

## CURRICULUM VITAE

### **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 in South, Southeast and Central Asia, Africa, the Caribbean, and Latin America.

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#### *Professional experience*

**1996-2025:** Independent consultant, particularly to UNICEF and UNESCO, GAC(CIDA) and IDRC, conducting situation analyses, monitoring and evaluation concerned with primary education and nonformal learning, social change and institutional reform, human resource development throughout Asia and Africa. See details below.

**1982-96 International Programmes/Projects:** Senior Programme Officer with International Development Research Centre (IDRC) in Ottawa and Singapore, 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; designing and managing scholarships and HRD for research (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.

**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*.

#### **Summary areas of experience:**

##### **I. Consulting Experience**

###### **▪ Monitoring and Evaluation Fieldwork**

Broad experience in all developing regions, including in fragile systems and conflict-affected countries; in assessing action and progress on SDG4; in all sectors of basic and nonformal education, especially with

respect to access and inclusion of marginalized groups, protection and gender equality; and in analysis of multi-level and horizontal collaboration in the context of systems change and organizational learning.

- ***Analysis and communication***

Varied 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. Strong analytical and communication skills, including report writing and presentation.

- ***Developing and Applying Evaluation Methods and Tools***

All analyses and evaluations emphasise qualitative and participatory methods: document analysis, interviews, focus groups and observation. Regular use of OECD/DAC criteria and UNEG Guidance. Co-wrote a qualitative research manual for Gender Focal Point members of UNESCO/Bangkok's GENIA network.

## **Field Work and Evaluation Experience by Region**

### **ASIA (South, Southeast and Central)**

#### **AFGHANISTAN**

August-November 2024

For UNESCO, education analyst and Team leader, developed a Quality Assessment Framework for improving the quality of non-formal TVET provision at community level, encompassing both non-formal and informal sectors.

April – June 2024

For Mercy Corps, social change and TVET analyst and Team Lead, on an Afghan team conducting an extended market assessment in three provinces to identify key sectors/sub-sectors critical for targeted interventions by the *EmpowerEd* Master Trainers project, skills requirements and gaps to move sector businesses forward, and strategic insights into developing training-of-trainer interventions tailored to the identified needs and opportunities within these sectors.

February-March 2024

For CARE/UNDP, social change analyst and Team Lead on an Afghan team evaluating the results, contributing factors and potential for strengthening the multi-component “Area-Based Approach to Development Emergency Initiative” (ABADEI-2), a “nexus” programme aimed to support sustainable development in the context of a complex and prolonged humanitarian disaster through sustainable locally-managed development e.g. women’s enhanced access to livelihoods, community-based cash for work, food security and infrastructure development.

September – December 2023

For UNESCO/Kabul, education analyst and Team Lead on an Afghan team conducting a situation analysis of what was happening with respect to non-formal TVET and life-skills/literacy in Afghanistan; what the evident gaps were in content and delivery; and what resources and opportunities were available to improve reach to different communities, relevance to different living and work circumstances and effectiveness in leading to income generating capacities.

June – December 2023

For UNESCO/Kabul, education analyst and Technical Coordinator on an Afghan team conducting pilot School Improvement Plan (SIP) to strengthen the capacity of the Technical Vocational Education and Training (TVET) professionals at school and institutes level for better quality assessment, improvement, planning, implementation, and monitoring and evaluation.

January – March 2023

For War Child Canada, as the evaluator on a team with responsibility for analyzing the data, assessing results and determining lessons learned from the Enhancing Protection of Afghan Children (EPAC) project, a community and school-based protection and learning programme.

November 2022 – June 2023

For UNESCO/Kabul, education evaluator as part of an Afghan team conducting a situation analysis/ assessment of the Higher Education sector, focused on the quantitative and qualitative status of access, quality, management and sustainability; gender inclusion as both a core and cross-cutting theme to better understand the status of women's and girls' access to university post August 2021 regime changes; the scope and quality of their programs; and the range of barriers they face to enrolment, persistence and application of their learning. .

September 2021 – March 2022

For UNICEF/Kabul, education analyst to support the operationalization of the Comprehensive Safe and Secure Schools Framework (CSSF) for application in Community-based Education classes and Alternative Learning Centres, with particular focus on the change in governance authority and its implications for girls/women and other vulnerable groups.

March 2020 – May 2021

For UNICEF/Kabul, education analyst to support development and application (in collaboration with the Ministry of Education) of COVID-19 response programming for vulnerable communities and children.

October 2019 – January 2020

For UNICEF/Kabul, education analyst to develop a Comprehensive Safe and Secure Schools Framework (CSSF) and implementation guidelines for the Ministry of Education with particular focus on the implications for girls/women and other vulnerable groups.

February – June 2019

For UNESCO/Kabul, education analyst to conduct a Sub-sector Analysis of Literacy and Nonformal Education in Afghanistan

October – December 2018

For UNESCO/Kabul, education analyst to develop a funding proposal for Nonformal, Literacy and Accelerated Education for submission to development partner/s.

March – May 2018

For UNESCO/Kabul, education analyst to conduct an evaluability assessment of the “Enhancement of Literacy in Afghanistan” project phase3

February – March 2018

For UNESCO/Kabul, education analyst to develop a \$10m 4-year Nonformal Education and Literacy proposal to the Government of Japan.

January – May 2017

For UNESCO/Kabul, education analyst to develop Strategy and Funding Proposals for the “Enhancement of Literacy in Afghanistan” project phase4.

January – March 2016

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

February – June 2015

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

Nov 2013 – March 2014

For UNICEF/Kabul, evaluation team leader of the Female Literacy Programme, in collaboration with the Afghanistan Ministry of Education Literacy Department, in Kabul and provinces

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”.

November 2012 – April 2013

For WUSC/Canada, education advisor of Monitoring and Evaluation, for its Teachers’ Certification and Accreditation (TCAP) project in Afghanistan.

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.

## **BANGLADESH**

June – September 2016

For UNICEF/Dhaka, “rapid assessment” evaluator 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.

March - June 2010

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

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.

## **CAMBODIA**

January – July 2022

For UNESCO/Phnom Penh, team leader to conduct a rapid forward-looking assessment of the Nonformal Education Sector in Cambodia: reach and stresses on the current system, opportunities for expansion in reach and content, and the requirements for improving the status of the sub-sector in domestic and regional policy and development.

June – December 2017

For UNICEF/Cambodia, education specialist on 4-person team conducting the “Outcome Evaluation of the Education Capacity Development Partnership Fund (Phase I and II)” (contracted through firm).

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.

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.

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.

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".

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".

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

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.

## **INDIA**

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".

## **INDONESIA**

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

## **LAO PDR**

August – October 2016

For DFAT/MOES Vientiane, evaluation team leader of the Laos Australia National Scholarship programme.

## **MYANMAR**

July 2019 - February 2020

For FCDO (DFID)-funded Myanmar Teacher Education project, under sub-contract to Montrose, research analyst to develop and support implementation of the project's Operational Research Strategy, provide Action Research guidance and design/support on-going and cumulative research studies.

## **NEPAL**

Oct 2013 – April 2014

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

## **SRI LANKA**

October 2017 – February 2018

For Global Affairs Canada/Sri Lanka, formative evaluation team leader for “Advancing Specialized Skills for Economic Transformation/ASSET”, a TVET-support project implemented by WUSC/Canada (contracted to a firm).

## **THAILAND**

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*”.

October – November 2005

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

## **ASIA REGIONAL**

June – December 2018

For UNICEF/Nepal: South Asia Regional Office, education analyst to contribute to building the evidence base for improving the quality of education in South Asia, with specific reference to learning outcomes; through engagement with the Regional and Country Offices to elaborate and refocus the Child-friendly School Model.

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.

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 small grants 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.

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”.

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.

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”.

November 2000 - March 2001

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

## **AFRICA**

### **BENIN**

February – August 2018

For Catholic Relief Services/Benin, education specialist on a 4-person team conducting the final evaluation of the McGovern-Dole Food for Education project (contracted through a firm; without fieldwork).

### **KENYA**

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.

March 2001 – November 2004

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

## **MALAWI**

October 2007- January 2008

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

## **MOZAMBIQUE**

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.

November 2002 – March 2003

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

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”.

## **RWANDA**

August - December 2010

For UNICEF/Rwanda, DFID/Rwanda and the World Bank, team leader evaluator 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).

## **ZAMBIA**

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.

July 2000 - December 2001

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

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.

## AFRICA REGIONAL

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.

August – December 2006

For IDRC, designed and conducted the evaluation of past and possible future support to the Consultative Group on International Agricultural Research/CGIAR "System-wide Integrated Malaria in Agriculture" programme as a research and application support network in East and Southern Africa.

## CARIBBEAN/LATIN AMERICA

November - January 2001

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

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.

## GLOBAL

October 2014 – April 2015

For UNICEF/NY, education analyst to conduct a global mapping of factors constraining and facilitating education sector clusters transitioning to recovery; field visits to Palestine (West Bank) and Pakistan (under contract to ISG)

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.

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.

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.

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; fieldwork Egypt and Philippines.

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).

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 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.

## **THEORETICAL AND ANALYTICAL WORK**

February – November 2011

For CIDA, technical advisor 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.

January - June 2010

For CIDA/Policy Branch, education analyst developed 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.

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].

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).

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.

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.

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.

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.

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.

## **BEFORE 2000 (chronological)**

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 coordinated an international evaluation-research study on the "Impact of IDRCsupported 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 fieldbased 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 IDRCsupported projects.

Aug 1996 March 1998

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

JuneSept 1996

\* For the Department of Foreign Affairs and International Trade, AsiaPacific Branch, coordinated 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 UNICEF, researched and presented an Education For All: World Conference Thematic Roundtable 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 *CanadaChina Human Development Training Project* (MayDecember 1990).
- \* For World Bank, developed the NFE component of its Lao PDR Education Reform programme (AugustSeptember 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 coordinated 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 decisionmaking and communication patterns and administrative processes of the Social Sciences Division, as related to its formulation, implementation and evaluation of policy and programming.

## II. FORMAL ORGANIZATIONAL EMPLOYMENT EXPERIENCE

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

Under term employment, coordinated and reported on Canadian followup 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 1994December 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 societystate 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 inhouse 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 policymakers 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 1992Dec 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 Centrewide 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 91October 92: Senior Education Specialist, Human Resources and Development, Professional Services Branch Canadian International Development Agency (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 individuallytailored *fellowship grants programmes*, short and longterm group training activities, inproject 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 IDRCAsia Regional Strategy.

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

- Initiated, developed, managed and evaluated Centrefunded 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 preschool and adult and nonformal education, literacy, evaluation of educational reforms and collaborative, schoolsbased 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 3person research team, developed and implemented an action research classroom study involving a group of 15 schools in the Ottawa area in selfmonitored teaching strategies research, including analyses of teacherschool relations, interstaff communication and schoolbased 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 teachinglearning 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: Doctor of Education with specialization in adult and nonformal education. Ontario Institute for Studies in Education. University of Toronto.

1973: Master of Education with specialization in literacy and reading instruction and curriculum development. Ontario Institute for Studies in Education. University of Toronto.

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