

**CURRICULUM VITAE**

1. **Family name:** Smawfield
2. **First names:** Charles Robert David
3. **Date of birth:** 20<sup>th</sup> March 1951
4. **Nationality:** British
5. **Civil status:** Married
6. **Education:**

Institution [Date from - Date to ]	Degree(s) or Diploma(s) obtained:
University of Hull, England, 1986-1988 (as staff member)	Doctor of Philosophy, International and Comparative Education
University of Hull, England 1982-1983	Master of Education (Awarded with Distinction) International and Comparative Education
Kingston Upon Hull College of Education, England, 1973-1974	Postgraduate Certificate in Education (UK teaching qualification)
Middlesex University, England, 1969-1973	Bachelor of Arts (Honours)

7. **Language skills:** Indicate competence on a scale of 1 to 5 (1 - excellent; 5 - basic)

Language	Reading	Speaking	Writing
English	1	1	1

8. **Membership of professional bodies:** Dr Smawfield has held positions as Fellow of the College of Preceptors and as a Fellow of the Royal Geographical Society. He is a former executive committee member of the British and Comparative International Education Society.

9. **Other skills:** Project cycle management; training/capacity building
10. **Present position:** Freelance Senior International Consultant
11. **Years within the firm:** Not Applicable

**12. Key qualifications:** (Relevant to the project)

- An exceptionally broad range of experience encompassing: primary education, secondary education, higher education, technical and vocational education; and non-formal education – leading to insights and an ability to contribute in all these areas and to think holistically, identify synergies, and make inter-connections.
- A broad range of geographical experience (as detailed in Section 13 below): including substantive long-term postings and short-term assignments in both Sub-Saharan Africa and Asia, and with experience in education systems as diverse and huge as India and Indonesia and as small the Seychelles and the British Virgin Islands.
- Substantive experience operating at strategic/policy level, but also equally substantive experience in programme and project implementation, ensuring that policy vision, recommendations and guidance are well grounded and achievable at field level.
- A strong track record as an EC framework consultant:
  - 4 assignments undertaking project mid-term reviews (Bangladesh (2), Vietnam, India).
  - 1 assignment undertaking project final evaluation (Vietnam).
  - 1 assignment undertaking project impact assessment (Turkey).
  - 4 assignments undertaking project identification/formulation (Bangladesh (2), India (2)). Within this activity, David Smawfield was responsible for the preparation of two project identification fiches; two project action fiches; two TAPPs documents; and contributed to the preparation of a third action fiche.
  - 4 assignments as mission team leader.
  - Consistent positive feedback on performance from EC task managers, including leading to repeat country work.

- Familiarity with EC practices and procedures, including the Development Cooperation Instrument, project and sector approaches, budget support, the Backbone Strategy and DAC evaluation criteria.
- Familiarity with EC policy and key documentation with regard to governance: e.g. the 2008, European Charter on Development cooperation in support of local governance.
- Experience and expertise in a policy guidance context. This has included, for example: membership of the research team and co-authorship of the 2002 DFID study on “Gender Mainstreaming in Sector Wide Approaches in Education; work in Bangladesh in 2008, undertaking a strategic assessment of the education subsector and providing a series of policy options for the EC, with prioritised recommendations; work for the European Training Foundation, in 2009, involved the production of a policy brief oriented, literature review on “Skills Formation and the Creative Economy”.
- A proven track record of developing capacity building and training briefs for donor representatives, including EC staff - for example: the development of a training brief/package for DFID education advisers in relation to educational infrastructure; the production of four “lessons learning” case studies on effective projects as part of an EC assignment in Bangladesh; and designing, facilitating, and preparing materials for numerous capacity development workshops for senior government staff (including in an EC project context: the Support to Basic Education Project in Turkey, 2002-07).
- A proven track record of capacity building and leading workshops and presentations with donors and senior EC officials - including, by way of example: facilitating a workshop for education donor representatives in the context of formulation of the Primary Education Development Programme in Bangladesh; two presentations to EC development counsellors in India; a presentation at the DFID annual education advisers retreat; briefings to EC headquarters staff relating to the evaluation of the Erasmus Mundus External Cooperation Window for India; and leading donor coordination, and helping to build capacity, on vocational and skills training programmes for refugees in Malawi over a four-year period.
- Experience and interest in education and conflict: including a five year period of involvement with UNHCR and the Norwegian Refugee Council, designing, implementing, and evaluating vocational and skills training programmes and income generating activities in Malawi, Zimbabwe, Zambia and Mozambique for refugees from the Mozambican civil war. Among other things this led to the 1994 publication of a vocational training handbook comprising “A Practical Guide to the Planning and Implementation of Vocational Training Programmes with Refugees in a Developing Country Context” authored by David Smawfield and published by the Norwegian Refugee Council.
- Currently at an advanced stage of editing and contributing to an important upcoming work on “Education and Natural Disasters”, for Continuum Publishers, due to be published in 2012, as part of a wider series on “Education as a Humanitarian Response” (Series Editor Colin Brock: UNESCO Chair of Education as a Humanitarian Response at the University of Oxford). The series also covers themes such as “education and reconciliation” and “education, refugees and asylum seekers”. David Smawfield is well networked into these and other academic communities and also has a strong professional network within the donor community.
- Interest in knowledge management. The about-to-be-launched “Supporting the Hardest to Reach (SHARE)” EC Project in Bangladesh, has a significant knowledge management component designed by David Smawfield.
- Web design skills and a vision of the role that the Internet can play in knowledge management in the context of the contract to provide an advisory team for EU Delegations and DG EuropeAid, and to reinforce the quality of EU support for education in developing countries.
- Monitoring and evaluation techniques specialist, including with interests, experience, and expertise in indicator development and results frameworks (including capacity building within these areas).
- Interests/experience in public/private partnerships/education finance initiatives. This has included leadership and development (1999-2001) of Cambridge Education’s business strand providing advisory services to Education Private Finance Initiatives (“PFIs”) in the United Kingdom, including substantial consultancy activity to four of the UK’s top business consortia in this field of endeavour.
- Well-versed in social research: both as a published researcher and former university academic and through various DFID, EC and ETF framework contract consultancies with social research dimensions.
- Strong interests, experience and expertise in teaching and learning quality, including as a teacher and teacher educator. These include:
  - Teaching at primary, secondary level and tertiary level (to postgraduate level as well in prevocational and vocational contexts), including a period as a primary school head teacher.
  - A university appointment as a teacher trainer (University of Hull);
  - Numerous consultancy assignments conducting in-service teacher training and teacher training workshops.
  - Roles as project manager and team leader of DFID funded teacher education projects (Dominica and St Vincent and the Grenadines).
  - Authorship of a substantive collection of open source teacher education materials, widely accessed and referenced on the Internet. The following are among examples: “A Practical Introduction to Group Teaching (Teacher Education Handbook)”; “Classroom Layouts and Organisation (Teacher Education Handbook)”; “School and Classroom Display (Teacher Education Handbook)”; “How to make and Use Chime Bars in Schools”; “How to Make and Use a Word Machine”; “School Development Planning - Matrix Prioritisation Techniques”; and “Shoebbox Resource Kits”.

- Especial interests in active learning methodologies and cooperative learning approaches.
- Strong document drafting skills and advanced computer literacy.

### 13. Specific experience in the region:

#### Asia

Country	Date from - Date to	Description
Bangladesh	1994	Team Leader: project identification mission
India	1994-1998	Education Adviser: including project preparation leading to DFID investment in the District Primary Education Programme
Bangladesh	1999-2000	Monitoring and Evaluation specialist (two inputs)
India	2000	Research assignment on Gender Mainstreaming in Education Sector Wide Approaches
Indonesia	2001-2002	Teacher training and training materials development
Uzbekistan	2002-2004	Monitoring and Evaluation specialist
Bangladesh	2008	EC Education Sector Review, and Project Identification Mission, in the area of Basic Education
Vietnam	2008	Team Leader of EC Mid Term Review of 'Support to the Renovation of Education Management (SREM)' Project, Vietnam
India	2009	Invited international speaker at teacher education conference
Bangladesh	2009	EC Education Project Formulation mission and project mid-term review
India	2010 (Feb-May)	EC project formulation: Skills Development
India	2010 (Sep-Dec)	EC project mid-term review (Erasmus Mundus) team leader
Bangladesh	2011 (Jan-March)	EC TVET project mid-term review: team leader
Vietnam	2011	EC Labour Market Project final evaluation

#### Africa

Country	Date from - Date to	Description
Nigeria	1975-77	Teaching and teacher training
Malawi	1989-1993	Norwegian Refugee Council Southern Africa Director for Vocational Training, Education, and Skills Development Programmes
Zambia	1992	Short term programme review mission
Zimbabwe	1989, 1993	Short-term programme review and technical support missions
Mozambique	1989-93	Numerous short term field trips, monitoring, supporting and advising on vocational training programmes for refugees
Nigeria	2008	Institutional review mission as a senior international consultant under the auspices of the DFID funded Capacity for Basic Education Project (CUBE).
Nigeria	2009	Institutional review mission as a senior international consultant under the auspices of the DFID funded Education Sector Support Programme in Nigeria (ESSPIN).

#### 14. Professional experience

Date	Location	Company/Reference Person	Position	Description
06/12 – 09/12	India	ADB, Shamit Chakravarti <a href="mailto:schakravarti@adb.org">schakravarti@adb.org</a>	Consultant and Team Leader	Education and Skills Development Specialist and Leader of the Team charged with the detailed design of a US\$100 million Asian Development Bank Loan project: “Supporting Human Capital Development in Meghalaya”. The project will seek to support the operationalization of Meghalaya’s Skill Development Mission; improve the learning environment in selected secondary schools; and strengthen capacity in relevant departments.
05/11 – 06/11	Vietnam	IBF, Jean-Michel Sondji <a href="mailto:sondji@ibf.be">sondji@ibf.be</a>	Consultant/M&E expert	Final Evaluation of the EC funded Labour Market Information Project in Vietnam. The project focussed upon both the design, development and application of a labour market information system and the quality and relevance of technical vocational training, in order to satisfy public and private sector demand for skilled workers, technicians and skilled technicians. The scope of the evaluation work comprised: reviewing project progress; checking results against targets; and providing a clear and concise opinion and assessment as to whether the project had met its objectives.
01/11 – 03/11	Bangladesh	IBF, Jean-Michel Sondji <a href="mailto:sondji@ibf.be">sondji@ibf.be</a>	Consultant and Team Leader	Mid Term Review of the EC TVET Reform Project, Bangladesh. The global objective of this assignment concerned the identification of where and how the EU – and the ILO as contractor – could optimise their support to the Government of Bangladesh in the field of technical and vocational education and training. The work comprised an in-depth mid-term evaluation, informed, among other things, by the DAC criteria and extensive stakeholder consultation using a range of participative methodologies.
12/10	Montenegro	British Council, Vanja Madzgalj <a href="mailto:vanja.madzgalj@britishcouncil.org.yu">vanja.madzgalj@britishcouncil.org.yu</a>	Consultant	An assignment that involved contributing to the design and then the moderation of a workshop entitled “Employer Engagement in VET – A SWOT analysis” in Montenegro, as part of a project on “Skills for Employability”, funded by the British Council and Lux Development. The purpose of the workshop was to strengthen linkages between training providers and employers.
09/10 – 12/10	Europe/ India	IBF, Jean-Michel Sondji <a href="mailto:sondji@ibf.be">sondji@ibf.be</a>	Consultant and Team Leader	EC Framework Contract: External Evaluation (Mid Term Review) of the Erasmus Mundus External Cooperation Window for India. Terms of reference included assessing the programme and projects to date and proposing improvements and options for the future.
02/10 – 06/10	India	Agmin Italy Jessica Biondani <a href="mailto:j.biondani@agmin.it">j.biondani@agmin.it</a>	Consultant	EC Framework contract, Project Formulation: Support to Skills Development in India.
11/09 – 03/10	Montenegro	IBF, Vanessa Cappalonga <a href="mailto:cappalonga@ibf.be">cappalonga@ibf.be</a>	Consultant	11 days advisory/facilitation consultancy in three inputs focusing on teacher education/competencies based curricula reform (ETF framework contract).
05/09 – 07/09	UK/Turin	IBF Vanessa Cappalonga <a href="mailto:cappalonga@ibf.be">cappalonga@ibf.be</a>	Consultant	Desk-based literature review for and on behalf of the European Training Foundation (ETF) on “Skill Formation and the Creative Economy”
05/09 – 07/09	Bangladesh	IBF Vanessa Cappalonga <a href="mailto:cappalonga@ibf.be">cappalonga@ibf.be</a>	Consultant	Joint Mid Term Review and Formulation Mission for EC funded projects in the NFE Sector, Bangladesh. Team member as an education assessment specialist. As part of formulation work, this assignment involved preparing calls for proposals, Action Fiches, TAPs, and project logical framework.
04/09 – 05/09	Nigeria	Cambridge Education John Kay <a href="mailto:john.kay@esspin.org">john.kay@esspin.org</a>	Consultant	Institutional analysis of teacher education structures within Kaduna State, Nigeria, with a particular focus on Gidan Waya College of Education, including technical support to college development planning – under the auspices of the DFID funded Education Sector Support Programme in Nigeria (ESSPIN)
02/09 – 02/09	India	Hifab, Esin Seitters <a href="mailto:esin.seitters@hifab.se">esin.seitters@hifab.se</a>	Consultant	International speaker/participant, within an EC framework contract, at an international teacher education conference in Udaipur, India
11/08 – 02/09	Turkey	IBF, Eva Habili <a href="mailto:habili@ibf.be">habili@ibf.be</a>	Consultant Team Leader	Team Leader of an Impact Assessment of the “Strengthening the Vocational Education and Training System in Turkey (SVET) Programme”, on behalf of the European Commission. (EC framework contract)

10/08 – 11/08	Vietnam	ECORYS Esther van Es-Verdries <a href="mailto:esther.verdries@ecorys.com">esther.verdries@ecorys.com</a>	Consultant Team Leader	Team Leader of the Mid-Term Evaluation of the EC funded “Support to the Renovation of Education Management (SREM) Project” in Vietnam. (EC framework contract).
05/08 – 07/08	Bangladesh	Hifab, Esin Seitters <a href="mailto:esin.seitters@hifab.se">esin.seitters@hifab.se</a>	Consultant	Consultancy on behalf of the European Commission: Education Sector Review, including TVET, and Project Identification Mission in the area of Basic Education.
04/2008	Nigeria	Cambridge Education John Kay <a href="mailto:john.kay@esspin.org">john.kay@esspin.org</a>	Consultant	18-day consultancy, to conduct a strategic review of the role and functions of the Kwara State Educational Resource Centre, Kwara State, Nigeria, under the auspices of the DFID funded Capacity for Basic Education Project (CUBE).
12/07-02/08	Romania	White Young Green Godfrey Claff <a href="mailto:godfrey.claff@wyg.com">godfrey.claff@wyg.com</a>	Consultant	50-day consultancy, in two inputs, to the EC Funded Project “Technical Assistance to Support the National Centre for Staff Training in Pre-university Education”.
2002 -	Turkey	Cambridge Education	Long Term Consultant (30 months over 5 years)	Long term consultant, with particular responsibility for Non-formal Education, Teacher Training and Management and Organisation project components of the EC funded Support to Basic Education Project (€100 million), 2002-2007.
07/2006 - 08/2006	UK	Cambridge Education	Consultant	Development of a training brief for DFID infrastructure and education advisers.
06/2005 - 08/2005	China	Cambridge Education	Consultant	Evaluation of the hardware component of the DFID funded Gansu Basic Education Project, China
2002 - 2004	Uzbekistan	Cambridge Education	Consultant	Six months of consultancy input, as a monitoring and evaluation specialist, to the Japan Bank for International Cooperation funded (Vocational) Senior Secondary Education Project, Uzbekistan.
2001 - 2002	Indonesia	Cambridge Education	Consultant	Seven-months of consultancy input, under the auspices of the Asian Development Bank funded Private Junior Secondary Education Project, as a teacher training specialist. This assignment involved developing teacher training materials and training and supervising teacher trainers.
1998 - 2002	UK, Dominica, St Vincent, India, Bangladesh	Cambridge Education	Permanent staff member: (Senior Education Adviser)	<ul style="list-style-type: none"> <li>• Project Manager (1998-2002) of the DFID funded Dominica Secondary Education Project.</li> <li>• Leadership and development (1999-2001) of CE’s business strand providing advisory services to Education Private Finance Initiatives (“PFIs”) in the United Kingdom, including substantial consultancy activity to four of the UK’s top business consortia in this field of endeavour.</li> <li>• Project Manager and Consultant Team Leader (1998-2001) of the DFID funded St Vincent and the Grenadines Education Support Project.</li> <li>• Project Manager (1998-2000) of ESTEEM (“Effective Schools Through Enhanced Educational Management”), Bangladesh: DFID’s largest tendered educational project.</li> </ul> <p>Project proposal writing. Consultant mobilisation, supervision and management. Research activity.</p>

1994 - 1998	India	DFID	Education Adviser (Diplomatic post)	The main duties of this diplomatic education advisory post, based in the British High Commission, New Delhi, were promoting support activities carried out in India during the formulation of new DFID initiatives in the education sector which included facilitating, as an education team member, the preparation and design of the Andhra Pradesh and West Bengal District Primary Education Projects (DPEP) (total planned investment: US\$ 140 million). Among other things, this involved participation in DFID Education Sector missions to India, including: ODA/Gol DPEP Project Pre-appraisal Mission to Andhra Pradesh, January and February 1995; ODA/Gol DPEP Project Pre-appraisal Mission to West Bengal, January and February 1995; ODA/Gol Project DPEP Appraisal Mission to West Bengal, June 1995; ODA/Gol DPEP Project Appraisal Mission to Andhra Pradesh, September 1995; Joint Donor (World Bank, ODA, EU, UNICEF) DPEP Supervision Mission, India, September 1995; Joint Donor (World Bank, ODA, EU, UNICEF) DPEP Supervision Mission, India, November 1996 and Joint Donor (World Bank, DFID, EU, UNICEF) DPEP Supervision Mission, India, September 1997. Duties also included advising on education components of DFID urban poverty reduction projects; providing technical comments on NGO education project proposals submitted to DFID under its Joint Funding Scheme; representing DFID at meetings with Gol, donors and other agencies; and networking with education professionals and institutions delivering education services throughout India, in furtherance of the DFID knowledge base.
1994	Bangladesh	DANIDA	Team Leader	Project Design Mission in the area of basic education.
1994	UK	Balfour Williamson	Consultant	Short term consultancy assisting in project proposal preparation.
1991 - 1994	Malawi/ Mozambique/ Zimbabwe, Zambia	Norwegian Refugee Council	Consultant	Southern Africa Director of Vocational and Skills Training Programmes. Design, Supervision and implementation of NRC and UNHCR-funded Education and Vocational and Skills Training programmes for refugees and displaced persons, in Malawi and Mozambique. Based in Malawi, duties also included short term assignments in Mozambique, Zimbabwe, and Zambia.
1992	Malawi	UNHCR/ UNESCO/UNDP	Consultant	Project preparation mission. Basic education and vocational and skills training for refugees affected by the Mozambican civil war.
1990	Malawi	UNHCR/ UNESCO/ UNDP	Consultant	Project preparation mission. Basic education and vocational and skills training for refugees affected by the Mozambican civil war.
1984 - 1990	UK	University of Hull	Academic	Research Activity, University lecturing at postgraduate level, and teacher training. Responsibilities also included the position as Assistant Local Evaluator to the Lincolnshire variant of the Department of Education and Science Development Pre-Vocational Education Project for Lower Attaining Pupils aged 14 to 16 years.
1982 - 1985	UK	LEA, Hull	Teacher	Secondary School teacher under the auspices of the Hull Local Education Authority (LEA), including in pre-vocational subjects.
1980 - 1982	Seychelles	Seychelles Government	Teacher/ Education Officer	Education Officer/ teacher. Teaching duties at secondary level and pre-vocational curriculum development responsibilities.
1978 - 1982	UK	LEA, ERY	Teacher	Secondary School teacher under the auspices of the East Riding of Yorkshire (ERY) Local Education Authority (LEA).
1975 - 1977	Nigeria	Nigerian Government	Education Officer	Duties included teacher training and a period as a primary school headmaster.
1974 - 1975	UK	LEA, Hull	Teacher	Secondary School teacher under the auspices of the Hull Local Education Authority (LEA).