

Responding to Global Needs

Dr. Thormann, our Director of International Education, has found that in working with ministries of education and NGOs, that a data-based approach is critical. She has helped to assess the state of education by conducting feasibility studies, reviewing policies, evaluating teacher education programs, and analyzing educational equity for disadvantaged groups in several countries.

Selected Professional Experience in South and Southeast Asia

Dr. Thormann has over a decade of experience as an education consultant in India. As examples, she served as UNESCO's national consultant to analyze the 3Rs (reading, writing, arithmetic) for the first three grades. She conducted a detailed study of the scope and sequence of the curriculum, and examined salient factors affecting skill acquisition such as teacher qualifications, textbook availability and quality, and teaching methodologies. She presented the findings at an E-91 (1) meeting in New Delhi in 1997. Under follow-on contracts, she synthesized the nine country studies and prepared camera-ready copy for publication by UNESCO, *The Quality of Learning: Teaching the 3Rs in the First Three Grades in E-9 Countries*. Additional work for UNESCO involved collaborating with colleagues from the National Council on Teacher Education on in-service teacher education, with the focus on developing standards and criteria for accreditation.

Dr. Thormann was a consultant to Catholic Relief Services/India for three separate activities. In 2000, she worked in close collaboration with the CRS technical sectors—education, health, agriculture, and humanitarian assistance to develop the five-year development plan (DAP) for Title II assistance, with USAID funding. Previously, for CRS, she had assessed the child labor situation in selected Indian states and helped prepare the proposal for USAID funding on preventing and eliminating child labor through quality education. In addition, on another assignment for CRS, she was the team leader for a mid-term review (MTR) for CRS/India's education sector project. Dr. Thormann represented the U.S. National Institute on Disability and Rehabilitation Research (NIDRR), over a three-year period in the late 1990s, in negotiations and consultations with the Government of India (GOI) to develop and implement a joint research agreement on Indo-U.S. collaboration in the area of disability technology and research. In 2004, as a consultant to NIDRR, she led a delegation of U.S. experts on autism for an Indo-U.S. workshop on autism spectrum disorders, held in Hyderabad, India. She participated in a World Bank Joint Supervision Mission (JSM) in 1998 to review overall progress of the implementation of the District Primary Education Program (DPEP), with focus on pedagogical renewal and other reform initiatives. [1 The E-9 countries are the nine high population countries in the world, namely, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan]

Dr. Thormann also conducted a number of school expansion feasibility studies and school improvement studies in India (Calcutta, New Delhi, Mumbai), as well as in other countries (Nepal, Nigeria, Syria) for international and private schools. (continued on page 2)

Bangladesh. Dr. Thormann conducted a countrywide assessment of the educational needs of children with disabilities in Bangladesh, with focus on pre-primary and primary age children in 2005.

Myanmar (Burma). In the late 1990s, Dr. Thormann served as the primary education specialist of a UNDP/UNESCO project in Myanmar (Burma) to evaluate the achievement of project objectives in improving access to equitable and quality education for all. Subsequently,

in 2001-2002, as a teacher-training specialist, she conducted an on-site study of Myanmar's 19 teacher education colleges. The extensive study, involving a 10-person Japanese team, focused on policy and systemic reform to strengthen the teacher education colleges, specifically to promote learner-centered primary education.

Kazakhstan. In Kazakhstan in the mid-1990s, Dr. Thormann was the primary and secondary education specialist, as part of a seven-person ADB/UNESCO team, for a countrywide education and training sector study. She conducted a detailed assessment of Kazakhstan's education system, including distance education, with regard to access, equity, internal and external efficiency, relevance of the curriculum, teaching staff, and facilities and equipment. As a member of the team, she consulted with and advised the Government on policies and strategies to be incorporated in the human resource development strategic plan. The sector study resulted in a synthesis document and six reports, including the one she prepared on basic education. Subsequently, in 1996, as the curriculum development and teacher training specialist on a five-person team, she helped prepare the project proposal for an ADB second loan. She met with over 120 persons from the Ministry of Education, teacher improvement institutes (both national and state/oblast level), teachers and school directors in approximately 20 schools, including those for the handicapped, in both cities and rural areas, and identified salient issues and challenges, with recommendations, for nine sub-components related to improved classroom practice for primary and secondary education.

China. As the basic education specialist on a UNESCO project, "Policy and Planning Support for Education for All (EFA) in Hebei, China," in the mid-1990s, Dr. Thormann conducted a needs assessment workshop and a follow-on training workshop for approximately 50 education planners and administrators. With the goal of improving the efficiency of elementary and secondary education in rural communities, she analyzed proposed activities in the EFA Action Plan for disadvantaged groups, with the focus on strategies to improve retention of quality teachers.