

# LAETITIA ANTONOWICZ

CONSULTANT | COACH | TRAINER | FACILITATOR

Education & International Development

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## Expertise

- Inclusive education, education equity & participation
- Out-of-school children, drop-out prevention
- Digital learning / ICT in education
- Education quality, learning and teaching
- Education policy, management & governance
- Child rights and protection
- Soft skills & socio-emotional learning
- Gender and women's rights
- Aid effectiveness, harmonisation and partnerships

## Competences

- Programme and thematic evaluation, M&E
- Policy/strategy analysis & development
- Sector reviews
- Research studies
- Qualitative and participatory research methods
- Capacity & institutional development
- Gender and inclusion analysis and mainstreaming
- Workshop facilitation and training
- Professional Coaching and Mentoring

## Countries of experience

**Asia:** Bhutan, China, Kazakhstan, Kyrgyzstan, Lao PDR, Mongolia, Philippines, Sri-Lanka, Tajikistan, Thailand, Vietnam.

**Caribbean and South America:** Haiti, Mexico

**Europe & Caucasus:** Albania, Armenia, Belgium, Bosnia & Herzegovina, Bulgaria, France, Georgia, Greece, Ireland, Italy, Kosovo, Moldova, North Macedonia, Poland, Romania, Serbia, Turkey, U.K., Ukraine.

**Middle East and Northern Africa:** Egypt, Morocco, Tunisia, Lebanon.

**Sub-Saharan Africa:** Burkina Faso, Cameroon, DR Congo, Ethiopia, Ghana, Ivory Coast, Kenya, Madagascar, Malawi, Senegal, Sierra Leone

**Remote work:** Azerbaijan, Bangladesh, Belarus, Benin, Cambodia, Central African Rep., Capo Verde, Chad, Ecuador, El Salvador, E.U., Dominican Rep., Guinea, Guinea Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Paraguay, Sao Tome and Principe, South-Africa, Tanzania, Togo, Uganda, Yemen.

## Employment record

<b>Director – Senior Consultant   Professional Coach   Trainer &amp; Facilitator</b> Laetitia Antonowicz Consulting Limited, <a href="http://www.lacl.info">www.lacl.info</a>	2012-date
<b>Professional, Life and Career Coaching</b> Self-employed, <a href="http://www.laetitia.coach">www.laetitia.coach</a>	2017-date
<b>Senior Consultant in Education and Social Development</b> Independent consultant	2011-2012
<b>Consultant and Project Manager in Education and Development</b> Education for Change Ltd, London, United Kingdom, <a href="http://www.efc.co.uk">www.efc.co.uk</a>	2003–2010
<b>Education Programme Assistant in Basic Education and Gender</b> UNESCO Asia-Pacific, Regional Bureau for Education, Bangkok, Thailand	2003
<b>Education Programme Assistant</b> UNESCO/APEID Asia-Pacific, Regional Bureau for Education, Bangkok, Thailand	2002
<b>Secondary school teacher</b> French schools in France (1994-1996); Hanoi (1996-1999) and Beijing (1999-2001)	1994–2002

## Education

<b>Professional Coaching Certificate</b> , EMCC recognised, MHD Formation, Paris	2020
<b>Coaching and Mentoring Certificate</b> , Level 5 (UK), Institute for Leadership & Management, London	2017
<b>Masters (M.A.) in Education and International Development</b> , Institute of Education, University of London, <i>Dissertation on Language planning in China and the education of minorities: the case of Tibet</i>	2002
<b>CAPES de Lettres Modernes</b> (French National Teaching Qualification), French Ministry of Education.	1994
<b>Maîtrise de Lettres Modernes (M.A. in Literature)</b> , University of Lyon II, France. Distinction.	1994

## Selected projects and assignments

<p>Albania, Bosnia &amp; Herzegovina, Bhutan, Capo Verde, Greece, Italy, Kazakhstan, Lebanon, Mauritania, Mexico, Poland, Sao Tome, and Serbia</p> <p>NatCom UNICEF Sweden, 2022-2023</p>	<p><i>Global Project Manager and Digital and Blended Learning Consultant</i></p> <p><b>UNICEF-Akelius Global partnership Digital Language Learning for Social Integration.</b> The Akelius digital learning application aims to develop language skills (10 languages) to support the social integration of children with a refugee or migrant background, out-of-school youth and other marginalized children in both non-formal and formal education settings.</p> <ul style="list-style-type: none"> <li>• Project management: feasibility and scoping, technical support to grant process, partnership and implementation, development of the Accelerating Quality Initiative, monitoring, knowledge management, documentation of lessons learned.</li> <li>• Digital and Blended Learning technical support: (i) capacity development of UNICEF and implementing partners, (iii) co-development of <a href="#">e-Teacher Training modules</a> for teachers' induction, (iii) lesson learning and documentation.</li> </ul>
<p>Albania</p> <p>UNICEF</p> <p>2022-2024</p>	<p><i>Education Consultant</i></p> <p><b>Preventing drop-out in secondary schools, “Every Young person matters” (QENDRO!) Project.</b> Support to inception phase, technical inputs into selected components on dropout prevention from general and VET schools and Early Warning Systems, career guidance, skills development amongst young people, identification and support for NEETs and young people at-risk of NEET, training of teachers and training of social services professionals. Coaching and mentoring of Implementing Partners and selected schools for the dropout prevention component.</p>
<p>Europe and Central Asia</p> <p>UNICEF Regional Office, 2023</p>	<p><i>Education Consultant</i></p> <p><b>UNICEF Education Strategy finalisation and Concept Notes on priority areas:</b> (i) Education and Climate Change, (ii) Multiple Flexible Learning Pathways, (iii) Inclusive Education, (iv) Mother-tongue Education and Learning.</p>
<p>Sri Lanka</p> <p>UNICEF 2023</p>	<p><i>Evaluation Consultant</i></p> <p><b>Educational Environment Improvement Project in Kilinochchi District.</b> Support to evaluation process and quality assurance.</p>
<p>ICRC</p> <p>2023-2024</p>	<p><i>Evaluation Expert Panel Member</i></p> <p><b>Quality Assurance Review</b> to strengthen the quality of centralized and decentralized evaluations commissioned by the ICRC and provision of advice and technical inputs on aspects of an evaluation to support learning and capabilities of evaluation commissioners.</p>
<p>Sri Lanka</p> <p>UNICEF</p> <p>2022-2023</p>	<p><i>Education Consultant</i></p> <p><b>Endline Study, Educational Environment Improvement Project in Kilinochchi District.</b> Designed study, trained and remotely supported and supervised data collection team, authored final study report for this KOICA funded project (learning environment improvement, teacher and education officials' capacity for child-centred inclusive teaching and learning, and community engagement).</p>
<p>Kosovo*</p> <p>UNICEF 2021- 2022 and 2022-2023</p>	<p><i>Learning Consultant</i></p> <p>Support to <b>UNICEF Kosovo Office's annual reporting process and products (COAR/RAM reports)</b> for end of year 2021 and end of year 2022.</p>
<p>Ghana, Ivory Coast, Senegal</p> <p>UNESCO</p> <p>2022</p>	<p><i>ICT in Education Evaluation Consultant</i></p> <p><b>Korean-Funds-in-Trust (KFIT) Transforming Education in Africa through Information and Communication Technology Project.</b> Mid-term review of Project Phase 2, to take stock of progress, results, lessons learned, and provide recommendations for next steps. The project aims to improve access to quality education through ICT solutions and ICT-enabled systemic and institutional transformations (schools and teacher training institutions).</p>
<p>Madagascar,</p> <p>UNESCO, 2021-2022</p>	<p><i>TVET Evaluation Consultant</i></p> <p><b>Independent external evaluation of UNESCO's CapED programme's country-level interventions in Madagascar and Lao PDR.</b> Lead Consultant for the Madagascar evaluation, using the Outcome Harvesting methodology with a focus on capacity development of key ministries and TVET centres to improve vocational training for out-of-school rural youth. Developed evaluation tools, led 3-week country research, authored Madagascar report and co-authored the overall Madagascar and Lao PDR report. For Lattanzio Kibs.</p>

<p>Europe and Central Asia, Unicef, 2022 Regional</p>	<p><i>Education Consultant</i></p> <p><b>Regional Office Technical Support for Education Projects Implementation:</b></p> <ul style="list-style-type: none"> <li>• Teacher wellbeing: development of a repository of resources for policy makers, schools and teachers, and outline of a school toolkit and concept note for policy development.</li> <li>• External technical review of reports and research studies.</li> </ul>
<p>Ecuador and Paraguay FIIAPP - International and Ibero-American Foundation for Administration and Public Policies, 2021</p>	<p><i>Inclusive Education Consultant</i></p> <p><b>Final Capitalisation Study for the European Project Bridging The Gap II: Inclusive Policies and Services for Equal Rights of Persons with Disabilities.</b> Researched and authored the <a href="#">final capitalisation report</a> on inclusive education and data for inclusive education based on the project's experience in Ecuador and Paraguay. For Fresno Servicios Sociales S.L..</p>
<p>Tunisia, UNICEF, 2021-2022</p>	<p><i>Education Consultant</i></p> <p><b>Professionalisation of pre-service teacher training (BA in Education and Teaching).</b> Participatory development of a Sociology of Education syllabus with a focus on gender, socialisation, repetition, school dropout and school-based violence. Training of school inspectors and teacher training institutes' researcher-trainers. For Cambridge Education.</p>
<p>Europe and Central Asia, Unicef, 2021 Regional Kosovo</p>	<p><i>Education Consultant</i></p> <p><b>Regional Office Technical Support for Education Projects Implementation:</b></p> <ul style="list-style-type: none"> <li>• Support to Covid-19 regional educational response: developed a second set of considerations for school reopening and hybrid education for governments and schools, focusing on access, learning, mental health and wellbeing, health and nutrition (<a href="#">Building Resilient Education Systems beyond the COVID-19 Pandemic: Second Set of Considerations for school reopening</a>);</li> <li>• Developed school dropout prevention modules contextualised to the pandemic situation: <a href="#">All children back in school! Dropout prevention modules for school teams and teachers</a></li> <li>• Authored the case study <a href="#">Reimagine Education with the Learning Passport Platform: the Case of Kosovo</a> explaining how Kosovo developed the first national e-learning platform during the pandemic and presenting lessons learned for other countries embarking on similar endeavours.</li> <li>• Authored <a href="#">Youth Voices from Kosovo</a> based on UNICEF-led research.</li> </ul>
<p>Bulgaria, UNICEF 2020-2021</p>	<p><i>Education Consultant</i></p> <p><b>Education response to COVID-19 pandemic.</b> Developed a school toolkit to support the management of school re-opening and transitions between periods of distance, blended and face-to-face teaching and learning. Supported UNICEF and MoE in COVID-19 response in the education sector.</p>
<p>Sri Lanka, UNICEF, 2020-2021 / 2023</p>	<p><i>Education, M&amp;E and Evaluation Consultant</i></p> <p><b>Educational Environment Improvement Project in Kilinochchi District.</b> Compiled and analysed baseline data and prepared a consolidated baseline survey report for this KOICA funded project (construction, teacher training and community engagement). Redesigned the overall MEL system and supported UNICEF and local stakeholders to develop and implement monitoring tools and systems. Supported the end-of-project Evaluation process.</p>
<p>Europe and Central Asia, Unicef, 2020 Belarus Georgia Ukraine Regional</p>	<p><i>Education Consultant</i></p> <p><b>Regional Office Technical Support for Education Projects Implementation:</b></p> <ul style="list-style-type: none"> <li>• Support to Covid-19 regional educational response: developed concept notes and funding proposals; developed response framework for governments (<a href="#">Building Resilient Education Systems beyond the COVID-19 Pandemic: Considerations for education decision makers</a>); developed <a href="#">guidance on monitoring access and learning participation</a>; provided remote support to country offices.</li> <li>• Support to online learning: proposal for online learning platform (Belarus)</li> <li>• Training and mentoring on second chance education pedagogy in Georgia: support to Ministry officials and special teachers on the development of a catch-up programme for out-of-school children, including socio-emotional learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Capacity development support for the Institute of Educational Analytics for a study on out-of-school children (Ukraine);</li> <li>• Support to UNICEF Ukraine for the development of a school reopening monitoring and resilience building tool for schools;</li> <li>• Support to formative assessment and remedial learning UNICEF Webinar Series with UNICEF ECARO and ROSA (concept note, ToRs, speakers, report):</li> <li>• Development of a regional framework for the integration of migrant and refugee children in national education systems.</li> </ul>
International, DEVCO, 2020	<p><i>Evaluation Quality Assurance Consultant</i></p> <p><b>DEVCO-EuropeAid Evaluation Support Service.</b> Contributed Quality Assurance Support Services to DEVCO-EuropeAid international evaluation team: review and assessment of ToRs, inception and final evaluation reports. All sectors. For IOD-PARC.</p>
Sri Lanka, Unicef, 2019-2020	<p><i>Education Sector Analysis and Planning Consultant</i></p> <p><b>Education bottleneck analyses and road maps for priority education interventions (preschool to upper secondary).</b> Led participatory Education bottleneck analyses and planning processes in the Eastern and Northern Provinces (field visits, consultation and planning workshops). In EP, wrote bottleneck analysis and developed a 3-year road map and action plan for the Province Ministry of Education. In NP, wrote bottleneck analysis and developed a set of interventions to feed into the Medium-Term Strategic Plan.</p>
International, AFD, 2019-2020	<p><i>Consultant in Gender and Education</i></p> <p><b>Basic Education Portfolio Review from a Gender Perspective.</b> Quantitative and qualitative review of 40 projects over the 2015-2019 period; typology of interventions and intervention modalities; analytical report with strategic recommendations and suggestions for a forthcoming evaluation about the extent to which and how the French Development Agency addresses gender in basic education.</p>
Senegal, Unicef, 2019	<p><i>Inclusive Education Consultant</i></p> <p><b>Policy guidelines on inclusive education for children with disabilities.</b> Responsible for the international literature review, the development of a conceptual framework for the national situation analysis and for the co-construction of the policy guidelines. For Cambridge Education/Mott McDonald.</p>
Haiti, Unicef, 2018-19	<p><i>Team Leader</i></p> <p><b>Research Study on School Factors contributing to School Failure and Dropout in Basic Education in Haiti.</b> Led methodology and tool development, training of researchers, supervised 8 weeks of data collection, developed data analysis framework, facilitated participatory workshops throughout the process for MoE ownership and capacity development, managed team of 8. Scope: 35 schools, classroom observations, interviews, focus groups. For Cambridge Education/Mott McDonald.</p>
Philippines, Unicef, 2018-19	<p><i>Policy Advisor</i></p> <p><b>Participatory development of the Philippines National ECCD Strategic Plan.</b> Developed the situation analysis enquiry framework. Facilitated a 2-day strategic development workshop and drafted the initial ToC for the Strategic Plan. QA of main deliverables. For Community Foundation System (CFS).</p>
Bulgaria, Unicef 2018	<p><i>Evaluator</i></p> <p><b>Formative Evaluation of the Inclusive Education Pre-primary Education Model.</b> Developed evaluation framework, conducted a one-week assessment in 3 regions, made recommendations for next steps and scale-up. Authored a brief documentation of the model for national and fund-raising use.</p>
Morocco, European Commission, 2016-2019	<p><i>Sector Monitoring and Vulnerable Groups Expert</i></p> <p><b>EU Budget Support Programme “Education II”:</b> Conducted 6 sector analysis and indicator monitoring missions on preschool education, education for children with disabilities and education for migrant children. For Proman.</p>
Europe and Central Asia, Albania, Bosnia & Herzegovina, Kyrgyzstan, North Macedonia, Ukraine, UNICEF, 2013-2018	<p><i>Planning and Organisational Strengthening Consultant</i></p> <p><b>Regional Education Agenda and Country Programmes Development.</b> Support to Country Programme review and development (Kyrgyzstan, North Macedonia, Bosnia &amp; Herzegovina, Ukraine); Theory of Change facilitation and development (Kyrgyzstan, Albania, Regional Office); M&amp;E frameworks (Regional Office, Kyrgyzstan).</p>

<p>International, Plan International, 2018</p>	<p><i>Child, Early and Forced Marriage Consultant</i></p> <p><b>Global Review of Child, Early and Forced Marriage (CEFM).</b> Review of international agencies' frameworks, strategies and lessons learned in CEFM programming and review and evaluation of Plan International programmes globally, in partnership with LWConsulting.</p>
<p>Armenia Albania Bosnia&amp; Herzegovina Bulgaria Georgia Moldova Kazakhstan Kyrgyzstan Kosovo* Serbia Tajikistan Ukraine UNICEF ECARO, 2012-19</p>	<p><i>Out-of-School Children, Dropout and Early School Leaving Consultant</i></p> <p><b>Out-of-School Children and Dropout Prevention Initiative.</b> Provided policy, strategy and capacity development support to education and social sector ministries, national education agencies, decentralised authorities, schools and UNICEF offices in 12 countries on out-of-school children and dropout/early school leaving, with a focus on Roma, ethnic minority and migrant children, children with disabilities and children in difficult life circumstances. The technical assistance concentrated on: identification and monitoring, national programmes and strategies, cross-sector collaboration, information flows and data systems, case management, prevention &amp; response, including:</p> <ul style="list-style-type: none"> <li>• <i>Guided national inter-ministerial working groups on normative frameworks and legislation reviews, policies and monitoring mechanisms for OOSC</i> (Armenia, Moldova, Kyrgyzstan, Tajikistan)</li> <li>• <i>Conducted in-depth policy reviews and developed national and local level policies, strategies, road maps, action plans and policy briefs to identify OOSC, increase school enrolment and prevent drop-out</i> (Moldova, Armenia, Kyrgyzstan, <a href="#">Kosovo*</a>)</li> <li>• <i>Developed cross-sector protocols and referral mechanisms to identify and monitor cases of children out-of-school</i> (Armenia, Kosovo*, Tajikistan, Serbia)</li> <li>• <i>Developed case management systems; Developed school absenteeism &amp; management system</i> (Armenia, Kosovo*, Moldova, Tajikistan) and <a href="#">early warning systems for dropout prevention</a></li> <li>• <i>Evaluated data information systems and information flows regarding OOSC and drop-out</i> (Bulgaria, Moldova, Kosovo*, Tajikistan, Armenia, Kazakhstan, Bosnia and Herzegovina, Kyrgyzstan, Ukraine)</li> <li>• <i>Conducted research on OOSC and student drop-out, developed study protocols and data collection tools</i> (Armenia, Moldova, Kosovo*, <a href="#">Kazakhstan</a>); commented on national research protocols and reports, including youth-led research (Serbia, Kosovo*, Bosnia and Herzegovina; Kazakhstan)</li> <li>• <i>Conducted rapid assessment of pilot programmes – Early Warning Systems and response mechanisms for dropout prevention</i> (<a href="#">Armenia</a>, <a href="#">Albania</a>, Serbia, Bulgaria,)</li> <li>• <i>Developed training manuals and led/facilitated training for NGOs, schools, local and national authorities on the identification of children out of school, school-based early warning system, drop out prevention and response interventions, OOSC and drop-out indicators</i> (<a href="#">Albania</a>, Serbia, Tajikistan, <a href="#">Kosovo</a>, <a href="#">Kyrgyzstan</a>, <a href="#">Bulgaria</a>);</li> <li>• <i>Researched, proposed models, developed pilots &amp; theories of change or advised and contributed to drop out prevention and response programmes, incl. accelerated learning and second chance education programmes</i> (Tajikistan, Georgia, <a href="#">Serbia</a>, Armenia, Bulgaria, Kosovo, Kyrgyzstan, Albania)</li> <li>• <i>Contributed across the region to capacity development of ministry officials, national councils and education academies through sharing of best international practices in workshops or events</i> (e.g. <a href="#">Serbia</a>, Bulgaria, Kyrgyzstan, Kosovo, Georgia, Kazakhstan, Albania, Armenia, Tajikistan).</li> <li>• <i>Publication:</i> UNICEF Series on Education Participation - Improving Education Participation: Policy and Practice Pointers for Enrolling All Children and Adolescents in School and Preventing Dropout. 2017.</li> <li>• <i>Developed 7 <a href="#">Regional Teacher Training Modules</a> for School Dropout Prevention.</i></li> </ul>
<p>International, DFID, 2016-2017</p>	<p><i>Specialist in Adolescent Girls' Education</i></p> <p><b>Girls' Education Challenge Fund, Leave No Girl Behind.</b> Review of Concept Notes and Full Proposals for the Leave No Girl Behind funding window supporting out-of-school adolescent girls to re(enrol) into education, training or employment. This window targets the most marginalised girls with a strong focus on accelerating girls' learning. For SDDirect/PwC.</p>

International, EU-DEVCO, 2017	<p><i>Education and Conflict Expert</i></p> <p><b>Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments.</b> Assessment of concept notes and full proposals for EuropeAid Call for Proposal: Building Resilience: Education Opportunities in Fragile and Crisis Affected Environments. For Proman.</p>
International, French Development Agency (AFD), 2017	<p><i>Early Childhood Education and Care Consultant</i></p> <p><b>ECEC brief and benchmark.</b> Mapped early childhood education and care concepts, typology of services, stakeholders, and interventions. Researched innovative financing mechanisms. Established benchmark of donor's interventions in ECEC internationally and explored the role and interventions of non-state actors in ECEC.</p>
International, French Development Agency (AFD), 2016-2017	<p><i>Gender Consultant</i></p> <p><b>Support to AFD's Gender Strategy implementation.</b> Designed and facilitated gender mainstreaming training courses (1 day and 3-day training events) for AFD country offices' gender focal points and AFD HQ staff. Training covered: gender concepts, gender analysis, and gender mainstreaming in all AFD's focus sectors (agriculture, energy, infrastructure, health, transport, climate change, etc.)</p>
Romania, UNICEF ECARO, 2017	<p><i>Education Consultant</i></p> <p><b>Evaluation and Assessment in Education.</b> Documented the joint UNICEF-OECD Review of Evaluation and Assessment in Education process to advocate and inspire other Europe and Central Asia countries regarding their engagement and reforms in improving learning outcomes.</p>
Africa, Comic Relief, 2015-16	<p><i>Monitoring, Evaluation and Learning Consultant</i></p> <p><b>[Multiple projects].</b> Provided support to Comic Relief Grant Applicants to strengthen their Monitoring, Evaluation and Learning approach (learning questions, quantitative and qualitative data collection methods, data quality, data storage, ethical data collection protocols) in their final project proposal. Streams: Violence against women and girls, Education, Sports for Development. Focus countries: Malawi, Tanzania, Uganda, South Africa. For Coffey Intl.</p>
European Union, EC - Education, Audiovisual and Culture Executive Agency EACEA, 2010-16	<p><i>Assessor and Project Evaluator</i></p> <p><b>Comenius Programme:</b> development and dissemination of best practices in school education: teaching methods &amp; materials, teacher training approaches/content, school management. Assessment of project proposals for the 2010, 2011 &amp; 2012 Comenius selection. M&amp;E: Assessment of grant mid-term and final reports 2011-2012 and 2014-2015 and 2016.</p>
International, French Development Agency (AFD), 2016	<p><i>Women's Employment and Early Childhood Education and Care Consultant</i></p> <p><b>Employment Toolkit for AFD's programme managers.</b> Researched and developed sections on women's employment and on child care (international context, regional trends, issues, donors' involvement) to support new managers' programming in these areas.</p>
Ivory Coast, Ministry of Education/UCP-EF Coordination Unit, 2016	<p><i>Gender Consultant</i></p> <p><b>Programme de Développement de l'Éducation, de Formation et d'Insertion des jeunes (C2D DEFI2).</b> Resource person for a 4-day workshop aiming to learn lessons from Phase 1 and plan possible activities for the Phase 2 Call for Proposals for this multi-million programme in the area of community mobilisation in primary and lower secondary education. Facilitated a 2-day discussion on the sub-theme "gender and health". Developed detailed Call for Proposals for NGOs participating in DEFI2 in the area of gender and health in basic education.</p>
Ivory Coast, French Development Agency (AFD), 2016	<p><i>Gender Consultant</i></p> <p><b>Programme de Développement de l'Éducation, de Formation et d'Insertion des jeunes (C2D DEFI2).</b> Development of a Gender Action Plan for the DEFI2 project (226 million Euros project covering education, TVET, tertiary education and youth employment).</p>
Turkey, French Development Agency (AFD), 2015-16	<p><i>Women's Employment and Early Childhood Education and Care Consultant</i></p> <p><b>Women's Access to and Retention in Decent Work.</b> Organisation of (i) a one-day event on Women and decent work in Turkey with a focus on barriers to labour attachment, and (ii) a two-day event on Child Care Provision in Turkey and France. Developed <a href="#">concept note</a>, event programme, guidelines for moderators and presenters, liaised with speakers &amp; chairs, facilitated sessions &amp; wrote <a href="#">report</a> with operational recommendations for relevant Turkey Ministries and the AFD.</p>

UK, Spain, Greece, Romania, Nigeria, ActionAid, 2013-15	<p><i>Monitoring &amp; Evaluation Consultant</i></p> <p><b>EC-funded Send my Friend to School project</b>, aiming to increase knowledge, skills, attitudes and behaviour of young people, teachers and decision-makers in the UK, Spain, Greece, Romania &amp; Nigeria with regard to MDG2. Developed baseline &amp; endline online surveys, M&amp;E tools and monitoring guidelines for partners, final evaluation methodology and toolkit, including participatory evaluation tools for children and teachers. Built M&amp;E capacity of partners; Authored baseline and final evaluation reports for the EC.</p>
France, French Development Agency (AFD), 2015	<p><i>Gender Consultant</i></p> <p><b>FISONG Education programme</b>. Provided support to three NGOs (Plan France, Handicap Intl, Initiative Développement) to strengthen their gender mainstreaming approach in the development of their FISONG Education programme: workshop and one-to-one coaching.</p>
France, French Development Agency (AFD), 2014-15	<p><i>Gender Consultant</i></p> <p><b>Gender Toolkit for the Education, Training and Employment sector</b>. Through a thorough participatory process, conceptualised and developed a toolkit on gender mainstreaming for AFD Education, Training and Employment staff. Designed and facilitated a series of training events to support the use of the <a href="#">Toolkit</a> among HQ staff. For Egis Consulting.</p>
Togo and Burkina Faso, Handicap International, 2015	<p><i>Inclusive Education Consultant</i></p> <p><b>Study on Education quality in inclusive settings and the cost of inclusive education</b>. Advised on and contributed to the study analytical framework, tools development, data analysis and recommendations. Quality controlled the <a href="#">final report</a>. For RMDA Group.</p>
Europe & Central Asia, UNICEF ECARO, 2014-15.	<p><i>Organisational Development Consultant / Early Childhood Education Consultant</i></p> <p><b>UNICEF Early Childhood Education Strategy in Europe and Central Asia</b>. Co-designed and co-facilitated a 2-day strategy development workshop for UNICEF staff. Contributed to writing the strategy. Drafted 3 policy briefs: (i) Transition to primary education, Strengthening Coherence of the Early Childhood Education sector (ii), and (iii) Early Childhood Education and inclusion. For Education for Change Ltd.</p>
West Africa, UNICEF HQ, 2015	<p><i>Evaluator (Early Childhood Education)</i></p> <p><b>Global <a href="#">Evaluation</a> of early learning and development standards (ELDS) and their effect on school readiness</b>. Contribution to literature review for West Africa countries. For Education for Change Ltd.</p>
West Africa, Plan WARO, 2014	<p><i>Child, Early and Forced Marriage Consultant</i></p> <p><b>Research project for building evidence-based interventions to decrease child marriage in West Africa</b>. Reviewed international and regional documentation, researched programming approaches, conducted stakeholder mapping, outlined programming and research areas and methodology for Plan WARO, co-authored <a href="#">report</a>, with LWConsulting.</p>
Europe & Central Asia, UNICEF ECARO, 2013	<p><i>Education Consultant</i></p> <p><b>Europe and Central Asia regional Call for Action <i>Education Equity Now!</i></b> Reviewed international and regional literature to inform the development of UNICEF's Regional <a href="#">Call for Action</a> "Education Equity Now! All Children in School and Learning" and <a href="#">Key Actions</a> for implementation.</p> <p><b>Regional Ministerial Education Conference</b>. Authored the 2013 Istanbul Regional Ministerial Education Conference <a href="#">Report</a>, where the Call for Action was launched.</p>
Armenia, Kyrgyzstan, UNICEF ECARO, 2013-14	<p><i>Evaluator and Early Childhood Education Consultant</i></p> <p><b>Early Childhood Education <a href="#">Multi-Country Evaluation</a></b> to assess the contribution of system level changes to young children increased access to ECE/school readiness and reduction in equity gaps. Development of evaluation framework and instruments (interview/focus group templates, protocols), co-led Kyrgyzstan &amp; led Armenia case studies, co-authored <a href="#">final evaluation</a> report.</p>
North Macedonia, UNICEF, 2014	<p><i>Evaluation Consultant</i></p> <p><b>Teacher Education Programme on Early Literacy and Early Numeracy</b>. Reviewed documentation, interviewed stakeholders and documented programme for <a href="#">publication</a>.</p>
International, Norad, 2012-13	<p><i>Gender and Education Consultant</i></p> <p><b>Thematic Study on Education and Gender Equality in Developing Countries</b>. Reviewed research evidence on education and gender equality from 2000-2012 and provided concrete recommendations for the post 2015 development agenda to inform</p>

	Norad's work on gender equality and education. Co-authored <a href="#">report</a> . For Education for Change Ltd.
Morocco & Arab States, UNDP Arab States Office, 2011-13	<i>Education Governance Consultant</i> <b>UNDP Regional Project Anti-Corruption and Integrity in the Arab Countries.</b> In 2011, Prepared and facilitated a roundtable on anti-corruption in education at the <i>Conference on Public Service Delivery in Arab Countries: Corruption Risks and Possible Responses</i> in Tunis. In 2013, provided <a href="#">key-note speech</a> at the Moroccan Seminar on Education and Integrity and contributed to the development of ToRs for a corruption assessment in the education sector.
Bosnia & Herzegovina, UNICEF, 2013	<i>Evaluation Consultant</i> <b>Entrepreneurship Learning Programme in primary &amp; secondary schools.</b> Assessed the programme to inform UNICEF's future work in school-based entrepreneurship development.
West Africa, UNICEF WCARO, 2013	<i>Out-of-School Children Advisor</i> <b>Out-of-School Children Initiative.</b> Reviewed and contributed to the Regional <a href="#">Report on Out-of-School Children in West Africa</a> . Advised UNICEF WCARO on ways forward with the Initiative.
International, 3ie, 2012	<i>Evaluator</i> <b>3ie Process Evaluation.</b> Conducted rapid review of the education portfolio of 3ie impact evaluations and systematic reviews in early childhood and education. <a href="#">Report</a> . <a href="#">Summary</a> . For Triple Line Ltd.
International, DFID, 2012	<i>Assessor</i> <b>Global Poverty Action Fund.</b> Provided specialist assessment of project proposals from an education or a child's perspective for Fund aiming at poverty reduction. For Triple Line Ltd.
Benin, Burkina Faso and Niger, Plan International Benin, 2012	<i>Evaluation support Consultant</i> <b>Evaluation of Psychosocial Support for Children in Emergency Situations, Burkina Faso, Benin, Niger.</b> Rewrote evaluation report with a focus on relevance of Plan's interventions to UN Inter-Agency Standing Committee standards.
European Union, EC-Education, Audiovisual and Culture Executive Agency (EACEA), 2011	<i>Assessor</i> <b>Lifelong Learning Programme.</b> Assessment of project proposals for transnational projects aiming at Roma integration, joining-up educational and other social measures (health, employment, housing), to raise participation and attainment levels of Roma boys and girls in general education and VET.
West Africa, Plan International Ireland, 2011	<i>Evaluator</i> <b>Meta-evaluation for Irish Aid Block Grant.</b> Conducted a meta-evaluation of five projects funded under the Irish Aid Block Grant in education, child rights, child participation, children with disabilities and HIV prevention and response in Burkina Faso, Mali, Guinea, Guinea Bissau and Togo.
West Africa, Plan WARO, 2011	<i>Child Participation Consultant</i> <b>Child Parliaments in West Africa.</b> Researched child participation in democratic spaces and synthesised findings of a regional study into a publication to support advocacy for greater compliance with Article 12 of the CRC and for meaningful boys' and girls' participation in decision-making spaces at national level.
International, UNDP New York, 2010-2012	<i>Education Governance Consultant</i> <b>UNDP Global Thematic Programme on Anti-Corruption for Development.</b> Reviewed international literature and researched good practices on anti-corruption in the education sector for UNDP's <a href="#">Publication</a> . Provided <a href="#">key-note speech</a> at Oslo Governance Forum (2011). Provided support to UNDP country offices to implement anti-corruption projects in the education sector (Bratislava Workshop, 2012). For Education for Change Ltd.
Malawi, UNICEF New York, 2011	<i>Evaluator</i> <b>Global Life Skills Education Evaluation,</b> covering all life skills education interventions supported by UNICEF in the formal and non-formal education sectors, including HIV prevention and reproductive health activities. Led Malawi field visit. Trained national team on qualitative data collection, conducted national level interviews, collected data in



	schools using adapted Most Significant Change methodology, authored Malawi country report and contributed to final <a href="#">Report</a> . For Education for Change Ltd.
West Africa, UNICEF WCARO, 2011	<i>Education Consultant</i> <b>Study on the role of communities in recruiting and managing parent/community teachers in public primary education conflict and post-conflict countries in West and Central Africa.</b> Developed study framework, reviewed literature, administered questionnaires and conducted phone interviews. Study focus: the role of the community in teacher management and support and the impact on access, quality and equity in education. Focus countries: Chad, RCA, Cote d'Ivoire, Guinea, Guinea Bissau, Nigeria, Congo, Sierra Leone, Liberia, DRC.
UK, Women's Association for African Networking and Development UK, 2011	<i>Organisational Consultant</i> <b>WAND's Strategy.</b> Facilitated the development of a 3-year strategic plan for London-based charity providing support to women from Black and minority ethnic communities in the areas of health and social care, education and women's rights.
Nigeria and Tanzania, ActionAid UK, 2010	<i>Gender Consultant and Evaluation Advisor</i> <b>Mid-term evaluation Transforming Education for Girls in Nigeria and Tanzania.</b> Provided methodological advice and Quality Assurance for the evaluation of a project supporting girls' right to education by addressing obstacles including violence, teenage pregnancy and HIV/AIDS. <a href="#">Report</a> .
International, Interagency Network for Education in Emergencies (INEE), 2009-10	<i>Education Advisor</i> <b>Guidance Notes and Resource Pack on Teaching and Learning in Emergencies, Chronic Crisis, Early Recovery and Fragile Contexts.</b> Member of the Education in Emergency Technical Expert Group in charge of the development of the Guidance Notes. Contributed to Guidance Note development workshop in Geneva and commented on drafts.
Mali, Plan International, 2010	<i>Violence in School Consultant</i> <b>School-based violence study.</b> Produced advocacy <a href="#">report</a> based on national study and additional research on legislative and policy frameworks on child protection and children's rights.
Sierra Leone, Plan International, 2010	<i>Team Leader</i> <b>Final Evaluation of the CIDA-funded Education Renewal Project, Kailahun District.</b> Developed evaluation framework and tools; conducted national and school level evaluation activities and data collection (quantitative and qualitative). Focus of the evaluation: education, gender, peace building, water and sanitation, hygiene and HIV/AIDS.
International, Plan UK, 2010	<i>Team Leader</i> <b>Final Evaluation of DFID funded 5-year programme on Child-Centred Disaster Risk Reduction.</b> Led learning review of child-centred DRR, identified impact on community resilience, validated Theory of Change, co-authored evaluation report and <a href="#">advocacy brochure</a> . Focus countries: Bangladesh, Indonesia, Cambodia, Philippines, Ecuador, El Salvador, Sierra Leone, Dominican Republic.
International & Morocco, UNESCO, 2010	<i>Evaluator</i> <b>Evaluation of UNESCO Strategic Objectives "Strengthening the contribution of culture to sustainable development" &amp; "Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace."</b> Focus on multicultural and peace education, education for sustainable development, rights to cultural diversity, gender and culture, culture and tourism. Co-developed evaluation approach, protocol and qualitative data collection tools. Led Rabat Cluster mission (Morocco, Algeria, Tunisia, & Mauritania), looking at the MDG-Fund Joint UN Programme for Culture and Development, cultural diversity and tools for intercultural dialogue. Co-authored the final evaluation <a href="#">Report</a> .
International & Cameroon, UNESCO, 2009-10	<i>Evaluator</i> <b>Evaluation of UNESCO's Strategic Objectives "Enhancing universal access to information and knowledge" &amp; "Fostering pluralistic free and independent media and infostructures"</b> . Co-designed evaluation framework, evaluation approach, protocol and qualitative data collection tools; reviewed literature; conducted interviews in HQ and countries, advised on gender. Led Yaoundé Cluster field mission (Cameroon, RCA, Chad). Co-authored the final evaluation <a href="#">Report</a> .

Ethiopia, UNICEF, 2009-10	<i>Education Consultant</i> <b>Review of School Improvement Programme.</b> Under the General Education Quality Improvement Programme (GEQIP), conducted national consultation, developed enquiry framework and revised Ethiopian School-Assessment Framework.
Sierra Leone, UNICEF, 2010	<i>Education Consultant</i> <b>Education Sector Capacity Development Strategy.</b> Project managed Inception and Phase 1 of the project. Co-developed theoretical framework and conducted stakeholder analysis, sector-wide capacity review at national and district levels and rapid gender analysis.
UK, Women's Association for African Networking and Development, UK, 2010	<i>Gender Consultant</i> <b>Mental Health and Wellbeing for African Women in London Project.</b> Reviewed national and local policy frameworks on mental health, analysed WAND research data and authored <a href="#">situation analysis</a> to inform the project commissioned by NHS Kensington & Chelsea.
International, EuropeAid, 2010	<i>Assessor</i> <b>EuropeAid Action "Development Education and Awareness Raising in Europe".</b> Assessment of concept notes and full grant proposals in development education. For Femconsult.
West and Central Africa, UNICEF WCARO, Plan WARO, Save the Children Sweden & ActionAid, 2009-10	<i>Violence in School Consultant</i> <b>Too Often in Silence Study on Violence in School in West and Central Africa.</b> Under a joint Education and Child Protection and Multi-Partner Initiative, researched & wrote the <a href="#">Too Often in Silence</a> series. Reviewed initial anthropological study; conducted legal analysis of rights instruments; researched and compiled best prevention and response practices regionally; researched and compiled annotated bibliography.
Africa, Transparency International, 2009-10	<i>Education Governance Consultant</i> <b>Transparency and Integrity Service Delivery in Africa programme (TISDA).</b> Designed research methodology and instruments, designed school governance standards, devised data analysis protocol. Focus countries: Cameroon, Nigeria and South Africa.
International, Burkina Faso and Ghana, Plan International, 2008-09	<i>Evaluator</i> <b>Thematic Evaluation on Primary Education.</b> Developed rights-based evaluation methodology; designed evaluation tools incl. child friendly school standards and participatory instruments for community members & children; designed classroom observation tools. Conducted global, regional and country literature review and meta-analysis of Plan evaluations. Led Burkina Faso and Ghana case-studies, co-authored final report and managed the evaluation.
Africa, Transparency International, 2009	<i>Education Governance Consultant</i> <b>Africa Education Watch programme.</b> Critically reviewed national reports from TI chapters, analysed data and co-authored <a href="#">regional overview</a> on corruption and good governance in primary education. Focus countries: Senegal, Madagascar, Morocco, Niger, Sierra Leone, Ghana, and Uganda.
Azerbaijan, UNICEF, 2009	Preschool Education Consultant <b>Capacity Building of the MoE's Preschool Department.</b> Designed a Situation Assessment Framework for the Preschool System in Azerbaijan.
International, UNV, 2009	<i>Team Leader</i> <b>Research on Gender and Volunteerism for Development and Peace.</b> Devised research enquiry framework, led desk review, data collection and consultation (online surveys in four languages, telephone interviews with key UN-agencies and volunteer organisations), facilitated multi-stakeholder workshop with UN agencies, liaised with academic and civil society expert group, co-authored concept note on gender and volunteerism for development and peace.
Bulgaria, World Bank/Council of Ministers Bulgaria, 2008	<i>Education advisor for qualitative research</i> <b>Evaluation of the Bulgaria National Program of Education and ICT in Secondary Schools.</b> Design of evaluation toolkit. For Education for Change.

VLIR (Flemish university council for development cooperation), 2006-2007	<i>Evaluator</i> <b>Evaluation of the ICT in education projects of Kinshasa and Lubumbashi Universities.</b> Evaluation and feasibility study for transversal ICT in education programme in 7 universities.
Bosnia and Herzegovina, EuropeAid CARDS, 2006-08	<i>Deputy Team Leader</i> <b>Foreign Language Courses for Civil Servants.</b> Led training needs-analysis and civil servant recruitment process; developed curriculum framework, learning materials and teacher training strategy; devised course structure; set-up M&E system for the project and carried out mid-term and final internal evaluations. Strengthened local partners' organisational and management capacities.
International & DR Congo, Belgian DG Development Cooperation, 2006-07.	<i>Evaluator</i> <b>Thematic Evaluation of Belgian Development Cooperation in Education and Training.</b> As a core team evaluator and evaluation manager: developed evaluation framework, methodology, evaluation toolkit. Reviewed documentation of Belgian education aid activities in 18 partner countries (multilateral, bilateral and indirect aid). Consulted key stakeholders. Led DR Congo case-study. Co-authored <a href="#">final evaluation</a> report on Belgian's education aid effectiveness and harmonisation.
UK, Central Institute for Economic Management Vietnam, 2007.	<i>Project Manager</i> <b>Delivery of social services in England: health, education, and social care.</b> Organised a study tour for a delegation of the Central Institute for Economic Management.
International, EuropeAid, 2006	<i>Assessor</i> <b>EuropeAid "Non-state actors &amp; local authorities in development" Call for Proposal.</b> Assessment of concept notes and full grant proposals in gender, education and health. <i>For Femconsult.</i>
International, Kenya, Mongolia, UNESCO, 2005.	<i>Evaluator</i> <b>Evaluation of UNESCO's support to Education for All planning and implementation.</b> Developed tools, conducted global literature review and interviews. Co-led Kenya case-study, led Mongolia consultation and led remote study for Ethiopia and Tanzania, advised on gender, co-authored <a href="#">report</a> , and managed the overall evaluation.
UK, Big Lottery Fund UK, 2004-06	<i>Evaluator and Manager</i> <b>Evaluation of ICT Content Programmes, Digitisation of learning materials and Community Grids for Learning.</b> Managed two-year evaluation of £60 million (200 projects) programme; evaluated partnership processes, organisational impact and impact on lifelong learning through interviews, focus groups with users and non-users, online survey for participating organisations, and case study projects.
Bangladesh, World Bank, 2004	<i>Project Manager</i> <b>Literacy Study Visit.</b> Organised a study visit for Bangladeshi Ministry Officials on literacy, post-literacy and continuing education in England and Scotland. Selected and briefed institutions, briefed and accompanied the delegation.
North Macedonia, World Bank, 2004	<i>Education Consultant</i> <b>Education Modernisation Project, school-self-evaluation and development planning.</b> Developed school self-evaluation framework & school development planning methodology; trained school boards, parents, children, teachers & inspectorate; built capacities of schools with a focus on child participation and gender issues.
North Macedonia, World Bank, 2004	<i>Education Consultant</i> <b>Education Modernisation Project, State Education Inspectorate Strengthening.</b> Contributed guidelines for primary and secondary education inspectors, designed school and classroom observation templates capturing gender and equity issues in school and classroom management, learning and teaching.
Lao PDR, UNESCO Bangkok, 2003	<i>Gender and Education Consultant</i> <b>Gender and ethnicity in the context of Lao education Study.</b> Led the school and classroom observation component of the research. Devised research framework, trained research team and MoE officials on gender qualitative research & classroom observation. Team led data collection (stakeholder interviews, classroom observations) in Sekong and Xiang Khoang provinces. Contributed to final <a href="#">study report</a> .

Asia, UNESCO Bangkok, 2003	<i>Gender and Education Consultant</i> <b>Strengthening Capacities of Ministries of Education in Implementing Gender-Responsive EFA Plans.</b> Co-organised regional workshops for EFA Coordinators and Gender Focal Points of Ministries of Education; Developed gender training tools & gender planning guidelines.
Asia, UNESCO Bangkok, 2002-03	<i>Education Consultant</i> <b>Toolkit for Creating Inclusive, Learning-Friendly Environments in Asia.</b> Coordinated <a href="#">toolkit</a> development, researched case studies and organised field testing. Focus: gender, children with disabilities, children from marginalised groups.

## Membership and professional networks

Member of the Interagency Network for Education in Emergencies (INEE)

Since 2006

## Languages

English: Excellent

French: Native

Spanish: Fair

Chinese/Vietnamese/Russian: Basic

## Professional development

### Expertise

**The Teacher and Socio-Emotional Learning,** Specialisation Course, *University of Colorado Boulder* on Coursera. 2020. (5 courses, certificate)

**Disability Inclusion in Education: Building Systems of Support** by *University of Cape Town* on Coursera. With Honours. 2019 (5 weeks, certificate)

**Providing Social, Emotional, Behavioural and Special Education Services in School,** *University of Colorado* online course. 2019 (4 weeks, auditing)

**Children in War and Armed Conflict,** *Human Rights Education Associates*, 2012 (6 weeks).

**Child Development Diploma** (Level 3), *Oxford College*, 2012 (14 weeks).

**Monitoring children's rights,** *Human Rights Education Associates*, 2010 (10 weeks).

### Competences

**Safeguarding adults,** Social Care Institute for Excellence (2023), CPD accredited.

**Climate Coaching Coaches Training Circle,** Climate Coaching Coaches, UK, 2020 (12 weeks)

**Solution-focused Coaching,** BRIEF, London, Level 1 2019), Level 2 (2021)

**Group Facilitation Method,** *ICA London, Institute for Leadership and Management Award*, 2014 (2 days)

**Equity-focused evaluations,** *My M&E (UNICEF/IOCE)*, 2012, (12 weeks)

**National Evaluation Capacity Development for Country-led Monitoring and Evaluation Systems,** *My M&E (UNICEF/IOCE)*, 2013 (10 weeks)

**Participatory Evaluation Methods,** *NIACE*, London, 2007 (1 day).

**Results-Based Management,** *UNESCO*, Bangkok, 2003 (2 days).

**Gender mainstreaming in programming,** *UNESCO*, Bangkok, 2003 (2 days).

**Participatory Planning Techniques/PRA,** *Reproductive Health Alliance*, London, 2002 (1 week).