

1.1 SUMMARY OF SKILLS:

Highly effective Educationist, Trainer, Mentor and a Teaching Professional with 24 years of experience in diverse environments, seeking administrative and teaching position. I am an accomplished, results-driven, and skilled in driving students' competency and operational efficiency through training and process improvements, recognized ability in training, managing time frames, and multiple priorities as well as the ability in creating strategic partnerships that helped achieve aggressive goals. Proven ability in public administration, thinking outside the box and effect change using a solution-based mindset retaining the ability to assess most situations quickly and adapt into the style that most fits the situation. Committed to quality service, management and performing responsibilities with professionalism & ethics even under extreme pressure while implementing established standards and procedures.

- Demonstrated experience in teaching, curricular development, and implementation of Diversity and student Development strategies and programs
- Profound in determining the capacity of student and working on that level with him to improve his/her performance in exams
- Highly developed written and verbal communication skills
- Interest in and a desire to, make changes around fairness and diversity
- Problem solving skills based on research, best practice and experience
- Proficient use of IT systems
- Ability to prioritize tasks and manage own time
- Demonstrated ability to develop and implement and support project activities
- Demonstrated ability to mentor, support and develop
- Team player and team leader
- Public Administrator with profound skills in public administration
- Researcher/Research consultant with skills to handle diverse situations in the field with ease.

1.2 LANGUAGES:

Self-Assessment	Understanding		Speaking		Writing
	Listening	Reading	Spoken Interaction	Spoken Production	
ENGLISH	Proficient	Proficient	Proficient	Proficient	Proficient
KISWAHILI	Proficient	Proficient	Proficient	Proficient	Proficient

2.0 : EDUCATION AND TRAINING

PhD	Kenyatta University, Nairobi, Kenya. (Educational Communication & Technology) Jan. 2013- July 2016. Omariba, A. (2016). "Teachers' preparedness in Integrating Information Communication Technology in Training Teachers in Public Primary Teacher Training Colleges in Central region Kenya." PhD Thesis, Kenyatta University, Nairobi
M.Ed.	Kenyatta University, Nairobi, Kenya. (Educational Technology) August 2009-December 2012 Omariba, A. (2012). "Challenges facing Teachers and Students in the use of Instructional Technologies: A case of selected Secondary Schools in Kisii County, Kenya." A master's Thesis, Kenyatta University, Nairobi
B.Ed. (Arts)	Kenyatta University, Nairobi, Kenya 2003- 2008
Primary Teacher 1	Shanzu Teachers Training College, Mombasa, Kenya. (1995- 1997)

KACE	St. Charles Lwanga Ichuni Girls High School Jan. 1988-November 1989
KCE	Kioge Girls High School February 1984- November 1987.
CPE	Kioge S.D.A Primary School Jan. 1976-November 1983

2.1 : OTHER TRAININGS ATTENDED

RESEARCH REFERENCE GROUP FOR FINANCING VIOLENCE-FREE FUTURES IN EAST AND SOUTHERN AFRICA APRIL-JUNE 2023	UN Women East and Southern Africa Regional Office (ESARO) Member of Research Reference Group for UN Women ESARO Ending Violence against Women (EVAW) Unit in partnership with the Women Educational Researchers of Kenya (WERK). <ul style="list-style-type: none"> The study aims to contribute evidence on the trends in financing of efforts to end violence against women and girls (EVAWG) in East and Southern Africa, with a view to improve the analysis available on trends in financial investments in ending VAWG in ESA (from Official Development Assistance) and how these investments facilitate State investments and accountability for the prevention and response to violence against women and girls.
THE SUB-SAHARAN AFRICA UNIVERSITIES FORUM-WORKSHOP 8TH JUNE VIRTUALLY	Hosted by Ashesi University in Accra, Ghana <ul style="list-style-type: none"> Revolutionising African Higher Education for leaders and policy makers Continental collectivism-How African Universities can be vehicles for socioeconomic progress Sustaining Progress-How African higher education creating cultivating equitable teaching, learning and research environments Metric –based solutions THE data masterclass: Covering data deficiency in the Sub-Saharan Africa Defining ethical leadership: Public missions of African Universities being translated to real-world impact
AFRICAN LEADERSHIP WEBINER MARCH 11TH, 2023 VIRTUALLY	AFRICAN UNIVERSITIES FORUM <ul style="list-style-type: none"> African Leadership Inter-sectoral Quality Assurance Dialogue Platform Public Policies applied

TVET WEBINAR JANUARY 30TH ,2023 VIRTUALLY	<ul style="list-style-type: none"> • Banking on quality assurance as a springboard to push the African TVET sector to higher levels of productivity
GENDER WORKSHOP TRAINING MAY,26TH AND 27TH MAY, 2022 MONARCH HOTEL, NAIROBI, KENYA	WOMEN EDUCATIONAL RESEARCHERS OF KENYA (WERK) <ul style="list-style-type: none"> • Understanding Gender and Gender Inequalities in Education Focus: Gender Inequalities in Education Legal and Policy Framework for Gender Equality in Education- <ul style="list-style-type: none"> • International • Regional • National Legal and Policy Framework for Gender Equality in Education • MGDs AND SGDs • Theories for Evaluating Policies
Murang’a University of Technology January 12th to 14th January, 2022	<ul style="list-style-type: none"> • Overview of the Taskforce Report on CBC Interpretation and Implementation • Overview of Basic Education Framework • Overview of the Curriculum Designs • Learning Outcomes-Core competencies and values • Learning Experiences- PCI, CSL and Non formal activities • Learning Resources- ICT integration • Key Inquiry Questions(KIQ) • Professional Documents-Sow, IEP • Background to Competency Based Assessment(CBA) • CBA Framework • CBA Assessment Tools
Open University UK 2021 in Collaboration with MOEST Kenya and Universities	SKILLS FOR PROSPERITY <ul style="list-style-type: none"> • Introduction and Guidance • Online Learning • Understanding online Learning • Selecting Technologies • Communities and networks • OER and Creative Commons • Accessibility in online education • Changing practice

Women Educational Researchers of Kenya (WERK) October, 2021 to March, 2022	STRENGTHENING LEADERSHIP, MANAGEMENT AND PROGRAMMING CAPACITY-MENTORSHIP OF YOUNG WOMEN LEADERS <ul style="list-style-type: none"> • Concept of mentorship • Mentoring process • Phases of mentoring Relationship • The concept leadership • Emotional Intelligence and its dynamics • Soft Skills
	<ul style="list-style-type: none"> • Cultural Diversity and Gender Equity in leadership • Personal Branding
WORKSHOP ON LINKING RESEARCH TO ADVOCACY AND ACTION APRIL 27TH-29TH, 2022	Women Educational Researchers of Kenya(WERK) <ul style="list-style-type: none"> • Centrality of Knowledge for a Humane, Equitable and Prosperous Society
Elimu Yetu 2020	<ul style="list-style-type: none"> • Strategies to put in place for return to school during COVID-19 pandemic
Women Educational Researchers of Kenya(WERK) 2020	Memoranda on strategies to put in place for learning during COVID-19 pandemic
Jaslika Consultancy May, 2020	WEBINAR on Children and Human Rights <ul style="list-style-type: none"> • Inter-sex children • Children rights in communities • Safe place for Children to realize their potentials • Bill of children rights • Campaign changer to education
Jaslika Consultancy April, 2020	WEBINAR on Risks of School Closure for Girls <ul style="list-style-type: none"> • What is likely to happen when girls stay out of school • Model and adapt interventions proven to benefit girls A paper presented in the 1st International Conference to be held in Murang'a University of Technology between -3rd November to November, 2021 • Sustain provision of Sexual and Reproductive Health Services

Kenyatta University May 2020-September 2020	Digital Training on Online Teaching <ul style="list-style-type: none"> • Netiquette • Developing e-tivities • Factors to consider when developing blended learning • Types of Open Educational Resources(OER), • Types of OER Licenses • Other Resources • Creating chats, forums... • Online Socialization • Blended Learning and Online facilitation • Breakup Rooms
July 29th to August 2nd 2019	COMPETENCY BASED CURRICULUM TRAINING-ST.JOHN'S'TTC-KILIMAMBOGO <ul style="list-style-type: none"> • Overview of Basic Education Framework • Overview of the Curriculum Designs • Learning Outcomes-Core competencies and values • Learning Experiences- PCI, CSL and Non formal activities • Learning Resources- ICT integration • Key Inquiry Questions(KIQ) • Professional Documents-Sow, IEP • Background to Competency Based Assessment(CBA) • CBA Framework • Taxonomies of Learning • CBA Assessment Tools • Authentic Assessment • Assessment Rubrics • Portfolio Assessment • Development of Portfolio • Reporting CBA Feedback • Organization of MLP and MLA • Reporting Framework • Lesson plans • Record of work • Action Research.
April 24th 2019	MENTORSHIP TRAINING-KENYATTA UNIVERSITY BSSC <ul style="list-style-type: none"> • University mentorship policy in regard to Teacher Mentors • Teaching Practice Tool and Lesson Assessment • Evaluating sample Lesson and Demonstration • Ethical Issues inside and outside the classroom • PR Communication aspects and Technology, Resources
February 20th-	QDA MINER LITE DATA ANALYSIS TRAINING- FOVET

22nd 2019	RESEARCH AND CONSULTANCY NAIROBI <ul style="list-style-type: none"> • Introduction to QDA Miner Lite • Preparing documents for import • Setting up a project in QDA Miner Lite • Creating and navigating a round a project • Merging, importing and exporting projects • Approaches to Coding Data • Coding Documents and materials in QDA Miner Lite • Seeking Patterns: Working with Themes and Ideas and Shaping Findings • Exporting Data from QDA Miner Lite to Statistical Packages
November 19th –December 14th 2018	SENIOR MANAGEMENT COURSE 297/2018-KENYA SCHOOL OF GOVERNMENT <ul style="list-style-type: none"> • Management principles and practices • Development Planning and Public Policy • Management Communication • Effective Leadership • Governance and Sustainable Development • Public Resource Management • Strategic Management • Public Sector Reforms and Emerging Issues • eGovernment • Wellness Programmes • National Productivity • Action Planning
September 13th 2018	Performance Contract Sensitization Workshop held at St. Johns Teachertraining College-Kilimambogo learning Resource Centre.
September 12th 2018	Gender in Education as a Top Down Issue- Kenyatta University in collaboration with Universite Paris-Est Creteil team, held at Women Educational Researchers of Kenya (WERK) office ground.
April-May 2018	Co-creation Workshop on Grant Proposal Writing, 13 th April 2018-25 th May2018 at Women Educational Researchers of Kenya (WERK) office ground.
February 2017	Women Educational Researchers of Kenya (WERK) seminar on: “I arrived, encountered and learned how to learn: Reflections on Prof. Gerard Bennaars, the Philosopher-Teacher”, Pride Inn in Westland, Nairobi, Kenya.
July 2016	Doctoral workshop, Kenyatta University, Nairobi, Kenya.
February 2016	Training on Statistical Package for Social Science Programme (SPSS), Kenyatta University, Nairobi, Kenya
July 2015	Pre-conference Training-Research Methods, Research Questions, Theoretical

	Framework, Conceptual Framework and Literature Review, Kenyatta University, Nairobi, Kenya
2013: July–October	Computer skills proficiency, St. Johns’ Teacher Training College, Thika, Kenya
2013 May 13th – 14th	Attended a workshop Education for sustainable development for deputies, deans and HoDs of the teachers training college, Kenya Education Management Institute (KEMI), Nairobi, Kenya
February, 22nd 2013	Training Seminar on Fire Disaster Management and Strategic Use Of Fire Fighting Equipment as an Awareness and Protective Tool, St. Johns’ Teacher Training College-Kilimambogo, Thika, Kenya
January-February 2011	Attended National Teacher Trainers Induction Course Module 2, a Teacher Education Professional Development (Sponsored by USAID). College Level Training. Areas covered included: <ul style="list-style-type: none"> • Cross-Cutting (Contemporary) Issues in Education • Mentoring and Guidance and Counseling • Incorporation of new trends and initiatives in education and curriculum delivery • Assessment and Evaluation • Teaching Practice
April-June 2011	Attended training on HIV & AIDS and Life Skills Education (Sponsored by USAID). College Level Training. Areas covered included: <ul style="list-style-type: none"> • Reproductive and Sexual Health • Youth and Environment: Avoidance of Risks • Basic Facts About HIV and AIDS and STIs • Life Skills and Living Values • Thematic Games and Sports • Guidance • Communication Approaches • Basic Counseling Skills • Peer Support Concept • Community Mobilization and Outreach • Sexuality and Touch Continuum • Impact of HIV/AIDS on the Education Sector • Voluntary Counseling and Testing (VCT) • Drug and Substance Abuse
September, 22nd-28th, 2003	The National Book Week-Kenya National Library Services, Kisii, Kenya

July 1st,2003	Attended a seminar on Kiswahili Teaching by Oxford University Press EastAfrica, Kisii, Kenya
Jan.2002-December 2002	Trained First Aider & Counselor -St. Johns Ambulance, Kisii, Kenya
Jan.2001 - December 2002	Kenya Neem Foundation- Complimentary Medicine. How to dry variousHerbal medicine and administration to the patients, Kisii, Kenya
July 09th, to July 19th 1995	Trained as an interviewer for Africa OR/TA Project II in Kericho Tea Hotel-''The Impact of CBD Programs in Kenya'' by The Population Council.
September 1993-Jan.1994	Trained as both a Qualitative and Quantitative research researcher, how to design Instruments for both Qualitative and Quantitative Research and ethicalissues on research and how to handle research respondents, Mathari Pastoral Centre, Nyeri, Kenya

3.0: LONG TERM EMPLOYMENT RECORD:

May 2019 to-date	MURANG'A UNIVERSITY OF TECHNOLOGY, VICE CHANCELLOR'S OFFICE AND EDUCATION AND TECHNOLOGY DEPARTMENT
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Key Responsibilities	<p>I play an active role in the academic direction of courses including teaching, research, and development of new programmes, academic assessment and academic administration. The specific responsibilities were:-</p> <ul style="list-style-type: none"> • Dean School of Education, Humanities and Social Sciences; in charge of all programmes and teaching activities in the school • Chairman of the Department of Education and Technology; in charge of all programmes in the department and: • Teaching assigned classes as deemed appropriate by management, day or evening, • supervision of post-graduate students where appropriate • carrying out assessment, monitoring and evaluation of examinations work • providing an academic and consultative support to students in their learning activities • providing academic input on existing and new courses and course development • engaging in research, consultancy and development work where appropriate • participating in management committees appropriate to courses and meetings convened by management • maintaining appropriate records and making available information as required by management • engaging in promotion including student matters as appropriate • participating in development, implementation and maintenance of academic quality assurance arrangements • participating in appropriate activities necessary to the development of the department/school and the university in general • Effectively participate in faculty review, evaluation and Annual Report, based on Performance Indicators and Quality Systems and PCISO standards and University statutes.
Type of Sector	Institution of Higher Learning
Employer	Kenyatta University, Vice Chancellor's Office and Educational Communication & Technology Department
2013 to December 2019	Part-Time Lecturer

Key Responsibilities	<p>I play/played an active role in the academic direction of courses including teaching, research, academic assessment and academic administration. The specific responsibilities were:-</p> <ul style="list-style-type: none"> • Teaching such assigned classes as deemed appropriate by management, day or evening, • supervision of post-graduate students where appropriate • carrying out assessment, monitoring and evaluation of examinations work • providing an academic and consultative support to students in their learning activities • providing academic input on existing and new courses and course development • engaging in research, consultancy and development work where appropriate • participating in committees appropriate to courses and meetings convened by management • maintaining appropriate records and making available information as required by management • engaging in promotion including student recruitment as appropriate • participating in development, implementation and maintenance of academic quality assurance arrangements
Type of Sector	<ul style="list-style-type: none"> • participating in appropriate activities necessary to the development of their department/school and the university • Effectively participated in faculty review, evaluation and Annual Report, based on Performance Indicators and Quality Systems. <p>Institution of Higher Learning</p>
Employer	Murang'a University of Technology, Vice Chancellor's Office and Technology Education Department
Jan-April 2019	Part-time Lecturer

<p>Key Responsibilities</p> <p>Type of Sector</p>	<p>I play/played an active role in the academic direction of courses including teaching, research, academic assessment and academic administration. The specific responsibilities were:-</p> <ul style="list-style-type: none"> • Teaching such assigned classes as deemed appropriate by management, day or evening, • supervision of post-graduate students where appropriate • carrying out assessment, monitoring and evaluation of examinations work • providing an academic and consultative support to students in their learning activities • providing academic input on existing and new courses and course development • engaging in research, consultancy and development work where appropriate • participating in committees appropriate to courses and meetings convened by management • maintaining appropriate records and making available information as required by management • engaging in promotion including student recruitment as appropriate • participating in development, implementation and maintenance of academic quality assurance arrangements • participating in appropriate activities necessary to the development of their department/school and the university • Effectively participated in faculty review, evaluation and Annual Report, based on Performance Indicators and Quality Systems. <p>Institution of Higher Learning</p>
<p>Employer</p>	<p>AFRICA NAZARENE UNIVERSITY</p>
<p>2011 December to December 2019</p>	<p>Part-Time Lecturer</p>
<p>Key Responsibilities</p>	<p>I play/played an active role in the academic direction of courses including teaching, research, academic assessment and academic administration. The specific responsibilities are:-</p> <ul style="list-style-type: none"> • Teaching such assigned classes as deemed appropriate by management, day or evening, • supervision of post-graduate students where appropriate • carrying out assessment, monitoring and evaluation of examinations work

<p>Type of Sector</p>	<ul style="list-style-type: none"> • providing an academic and consultative support to students in their learning activities • providing academic input on existing and new courses and course development • engaging in research, consultancy and development work where appropriate • participating in committees appropriate to courses and meetings convened by management • maintaining appropriate records and making available information as required by management • engaging in promotion including student recruitment as appropriate • participating in development, implementation and maintenance of academic quality assurance arrangements • participating in appropriate activities necessary to the development of their department/school and the university • Effectively participated in faculty review, evaluation and Annual Report, based on Performance Indicators and Quality Systems. <p>Institution of Higher Learning</p>
<p>Employer</p>	<p>MOUNT KENYA UNIVERSITY</p>
<p>2012 December- 2015 December</p>	<p>Part-time Lecturer</p>
<p>Key Responsibilities</p>	<p>I played an active role in the academic direction of courses including teaching, research, academic assessment and academic administration. The specific responsibilities were:-</p> <ul style="list-style-type: none"> • Teaching such assigned classes as deemed appropriate by management, day or evening, • supervision of post-graduate students where appropriate • carrying out assessment, monitoring and evaluation of examinations work • providing an academic and consultative support to students in their learning activities • providing academic input on existing and new courses and course development • engaging in research, consultancy and development work where appropriate • participating in committees appropriate to courses and meetings convened by management • maintaining appropriate records and making available information as required by management • engaging in promotion including student recruitment as appropriate • participating in development, implementation and maintenance of academic quality assurance arrangements • participating in appropriate activities necessary to the development of their department/school and the university • Effectively participated in faculty review, evaluation and Annual

Type of Sector	Report, based on Performance Indicators and Quality Systems.
	Institution of Higher Learning
Employer	Teachers Service Commission, Kenya
May 2017-to August 2019	ST. JOHNS TEACHERS TRAINING COLLEGE-KILIMAMBOGO (Senior Lecturer III)
Key Responsibilities	<ul style="list-style-type: none"> • Monitoring of overall college activities and academic performances • Managing staff and other non-teaching staffs • Monitoring strategies to prevent corruption • developing programmes of learning activities • directing and supervising the work of Students/Tutors/Demonstrator, Mentor and taking academic responsibility for the academic standards of this work • planning, preparing and researching lessons • preparing teaching materials • contact/teaching time with students on an individual or group basis • checking and assessing students' work and giving feedback • encouraging personal development via tutorial/pastoral work • invigilating examinations • attending staff meetings • Coordinate activities of the clubs in the college • Supervising students in teaching practice schools Tertiary Institution of Learning
Employer	Teachers Service Commission, Kenya
2010 – to April 2017	ST. JOHNS TEACHERS TRAINING COLLEGE-KILIMAMBOGO (Graduate Teacher 1)
Key Responsibilities	<ul style="list-style-type: none"> • Monitoring of overall college activities and academic performances • Managing staff and other non-teaching staffs • Monitoring strategies to prevent corruption • developing programmes of learning activities • directing and supervising the work of Students/Tutors/Demonstrator, Mentor and taking academic responsibility for the academic standards of this work • planning, preparing and researching lessons • preparing teaching materials • contact/teaching time with students on an individual or group basis • checking and assessing students' work and giving feedback • encouraging personal development via tutorial/pastoral work • invigilating examinations • attending staff meetings • Coordinate activities of the clubs in the college • Supervising students in teaching practice schools Tertiary Institution of Learning
Type of Sector	Tertiary Institution of Learning
Employer	Teachers Service Commission, Kenya

2009-2010	ST. JOHNS TEACHERS TRAINING COLLEGE-KILIMAMBOGO (Graduate Teacher)
Key Responsibilities	<ul style="list-style-type: none"> • lesson planning, preparation and research • contact/teaching time with students • Organising meetings and professional development sessions with tutees • checking and assessing students' work • encouraging personal development via tutorial work • invigilating examinations • arranging work experience placements • liaising with other professionals/employers • Coordinating club fixtures and trips • Assessing students on teaching practice
Type of Sector	Tertiary Institution of Learning
Employer	Teachers Service Commission, Kenya
1997- July 2008	<ul style="list-style-type: none"> • Teaching various Schools
Key Responsibilities	<ul style="list-style-type: none"> • In-charge of discipline and curriculum implementation • Monitoring Curriculum Status and take extra classes to finish the syllabus work within prescribed period • Guiding and Counselling on stress management for both staff and learners • Supervising learners to practically implement moral values in the real life • Assessing, recording and reporting on the work of learners. • Preparing examinations. • Getting involved staffs meetings related to the school planning and raising learners' achievement levels. • Encouraging the development of academic and social-emotional skills • Developing and implementing creative educational learning plans. • Setting and enforcing deadlines for learners' work. • Highlighting any concerns about a learner's performance and progress. • Organising out of school extracurricular activities for students. • Organising staff meetings and professional development sessions. • Administer consistent, appropriate interventions for learners' misbehavior.
Type of Sector	Basic Education

4.0: OTHER KEY QUALIFICATIONS/EXPERIENCE

SEPTEMBER 2022	WOMEN EDUCATIONAL RESEARCHERS OF KENYA(WERK) EDUCATION FOR LIFE PROJECT(EFL) (Endline Survey- No Girl should be left behind; Fafi
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	constituency, Garissa County)
Key Responsibilities	The Consultant was engaged as a Researcher-Qualitative and provided Services as specified (the ‘Services’) to Women Educational Researchers of Kenya (WERK). The researcher was responsible for the overall quality control of qualitative data collection exercise. Qualitative Researcher undertook qualitative research in all the assigned areas and the specified centre reporting , submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collection on the planned and daily execution of the tasks; submitted a synthesized report on the data collection exercise across the informants for the research questions. Ensured that data collection procedures and ethical consideration are maintained; Maintained regular communication with the Leader team on field progress and problems. Addressed current and potential problems encountered in the field proactively.
	Education for Marginalised Girls in Kakuma, Turkana County)
AUGUST 2021 ongoing	WOMEN EDUCATIONAL RESEARCHERS OF KENYA(WERK) EDUCATION FOR LIFE PROJECT(EFL) MIDLINE EVALUATION (Baseline Survey- No Girl should be left behind; Fafi constituency, Garissa County)
Key Responsibilities	The Consultant was engaged as a Researcher-Qualitative and provided Services as specified (the ‘Services’) to Women Educational Researchers of Kenya (WERK). The researcher was responsible for the overall quality control of qualitative data collection exercise. Qualitative Researcher undertook qualitative research in all the assigned areas and the specified centre reporting , submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collection on the planned and daily execution of the tasks; submitted a synthesized report on the data collection exercise across the informants for the research questions. Ensured that data collection procedures and ethical consideration are maintained; Maintained regular communication with the Leader team on field progress and problems. Addressed current and potential problems encountered in the field proactively.

<p>January to March, 2021</p>	<p>QUALITATIVE RESEARCH CONSULTANT(VIRTUALLY, KAKUMA, TURKANA WEST SUB-COUNTY) LEARNING THROUGH EDUCATION AND ACCESS TO SKILLS FOR EMPLOYMENT (LEAP) PROJECT (C.A.C International projects) Responsible for qualitative data collection exercise for LEAP baseline project in Kalobeyei</p>
<p>Key Responsibilities</p>	<ul style="list-style-type: none"> • Qualitative Research: Undertake qualitative research in all the assigned areas and the specified schools. • Reporting: Submit transcripts (and the summary) from the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintaining regular communication with the Research Associate and/or Project Lead on field progress and problems • Addressing current and potential problems encountered in the field proactively.
<p>August 2020</p>	<p>inABLE ORGANIZATION IN COLLABORATION WITH KENYA BANKS ASSOCIATION KBA Study on Assessment of Banking Services for Customers with Disabilities during Lockdown due to COVID-19</p>
<p>Key Responsibilities</p>	<ul style="list-style-type: none"> • Qualitative Research Consultant(Virtually, Kenya) • Qualitative Data Collector. In consultation with the Study Team Coordinator and the supporting coordinators • Participated in the pilot study as part of your induction; • Participate in the training and preparation meetings; • Report directly to the Study team lead (or his designate) for purposes of monitoring; • Qualitative Research: Undertake qualitative research in all the assigned areas and the specified banks in Kenya. • Reporting: Submit transcripts (and the summary) from the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintaining regular communication with the Research Associate and/or Project Lead on field progress and problems

	<ul style="list-style-type: none"> • Addressing current and potential problems encountered in the field proactively.
August 2020	<p>inABLE Organization in collaboration with Ministry of Education Science and Technology</p> <p>Assessment of Online Learning for Learners with Disabilities during Lockdown due to COVID-19</p>
Key Responsibilities	<ul style="list-style-type: none"> • Qualitative Research Consultant(Virtually, Kenya) • Qualitative Data Collector. In consultation with the StudyTeam Coordinator and the supporting coordinators • Participated in the pilot study as part of your induction;
	<ul style="list-style-type: none"> • Participate in the training and preparation meetings; • Report directly to the Study team lead (or his designate) for purposes of monitoring; • Qualitative Research: Undertake qualitative research in all the assigned areas and the specified banks in Kenya. • Reporting: Submit transcripts (and the summary) from the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintaining regular communication with the Research Associate and/or Project Lead on field progress and problems • Addressing current and potential problems encountered in the field proactively. • Reporting writing on the status of online Learning for learners with Disabilities.
FEBRUARY- JUNE 2020 Ongoing	<p>WOMEN EDUCATIONAL RESEARCHERS OF KENYA(WERK)</p> <p>Safe Workspaces for Women under HIVOS Innovative Ideas Min-Grants on safer workspace in East Africa</p>

<p>Key Responsibilities</p>	<p>The Consultant is engaged as a Researcher-Qualitative and provided Services as specified (the ‘Services’) to Women Educational Researchers of Kenya (WERK). The researcher is responsible for the overall quality control of qualitative data collection exercise:</p> <ul style="list-style-type: none"> • Attend and facilitate workshops and trainings where applicable • Leading Focused Group Discussions • Performing role of a note taker in Focused Group Discussions • Assisting with mapping of safe/unsafe spaces • Transcribing audio submit timesheets for work done • Monitor, document and provide systematic reports of what has been delivered against the agreed outputs and deliverables with supportive evidence and submit them to the lead team • Observe, interview and document in regard to monitoring and evaluation of activities related to the assignment in the data collection process • Submit invoices for payment
<p>SEPTEMBER 2019 ongoing</p>	<p>WOMEN EDUCATIONAL RESEARCHERS OF KENYA(WERK) EDUCATION FOR LIFE PROJECT(EFL) (Baseline Survey- No Girl should be left behind; Fafi constituency, Garissa County)</p>
<p>Key Responsibilities</p>	<p>The Consultant was engaged as a Researcher-Qualitative and provided Services as specified (the ‘Services’) to Women Educational Researchers of Kenya (WERK). The researcher was responsible for the overall quality control of qualitative data collection exercise. Qualitative Researcher undertook qualitative research in all the assigned areas and the specified centre reporting, submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collection on the planned and daily execution of the tasks; submitted a synthesized report on the data collection exercise across the informants for the research questions. Ensured that data collection procedures and ethical consideration are maintained; Maintained regular communication with the Leader team on field progress and problems. Addressed current and potential problems encountered in the field proactively.</p>

MARCH 2019	KENYA EQUITY IN EDUCATION (KEEP II) PROJECT (C.A.C International projects) MIDLINE SURVEY BY FOVET RESEARCH AND CONSULTANY (Researcher on Increasing Life Chances in Education for Marginalised Girls in Kakuma, Turkana County)
Key Responsibilities	<p>The Consultant was engaged as a Researcher-Qualitative (Kakuma) and provided Services as specified (the ‘Services’) to VET.</p> <ul style="list-style-type: none"> • Responsible for overall quality control of qualitative data collection exercise • Qualitative Research: Undertook qualitative research in all the assigned areas and the specified schools. • Reporting: Submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collection on the planned and daily execution of the tasks. • Submitted a synthesised report on the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintained regular communication with the team Leader on field progress and problems
	<ul style="list-style-type: none"> • Addressed current and potential problems encountered in the field proactively
NOVEMBER 2018- TO DATE	Reviewer International Journal of Information Communication Technology Education (IJIECT).
OCTOBER 2016 - TO DATE	Journal Peer Reviewer for (Educational Research and Reviews) Academic Journals organization).
OCTOBER 2017	<p>KENYA EQUITY IN EDUCATION (KEEP II) PROJECT(C.A.C International projects)</p> <p>BASELINE SURVEY BY VISION EMPOWERMENT TRUST (VET)</p> <p>(Research Consultancy on Increasing Life Chances in Education for Marginalised Girls in Kakuma, Turkana County)</p>

<p>Key Responsibilities</p>	<p>The Consultant was engaged as a Team Leader-Qualitative (Kakuma) and provided Services as specified (the ‘Services’) to VET.</p> <ul style="list-style-type: none"> • Responsible for overall quality control of qualitative data collection exercise • Supervised the Qualitative Researchers • Qualitative Research: Undertook qualitative research in all the assigned areas and the specified schools. • Reporting: Submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collectors on their planning and daily execution of the tasks. • Submitted a synthesised report on the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintained regular communication with the Project Leads on field progress and problems • Addressed current and potential problems encountered in the field proactively
<p>SEPTEMBER/OCTOBER, 2016:</p>	<p>KENYA EQUITY IN EDUCATION (KEEP) PROJECT (C.A.C International projects)</p> <p>ENDLINE EVALUATION BY VISION EMPOWERMENT TRUST (VET)</p> <p>(Research Consultancy on Increasing Life Chances in Education for Marginalised Girls in Dadaab, Garissa County)</p>

<p>Key Responsibilities</p>	<ul style="list-style-type: none"> • engaged as a Qualitative Researcher-Daadab • Responsible for qualitative data collection exercise for KEEP Endline in Dadaab • Qualitative Research: Undertake qualitative research in all the assigned areas and the specified schools. • Reporting: Submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collectors on their planning and daily execution of the tasks. • Submitted transcripts (and the analysis) from the data collection exercise across the informants for the research questions. • Ensured that data collection procedures and ethical consideration are maintained; • Maintained regular communication with the Research Associate and/or Project Lead on field progress and problems • Addressed current and potential problems encountered in the field proactively.
<p>OCTOBER, 2015:</p>	<p>VISION EMPOWERMENT TRUST (VET)- by ACTIONAID (Research Consultant on Safe Schools for Girls Project- Kuria West- Migori County & Ndhiwa- Homabay County).</p>

Key Responsibilities	<ul style="list-style-type: none"> • Lead team Leader • Senior Supervisor • Responsible for overall quality control of data collection exercise • Organised and followed up on supervisors • Observation: Observed learner assessments of the students spread across the agreed upon grades. During the observations, monitored, checked, and assessed the quality of the work of the enumerators, and review the questionnaires for completeness, consistency, and accuracy. Corrected any mistakes found by addressing them with the Data Collector concerned. • Quality Control: As Supervisor, looked at all the tools previously filled to check for complete, consistency in filling the tool as well as accuracy. The findings of these checks were being given to the data collectors and the Research Associate. • Reporting: Submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collectors on their planning and daily execution of the tasks. • Ensured that data collection procedures and ethical consideration were maintained; • Maintaining regular communication with the Project Leads on field progress and problems • Addressing current and potential problems encountered in the field proactively
UNIVERSITY WORLD AGENCY IN PARTINERSHIPWITH THE MINISTRY OF EDUCATION	DISCIPLINE IN SCHOOLS
February, 2009	Areas successfully covered included: <ul style="list-style-type: none"> • State of discipline in schools • Drug and Substance Abuse • Encouraging positive behaviour in schools • Basic and Enhanced Guidance & Counseling Skills
KENYA INSTITUTE OF EDUCATION	Kiswahili Form 4 Lugha Scripting Panel
NACECE Resource Centre	Expertise and Contribution in Kiswahili Form 4 Lugha Scripting

January, 2009	
Ministry of Education, Science and Technology	School-Based Teacher Development (SbTD) Course in Principles of Good Primary Practice in the teaching of English-(English Key Resource Teacher).
January-September,2004	<p>Areas successfully learnt included:</p> <ul style="list-style-type: none"> • Reflective teaching • Classroom Talk • Collaborative Learning • Pupils' Learning • Gender Issues • Special Needs • Classroom Organization • Guidance and Counseling • The role of a Key Resource Teacher (KRT).
Kenya NEEM Foundation	<p>Diploma Course in Herbal Medicine(Registered with N.A.H.A) (Hands on Training-Complimentary Medicine on :)</p> <ul style="list-style-type: none"> • Some of the commonest Diseases • Locally available medicinal plants • Field Studies • The correct Neem (Mwarubaini) and its use • Malarial, Typhoid, HIV/ADS, Cholera and other Epidemics • Preventive Measures • Foods-Vegetables and fruits that heal • Juicing wheat, Carrot etc • Preparation and dosage • Drying and preservation of Herbs
July-August 1995	Trained as an interviewer and carried a research with The population council Kenya (by USAID).
	<ul style="list-style-type: none"> • Engaged as both Quantitative and Qualitative Research Assistant. • Responsible for qualitative data collection exercise for Population Council of Kenya in the Larger Kisii (Currently Kisii and Nyamira Counties) • Qualitative Research: Undertake qualitative research in all the assigned areas and the specified community clusters. • Reporting: Submit transcripts from the data collection exercise across the informants for the research questions. • Ensure that data collection procedures and ethical consideration are maintained;

	<ul style="list-style-type: none"> • Maintaining regular communication with the Research Team Lead on field progress and problems. • Addressing current and potential problems encountered in the Field proactively.
June 1994- December 1994	<p>Carried out a research with Mabel Nangami Nyarang'o of Moi University for her PhD programme as a research assistant.</p> <p>(PhD programme in Sociology-Medical Demography)</p>
Key Responsibilities	<ul style="list-style-type: none"> • Research Assistant • Responsible for overall quality control of data collection exercise in the assigned regions-Kisii and Bungoma. • Observation: Observe children/mothers assessments spread across the agreed upon cohorts • Reporting: Submitted a daily report to the Lead Researcher on the progress of the data collection exercise. This included the performance of the Data Collection and planning daily execution of the tasks such as interviewing mothers with open ended questions and weighing infants. • Ensured that data collection procedures and ethical consideration were maintained; • Maintaining regular communication with the Lead Researcher on field progress and problems • Addressing current and potential problems encountered in the field proactively • Took the Lead Researcher to a few selected clusters in the region for M&E exercise. • Collected all research tools and handed them to the Lead Researcher for analysis in preparation to compile her research discussion and reporting of the findings.
January- July1993:	<p>Trained as an interviewer at Nyeri Pastoral Catholic Centre and appointed supervisor Kenya Demographic Health Survey II (KDHS II) carried out a demographic research in the larger Kisii and Migori districts including the whole of Kuria land under the Ministry of Home Affairs and National Heritage-National Council for Population and Development.</p>
Key Responsibilities	<ul style="list-style-type: none"> • Lead team Leader • Senior Supervisor • Responsible for overall quality control of data collection exercise in the assigned regions. • Organised and followed up on supervisors • Observation: Observe children/mothers assessments spread across the agreed upon cohorts. During the

	<p>observations, monitored, checked, and assessed the quality of the work of the enumerators, and review the questionnaires for completeness, consistency, and accuracy. Corrected any mistakes found by addressing them with the Data Collector concerned.</p> <ul style="list-style-type: none"> • Quality Control: As Supervisor, did spot checking on some respondents, looked at all the tools previously filled to check for complete, consistency in filling the tool as well as accuracy. The findings of these checks were being given to the data collectors and the Research Associate. • Reporting: Submitted a daily report to the Research Associate on the progress of the data collection exercise. This included the performance of the Data Collectors on their planning and daily execution of the tasks. • Ensured that data collection procedures and ethical consideration were maintained; • Maintaining regular communication with the Project Leads on field progress and problems • Addressing current and potential problems encountered in the field proactively • Took the donor (USAID) representative to a few selected clusters in the region for M&E exercise. • Collected all research tools and handed them to the project Team managers based in Nairobi.
Jan.-August 1990-	<p>Kenya Wood fuel and Agro- Forestry Programme (KWAP)</p> <p>Trained and carried out a research as a research assistant with Kenya Wood fuel and Agro- Forestry Programme (KWAP) in Kisii district.</p>
Key Responsibilities	<ul style="list-style-type: none"> • Interviewer/research assistant in the clustered area • Capacity Building • Distribution of seedlings • Planting demonstrations • Maintaining regular communication with the area supervisor

5.0: ADMINISTRATIVE RESPONSIBILITIES

June 2021 to date	Dean School of Education, Humanities and Social Sciences of Murang'a University of Technology
January 2020 to April 2023	Chairman of Department of Technology Education of Murang'a University of Technology.
2014 to Date:	Secretary to the Kenyatta University Educational Communication & technology department scholars club (for PhD students).

Key Responsibility/ies	<ul style="list-style-type: none"> • Attend club meetings • Write minutes of the club meetings • Together with other members, try to come up with a peer group journal for the PhD students. • Write invitations for club meetings
February 2012 - August 2019:	St. John's Teacher Training-Kilimambogo (Member of the College Safety Measures Committee)
Key Responsibilities	<ul style="list-style-type: none"> • To develop safety measure policy • Recommend safety practices • Prepare quarterly reports & support documents.
2011 – August 2019:	Patron, S.D.A Society, St. Johns' Teachers Training College
Key Responsibilities	<ul style="list-style-type: none"> • Organizing and coordinating activities for the society. Follow up of accomplishment of club/society objectives • Forwarding the programme of activities the club/society within the first week every term • Recommend outing for students in the club/society • Forwarding outings request to the Principal through the Dean of Students at least 7 days before the date of the outing • Lias with the principal through the Dean of Students' office for funding of the club/society while going for outings where applicable • Booking for transport/meals at least three days before the outing • Accompanying the club/society while going for outings • Forwarding outing reports to the principal through the Dean of Students • Attending weekly club meetings on Wednesdays • Preparation of termly reports on the club/society activities • Ensuring club members do not engage in activities that are in convention of college rules and regulations.
September 2010- August 2019:	In-charge of Teaching Practice model Room
September 2010 - August 2019:	Appointed as a class Tutor in St. Johns' Teachers Training College-Kilimambogo
Key Responsibilities	<ul style="list-style-type: none"> • Keep class inventory • Ensure class discipline and only refers serious cases to the Deputy Principal through the Dean of Curriculum • Promotes active student participation in all college activities • Checks on class cleanliness on daily basis

	<ul style="list-style-type: none"> • Issues to class relevant learning resources as issued by the college • Keeps academic records for the class • Coordinates compilation of personal assessment records of the students in class • Organizes and attends class meetings on weekly basis • Clears the class at the end of the course • Accountable to and for the class activities etc.
May 2005-August 2008	KISII CAMPUS SCHOOL (Guidance and Counseling)
Key Responsibilities	<p>Stress Management Counsellor</p> <ul style="list-style-type: none"> <input type="checkbox"/> On improving performance of various learners <input type="checkbox"/> Creating awareness in staff meetings on matters related toraising learners’ achievement levels. <input type="checkbox"/> Encouraging the development of academic and social-emotional skills to individual learners. <input type="checkbox"/> Developing and implementing creative educational learningplans through G & C sessions for individual learners <input type="checkbox"/> Highlighting any concerns about a learner’s performanceand progress. <input type="checkbox"/> Advising learners’ with decisions about their careers,meeting with their career advisers
Jan.2002- Feb.2005	NYAMBERA SCHOOL (Deputy Head Teacher)
Key Responsibilities	<p>In-charge of discipline and curriculum implementation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring Curriculum Status and take extra classes tofinish the syllabus work within prescribed period <input type="checkbox"/> Supervising learners to practically implement moral valuesin the real life <input type="checkbox"/> Supervise fourth night CATs and End Term Exam <input type="checkbox"/> Design monthly reports on the performance of variouslearners <input type="checkbox"/> Supervised various learners’ workshops to make studentlearn through demonstrations <input type="checkbox"/> Preparation of learners’ report cards <input type="checkbox"/> Mark and preparation of learners’ reports <input type="checkbox"/> Involved in the planning and delivering of classes. <input type="checkbox"/> Monitoring and recording a learner’s progress inadministrative records. <input type="checkbox"/> Responsible for preparing classes by ensuring the correcteducational resources are in place. <input type="checkbox"/> Preparing learners’ for their exams by encouraging themand providing support. <input type="checkbox"/> Advising learners’ with decisions about their careers,

meeting with their career advisers.

6.0 PUBLICATIONS - REFEREED JOURNAL ARTICLES

John Wambugu, Alice Omariba, Richard Juma and Nancy Muthoni. Correlation between Transportation System Development and the performance of the manufacturing sector in Kenya. <i>www.noveltyjournals.com March, 2023.</i>
Alice Omariba, Status of Learning Amid COVID -19 For Learners With Disabilities And The Accompanying School Closures: A Case of Selected Counties in Kenya. <i>www.noveltyjournals.com January 2023, DOI: https://doi.org/10.5281/zenodo.7512173</i>
Omariba, A. The Role of Integrating Audio-Visual Media to Teaching and Learning in Public Primary Teacher Training Colleges in Kenya. www.ijern.com February 2022.
Omariba, A. The Impact of the Novel Corona Virus in Education: Salient features learnt in Higher Institutions of learning, Kenyan perspective. www.ijern.com August 2021.
Omariba, A. Perspectives of Student Teacher Trainees' Preparedness and Adoption on Integration of ICT In Public Teacher Training Colleges In Kenya. (www.ijer.net 2020). URI: https://www.ijer.net/ijer/article/view/2261 http://hdl.handle.net/123456789/4455 , 2020
Orina, B.K. & Omariba, A. Impact of the Principal's Leadership's Behaviour on Students' Academic Performance in Secondary School, Manga Division, Nyamira District, Nyanza Province- <i>International Journal of Education and Research, Vol. 5 No.7, July, 2017, 9-22, www.ijern.com.</i>
Ong'amo, B.L.; Omariba, A. & Ondigi, S.R. Extent of use of Biology Instructional Resources and Effect on Students' Academic Performance in Secondary Schools in Siaya County, Kenya- <i>International Journal For Innovation Education And Research, Vol. 5 No. 7, July, 2017, 118-141, www.ijer.net.</i>
Ong'amo, B.L.; Ondigi, S.R., & Omariba, A. 2017. Effect of utilization of Biology Teaching and Learning Resources on students' academic performance in secondary schools in Siaya District, Kenya. <i>International Journal of Education and Research, Vol.5, No.1 January 2017, 253-272, www.ijern.com</i>
S.N. Jesse, S. Ondigi & A. Omariba, 2016. Effect of User Interface on the Utilization and Efficacy of Educational Digital content among Secondary Schools in Kenya. . <i>International Journal for Innovation Education and Research, Vol. 4 No10, 2016, www.ijer.net</i>
A. Omariba, H. Ayot & S. Ondigi, 2016. Teachers' preparedness in integrating ICT in public teacher training colleges in Kenya. <i>International Journal of Education and Research Vol. 4 No. 9 September 2016, 201-212, www.ijer.net</i>

A. Omariba, S. Ondigi & H. Ayot, 2016. Challenges facing teachers in integrating educational technology into Kiswahili teaching: A case of selected secondary schools in Kisii County, Kenya. *International Journal for Innovation Education and Research*, Vol.4 No 12, November 2016, www.ijern.com

A. Omariba, N.Gitau & H. Ayot, 2016.Challenges facing teachers and students in the use of Instructional technologies: A case of selected secondary schools in Kisii Central District. *International Journal of Information Research and Review*, Vol.3, Issue 11,November,2016, 3129-3137,www.ijrr.com

A. Omariba, S. Ondigi & H. Ayot, 2016. Perspectives on tutors’ preparedness and adoption of ICT in public teacher training colleges in Kenya. *Journal of Education and Practice*, July 2016, www.iiste.org

7.0 CONFERENCES/SEMINARS/WORKSHOPS ATTENDED

7.1 Participation / Attendance of conference

2021	Participated and presented two academic papers in the 1 st International Conference held in Murang’a University of Virtually Centre between 3 rd -5 th November, 2021.
2021	Policy Dimensions Of Tertiary Learning Institutions In Kenya. A concept note presented in the Association of African Universities held Virtually October, 2021.
2017:	Participated and presented two academic papers in the 5 th International Conference held in Kenyatta University Conference Centre between 19 th -20 th July, 2017.
2015:	Participated in the pre-Conference Seminar-Kenyatta University, 13 th July, 2015.
2015:	Participated and presented two academic papers in the 4 th International Conference held in Kenyatta University Conference Centre between 14 th – 16 th July, 2015.
2013:	Participated and presented two academic papers in the 3 rd International Conference held in Kenyatta University Conference Centre between 10 th -12 th July, 2013.
June, 2013:	Participated and presented a poster in an international conference-The Canadian Knowledge Mobilization Forum held at Mississauga, Ontario Canada on 3 rd and 4 th June, 2013.

November, 2012:	Participated in a Think-Tank (Researchers’) in the East African Community Conference on ‘Harnessing Policy Research for Sustainable Regional Integration in the Eastern Africa’ held in Arusha Tanzania.
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7.2: Presentation of papers/posters at academic and professional conferences

Presenter(s)	Title of the paper presented
Alice Omariba	<i>The Impact of the Novel Corona Virus in Education: Salient features learnt in primary School Institutions of learning, Kenyan perspective.</i> A paper presented in the 1 st International Conference to be held in Murang’a University of Technology between -3 rd November and November, 2021
Alice Omariba & Dennis Otieno	<i>Policy Dimensions of Digital Learning Strategies in Kenya s’ Public Universities Beyond Covid -19.</i> A paper presented in the 1 st International Conference to be held in Murang’a University of Technology between -3 rd November and November, 2021
Alice Omariba	<i>Perspectives of Student teacher trainees’ preparedness and adoption in integration of ICT in Public teacher training colleges in Kenya.</i> A paper presented in the 5 th International Conference to be held in Kenyatta University between 19 th -21 st July, 2017.
Alice Omariba & Samuel Jesse	<i>The role of integrating audio-visual media in teaching and learning in Public primary training colleges in Kenya.</i> A paper presented in the 5 th International Conference to be held in Kenyatta University between 19 th -21 st July, 2017.
Alice Omariba, Samson Ondigi & Henry Ayot	<i>Perspectives on tutors’ preparedness and adoption of ICT in public teacher training colleges in Kenya.</i> A paper presented in the 4 th International Conference on Education, Kenyatta University, 14 th -16 th July, 2015.
Alice Omariba, Henry Ayot & Samson Ondigi	<i>Teachers’ preparedness in integrating ICT in public teacher training colleges in Kenya.</i> A paper presented in the 4 th International Conference on Education, Kenyatta University, 14 th -16 th July, 2015.
Alice Omariba, Vitalis Gode & Samson Ondigi	<i>The role of technology integration into teaching in primary school education to realize Vision 2030 in Kenya.</i> A paper presented in the 3 rd International Conference on Education, Kenyatta University, 10 th -12 th July, 2013.

Alice Omariba, Ndichu Gitau (Deceased) & Henry Ayot	<i>Challenges facing teachers and students in the use of Instructional technologies: A case of selected secondary schools in Kisii Central District.</i> A paper presented in the 3rd International Conference on Education, Kenyatta University, 10 th -12 th July, 2013.
Alice Omariba	<i>Challenges facing teachers and students in the use of instructional Technologies.</i> A poster presented in the Canadian Knowledge Mobilization Forum, Mississauga, Ontario, Canada. Theme: The Next Generation- Students and Apprentices in Knowledge Mobilization, 3rd- 4th June, 2013.
Alice Omariba, Henry Ayot & Samson Ondigi	<i>Material Development for teaching and Learning Kiswahili at St. Johns' teachers college-Kilimambogo.</i> A paper presented in the 2 nd International Conference on Education, Kenyatta University, 20 th -22 nd July, 2011.
Alice Omariba, Samson Ondigi & Henry Ayot	<i>Challenges facing teachers in integrating educational technology into Kiswahili teaching: A case of selected secondary schools in Kisii County, Kenya.</i> A paper presented in the 2nd International Conference on Education, Kenyatta University, 20 th -22 nd July, 2011.

7.3: Papers in Conference Proceedings

Alice Omariba	<i>Perspectives of Student teacher trainees' preparedness and adoption in integration of ICT in Public teacher training colleges in Kenya.</i> A paper presented in the 5 th International Conference to be held in Kenyatta University between 19 th -21 st July, 2017.
Alice Omariba & Samuel Jesse	<i>The role of integrating audio-visual media in teaching and learning in Public primary training colleges in Kenya.</i> A paper presented in the 5 th International Conference to be held in Kenyatta University between 19 th -21 st July, 2017.
Alice Omariba, Samson Ondigi & Henry Ayot	<i>Perspectives on tutors' preparedness and adoption of ICT in public teacher training colleges in Kenya.</i> A paper presented in the 4 th International Conference on Education, Kenyatta University, 14 th -16 th

	July, 2015, ICE proceedings 2015.
Alice Omariba, Henry Ayot & Samson Ondigi	<i>Teachers' preparedness in integrating ICT in public teacher training colleges in Kenya.</i> A paper presented in the 4 th International Conference on Education, Kenyatta University, 14 th -16 th July, 2015, ICE proceedings 2015.
Alice Omariba, Ndichu Gitau (Deceased) & Henry Ayot	<i>Challenges facing teachers and students in the use of Instructional technologies: A case of selected secondary schools in Kisii Central District.</i> A paper presented in the 3rd International Conference on Education, Kenyatta University, 10 th -12 th July, 2013, ICE proceedings 2013
Alice Omariba, Henry Ayot & Samson Ondigi	<i>Material Development for teaching and Learning Kiswahili at St. Johns' teachers college-Kilimambogo.</i> A paper presented in the 2 nd International Conference on Education, Kenyatta University, 20 th -22 nd July, 2011, ICE proceedings 2011.
Alice Omariba, Samson Ondigi & Henry Ayot	<i>Challenges facing teachers in integrating educational technology into Kiswahili teaching: A case of selected secondary schools in Kisii County, Kenya.</i> A paper presented in the 2 nd International Conference on Education, Kenyatta University, 20 th -22 nd July, 2011, ICE proceedings 2011.

7.4: Seminars/ workshops attended

27th May 2020	WEBINAR ON CHILDREN AND HUMAN RIGHTS <ul style="list-style-type: none"> • Inter-sex human person • Children Rights in communities- What are the safe places for children to realize their potential? • Campaign changer to education-‘Think Equal’
22nd April 2020	WEBINAR ON RISKS OF SCHOOL CLOSURE DUE TO COVID-19 ON GIRLS(Virtually) <ul style="list-style-type: none"> • Risks for Girls who stayed out • Mitigations
September 13th 2018	Performance Contract Sensitization Workshop held at St. Johns Teacher training College-Kilimambogo learning Resource Centre.
September 12th 2018	Gender in Education as a Top Down Issue- Kenyatta University in collaboration with Universite Paris-Est Creteil team, held at Women Educational Researchers of Kenya (WERK) office ground.
February 23rd,2017	WERK SEMINAR on’’ I arrived, encountered and learned how to learn: Reflections on Prof. Gerald Bennaars, the Philosopher-Teacher’ by Prof. Fatuma Chege, Founding Member of WERK and currently Dean School

	of Education at Kenyatta University, PrideInn Hotel WestLands, Kenya.
October 17th, 2016	Invitation to a workshop on use of secondary data on learning outcomes from TWAVEZA/UWEZO PROJECTS - Kenyatta University, Nairobi, Kenya.
August 8th, 2016	Value-Based Education in Kenya: An exploration of Meaning and Practices Launch-Kenya Institute of Curriculum Development (KICD) - Nairobi, Kenya.
July 19th-21st, 2016	Doctoral Workshop- Kenyatta University, Nairobi, Kenya. Areas covered included: <ul style="list-style-type: none"> • Developing a Research Concept and Question • Writing a Literature Review • Designing a High-quality Research Study: Qualitative, Quantitative, or Mixed Methods • Collecting Data: Qualitative and Quantitative • Qualitative, Narrative, and alternative Research Methodologies
July 1st, 2016	Postgraduate Seminar 2016-Sharing of research findings with other scholars- Kenyatta University, Nairobi, Kenya
February, 2016	Trained on how to use Statistical Package for Social Sciences (SPSS) for data analysis- Kenyatta University, Nairobi, Kenya. ISO & QMS workshop- St. Johns' teacher Training College-Kilimambogo, Thika, Kenya
July– October, 2013:	Computer skills proficiency- St. Johns' Teacher Training College-Kilimambogo, Thika, Kenya.
May 13th – 14th 2013:	Attended a workshop Education for sustainable development for deputies, deans and HoDs of the teachers training college, Kenya Education Management Institute (KEMI), Nairobi, Kenya.

7.5 Book Chapter/s

<p>Recent Research on Teachers' Preparedness in Integrating Information Communication Technologies in Public Primary Teacher Training Colleges in Kenya URI: http://hdl.handle.net/123456789/4413 http://bp.bookpi.org/index.php/bpi/catalog/book/215, : 2020</p> <p>Technology-enhanced Classroom to Enhance Critical Thinking Skills: Teachers' Perspectives- Handbook of Research on Promoting Higher-order Skills and Global Competencies in Life and Work-www.igi-global.com/gateway/book/1999833. URI: https://www.igi-global.com/chapter/technology-enhanced-classroom-to-enhance-critical-thinking-skills/208601 http://hdl.handle.net/123456789/4374, 2019</p>

8.0: Masters/ PhD Supervision

Masters Work Reader:

- i. Sheng Borrowing And Its Influence On Teaching And Learning Of Insha In Selected Secondary Schools In Nairobi County (Kenyatta University in a mentorship process)*
- ii. Relationship between Food Security and the Achievement of Universal Primary Education in Homa-Bay County, Kenya (Kenyatta University in a mentorship process)*

PhD Work Reader:

- i. Distance Learning Program In Kenyan Public Universities: An Evaluation of Learners' support Mechanisms In Enhancing (Kenyatta University in a mentorship process)*

9.0 External Examiner PhD Thesis

- i. Peter Ngugi Mwangi
Title of thesis: Impact of Educational Robotic Activities on Secondary School students' Interest in Engineering Career Pathways, 2022*
- ii. Marube Kepha
Title of thesis: Interface between State and Non-State Policies in the Management of Cattle Rustling Among Pastoral Communities, 2023*

10: Reviewer/Editorial Board

2018 –to date- International Journal of Information Communication and Technology Education (IJICTE)

Reviews Done

- iii. Novel Guidelines for Developing an Electronic Textbook (February, 2023).*
- iv. Opportunities and Challenges for implementation of harmonized Competence-Based Curricula in Medicine and Nursing programmes in Tanzania: Experiences of Biomedical Sciences' stakeholders (November, 2022).*
- v. Teaching computational thinking with physics block programming in Brazilian schools (December, 2022)*
- vi. Extending Task-Technology Fit Model to E-Textbook Usage by Students and Instructors (November, 2020)*
- vii. A New Trend In The Use of 3D Simple Hologram Material in Preschool Education: The Use of Hologram Material in Preschool Education (August, 2020).*
- viii. A Silver Lining of Corona Virus: Jordanian Universities Turn to Distance Education (May, 2020)*

- ix. Engaging Information Systems Students in a Practicum-Based Project: Employers' Perceptions and Comparison (*August 2019*)
- x. A conceptual Study on Employees with online Degree/Certification (*May, 2019*)
Improving Teachers' Understanding of Theoretical Foundations of Technology Use:
Connecting Theories with Technology (*October, 2018*)

2016-to date-International Research in Higher Education

10.0 : Professional Membership

- FOVET Research and Consultancy
- Researcher affiliated to African Research and Resource Forum (ARRF).
- Vision Empowerment Trust (VET).
- Member of Women Educational Researchers of Kenya (WERK).
- Education Enhancement Centre (EEC).
- Secretary to the Kenyatta University Educational Communication & technology department scholars club.

11.0: Research Interest:

Internationalization of education, Technology Education in the Teaching of Science, Educational Technology, Integration of 21st century skills in Education to promote high- order skills and global competencies in life and work, Education for Sustainable Development, Development Planning and Public Policy, Public Sector Reforms and Emerging Issues, Effective Leadership, Public Resource Management, Governance and Sustainable Development, global collaborations and Partnerships, and social issues such as Women and Girls Empowerment through education , Gender Issues in society, Community empowerment through participation in Community based activities.

12.0: Referees:

1. PROF. DICKSON MONG'ARE NYARIKI MURANG'A UNIVERSITY OF TECHNOLOGY MOB: 0722 770461	2. DR. FLORENCE MIIMA COM-TECH DEPARTMENT KENYATTA UNIVERSITY MOB: 0721 488 810.	3. DR. SOPHIE NDETHIU COM-TECH. DEPARTMENT KENYATTA UNIVERSITY MOB: 0721419857.
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