

# Loise P. W. Gichuhi (PhD) Resume

## Contact Details

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## Consulting in Education

**October 2020 –January 2021: Implementation of a Research Project on “Ministry of Education Engagement and Leadership in Crisis and Risk Management”** Technical Support to EU-FPI IIEP Programme on Crisis-Sensitive Planning MoE Leadership Study, Kenya. Commissioned and Contracted by UNESCO International Institute of Education Planning (IIEP)

**2020 April – July 2020 : External Evaluation of the Education in Displacement Scaffolding Grants in Kakuma, Kenya**, Transforming education for displaced children at Kakuma Refugee Camp and Kolobeyei Settlement in Kenya. **This is collaboration between Education Bridge-Africa and MDF Training and Consultancy**

### **2019 to date: Ministry of Education (Kenya) Consultancy (2019-2023)**

Design and Implementation of an Advocacy, Gender Sensitization and Social Support Program for Retention of Upper Primary Pupils Grade 7&8 under the Secondary Education Quality Improvement Project (SEQIP) in Kenya

**RFP Reference No.: MOE/SEQIP/NCB/06/2017-2018**

**2018, COMESA, Great Lakes Trade Facilitation Project (GLTFP) -Development of Training of Trainers (TOTs) Manuals**

*2018, COMESA, Appointed Training of Trainers Expert in Training Management, Delivery and Communication Skills*

**2017 to date:** Consulted on Implementation of Competency Based curriculum in the Informal Settlement Schools in Kenya

**2017:** *Collaborative Consultant; Develop school sustainability materials to facilitate trainings for 81 Community Education Committees (CEC's)*, aimed at ensuring school sustainability for Educate Girls End Poverty (EGEP) target schools. ADRA, SOMALIA, **Educate Girls End Poverty**

**2015:** Consulted in **Research on Education, Inequality and Peace-building in Kenya**, University of Sussex, Ulster University and UNICEF ESARO, *provided educational technical inputs from a Kenyan perspective*

**2014:** A member of **Sex and Gender Based Violence (SGBV) Curriculum Review Board. International Peace Support Training Centre (IPSTC)**. Reviewing the existing Generic Learning Plan for **Sexual and Gender Based Violence (SGVB)** course as well as customizing the course to Democratic Republic of Congo (DRC)

**2012 to date:** Consulted on #READtoLEAD Book Project. Informal settlements and marginalized rural areas of Kenya

## Work Experience and Responsibilities

**November 2020 to date: A member of Building EdTech Evidence and Research- BETER- Working Group**

Building EdTech Evidence and Research – BETER – is a Working Group of the most influential organizations and individuals undertaking or providing funding for research about EdTech in low and middle income countries. The group helps to co-ordinate the global EdTech research response to COVID-19 and in the longer term; give visibility to the EdTech research work which is ongoing, both to the group and to the wider education policy sector; and catalyze important further research and strategic work where required, through different members and joint collaborations.

**September 2020 to date: Strategic Advisor Support to the EdTech Hub Global EdTech Hub 2019-2027 (Directorate for a research and innovation hub on technology for education**

Engagement in two main ways:

1. Facing into the Hub, contributing to strategic direction and quality assurance of its work: as peer reviewers of draft Hub outputs, research and innovation designs and methodologies, in accordance with the Review process for EdTech Hub outputs;
2. Facing outwards, as change agents in sector-wide development of thematic communities of practice for technology use in education systems in low-income countries, e.g. disabilities education with EdTech. Aim is to contribute to horizon scanning, thought leadership, strategic direction of research, and coordination of policy and practice across their field.

### **August 2020 to October 2020: Member of Advisory Group for INEE 20<sup>th</sup> Anniversary Report**

The overall purpose of the Advisory Group is to review and offer inputs and constructive feedback on a new report charting progress and challenges in Education in Emergencies to commemorate the Inter-agency Network for Education in Emergencies' (INEE) 20<sup>th</sup> anniversary. The advisory group will provide expert technical advice on specific issues and areas of enquiry in the report. This will include:

1. Input ideas on INEE milestones and challenges from 2000-2020 to incorporate into the main report. These will be summarized as short sections of text included throughout the main body of report (See annex 1: for provisional outline of the report)
2. Review the first draft of the report offering overall comments; reflections/questions on structure, information and/or data; highlight any gaps; suggestions on 'recommendations' looking to the future.
3. Review the second (and near final) draft of the report to provide final essential edits.

**December 2019 – 2020 and beyond:** Member of Global Reference Group, Strengthening EMIS and Data for Increased, Resilience to Crises.

### **UNESCO, in partnership with NRC NORCAP and Education Cannot Wait (EWC)**

The pilot initiative that covers six target countries: Chad, Ethiopia, Palestine, South Sudan, Syria, and Uganda. The group will play an advisory role for the “Strengthening EMIS and Data for Increased Resilience to Crises” initiative by: Strengthening the EMIS of targeted countries to better inform education in times of crisis and strengthening the capacities of national authorities and EiE stakeholders to use data and EMIS in crisis settings

**2019 to July 2020: Technical Expert Group Member to the EdTechHub**

Members of the EdTech Hub includes: The REAL Centre/University of Cambridge, Jigsaw Consult, Brink and R4D, along with additional partners for some of the regional and in-country work with E-Learning Africa, AfriLabs and BRAC.

**EdTech Hub** is an over 8 years DFID funded program with engagement from the World Bank <https://edtechhub.org>

**2018 -2023: A member of a consortium designing and implementing a World Bank’s funded, Ministry of Education Project, SEQIP**

*Designing a program on Retention and Transition in targeted 110 Sub-Counties distributed in 30 Counties in Kenya*

**May 2019 – January 2020: A Member of Learning Passport External Reference Group**

*UNICEF led initiative together with the University of Cambridge, the Microsoft Foundation and key education partners to explore and test the feasibility of developing an internationally recognized ‘portable’ curricula framework, associated learning materials and certification model*

**2018 to Date: A member of Global Reference Group of Education Technical Experts with in-depth knowledge of and experience in education in humanitarian and development contexts.** Lead agencies: Global Education Cluster (GEC), UNHCR, and Inter-Agency Network for Education in Emergencies (INEE) together with Overseas Development Institute (ODI)

*Mandate: Providing technical oversight and validating the emerging research comprehensive review of education in emergencies, joint coordination, planning, and response structures, in order to document existing practices, challenges and gaps at the country level. A series of in-depth country case studies will aim to identify lessons across a range of emergency contexts and their policy implications at the global level*

**2018 to Date: Nominated Member; Ministry of Education (National) Disaster Management Committee (MDMC)**

*Mandate among others are:*

- *To provide policy guidance and direction on Disaster Management in the Education Sector in the Country*

- *Promote coordination and linkages between Ministry of Education , Partners and organizations involved in EiE activities and line ministries to avoid duplication of efforts;*
- *Coordinate capacity building of Disaster Management Committees at the County level*
- *Guide development and implementation of joint Disaster Management strategies to address all disasters including an annual Emergency Preparedness and Response Plan (EPRP);*
- *Advocate for resources allocation for EiE INTERVENTIONS by decision makers*

**2018 to Date: Co-Lead University of Nairobi / UNESCO, Institute for Information Technologies (IITE) in an Education in Emergencies (Education in Emergencies: Perspectives, Opportunities and Challenges) Writing Project**

*Mandate:*

*Coordinating University of Nairobi and IITE in:*

- *Formation of special task team of EiE book*
- *Identification of chapter authors*
- *Communication and writing workshop and meetings logistics*
- *Printing and distribution logistics*

**2018: Spearheading design and development of Teacher Education Certificate Course in Emergency Contexts.**

**Refugees, Returnees and Forced Immigrants are our Contextual Targets**

*Role*

*Design and development meetings*

*Holding a stakeholders Workshops*

*Implementation logistics*

*Liaison person with other stakeholders*

**2017 to 2018: Chairperson; GEMS Africa Institutes of Teacher Training Advisory Group**

**2018 June:** University of Nairobi Representative in Connected Learning in Crisis Consortium High Level meeting: Refugees and Forced Migration; Future of Work Discussions Agenda. Geneva

**2018 January:** University of Nairobi Representative in Connected Learning in Crisis Consortium High Level meeting. Learnt more on The Story behind Refugees' Numbers, Jordan:

**2017: An International Member of Jackie Kirk Book Award Committee**

**2012 to Date, Founder and Education Adviser, Education Bridge –Africa**

*Advisor and Designer of Teacher Education Done Differently (TEDD) Project in the Informal Settlements of Nairobi*

**2017: *The Alliance for Child Protection in Humanitarian Action***

International Training of Trainers (TOT) Workshop, Nairobi, Kenya

**How adults learn; Acknowledgement of humanitarian specificities: constraints & opportunities**

**2016: Education Global Access Project (EGAP) Advisor Teacher Education Digital Literacy Program in Nairobi Informal Settlements,**

**2015 to date, University of Nairobi Representative in Regional and National Education in Emergencies (EiE) Working Group**

**2015:** Coordinator, Education in Emergencies (EiE) Teaching in Somalia regions. University of Nairobi and **CfBT Education Trust partnership**

**2009 to date,** Spearhead and Coordinate {coordinated a **multimillion donor budget project successfully (2009-2014)**}, Education in Emergencies Project.

*(I coordinated the initial discussions that culminated into a partnership between University of Nairobi and International Rescue Committee, and development and approval to the first ever Innovative Master's program in Education in Emergencies)*

**2012-2015:** International Association of Universities (IAU) Reference Group on Higher Education for All (HEEFA), EFA Priorities, *Consulted, Engaged and Advised on Higher Education and EFA (HEEFA) Project*

*Education in Emergencies perspectives (2012-2015)*

**2015:** Trainer, Humanitarian Leadership Program, Deakin University and Save the Children, (Australia) program

**2015: Indonesia:** Basic Needs Assessment on Africans and African Based Humanitarian Actors Trainees who were completing Humanitarian Leadership Program Training

**2013 to 2015:** Co-Founder and Strategic Committee Member for Humanitarian Partnership International Conferences under the Inter Agency Working Group on disaster Preparedness for East and Central Africa (IAWG)

**In 2013-2014, I was a member of University of Nairobi, Teachers College, Columbia and Harvard University, School of Education representatives that did a collaborative research,**

*“Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings”*. The findings were published in the *Journal on Education in Emergencies - Volume 1, Number 1, October 2015*. This research led to a deep understanding of quality education themes and indicators on refugee’s education that can inform indicators’ design and monitoring and evaluation frameworks.

**2012:** Member of Adjudication Panel for the Commonwealth Education Good Practice Awards (CEGPA).

**1997 to date:** Teaching Economics of Education and Planning, Education in Emergencies, both undergraduate and post graduates

1. Economics Areas of concern are:

- Education Sector Diagnosis
- Education Sector Strategies and Education Sector Diagnosis
- Education Sector Diagnosis: Overall Analytical Framework and Context Analysis
- Analysis of the Context of Human Resource Development
- Analyzing Access, Internal Efficiency and Equity in Education
- Analyzing Quality of Education and External Effectiveness
- Analyzing the Cost, Financing and Management of Education

2. Education in Emergencies

- Education Program Planning and Management
- Theories and Practice of Education in Emergencies
- The Protective Role of Education in Emergencies and Reconstruction
- Education Policies, Advocacy and research in Emergency and Reconstruction
- Inclusive and Quality Education in Emergencies
- Contemporary and Emerging Issues in Education in Emergencies

## Academic Professional Qualifications by Institutions

Year	Institution	Level/Qualification attained
2010 -2012 Feb	IRC/ Teachers College, Columbia	Education In Emergencies Capacity

		Building Series Certificate.
<b>2010</b>	UNESCO IIEP	Distance Education Program on Education Sector Planning
2007:	University of Nairobi	PhD (Economics of Education) Research methods adopted – RESEARCH THESIS
1995:	Kenyatta University	Master of Education Field of Study Economics of Education, Education Planning and Curriculum Development
1987:	Kenyatta University	Bachelor of Education (Arts) Second Class Honors, Upper Division Economics, Mathematics and Education

## Acquired Competencies

- Proven ability to work collaboratively, face to face and at a distance, in and with multidisciplinary teams from diverse cultures, expertise and experiences.
- My leadership and relationship building skills have been demonstrated in many fronts. I have excellent judgment and excellent interpersonal skills
- I have the capacity to adapt quickly to new work environments and can work under pressure to meet my work and personal related goals
- I have proven capacity to design and implement education programs creatively and innovatively that are evidence-based and results-oriented
- I have a solid analytical and verbal/written communication skills
- Proven ability to effectively represent my organization nationally and internationally



# Referees

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