

Anthony M. Wanjohi

Projects & Research Director

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Summary

Anthony is the Projects & Research Director at Kenya Projects Organization (KENPRO). He is also the Editor-in-Chief at the African Research Journal of Education and Social Sciences, and Editorial Board member at Writers Bureau Centre. He is an accomplished author, researcher and a development expert. He has published widely in the fields of education and management. Anthony received a BSc in Zoology from the University of Madras, Advanced Diploma in Software Engineering (Web Technologies option) from Boston Institute of Technology, graduate qualifications in Education and Project Planning and Management from the Catholic University of Eastern Africa. He is a graduate student of Quantitative Research Methods with bias towards statistical modeling at Maseno University in Kenya.

Experience

Executive Director at KENPRO

January 2007 - Present (10 years 3 months)

Wanjohi's key responsibilities include but not limited to guiding projects planning and management phases, overseeing research processes (problem analysis, literature review, research designs and methodology, instrumentation, data collection and data analysis), training, reviewing and publishing.

Skills & Expertise

Research

Proposal Writing

Project Management

Strategic Planning

Data Analysis

Editing

Program Evaluation

Grant Writing

Quantitative Research

Academic Publishing

Web Design

Statistical Modeling

Report Writing

Statistical Sampling

Education

Maseno University

Master of Science (M.Sc.), Quantitative Research Methods, 2014 - 2016

The Catholic University of Eastern Africa

Project Planning and Management, Social Sciences, 2005 - 2006

Activities and Societies: Football

The Catholic University of Eastern Africa

Postgraduate Diploma in Education (PGDE), Education, 2003 - 2004

University of Madras

Bachelor of Science (B.Sc.), Zoology/Animal Biology, 2000 - 2003

Grade: 1st Class

Activities and Societies: Soccer

Boston Institute of Technology - India

Diploma in Software Engineering, Web Technologies, 2000 - 2002

Don Bosco Institute of Philosophy, Tanzania

Philosophy, Philosophy, 1995 - 1998

Grade: Distinction

Activities and Societies: Soccer and Karate Club

Interests

Conducting Online Research, Web Designing, Building Concepts, Mentoring Students of Research, Online Academic Publishing, Driving, Cycling, Reading Newspapers, Watching Soccer, Playing Basket Ball, Coaching Karate, Swimming, Listening to Local and World News, Listening to Country Music, and Praise and Worship Songs.

Languages

English

(Full professional proficiency)

Kiswahili

(Professional working proficiency)

Volunteer Experience

Editorial Board Member at Writers Bureau Centre

August 2013 - Present

My key duties and responsibilities as a member of the Editorial Board include the following: a) Developing the journals' content, b) Identifying key contributed issues suitable for publication in the respective journals; c) Inviting key authors to submit articles in the journals; c) Reviewing, editing, and approving the technical content of respective journals; and d) Contributing to the respective journals' contents at least one article each year.

Organizations

Open Researcher and Contributor ID (ORCID)

Member

ORCID provides a persistent digital identifier that distinguishes researchers and contributors from every others. Anthony's ORCID membership ID is <http://orcid.org/0000-0002-6980-0298>.

Higher Institute of Applied Learning (HIAL)

Director

April 2016 to Present

The Higher Institute of Applied Learning (HIAL) is a rapidly growing institution of higher learning. The institute is registered in Kenya, pursuant to and in accordance with the provisions of Registration of Business and based on the provisions of Technical and Vocational Education and Training Authority – TVETA/Reg/1/2/(523). HIAL is dedicated to practical oriented learning as opposed to the traditional theoretical learning

Writers Bureau Centre (WBC)

Editorial Board Member

August 2013 to Present

Writers Bureau Centre [WBC] offers Academic Writing and Open Access Journal publishing platform. WBC general objective is to provide writing and open access journal publication support to University and College faculty members, students and practitioners. The Centre hosts various International Peer Reviewed and Refereed Journals cutting across various disciplines including humanities, environmental and health sciences, education, early childhood, management, business administration and medical sciences.

St. Marks Academy

Director

January 2016 to Present

St. Marks Academy is a private day primary school registered under the Ministry of Education in Kenya. It was registered in 2004. The school is currently under the management of The Fountain Schools. It is located in a serene, accessible environment, behind Kobil Petrol Station (opp. KCB), approximately 50 metres off Magadi Road, in Ongata Rongai in Kajiado County, Kenya.

Publications

Sustainability of Community Based Projects in Developing Countries

Germany: LAP Lambert Academic Publishing November 24, 2010

Authors: Anthony M. Wanjohi

Attainment of sustainability is not an endeavor of a single day, but a life long process. This study sought to examine the major issues facing the sustainability of Community Based Projects in developing countries with reference to Kenya. The study employed survey research design. The sample was selected from four main Community-Based-Projects, which appeared to be unstable. The sample consisted of thirty six Project Steering Committee members and fifty six Community Projects Members. Data were analyzed using

descriptive statistics. The study established that the major issues facing CBPs included project management processes, local and team leadership and financing issues. This study recommends an adoption of more radical approaches in handling the theme of sustainability of CBPs: new project sustainability models built on intrinsic sense of duty attained through individual and organizational based processes. This study is therefore, expected to arouse new interest among scholars, development practitioners and students of research about re-mapping the traditionally established paths of attaining project sustainability in developing countries.

Graphic Design and Marketing: The Existing Link

LAP Lambert Academic Publishing January 6, 2011

Authors: Anthony M. Wanjohi

Graphic design is a creative process which can be instrumental in enhancing effective marketing of services. It is applied to products of company identity like logos, colors, packaging and text. This study examined the role of graphic design in enhancing effective marketing of services in a selected safari lodge in Rift Valley in Kenya. The study employed the case study design settling on Soi Safari Lodge situated at the shores of Lake Baringo in the Great Rift Valley. This design was found appropriate as it allows a thorough, meticulous and systematic data collection on the research problem. It also gives a deep understanding of the issues. (Yin, 1994). Data were collected with the help of interview and questionnaire methods and analysed using quantitative and qualitative approaches. The study revealed that graphic design application in corporate identity, packaging, advertising and photography had not been adequately utilized in marketing of services. Key players in tourism industry, creative designers and students of sales and marketing are hoped to gain more insights drawn from the findings of this study.

Primary Science Series: Revision Guide for Standards 6, 7 and 8

KENPRO Publications August 18, 2011

Authors: Anthony M. Wanjohi

Primary Science Series is a revision guide which is designed to assist both the teachers and the pupils in getting prepared to move from one class level to the other and to embrace life with knowledge and skills. The guide is also meant to bridge the gap for the learners who might have drifted while in lower levels of learning. The authors prepared this guide based on integrated-objective- approach. The guide is organized with a logical flow, starting from the objectives, followed by revision notes, model revision tests and answers under respective units. In total, there are 12 units which are covered to meet the needs of respective classes, namely standards 6, 7 and 8. These include human body, health education, environment, plants, weather and solar system, animals, water, soil, food and nutrition, energy, properties of matter and making work easier. Teachers and pupils in upper elementary school will definitely find meaning in making this book their science revision companion/guide.

Social Research Methods Series: Proposal Writing Guide

KENPRO Publications 2014

Authors: Anthony M. Wanjohi

Carrying out Educational and Social Research requires not only patience, persistence, pursuance and passion but also specific knowledge, skills and experience. It is not enough to have gone through lessons

of research methods to be able to sustain a research process! The book, “Social Research Methods Series: Proposal Writing Guide” is a product of a decade of dedicated research in the fields of Education and Social Sciences by the author. It is based on knowledge acquired over years and everyday experience in guiding and mentoring students of research in Colleges and Universities in Sub-Sahara Africa, UK and Spain. The book is structured according to the traditional scientific method of research proposal writing used in most of the higher institutions of learning. The onset of the book briefly introduces some selected parts of preliminary pages, which include cover page, declaration, abstract, abbreviations and acronyms and table of contents. Other parts follow classical research proposal writing approach which consists of three basic chapters, namely Chapter One: Introduction; Chapter Two: Review of Literature and Chapter Three: Research Design and Methodology. The book also consists of an additional chapter on Referencing Styles with emphasis on APA citation style. Owing to the challenges related to teaching and conducting research, this book provides a practical option not only to the students of research but also to teachers of education and social research methods and practitioners.

Plight of Youth in the 21st Century: Key Issues and Interventions in a Developing Economy’s Perspective

African Research Journal of Education and Social Sciences January 7, 2014

Authors: Anthony M. Wanjohi

The issues surrounding youth are as old as humanity. However, the issues facing youth in the 21st Century are far much different from issues of youth in the yester centuries. The main purpose of this study was not only to unpack the key issues facing youth in the 21st century in a developing economy’s perspective, but also to suggest the strategies that can be adopted to address these issues. Cross sectional survey research design was used in the study. The target population included youth and parents/guardians in Ngong’, a town situated in the Southwest of Nairobi in Kenya. The sample size included six hundred and thirty (n=630) youth and thirty two (n=32) parents and guardians. The random sampling procedure was used to select the group of youth who took part in the study while purposive sampling procedure was used to select the parents and guardians. The data collection methods used included a questionnaire and Focus Group Discussion (FGD). The collected data were analyzed using both quantitative and qualitative approaches. Quantitative data from the youth questionnaire were analyzed with the help of SPSS and presented in simple frequencies and percentages. Tables and figures were used to summarize data. Qualitative data collected using FGD were analyzed using a qualitative data analysis technique and reported in narrative form. The study revealed that the key issues facing youth in the 21st Century among the developing economies like Kenya included but not limited to lack of unemployment, lack of basic youth support services like funding, substance abuse, youth reproductive health issues and breaking of family and societal value system. The study suggests the local governments, development partners and communities to design local youth programs (including society and family value building programs), create youth agencies and task forces, and initiate a policy driven youth agenda to address the plight of youth in the 21st century.

Process of Developing a School Improvement Plan: Situation and Data Analysis Perspectives

African Research Journal of Education and Social Sciences February 24, 2014

Authors: Anthony M. Wanjohi

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of students' achievement, and shows how and when these changes will be made. The purpose of this paper was to provide an overview of the process of developing a school improvement plan. The review was based on secondary data on various school improvement planning processes including school situation analysis, data collection, data analysis, data interpretation and reporting processes. The paper concludes that while the process of school improvement planning is a tedious one, it only marks the beginning of yet another tougher phase, namely the implementation stage which is meant to actualize the recommended school improvement interventions. Since the development of a school improvement plan is a process, this paper suggests the need for all school stakeholders to work together towards realizing a realistic school improvement plan and setting its implementation road map based on the identified school strategic issues, activities along with their time lines, actors and budget.

Needs Assessment Survey of Persons with Disabilities

KENPRO Publications 2015

Authors: Anthony M. Wanjohi

A 2011 joint report by WHO and the World Bank, suggests that more than a billion people in the world today experience disability. It is commonly recognized that Persons with disabilities (PWDs) have generally poorer health, lower education achievements, fewer economic opportunities and higher rates of poverty than people without disabilities. This is attributed to lack of adequate health, education, and livelihood services. The purpose of this survey was to profile and assess the needs of Persons with Disabilities living in Hagadera and Kambioos refugee Camps in Daadab, Kenya. The survey adopted a blended research approach, involving both quantitative and qualitative research paradigms. The sample consisted of three hundred and fifty one (351) PWDs, fifty four (54) members of Focus Groups and eight (8) Key Informants. In total, there were four hundred and thirteen (413) respondents. The survey used various tools of data collection, namely Questionnaire, Interview and Focus Group Discussion guides. The Questionnaire was used to collect quantitative data from PWDs. Interview guide was used to collect qualitative data from the Key Informants representing various partner agencies in Dadaab. FGD guide was also used to collect qualitative data from the Community Based Rehabilitation members, Special Needs Education Committee and Special Needs Education teachers. The collected data were analyzed using both quantitative and qualitative data analysis approaches. Statistical applications (SPSS), word processing (MS Word) and spread sheet (MS Excel) were used in processing the data. The study revealed that access to various health, educational, psychosocial and livelihood services among the majority of the PWDs was a major problem.

Teacher and Parental Factors Influencing Students' Academic Achievement: Kenya's Private Secondary School Context

African Research Journal of Education and Social Sciences

Authors: Anthony M. Wanjohi

Today, more than ever, education is understood as the passport to economic survival, yet its quality is ever threatened by not only school but also home related factors. The main purpose of this study was to examine teacher and parental factors influencing the students' academic achievement in private schools in Embu Municipality, Kenya. The study adopted a case study research design. One private school in the municipality

formed a case owing to its school and home linked characteristics, which were deemed valuable in the study. The sample consisted of thirty (30) students taken from forms 2 to 4, eight (8) teachers and twenty four (24) parents. A Likert type questionnaire was used to collect data from all the respondents. The collected data were processed with the help of a statistical application, namely Statistical Package for Social Sciences (SPSS). Descriptive statistics, namely frequencies and percentages, mean and standard deviation were used to report the findings based on the major research questions. The study found that there are various teacher and parental factors that influenced the academic achievement of students in the school. The teacher factors included teacher professional quality, experience, satisfaction, attitude towards teaching / learning process and encouragement to the students. On the other hand, parental factors included occupation, educational background, parents' attitude towards education, commitment and sacrifice and parental encouragement and support towards education. The study suggested the need to invest in teachers in through in-service teacher training and to design and implement sound policy provisions to meet teachers' needs in private schools. The study further suggested the need to embrace a participatory approach in school management, where parents form an integral part of the school community through active participation in day to day learning and teaching activities.

Projects

Community Rehabilitation Data Management System

April 2015 to Present

Members:Anthony M. Wanjohi

Kenya Projects Organization (KENPRO) was mandated by Handicap International (HI) to develop a secure database management information system that can manage and store large amount of data related to Community Rehabilitation Projects in Dadaab and Kakuma refugees camps in Kenya. The scope of the project included the following: a) Designing and developing the database management system, b) installing the system in Dadaab and Kakuma refugee camps, c) training the administrators (data clerks) and other users of the system and d) providing all tools, training, testing and maintenance necessary for the effective use of the system.

Mburutani Water and Environmental Conservation Project

August 2015 to Present

Members:Anthony M. Wanjohi

Mburutani Water and Environmental Conservation Project (MWECP) aimed at addressing two key problems facing the people of Mburutani Village in dry Mbeere South Sub-county in Embu: a) Constant droughts that lead to both human and animal starvation and b) Gradual environmental degradation. The primary methods for achieving these objectives included digging an earth dam and acquisition of rain water tanks. The impact of implementing the project was immediately felt by the pilot women self help group members and their immediate and mediate family members. Many hours spent previously looking for water were drastically reduced, hours spent in farm increased, better nutrition status gained, animals milk production increased, environment improved, house income increased and general quality of life improved.

A Systematic Review of Literature on Education of Youth and Women in Somalia

November 2014 to Present

Members:Anthony M. Wanjohi

KENPRO was given the task of conducting a systematic review of the related literature on education of Youth and Women in Somalia based on secondary data collected from secondary sources. The scope of the task included conducting a systematic review based on the following areas: 1) State of literacy among youth and women in Somalia, 2. Factors affecting youth and women literacy programmes in Somalia, 3) Education programmes implemented in Somalia since 2000, 4) Development agencies providing literacy programmes in Somalia, 5) Training needs assessment of the Development agencies, 6) Policies, strategic plans and yearly plans from the Ministries of Education in Mogadishu, Somaliland and Puntland.

Needs Assessment Survey of Persons with Disabilities in Dadaab Refugee Camp, Kenya

August 2014 to Present

Members:Anthony M. Wanjohi

KENPRO was mandate by Lutheran World Federation, Kenya-Djibout sub-program to conduct a baseline survey to assess the needs of Persons with Disabilities living in Hagadera and Kambioos refugee Camps in Daadab, Kenya. The survey was guided by the following specific objectives: i) To establish the specific needs for PWDs in relation to access to health services in the Camp; ii) To assess the major education needs of PWDs living in the Camp; iii) To establish the specific needs for PWDs in relation to access to psycho-social services in the Camp and iv) To assess the major livelihood needs of PWDs living in the Camp. The survey adopted a blended research approach, involving both quantitative and qualitative research paradigms. The sample consisted of three hundred and fifty one (351) PWDs, fifty four (54) members of Focus Groups and eight (8) Key Informants. In total, there were four hundred and thirteen (413) respondents. The survey used various tools of data collection, namely Questionnaire, Interview and Focus Group Discussion guides. The Questionnaire was used to collect quantitative data from PWDs. Interview guide was used to collect qualitative data from the Key Informants representing various partner agencies in Dadaab. FGD guide was also used to collect qualitative data from the Community Based Rehabilitation members, Special Needs Education Committee and Special Needs Education teachers. The collected data were analyzed using both quantitative and qualitative data analysis approaches. Statistical applications (SPSS), word processing (MS Word) and spread sheet (MS Excel) were used in processing the data.

Small Claims Court Research in Kenya

November 2010 to Present

Members:Anthony M. Wanjohi

In 2010, Legal Resources Foundation sought consultancy services to carry out data analysis for Small Claims Court research to inform the drafting of Small Claims Bill in Kenya. The consultancy guidelines included data cleaning, data coding using SPSS, quantitative data analysis, and report writing.

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[Contact Anthony on LinkedIn](#)