

DAVID RUSSELL EVANS

Professor
University of Massachusetts Amherst
College of Education
Center for International Education

EDUCATION

- 1969 Ph.D. in International Development Education, Stanford University.
- 1962 Diploma of Education (1st class) Makerere University, Kampala, Uganda.
- 1961 M.Sc. in Physics, University of Illinois
- 1959 B.A. (cum laude), Physics (Minor: Mathematics), Oberlin College.

EMPLOYMENT

- 1973-- Director, Center for International Education, University of Massachusetts
- 1991 Part-time Staff, World Bank, Africa-wide Education Division (AFTED).
- 1983-84 Part-time Staff, World Bank, East Asia Education Division & Education Development and Training Division.
- 1980 -- Professor, School of Education, University of Massachusetts.
- 1976 Visiting Fellow, International Institute for Educational Planning, Paris, Fall '76.
- 1973-80 Associate Professor, School of Education, UMass.
- 1969-73 Assistant Professor, School of Education, UMass.
- 1967-68 Research Associate, Makerere Institute of Social Research (Doing field research on secondary school teachers in Uganda).
- 1966-68 Ford Foreign Area Fellowship
- 1966 School of Oriental and African Studies, University of London (non-degree student for Fall term).
- 1965-66 Ford International Development Study Fellowship.
- 1962-64 Senior Maths Master at Makerere College Demonstration School. Part-time lecturer, Makerere Institute of Education. Kampala, Uganda

SELECTED EXPERIENCE

A. Project Management: The Center for International Education manages a wide variety of contracts in development education throughout the world. Faculty act as Principal Investigators (PI) with full legal responsibility for the management of contracts. During my time at UMass I have been PI on a wide variety of small and large contracts-relatively recent examples are listed below. I have also been PI or staff on many smaller projects and training contracts. For many of the larger projects listed I have worked with other faculty members serving as a Co-PI with shared responsibility for managing the project.

- USAID/Afghanistan: Higher Education – USWDP (5 yrs, 23.1million – 2014-2019)
- USAID/Afghanistan: Higher Education – 2nd Extension of HEP (1 yr, 11.8 million)
- USAID/Afghanistan: Higher Education – Extension of HEP (1 yr, 9.9 million)
- USAID/Afghanistan: Higher Education – Medical Education (2 yrs, 1.4 million)
- USAID/Afghanistan: Higher Education Capacity Building (5 yrs, \$7.8million)
- USAID/Afghanistan: Women’s literacy & Health (2 years, \$4.3 million)

USAID/Sudan: Basic Education in Southern Sudan (5 years, \$3.9 million)
 USAID/Malawi: University Development (5 years, \$2.4 million)
 USAID/Guatemala: Literacy & Community Development (4 yrs, \$1 million)
 USAID/India: Strengthening Girls Education in India (5 yrs. \$1 million)
 USAID/Uganda: Support of Ugandan Primary Education Reform (7 yrs. \$4 million)
 USAID/Botswana: Basic Education Consolidation Project (5 yrs. \$1.8 million)
 USAID/Lesotho: Project in basic and Nonformal education (6 yrs. \$4.3 million)
 USAID/Swaziland: NFE with Extra-Mural Studies at Univ of Swaziland. (4 yrs. \$850,000)

B. Consulting: During the past forty years I have undertaken over 70 consulting assignments on educational development projects and activities throughout the developing world. I have been employed by variety of agencies including: UNESCO, UNDP, World Bank, Asian Development Bank, USAID, USIS, Peace Corps, Ford Foundation, Global Coalition for Africa, IALM, DSE. I have worked in: Afghanistan, American Samoa, Bahamas, Botswana, Brazil, Burundi, Colombia, Ecuador, Ghana, Guatemala, Guyana, India, Indonesia, Iran, Kenya, Lesotho, Liberia, Malawi, Mauritius, Namibia, Nepal, Nigeria, Philippines, Southern Sudan, Swaziland, Tanzania, Thailand, Uganda, Zambia. Recent work has focused on managing large projects in Malawi, Sudan and Afghanistan. Before that I worked on teams that produced Education Sector Surveys in Namibia, Uganda and Swaziland; was a member of World Bank project appraisal teams in Ghana and Uganda, and a consultant to produce pre-project feasibility assessments in Uganda, Ghana, Kenya and Nepal.

In recent years, my consulting has all been in my role as PI on projects for which I am responsible – these do not show below. I have had no time to do consulting for other organizations.

Selected recent consulting experience has included:

- Spring 07 - USAID/Afghanistan – BESST project. Consultant on design and strategy for teacher training system in Afghanistan. Worked with project team and with officials of MOE.
- Spring 99 - USAID/Guatemala. PI for bi-lingual literacy project with Mayan communities in Guatemala developing literacy methods and materials. Two trips/year.
- Spring 99 Asian Development Bank/Nepal. Consultant on pre-appraisal fact finding for reform of teacher training for Basic Education. Prepared Social Impact statement.
- 1996-1999 USAID/India. PI and Technical Advisor to Girls= Education project in Uttar Pradesh. Managed the project, provided technical support, two trips per year; 4-6 weeks/yr in India.
- 1993-2000 Senior Education Advisor to Uganda teacher education reform program sponsored by USAID/World Bank. Part of ongoing supervision team and responsible for providing technical support for teacher education reform. Visits twice a year.
- 1993-1996 Donors to African Education (DAE). Senior Researcher on Education Policy Formation Project. Editor of Collection of Case studies; advisor to authors of

second set of case studies; also author of Theme Paper for Biennial Plenary Meeting of the Association for Development of African Educators (Tours, 1995)

- Fall 95 Ghana/USAID. Advisor to Education Policy Conference. Assisted in the analysis of Ghana's plan for free, compulsory, universal basic education (FCUBE).
- Spring 94 Asian Development Bank/Nepal. Feasibility study on development of Nonformal Education in Nepal.
- Spring 94 World Bank/Philippines. Advisor for pre-investment study on teacher supply and demand in the Philippines. (Developed model of teacher demand with Philippine consultant).
- Fall 92 Mauritius/World Bank. Advisor to Ministry of Education on reform of Teacher Education system.
- Fall 91 Uganda/World Bank. Member of Post-Appraisal Team for IDA V Education Loan. Responsible for revision of National Teacher Development and Management System plan. Produced a computer model for teacher supply and demand and accompanying report.
- Spring 90 Uganda/USAID. Member Education Sector Review Team.
- Fall 90 Namibia/USAID. Member Education Sector Survey Team.
- Fall 90 Kenya/World Bank. Constructed a recurrent cost model of Kenya's Educational system for policy analysis.

C. Areas of Expertise: My experience and knowledge includes the following areas: Teacher Education, Theory and Practice of Nonformal Education, Assessing Teacher Supply and Demand, Computer Flow models for enrollment and cost projections, Educational Planning, Project Design and Management, Training models, Monitoring and Evaluation, use of PAR methods for community participation. In addition I have many years of teaching, both in formal classrooms and in special training settings for a wide variety of learners.

PUBLICATIONS, PAPERS, REPORTS, & CONFERENCE PAPERS

Evans, D. R & Rossman, G. (2007). "University Partners for Institutional Capacity: The University of Massachusetts-University of Malawi Partnership." CIES Newsletter, No. 144.

____. and Rossman, G. (2002). *Using the Work and Words of Others*. Revised version. Available at: http://www.umass.edu/cie/theme_papers

____. "Popular Education and Conscientization." in Tuijnman (ed.) *International Encyclopedia of Adult Education and Training*, Second Edition. Oxford: Elsevier Science Ltd. 1996.

____. and Sack, R., Shaw, C.P. "Overview and Analysis of the Case Studies-Lessons for Education

- Policy Formation" in *Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa*. Paris, Association for the Development of African Education, 1996, 165 pp.
- ___ and Sack, R. *Formulating Educational Policy in Sub-Saharan Africa*. Conference working paper for 1995 Biennial Plenary Meeting of DAE, Tours, France. October 1995.
- ___ (Ed.) (1994). Education Policy Formation in Africa: A Comparative Study of Five Countries. Technical Paper #12, Washington, D.C.: USAID.
- ___ and Kajubi, W. S. (1994). "Education Policy Formation in Uganda: Continuity Amidst Change." In Education Policy Formation in Africa: A Comparative Study of Five Countries. Technical Paper #12, Washington, D.C.: USAID. Pp. 127-162.
- ___ "Draft Operational Plan for Teacher Education in Mauritius." Consultant Report to Ministry of Education. Mauritius: World Bank, 1992 cc 15 pp.
- ___ and Odaet, C. F. *Teacher Education in Uganda: 1990-2000*. Kampala, Uganda: Ministry of Education, 1991. 70 pp.
- ___ and Schulman, M. "Concept Paper: Ghana Primary Education Improvement." Consultant report. Ghana: USAID Mission, Lithograph, 1989, pp. 17.
- ___ "Report on Pre-appraisal Mission for Second Education Structural Adjustment Credit." Consultant report. Ghana: USAID Mission, typed, 1989, pp. 10.
- ___ (team member and editor of final report). "Opportunities and Options for Human Resource Development in Swaziland for 1989 and Beyond." Consultant report. Swaziland: USAID Mission, Lithograph, 1988, pp. 52
- ___ "Micro-Computers in Educational Planning and Analysis." Paper presented at the annual meeting of the Comparative and International Education Society, Toronto, Canada. March, 1986, 8pp.
- ___ "The Thrill of High Technology; the Agony of Educational Reality in the Classroom," in New Directions in Education: Proceedings from the Moton Conference. Washington, D.C.: Academy for Educational Development, 1985, pp. 33-38.
- ___ and Green, Thomas. "The Uses of Computers in Instruction at the Economic Development Institute." Consultant Report. Washington, D.C.: EDI, Lithograph, pp. 35.
- ___ "The Learning Opportunities Inventory" in Educational Planning in the Context of Current Development Problems. Paris: UNESCO/IIEP, 1985, pp. 166-184.
- ___ "Evaluation of UNDP/UNESCO Educational Innovations Projects." Paper presented at the annual meeting of the Comparative and International Education Society in Atlanta, Georgia. March, 1983. cc. 20 pp.
- ___ "Participation in Nonformal Education at the local level: Ghana and Indonesia." in Non-

- formal Education and National Development. Bock, J. & Papagiannis, G. (eds.). New York: Praeger Publishers, 1983, pp. 271-294.
- ___ Educational Innovation and Reform. Evaluation Study No.7. (Consultant report, no author listed on the publication.) New York: UNDP/UNESCO, n.d., 78pp.
- ___ "The Challenge Facing Penmas." in Indonesia: Implementation of a Large-Scale Nonformal Education Project. Amherst, Mass.: Center for International Education, 1982, pp. 17-30.
- ___ The Planning of Nonformal Education. Paris: International Institute for Educational Planning/UNESCO. 1981. 102 pp. (also available in French)
- ___ "Educational Policy Dilemma for Rural Areas." Comparative Education Review. Vol. 25, No.2, June 1981, pp. 232-243.
- ___ "Ghana and Indonesia: Reforms in Nonformal Education at the Community Level." Prospects. Vol. XI, No.2, 1981, pp. 225-241.
- ___ Games and Simulations in Literacy Training. Teheran, Iran: Hulton Educational Publications in cooperation with the International Institute for Adult Literacy Methods, 1979, 136 pp.
- ___ "Responsive Educational Planning: Myth or Reality?" Occasional Paper #47. IIEP/UNESCO, January 1977, 50pp.(also available in French)
- ___ and Dave, Ravindra H. "Analysis of Learning Needs for Rural Development: Some Basic Issues (IIEP/S39/2)." Paris: International Institute for Educational Planning, 1976, 26pp.
- ___ "Technology in Nonformal Education: A Critical Appraisal" in Comparative Education Review. Vol. 20, No.3, October, 1976 pp. 305-327. (Also published by Center for International Education as NFE Issue Paper #3.)
- ___ "Improving University Teaching in Africa, Asia, and Latin America: Is it the same Problem?" in Improving University Teaching: Reform, Renewal, Reward. Allen, D.W., Melnik, M.A., and Peele, C.C. (eds.) Amherst, MA: Clinic to Improve University Teaching, 1976, pp. 279-289.
- ___ "An Approach to Non-School Rural Education in Ecuador." in Educational Alternatives in Latin America: Social Change and Social Stratification, La Belle, T.J. (ed.) Los Angeles: UCLA Latin American Center Publications, 1975, pp. 169-184.
- ___ and Etling, Arlen. "Don't Look Now Chairman Mao: We're Preparing Facilitators to be Nonformal Educators." Meforum, Vol. I (3), Fall 1974, pp. 28-33.
- ___ and Hoxeng, James. "Proyecto de Education Extraescolar en Ecuador." Revista del Centro de Estudios Educativos, Vol. IV (1) 1974, pp. 84-95.
- ___ and Hoxeng, James. "Nonformal Education: A New Approach in Ecuador." in National and Community Needs: The Challenge for Teacher Education. Klassen, RH., and Imig, D.G.

(eds) Washington, D.C. MCTE, 1974, pp. 25-33.

- ___ . Series Editor of Technical Notes, #'s 1-13, Ecuador Project. Amherst, MA: Center for International Education, University of Massachusetts, 1970's.
- ___ . and Hoxeng, James. The Ecuador Project, Center for International Education, University of Massachusetts, Technical Note #1, 1973, 23pp.
- ___ . "Educational Innovations: The Present and the Future." in Workshop on Innovative Practices in Education. Nsukka, Nigeria: CUDIMAC, Faculty of Education, University of Nigeria, 1972, pp.8-35.
- ___ . Image and Reality: Career Goals of Educated Ugandan Women." Canadian Journal of African Studies, 6 (2), Fall, 1972, pp. 213-232.
- ___ . and Bell, R. and Evans, J.I. Youth Needs of American Samoa: Survey of Youth Activities, Comments, and Recommendations. Pago Pago, American Samoa: Governor's Office, September, 1972 (Litho Offset), 71 pp.
- ___ . "Decolonization: Does the Teacher Have a Role?" Comparative Education Review, xv, (3), October, 1971, pp. 276-287.
- ___ . and Smith, W,A Nonformal Alternatives to Schooling: A Glossary of Educational Methods. Center for International Education, University of Massachusetts, May, 1971, 55 pp.
- ___ . and Gillette, A, and Smith, W,A Educational Innovations: Issues in Adaptation. Center for International Education, University of Massachusetts, May, 1971, 25pp. (Available in Spanish and Portuguese also.)
- ___ . Teachers as Agents of National Development: A Case Study of Uganda. New York: Praeger Publishers, Inc., 1971, 245 pp.
- ___ . "Secondary Schools as Agents of Socialization for National Goals," in Education and Political Values: An East African Case Study; K. Prewitt (ed.) Nairobi, Kenya: East African Publishing House, 1971, pp. 104-137.
- ___ . and Schimmel, G.L. The Impact of a Diversified Educational Program on Career Goals: Tororo Girls' School in the Context of Girl's Education in Uganda. Center for International Education, University of Massachusetts, January, 1971, 375pp.
- ___ . "Micro-Teaching: An innovation in Teacher Training for Developing Countries," in Education in Eastern Africa, I (1), 1971, pp. 9-21.
- ___ . "Citizenship Concepts of Ugandan Secondary School Pupils" with J.L. Evans. Paper presented at African Studies Association Meeting, Los Angeles, California, October, 1968, 27pp.
- ___ . "The Use of Graphical Analysis in Educational Planning." Comparative Education Review, XII (2), June, 1968, pp. 139-148.

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