
CURRICULUM VITAE

Name: Adella Raymond Mtey (PhD)
Email: mkambaone@ymail.com
mteyar15@gmail.com
Tell: +255 684 442 214
Nationality: Tanzanian
Date of Birth: 2nd June 1972
Lecturer: Department of Education Foundations and Management (MUCE)

Research Interest: Gender and Education, Girls Education, Education for the Marginalised groups

Education

2011-2015 Doctor of Philosophy (Education), with specialisation in Gender and Education, Education for the Marginalised Communities, Girls Education in Rural Africa); Graduate School of Education, University of Bristol (United Kingdom)

Thesis Title: Pastoral Community Perspectives on Formal Education for Girls: An Ethnographic Study of Monduli District in Tanzania

2007-2009 Masters of Arts (Education); School of Education, University of Dar Es Salam

2002-2006 Bachelor of Arts with Education; University of Dar es Salam

1995-1997 Diploma in Education; Dar Es Salam Teacher's College

1992-1994 Advanced Certificate of Secondary Education; Chanjale Seminary

1988-1991 Ordinary Certificate of Secondary Education; Chanjale Seminary

Teaching Experience

May 2015 to Date: **Lecturer**, Philosophy of Education; Principles of Education; Sociology of Education; History of Education; Comparative and international Education

June 2009- May 2011: **Assistant Lecturer**, Principles of Education; Sociology of Education; Principles of Curriculum Development and Evaluation, Social Science Teaching Methods, Pedagogy of Teacher Education

March 2007- September 2007: Tutorial Assistant, Education Foundation and Management Unit, Mkwawa University College of Education

October 1999- February 2007: Secondary School Teacher (History and Geography) Shimbwe Secondary school, Weruweru Secondary School and Tambaza Secondary school respectively

Professional Development

October 2012-May 2013: MPhil (Postgraduate Diploma in Research methods) (a research diploma which involved engagement with various research method courses, both Qualitative and Quantitative methods) Graduate School of Education, University of Bristol

December, 2012: Application of Qualitative Data analysis software (NVivo). Faculty of Social Science and Law, University of Bristol

October, 2010: Training on Development and Application of Various Research Methods in various researches. University of Dar es Salam

2007 and 2010: Training on Gender Responsive Pedagogy. Prepared by Mkwawa University College of Education (MUCE) in collaboration with FAWE (Tz)

Administrative Related Experiences

2009-2011: College Coordinator, Gender Unit, Mkwawa University College of Education
College Coordinator Education Foundations and Management Unit, Mkwawa University College of Education

2015- 2018: Coordinator Gender Unit, Mkwawa University College of Education

July 2018 to Date: Director of Library Services, Mkwawa University College of 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)**

Community Involvement in Education Provision for Girls in Tanzania **(Forth coming)**

Conference Presentation

1. The 12th International Conference on Education and Development, Education and Development –post 2015, Reflecting, Reviewing, Re-vision (UKFIET) 10-12 September 2012

Title: **Reaching the Hard to Research: Methodological Challenges of Researching on Pastoral Community's Girls in Tanzania**

2. Association of Educational Development in Africa (AEDA) 2016 Annual Conference: Educational Development in Africa; 4 – 6 April 2016; At Protea Hotel Waterfront, Richards Bay, KwaZulu-Natal

Title: Girls Capability to Participate in Education: Experience from the Maasai Girls in Tanzania

Personal Qualities

- ❖ Hard working, confident and competent in teamwork, creative, works with minimal supervision, high organizing ability and eager to learn from others
 - ❖ High achiever, always aiming at high performance
 - ❖ Innovative and possesses the skill to motivate others
 - ❖ Good oral and written and interpersonal communication skills
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Languages

English	Fluent
Kiswahili	Fluent
