

## CURRICULUM VITAE

*Name:* Anne Kathleen BERNARD

*Education Background:* Doctorate of Education (Nonformal and Adult Education) and Masters of Education (Curriculum Development and Literacy), both from University of Toronto/OISE; BA in Sociology of Change, Carleton University, Ottawa

*Areas of Specialization:* basic education, nonformal education and social policy; evaluation and situation analysis; development and evaluation of research capacity in social and governance institutions/policy.

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## SUMMARY

### *Professional experience*

1974-76 Canada-based: Research Officer with University of Toronto/OISE on a 2-year project of support to teachers undertaking a process of peer learning and participatory action-research to integrate a new MOE “critical thinking” curriculum into their teaching practice. Work with teachers engaging in *innovative approaches to child-centred classroom management and teaching methods*.

1982-96 International Programmes/Projects: Senior Programme Officer with International Development Research Centre (IDRC) and Education Advisor with DFATD/CIDA, responsible for developing, monitoring and evaluating projects concerned with the processes and challenges of introducing reforms into education systems at national and school level (1982-92); and research on issues of innovation and change in social policy (IDRC 1992-6). Support to ministries, universities and schools on *approaches to and implications of school-level and teacher education reform* aimed at improving quality of life in the classroom, of learning outcomes, of responsive school management and of outreach to families.

1996-present: Independent consultant, particularly to DFATD/CIDA, IDRC, UNICEF and UNESCO conducting situation analyses, monitoring and evaluation concerned with education, social and institutional change and human resource development. As detailed in the consultancies list below, expertise and experience include:

- chiefly in the context of basic education reform with respect to quality and inclusion, with particular reference to the UNICEF conception of the Child-friendly School (CFS);
- variously in social policy and change e.g. with reference to the family (Vietnam), life skills and nonformal learning (Southeast Asia), safe motherhood (Indonesia), tobacco control (global), networking in agricultural capacity development (Africa, Southeast Asia); civil society partnerships (with UNICEF in Philippines, Egypt), HIV/AIDS networking (with UNDP in West Africa, Southeast Asia, Central America);
- application of gender and vulnerability lenses;
- decentralized implementation of policy; and
- the framework principles of the CRC and targets of EFA and the MDG.

Broad experience in fragile systems and conflict-affected countries, chiefly with respect to assessments of intra-institutional and multi-level collaboration in the context of organizational change and the introduction of innovation (e.g. in curriculum, teacher training, community participation).

### *Analysis and communication*

I have broad experience conducting and supporting others to conduct situation analyses and baseline research; summative, formative and participatory evaluation; development of capacity support and M&E frameworks;

institutional, network and capacity assessments; programme design, management and monitoring. Much of this experience has involved working collaboratively through and with teams, both as team leader and as mentor to national research-evaluators. I believe my analytical and communication skills, including report writing, in English are strong; I have basic computer skills in Word processing.

#### *Methods and tools*

All of my analyses and evaluations have emphasised qualitative and participatory methods (along with basic statistics): document analysis, interviews, focus groups and observation. With two colleagues, produced a qualitative research manual for Gender Focal Point members of UNESCO/Bangkok's GENIA network<sup>1</sup>. I have used CIDA evaluation tools, DAC evaluation criteria and UNDP Monitoring and Evaluation Handbook, all of which reiterate the overall principles and procedures of the UNEG Guidance.

#### *Geographic Relevance*

During the period 1982-96, my work with IDRC included frequent travel to all developing country regions, with particular focus on Asia and Africa. Since 1996, as a consultant, I have implemented contracts in all regions, including most recently Afghanistan, Pakistan and Palestine.

#### COUNTRIES OF WORK EXPERIENCE:

Asia: Afghanistan, Bangladesh, Brunei (1968-69), Cambodia, China, India, Indonesia, Korea, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Philippines, PNG, Singapore (1987-89), Sri Lanka, Thailand (1973, 1978-80), Vietnam

Africa: Cameroon, Ethiopia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Mali, Nigeria, Rwanda, Sierra Leone, South Africa, Tanzania, Togo, Uganda, Zambia, Zimbabwe

Middle East: Egypt, Morocco, Palestine, Tunisia, Turkey

Latin America/Caribbean: Argentina, Brazil, Barbados, Chile, Jamaica, Nicaragua, St Lucia, Trinidad, Uruguay

#### I. CONSULTING EXPERIENCE

June – December 2016

**For UNICEF/Dhaka**, "rapid assessment" of the implementation experience, achievements and lessons learned of the \$9m Primary Education Development Project Ph3 SWAp (2011-17), directed jointly by the Ministry of Primary and Mass Education and 10 Development Partners; as input to post-PEDP3 planning.

January – March 2016

**For UNESCO/Kabul**, final evaluation of LEAP2: Literacy for Empowering Afghan Police, phase 2; in collaboration with the Afghan Ministry of Interior/Afghan National Police, in Kabul and provinces

October – December 2015

**For UNESCO/Kabul**, midterm evaluation of ELA3: Enhancement of Literacy in Afghanistan, phase 3; in collaboration with the Afghan Ministry of Education Literacy Department, in Kabul and provinces

April – July 2015

**For UNHCR/Geneva**, baseline report of the Accelerated Education Programme for refugee communities, Dadaab.

February – June 2015

**For UNICEF/Kabul**, education analyst to develop Child-friendly School (CFS) prototype materials for inclusion in the Teacher Training curriculum

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<sup>1</sup> 2004. "Exploring and Understanding Gender in Education: A Qualitative Research Manual for Education Practitioners and Gender Focal Points". UNESCO/Bangkok [with G Armstrong and G Attig]  
[http://www.ungei.org/resources/1612\\_1763.html](http://www.ungei.org/resources/1612_1763.html)

October 2014 – April 2015

**For UNICEF/NY, research analyst** to conduct a global mapping of humanitarian coordination structures and characteristics constraining and facilitating transition to recovery, with specific responsibility for education sector clusters; field visits to Palestine (West Bank) and Pakistan. (Contracted via private sector US firm)

June – August 2014

**For UNESCO Bangkok, evaluator** of the Japanese Funds in Trust support to EFA and Education for Sustainable Development programme; fieldwork in Thailand, Nepal and Myanmar.

Nov 2013 – March 2014

**For UNICEF/Kabul, evaluator** and team leader of its Female Literacy Programme, in collaboration with the Afghan Ministry of Education Literacy Department, in Kabul and provinces

Oct 2013 – April 2014

**For UNICEF/Kathmandu, technical analyst** and team leader reviewing implementation of the Child-Friendly School Initiative in collaboration with the Ministry of Education.

May 2013 – August 2013

**For UNICEF/Kabul, education research**, developed the education component of the UNICEF “Situation Analysis of Children’s and Women’s Vulnerability and Rights in Afghanistan”.

March - July 2013

**For WUSC/Canada, technical advisor Monitoring and Evaluation**, for its Kenya Equity in Education Project (KEEP) funded under DFID Girls’ Education Challenge Fund for refugee and host community schools, Dadaab, Kenya.

November 2012 – April 2013

**For WUSC/Canada, technical advisor Monitoring and Evaluation**, for its Teachers’ Certification and Accreditation project in Afghanistan.

September – December 2012

**For CIDA, under sub-contract, conducted a Lessons Learned Exercise of CIDA’s Cambodia development programming** with a focus on the bilateral channel but considering Partnership, Multilateral and regional channels.

March 2012 – March 2013

**For the American Cancer Society, technical advisor & mentor on monitoring and evaluation** for the ACS African Tobacco Control Consortium Project for development of an over-arching M&E framework and grant assessment tools.

March - October 2012

**For CIDA, mid-term evaluation of the Girls’ Education Support Project in Afghanistan**, administered by Aga Khan Foundation, Canada and Afghanistan: to assess programme results to date and inform the remainder of the programme.

March – May 2012

**For CIDA (subcontracted by Greg Armstrong as lead evaluator), provided support to development of results and assessment of indicators**; included 20 country programmes and 17 projects of 3 country programmes; with budgets of \$1.5 billion and \$405 million, respectively.

August 2011 – June 2012

**\* For IDRC, advisory support (mentoring, performance monitoring)** to the Chronic Disease Research Fellowship Programme, Guatemala

February – November 2011

\* **For CIDA, technical assistance in basic education**: review/assessment of project proposals from Canadian and development partners; related policy advisory services including collaboration on the analysis and guidance on viability of global MNCH results and indicators.

August - December 2010

\***For UNICEF/Rwanda, DFID/Rwanda and the World Bank**, team leader responsible for the design, management and analysis/preparation of progress and final reports of a scoping study of inclusion and equity in the 9-year basic education sector (contracted by the World Bank).

March - June 2010

\* **For UNICEF/Bangladesh**, formative evaluation of the School Level Improvement Plan component of the second national Primary Education Development Programme (PEDP11)

January - June 2010

\* **For CIDA/Policy Branch**, developed an analysis and guidelines for CIDA in implementing its Child and Youth Strategy with respect to improving quality education through formal and non-formal schools as safe, appropriate and “child-friendly” learning environments.

August 2008 - January 2010

\* **For UNICEF/NY**, education specialist/team leader in a 4-sector impact evaluation group: designed, managed and prepared final evaluation reports of the “impact on the education sector of interventions following the tsunami” in Aceh, Sri Lanka, the Maldives and Thailand.

June - September 2009

\* **For CIDA/CPB**, designed and conducted an end-of-phase evaluation of the Canadian Teachers’ Federation International Programme, including fieldwork in Ghana and Uganda.

November 2008 - March 2009

\* **For CIDA/CPB**, designed and conducted the evaluation of Plan/Canada’s 5-year “Children’s Millennium Programme”, including fieldwork in Sierra Leone and Mali.

April - August 2008

\***For UNICEF/Cambodia**, designed and implemented a mid-term evaluation of the Child-Friendly School project implemented in partnership with the Ministry of Education under Expanded Basic Education Programme-II.

March-August 2008

\* **For IDRC/RITC**, reviewed and analyzed the strengths, weaknesses, results and influencing factors of the “Pilot Mentorship Programme for Tobacco Control Researchers” as a capacity building mechanism for leadership competencies of research mentors; and recommended future directions and structure of a potential 3-year period of funding support.

January - July 2008

\* **For CIDA-Mozambique**, team leader for the combined summative and formative evaluation of the 1<sup>st</sup> and 2<sup>nd</sup> phases of the \$100m Support for Education Materials project to develop a supply chain system for, and enabling production of, textbooks for Primary Education grades 1-7 in support of the new curriculum.

October 2007- January 2008

\* **For CIDA-Malawi**, team leader designed and conducted evaluation of the Secondary School Teachers Education Distance Diploma project

May – August 2007

\* **For CIDA/Asia Regional Programme**, designed and conducted the evaluation of the 5-year grant to the Asian Institute of Technology for implementing the “Southeast Asia-Urban Environmental Management Applications” (SEA-UEMA) project (functionally a network project).

January – June 2007

\* **For UNESCO/Asia and Pacific Regional Office**, as team leader, evaluated the UNESCO “EFA Japanese Funds-in-Trust” programme in South and Southeast Asia.

October 2006 – February 2007

\* **For IDRC**, researched and prepared a guidance manual for the development and application of its “competitive research grants” funding arrangement [with Greg Armstrong].

August – December 2006

\* **For IDRC**, designed and conducted the evaluation of past and possible future support to the GCIAR “System-wide Integrated Malaria in Agriculture” programme as a research and application support network in East and Southern Africa.

June – December 2006

\* **For UNESCO/Asia and Pacific Regional Office**, provided technical resource support on qualitative analytical methods to 7 country case studies of the UNESCO Gender Focal Point strategy; facilitation of Lao PDR “participatory GFP analysis”; and synthesis of the final country case reports: “Synthesis Report on GENIA and the Gender Focal Point Mechanism”.

October – December 2006

\* **For UNICEF/Cambodia**, researched and prepared a final and comprehensive report of results achieved under the 5-year *Expanded Basic Education Programme* and factors influencing these.

May – August 2006

\* **For UNICEF/Bangkok**, as team leader evaluated the MOE and UNICEF/Thailand country office support to the Child-Friendly Schools programme. Prepared “*Thai Child-Friendly School Initiative (CFSI): A Forward-looking Assessment*”.

November 2005 – April 2006

\* **For UNICEF/New York/Evaluation Unit**, as team leader, analyzed and assessed UNICEF’s international experience with civil society organization partnerships.

October – November 2005

\* **For UNICEF/Cambodia & SIDA**, designed and conducted evaluation of the 5-year Expanded Basic Education Programme through fieldwork and documentary analysis. Prepared “Validation Assessment of UNICEF’s 5-year Expanded Basic Education Programme”.

October – November 2005

\* **For UNESCO/Bangkok**: technical editing of Thai sexual harassment case study.

May – August 2005

\* **For UNICEF/Cambodia**, evaluated the 4-year Child-Friendly Schools project, through 3-months of fieldwork and documentary analysis. Prepared “Evaluation of UNICEF’s Child-Friendly School Project in Cambodia”.

March – April 2005

\* **For UNESCO/Paris** Global Monitoring Report, prepared an East Asian regional synthesis of progress on EFA since 2000, with special reference to the six Dakar 2015 goals.

February – March 2005

\* **For UNESCO/Bangkok**, reviewed options and proposed a strategy for capacity development support to the Gender Secretariat of the Cambodian Ministry of Education; provided technical assessment of proposed education activities of UNESCO offices in the Asia Region to identify potential areas of joint action; assessed relevance/quality of English language materials of Asia-Pacific Centre of Education for International Understanding.

July 2004 – January 2005

\* **For IDRC**, undertook programme analysis and development of a conceptual framework and evaluation design for “capacity development” as the second phase of 2-year analysis of the CD aspects of its research policy and projects: intervention experience, lessons learned and implications for future action to strengthen outcomes: mapped HRD actions and options for research projects; developed conceptual CD framework based on adult and organizational learning principles; prepared a comprehensive evaluation template [with Greg Armstrong].

March 2004 – November 2004

\* **For IDRC**, designed and conducted a two-phased document and field-based forward-planning institutional evaluation of interventions supported through its “Research for International Tobacco Control/RITC” Secretariat, data collected from Vietnam, Argentina, Thailand, South Africa, Lebanon.

November 2003 – March 2004

\* **For UNESCO/Bangkok**, co-developed a simple-to-use qualitative research manual targeted for use by Gender Focal Points and other professionals working specifically in the areas of gender responsiveness and inclusion toward meeting MDG/EFA goals (with Greg Armstrong and George Attig).

October 2003 – March 2004

\* **For UNICEF/East Asia and Pacific Regional Office (EAPRO)**, undertook a documentary analysis of Child-Friendly School activities in the region and produced a “Synthesis review of Child-Friendly School Initiatives in the EAPRO Region” with recommendations for on-going action.

April – October 2003

\* **For UNESCO/Bangkok and UN Institute of Statistics**, as input to the development of the Global EFA Monitoring Report, through field missions to 5 regional countries organized, facilitated and synthesized country “maps” of *life skills programmes* in the formal and nonformal sectors; coordinated a regional workshop and prepared “Life Skills and Life Skills (EFA) Education in the Southeast Asian Sub-Region”.

December 2002 – August 2003

\* **For CIDA/Bangladesh**, provided technical advice on programme development of CIDA support to the 5-year Primary Education Development Programme 2<sup>nd</sup> Phase, and provided technical input to the elaboration of its Nonformal Education support programme.

September 2002 – July 2003

\* **For UNICEF/Delhi**, designed and co-ordinated the programme evaluation of its multi-year national education programme, developed overall analytical framework and sub-assessment tasks, oversight of case studies by locally-engaged researchers and production of the final report. Prepared “Synthesis Review: UNICEF Education Interventions in India 1999-2002”.

November 2002 – March 2003

\* **For CIDA/Mozambique**, prepared approval documents for CIDA support to the Mozambique Basic Education pool fund.

December 2002 – January 2003

\* **For UNESCO/Indonesia**, provided technical advice to the Ministry of Education in preparation of the Nonformal Education component of the EFA National Plan of Action

July-August 2002

\* **For CIDA/Partnership Branch**, evaluated the continuing validity and appropriateness of the Branch's several scholarships programmes as "capacity development mechanisms" and their consistency with CIDA's "Strengthening Aid Effectiveness" policy (with Greg Armstrong).

June – September 2002

\* **For UNESCO/Cambodia**, provided technical advice, analysis to MOE in preparation of the education component of the PRSP, and NFE component of the EFA National Plan of Action. Produced NFE component "Education for All: National Plan of Action" for the National EFA Secretariat/Cambodia, MOEYS and UNESCO/Cambodia

January 2002 – August 2002

\* **For CIDA/Partnership Branch**, evaluated the Coady International Institute "Education for Action" Programme (diploma, certificate and nonformal education activities in Asia, Africa and Latin America).

January – March 2002

\* **For CIDA/UNICEF Mozambique**, analyzed and provided technical advice to the development of programming in basic education; as 2-person team leader, evaluated the CIDA-funded/UNICEF-executed Girls Education in Mozambique (GEM) project. Prepared "Evaluation of Gender and Education in Mozambique/GEM: Analysis of Results, Lessons and Recommendations".

March 2001 – November 2004

\* **For CIDA/Kenya**, served as project monitor for the Aga Khan Foundation "Kenya School Improvement Project" (KENSIP) in Mombasa, Kenya.

November 2001 – June 2002

\* **For CIDA/Zambia**, undertook project development of the Basic Education Programme (SWAp) Support project for Zambia, including preparation of Project Approval Documents and other design and contracting elements.

September – December 2001

\* **For UNICEF/NY Education Section**, developed a guiding document for Country Office Education Officers for the design and implementation of Child-Friendly School strategic plans, monitoring activities and evaluations.

July 2000 - December 2001

\* **For CIDA\Zambia** conducted fieldwork and produced a programme strategy and design for support to the Basic Education Sub-sector.

August – November 2001

\* **For the Canadian Bureau of International Education**, prepared research paper "The Shifting Paradigm: Trends in Basic Education". CBIE Research Millennium Series 3.

April – August 2001

\* **For UNICEF/Cambodia and the Ministry of Education, Youth and Sports/Cambodia**, provided technical analysis and guidance for the development of a nonformal education policy and programme of work under the umbrella of the national Education Sector Support Programme.

January - April 2001

\* **For the Canadian Bureau of International Education**, provided technical support for the development of a professional training project for school principals in basic education; and developed a 5-year programme strategy for the Bureau in basic education.

November 2000 - March 2001

\* **For CIDA/Asia Regional**, designed workshop on ODA strategies, delivery and management for national aid agencies in Southeast Asia.

November - January 2001

\* **For IDRC**, prepared a conceptual background paper for a Knowledge Management Systems Development project in natural resources management in Honduras.

January 2000 - January 2001

\* **For UNICEF/NY (Evaluation, Policy & Planning Division)** developed an analysis and evaluation framework for conducting "meta-evaluations" of UNICEF's core thematic areas; through the framework, produced a substantive lessons learned document on girls' education.

Sept - October 2000

\* **For CIDA/Caribbean Programme**, provided technical assistance in the design and contracting of an early childhood education project delivered through UNICEF/Jamaica.

November 1999- April 2000

\* **For CIDA/Zambia** conducted a summative evaluation of the Programme for the Advancement of Girls' Education (PAGE) project and forward-looking analysis for bringing the goals and activities of the project "to scale" within the context of a sector-wide approach.

May 1999 - May 2000

\* **For UNICEF/NY Education Section** produced two analytical and evaluative working papers (a) to elaborate the conceptual framework, challenges and potential for further actions by UNICEF on the "*Child-friendly School*"; and (b) as part of UNICEF's EFA End-of-Decade Assessment, a thematic paper on the situation of "*Children Excluded from Education*".

January 1999 - July 2000

\* **For CIDA/Policy Branch**, conducted research and analyses on education policy and programme topics, and produce background think-pieces and state-of-the-art papers, with special reference to basic education and Canada's obligations under EFA.

January 1999 - March 2000

\* **For UNDP/HIV and Development Programme**, conducted a "Forward Looking Assessment" of UNDP efforts in creating multi-sectoral networks around the legal/ethical dimension of HIV-AIDS.

September - December 1998

\* **For Dalhousie University/CIDA**, evaluated multi-university institutional capacity strengthening projects of curriculum development, research and outreach in "sustainable island development".

May - June 1998

\* **For UNICEF/Hanoi**, conducted fieldwork and prepared a situation analysis on the "Status of the Family" in Vietnam, as input to UNICEF's programme development and mid-term review.

April - May 1998

\* **For UNICEF-EAPRO**, researched and prepared thematic policy paper on "The Changing Role and Structure of Families" as a background to the UNICEF Ministerial Consultation.

March - April 1998

\* **For UNICEF/Jakarta and CIDA**, 2-person team leader designed, conducted and produced the final evaluation of the "Safe Motherhood" project, as implemented nationally and decentralized in 3 provinces.

May 1997 - March 1998

\* **For IDRC\Evaluation Unit**, designed and co-ordinated an international evaluation-research study on the "Impact of IDRC-supported Public Goods and Policy" projects, including project selection, development of Terms of Reference and monitoring work of 8 regional case study researchers and preparation of final synthesis paper.

August - October 1997

\* **For CIDA/Evaluation Unit**, as 3-person team leader, evaluated the "Iodine Deficiency Disorders Elimination" project managed by UNICEF/Indonesia.

January - April 1997

\* **For UNICEF/Cambodia**, developed the methodology, workplan and training programme for a field-based participatory research project to analyze the "*Coping Strategies and Strengths of Families and Communities*" in Cambodia and provided input to UNICEF's community self-analysis programme.

December 1996

\* **For IDRC\Evaluation Unit**, prepared the conceptual framework and methodology for research on the impact of IDRC-supported projects.

Aug 1996 - March 1998

\* **For CIDA\Policy Branch**, provided technical advice for and analysis of policy directions and experience in basic education.

June-Sept 1996

\* For the **Department of Foreign Affairs and International Trade, Asia-Pacific Branch**, co-ordinated with other government departments, NGOs and the private sector the youth component of APEC '97 and the Year of Asia Pacific.

August 89 - January 91

\* **For IDRC**, researched and presented an Education For All: World Conference Thematic Round-table paper "*Learning and Intervention: Informal Transmission of the Knowledge and Skills of Development*" (March 1990, Thailand).

\* Co-ordinated the Canada-side of **Thai Regional Research Institute Network (TRRIN)** contact visit to BC universities (Feb.'90).

\* **For CIDA/WUSC**, evaluated the *Canada-China Human Development Training Project* (May-December 1990).

\* **For World Bank**, developed the NFE component of its Lao PDR Education Reform programme (August-September 1990).

\* Sessional instructor for the Adult Education Division, Dept of Adult and Higher Education, Faculty of Education, **University of British Columbia** (July 1990)

\* **For IDRC**, evaluated Consortium Graduate School, University of the West Indies (1991): "*The Consortium Graduate School of the Social Sciences: The Process of Building an Institution*". IDRC. 1993

January 80 - July 82

\* For **International Council for Adult Education**, Toronto co-ordinated and researched the progress and results of the Women and Adult Education Research project. Produced report: "*Women Hold Up More Than Half the Sky. A Third World Perspective on Women and Nonformal Education for Development*". ERIC ED232042:

\* **For IDRC**, co-researched a study of decision-making and communication patterns and administrative processes of the Social Sciences Division, as related to its formulation, implementation and evaluation of policy and programming.

## II. EMPLOYMENT EXPERIENCE

### **December 1995-June 1996: Social Policy Officer, Global Issues Bureau Department of Foreign Affairs and International Trade**

Under term employment, co-ordinated and reported on Canadian follow-up to the World Summit for Social Development, and for fostering commitments of the WSSD through the various trade and foreign policy activities of the Department

### **January 1994-December 1995: Senior Specialist - Education and Social Policy, Social Sciences Division, International Development Research Centre/IDRC**

Conceptualized, developed and implemented IDRC's research programming in areas of changing civil society-state relations, governance systems and social policy reform; principal resource person for the Centre's global support to formal and nonformal education, particularly as related to the above issues, and for the integration of a learning dimension into other sector projects; collaborated with the Centre's Evaluation Unit in the design and conduct of in-house and thematic evaluation projects.

As Senior Specialist responsible for the SPP in Asia, developed, managed and monitored research projects on managing the change process, organizational and social learning, community, group and institutional coping strategies within the contexts of globalization, adjustment and transition, and the resources, strategies and structures needed for enabling sustained development. Developed and maintained regional network of researchers, research institutions and policy-makers in areas of governance, social policy, education and learning, institutional development and research methods. Developed and maintained contacts with other donor and domestic funding organizations toward fostering complementary programmes of support and identifying potential for collaboration.

### **Oct 1992-Dec 1993: Principal Programme Officer - Learning and Change, Innovation Systems Management, IDRC**

Conceptualized, identified and developed research activities exploring issues of research effectiveness, processes of implementing innovation, of organizational and social change and of learning. Responsible for Programme activities in institutional and human resources development; and represented the Programme on Centre-wide Working Groups: Learning for Change, Integrating Social, Economic and Environmental Policy, and Health in the Environment. Served as designated Acting Director, liaised regularly with Centre management in defining the Programme.

### **February 91-October 92: Senior Education Specialist, Human Resources and Development, Professional Services Branch, CIDA**

Advised on project design in areas of education and human resource development. Designed, prepared terms of reference; managed the proposal process and monitored consultants for the human resource, education, training and institutional development projects developed by CIDA's bilateral desks for South East Asia and China. Designed and managed project and programme evaluations and research reviews, participated in preparation of Country Policy Frameworks and supported planning and monitoring activities for the Indonesian, Thai, Philippine, Asia Regional, Malaysian and China desks. Collaborated in the development and application of overall HRD policy and work strategies, and integration of these concepts and activities into CIDA's programme and project work. Represented CIDA in international forums dealing with HRD and education issues; prepared position papers on related themes: particular reference to EFA.

### **July 87 - July 89: Senior Programme Officer - Education and Training, Fellowships and Awards Division, Asia Regional Office (Singapore), IDRC**

Managed budget of \$1.5 million to develop, monitor and administer IDRC's research training activities in South and Southeast Asia. Designed and monitored individually-tailored fellowship grants programmes, short and long-term group training activities, in-project professional development for researchers and research managers, and HRD components of research programmes aimed at institutional strengthening. Developed and applied the Centre's HRD policies within the framework of the Asian research environment, the research agendas of the six programme divisions and the overall IDRC-Asia Regional Strategy.

**August 82 - July 87: Programme Officer - Education, Social Sciences Division, International Development Research Centre (Ottawa)**

Initiated, developed, managed and evaluated Centre-funded education research projects in West and East Africa, South and Southeast Asia, the Middle East and the Caribbean. Identified, reviewed and assessed education and learning proposals across a variety of topics, methodologies and contexts. Provided the Programme's focus on pre-school and adult and nonformal education, literacy, evaluation of educational reforms and collaborative, schools-based research. Developed/maintained networks of donor and research contacts for the Programme.

**September 74 - August 76: Research Officer, Ottawa Valley Field Research Centre, Ontario Institute for Studies in Education, University of Toronto.**

As member of a 3-person research team, developed and implemented an action research classroom study involving a group of 15 schools in the Ottawa area in self-monitored teaching strategies research, including analyses of teacher-school relations, inter-staff communication and school-based goal setting in addition to the main activities of defining, testing and adjusting teachers' goals and practices, identifying effective and dysfunctional teaching patterns and experimenting with different teaching-learning models.

**1974: Reading Clinician, Child Guidance Clinic, Winnipeg Manitoba.**

Diagnosed students referred to the Clinic with reading/learning problems from a district of 14 primary and secondary schools; developed remedial programmes, provided counselling on students' progress to teachers, school administrators and parents and referred students to other remedial or medical care.

1973: **English as a Second Language Instructor**, Central Institute of English Language, Mahidol University, Bangkok **Thailand.**

1968/69: **Teacher** - Primary and Junior Form, Bandar Seri Begawan, **Brunei**

III. EDUCATIONAL BACKGROUND

1981: Doctorate of Education with specialization in adult and nonformal education. Ontario Institute for Studies in Education. University of Toronto.

1974: Masters of Education with specialization in literacy and reading instruction and curriculum development. Ontario Institute for Studies in Education. University of Toronto.

1972: Bachelor of Arts (Honours) with specialization in sociology. Carleton University. Ottawa.

IV. PERSONAL DATA

Citizenship: Canadian, UK

Languages: English (excellent); French (reading, moderate oral comprehension)

V. PUBLICALLY AVAILABLE REPORTS AND PUBLICATIONS (Due to confidentiality, evaluations are restricted)

Education for All: Planning and Evaluating Systems and Progress

1991. "Learning and Intervention: Informal Transmission of the Knowledge and Skills of Development". In Perspectives on Education for All. IDRC-MR295e. Ottawa. (Presented at Education For All: World Conference Thematic Round-table, Jomtien Thailand 1990).

1996. "Implementing Educational Reform: Issues and Strategies for Results-Based Management". CIDA/Policy Branch [with Greg Armstrong]

2001. "The Shifting Paradigm: Trends in Basic Education", CBIE Research Millennium Series #3. Nov/01

2001. "Education for All and Children Who are Excluded". UNESCO Thematic Studies. ED 2001/13.

2002. "Nonformal Education for Inclusive Democracy: Enabling Systemic Development in Cambodia". in Singh, Madhu (editor) Institutionalizing Lifelong Learning: Creating Conducive Environments for Adult Learning in the Asian Context. UNESCO Institute for Education, Hamburg.

<http://unesdoc.unesco.org/images/0012/001291/129126eb.pdf#133834>

2002. "Lessons and Implications from Girls' Education: A Synthesis from Evaluations. UNICEF Evaluation Office. New York, 2002. [http://www.unicef.org/evaldatabase/files/Global\\_2003\\_Lessons\\_and\\_Implications.pdf](http://www.unicef.org/evaldatabase/files/Global_2003_Lessons_and_Implications.pdf)

2004. "[Child-Friendly Schools in Asia and the Pacific: How Friendly can they Be?](#)" UNICEF East Asia and Pacific Regional Office, Bangkok.
2005. "Global Monitoring Report Progress on EFA: East Asia Regional Analysis" prepared for GMR/Paris.
- 2008: [Evaluation of the Processes, Impact and Future Strategies of the Child-Friendly School Programme](#) Unicef Cambodia
2009. Impacts on the education sector of interventions following the tsunamis in Aceh, Sri Lanka and the Maldives. Three reports prepared for UNICEF.
2009. Education elements of the "[Children and the 2004 Indian Ocean Tsunami: Evaluation of UNICEF's Response in Thailand 2005-8](#)". UNICEF/NY
2009. "[Children and the 2004 Indian Ocean Tsunami: Evaluation of UNICEF's Programmes in Sri Lanka: Education](#)". UNICEF/NY
2009. "[Children and the 2004 Indian Ocean Tsunami: Evaluation of UNICEF's Programmes in the Maldives: Education](#)". UNICEF/NY
2009. "[Children and the 2004 Indian Ocean Tsunami: Evaluation of UNICEF's Programmes in Indonesia: Education](#)". UNICEF/NY
2013. UNICEF "Situation Analysis of Children's and Women's Vulnerability and Rights in Afghanistan: Education Sector".

*Institutional Strengthening, Capacity Development and Analysis*

- 2005 "Adult learning and capacity development in IDRC: A Concept Paper" prepared for IDRC, Evaluation Unit.
2005. "Mapping Capacity Development in IDRC".
2005. "Situating Capacity Development in IDRC : Some Policy Considerations" prepared for IDRC, Evaluation Unit
2005. "[Framework for Evaluating Capacity Development in IDRC](#)" prepared for IDRC/Evaluation

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