

## **ADELLA'S AUTOBIOGRAPHY**

Dr. Adella Raymond Mtey  
BAED (Hons), MAED, PhD  
Lecturer in Department of Education Foundations  
Office: Block B, Room No 4/Library  
+255 684 442 214  
+255 657 373 345  
[mkambaone@ymail.com](mailto:mkambaone@ymail.com)  
[mteyar15@gmail.com](mailto:mteyar15@gmail.com)

### **Biography**

Adella is a lecture in the Department of Education Foundations and Management at the University of Dares salaam, MUCE campus. My doctoral research (2011-2015) explored the pastoral community perspectives on formal education for girls and the way formal education can create capabilities for girls. I have researched widely with the indigenous pastoral communities in Tanzania. This includes my MA research in which I explored the under-representation of pastoral communities in primary education in Tanzania (Masters Dissertation) and my publications. I work in the field of education, with the particular focus on Gender and education, Indigenous education, girls' education, gender equality in education. I draw on approaches from interpretive – hermeneutic paradigms, Feminist theories and Ethnographic Research Design.

### **Teaching**

Supervision of the Postgraduate Diploma in Education Students

Unit Coordinator (Gender MUCE)

Director of Library Services (MUCE)

Tutor: Principles of education;  
Ethics and Professionalism in Education;  
Research Methods in Education;  
History of Education  
Sociology of Education  
Comparative and International Education

## **Publications**

Raymond, A (2014) Girls' education in pastoral community: an ethnographic study of Monduli District, Tanzania, (Research Report for CFBT Education Trust). Available at <https://www.educationdevelopmenttrust.com/~media/EDT/Reports/Research/2014/pdf>

Raymond, A. (2017), Maasai Girls Education Aspirations and Social Cultural Constraints: Reflection from Monduli Tanzania. *Mkwawa Journal of Education and Development, Vol 1, issue 1 pp 1-15*

Raymond A. (2017), Researchers Position in Ethnographic Research: Experiences from Researching the Marginalised Pastoral Community in Tanzania. *International Journal of Innovative Research and Development, Vol 6, issue 11, pp 239-246*

Girls Participation in Formal Education: Experience from the Maasai Pastoralists in Tanzania (Submitted in December 2017 to Journal of educational Research for Policy and Practice, Published by Springer. (The Paper is under Review)

Women's Perceptions, Contributions and Influence on Girls' Education among the Maasai Pastoralists in Tanzania (submitted to American Educational Research Journal)