address
- Timeline and assigned tasks for the next 4 months
- Draft agenda for a follow-up workshop to finalise the project in March 2020

UNIVERSITY OF NAIROBI COMMITMENT

We, at the University of Nairobi, Education in Emergencies Program, recognize the significant role education plays to ensure that education is maintained before, during and after an emergency, conflict and post-conflict situations. We are guided by one resolve; we must continue to play an active role in promoting lifelong quality education for all: children, youth, and adults as a part of emergency response and for long-term recovery and sustainable rebuilding of economies. We recognize that teachers matter and they play a critical role in times of crisis; build resilience across all the affected communities, children and they can strengthen social cohesion fabrics across communities. Teachers are a fundamental asset to sustained recovery. We are committed to this agenda of training a pool of teachers to meet this demand not only for Kenya but for Africa at large

NOTE

Thus I am in the team that is designing a Teacher Education Certificate for training refugee teachers in pedagogical skills, knowledge and attitudes for application in protracted crisis and emergency contexts. The curriculum is in the approval stage. Once approved, it will be implemented immediately.

H. AWARDS

- University of Nairobi Dean's Committee (PhD Research Grant) 2010 and 2016
- Canadian International Development Agency (CIDA), Directorate of Personnel Management (Masters of Education Research Grant) 1991
- Flemish Association for Development Cooperation and Technical Assistance (VVOB), Educational Management (Post Graduate Diploma Study Grant) 2003

I. PROFESSIONAL MEMBERSHIP OF SOCIETIES

- INEE - Inter-Agency Network for Education in Emergencies
- CIES - Comparative and International Education Society
- AFRICE – Africa for Research in Comparative Education Society
- ORCID – Open Researcher and Contributor Identifier
- Kigali Genocide Memorial – Rwanda – <http://www.kgm.rw>

PUBLICATIONS

BOOKS

1. Monda, A., Caroline Ndirangu C. Imonje R (2014) Foods and Education: Access to Education in Flood Prone Areas. Published By Verlag/Publisher, LAP Lambert Academic Publishing Saarbrucken, Deutschland Germany ISBN No. 978-3-659-21400-4
2. Kibera, M.W., Gakunga, D.K., Imonje, R. (2013). Provision of Education for Pastoralist Children: The Case of Mobile Schools in Kenya. (ISBN No. 978-659-48826-9) Published By Verlag/Publisher, LAP Lambert Academic Publishing Saarbrucken, Deutschland Germany
3. Imonje, R. (2011). Factors Influencing Teacher Performance in Implementation of Free Primary Education. (ISBN No. 978-3-8484-9152-0) Published By Verlag/Publisher, LAP Lambert Academic Publishing Saarbrucken, Deutschland Germany
4. Imonje, R. (2010). The Youth Polytechnic Programme in the context of Education System. VDM

Publishing House Limited. (ISBN No. 978-3-639-31265-2) Saarbrucken, Deutschland Germany

PEER REVIEWED JOURNALS

1. Omare, E., Nyagah, G. & Imonje, R.K. (2019) Influence of Teacher Self-Efficacy on Transfer of Strengthening of Mathematics and Science in Secondary Education (SMASSE) Pedagogical Skills in Kenya. Published by "International Journal of Humanities and Social Sciences (IJHSS); ISSN Print: 2319-393X; ISSN Online: 2319-3948; VOL-8, ISSUE-4; June-July 2019;
2. Mutende,R.A.& Imonje, R. K. (2019) Preservice teacher preparation for application of Discussion teaching method in secondary school science Lessons. Published by International Journal of Scientific Research and Innovative Technology Vol. 6 No. 5; June 2019.
3. Mutende,R.A; Akala, W. J. & Imonje, R. K. (2019) Influence of Preservice Teacher Learning on the Application of Laboratory Experiment Teaching Method Journal of Education and Practice ISSN 2222-1735 ISSN 2222-288X (Online) DOI: 10.7176/JEP Vol.10, No.18, 2019
4. Wandera N. S.; Imonje,R.K.& Akala, W.J. (2019) Influence of teaching experience on pupils' performance at Kenya Certificate of Primary Examination in English subject in Kenya. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–1959.p- ISSN: 2320–1940 Volume 9, Issue 3 Ser. III. (May. - June .2019), PP 24-30 www.iosrjournals.org
5. Omare E., Imonje, R.K., & Nyagah, G. (2019) Teacher Professional Commitment as a Determinant of Transfer of Strengthening of Mathematics and Science in Secondary Education (SMASSE) Pedagogical

Skills in Kenya. Published by International Journal of Innovative Research and Knowledge Volume-4 Issue-5, May 2019. ISSN-2213-1356

6. Nyamai, D.K.; Mugambi, M. & Imonje R.K. (2019) Competence-Based Education: New Wine in Old Wine Skins? Published by International Journal of Recent Innovations in Academic Research ISSN: 2635-3040. Volume-3, Issue-4, April-2019: 60-74
7. Nyamai, D.K.; Mugambi, M. & Imonje R.K. (2019) The Little Foxes‘that Upset Students‘Learning of Professionalism. Elixir Psychology Journal 128 (2019) 52862-52867 20th March 2019
8. Imonje R.K., Matula, P. D. (2018) Emerging Forms of Violence in Universities and Campus Safety Initiatives: A case of Kenya. Published by International Journal of Multi-Disciplinary Research and Publications, ISSN Online 2581-6187 vol.1. Issue 1. pp.xx-xx December 2018
9. Muse, B., Ndirangu, C., & Imonje, R.(2018) Determinants of Implementing Chemistry Curriculum in Arid and Semi-Arid Lands (ASAL): A Case of Public Secondary Schools in Garissa, Kenya. International Journal of Learning, Teaching and Educational Research Vol. 17, No. 12, pp. 99-115, December 2018
<https://doi.org/10.26803/ijlter.17.12.6.1304-4666-1>
10. Imonje R.; Nyagah, G. (2018) Influence of Capacity Building of Academic Teaching Staff in Mainstreaming Disability Interventions for Students With Special Needs In Public Universities in Kenya. International Journal of Humanities and Social Sciences (IJHSS) ISSN(P): 2319-393X; ISSN(E): 2319-3948 Vol. 7, Issue 6, Oct - Nov 2018; 55-68 © IASET
11. Ng’entu, S. K.; Nyagah, G.; Imonje. R.; Kibui, A.(2018) The Influence of Teacher Trainer Professional

Development on the Implementation of Literature Curriculum at Public Primary Teacher Training Colleges in Kenya. A Peer Reviewed International Journal of Asian Academic Research Associates. AARJMD Asian Academic Research Journal of Multidisciplinary, Vol. 5 Issue

12. S. K. Ng'entu, Imonje R, A. Kibui, G. Nyagah. (2018) Impact of Instructional Material Utilization in the Implementation of Literature Curriculum at Public Primary Teacher Training Colleges in Kenya. A Peer Reviewed International Journal of Asian Academic Research Associates AARJSH Asian Academic Research Journal of Social Science & Humanities. Vol. 5 Issue 3
13. Kago, A. N., Nyagah, G. & Imonje, R.. (2017). Influence of Teachers' Instructional Skills on Academic Performance of Refugees Children in Public Primary Schools in Ruiru Sub County. *Journal of Education Volume 1//Issue 2//Page 19- 26//December//2017*. Stratford Peer Reviewed Journals and Book Publishing
14. Kago, A. N., Nyagah, G. & Imonje, R. (2017). Influence of Inclusive Curriculum Development on Academic Performance of Refugees Children in Public Primary Schools in Ruiru Sub County. *Journal of Education Volume 1//Issue 2//Page 19- 26//December//2017*. Stratford Peer Reviewed Journals and Book Publishing
15. Mendenhall M., Dryden-Peterson S., Bartlett L., Ndirangu, C., Imonje R., Gakunga D., Gichuhi L., Nyagah, G., Okoth U., & Tangelder M. (2015). Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings. *Journal on Education in Emergencies*. ISBN: 978-1-4951-4601-5.
16. ***(Note: This paper was a culmination of 2 years research work shared by all the members of the team, in urban centres mainly Nairobi, and Kakuma Refugee Camp. Teams of 2 were allocated different sites for data collection. Data analysis was also done collectively; each individual working on a different aspects and presented in workshop settings).***

17. Imonje, R. (2004). Institutional Policies and Mainstreaming HIV/AIDS into Institutional Programs and Activities: A case of Kenya Technical Teachers' College. UNESCO Manual on Proceedings of CHE on HIV/AIDS.

MODULES

1. Imonje R.K.; Ndirangu, C.W. (2012) Curriculum Change and Innovation. CODL (UON Multi Media Portal and Website
2. Nyagah G.; Imonje R.K. (2011) LDS 658: Curriculum Design and Course Development CODL (UON Multi Media Portal and Website

L. REFEREES

1. PROF. JEREMIAH M. KALAI
Department of Educational Administration and Planning
School of Education
University of Nairobi
Email; jeremykalai@gmail.com
+254722595114
2. Dr. Adelheid M. Bwire
Senior Lecturer, Language & Literature Education,
Department of Educational Communication & Technology
P.O.Box 43844, 00100

NAIROBI, KENYA

Email; bwire.adelheid@ku.ac.ke

3. Charles Onduso Obiero

Chaspot International Limited

P.O.BOX 896600300 Nairobi, Kenya

Mobile +254723224830

Email; Charles.obiero123@gmail.com

I acknowledge that this is a true record of my curriculum vitae.

Dr. Rosemary Khitiei Imonje

Email; imonje@uonbi.ac.ke, imonje77@gmail.com

Cellphone; +254721818393