

## SUMMARY CURRICULUM VITAE

Terry Allsop

### Personal Details

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| <b>Full Name</b>   | Reginald Terrence (Terry) Allsop |
| <b>Nationality</b> | British                          |
| <b>Email</b>       | terryallsop2@yahoo.co.uk         |

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### Qualifications

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| <b>2002</b> | MA, University of Cambridge, UK                      |
| <b>1963</b> | PGCE (with Distinction), University of Cambridge, UK |
| <b>1962</b> | BA, Natural Sciences, University of Cambridge, UK    |

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### Professional Experience

Terry specialises in all aspects of educational project and programme design, monitoring and evaluation - from basic education to adult literacy - with particular interest in participatory planning processes (Egypt and Nigeria), in broad sector approaches and planning (Afghanistan, Ghana, Malawi, Mozambique and Zambia) in teacher education (Ghana, Iraq, Malawi, Nigeria, Pakistan, South Africa, United Kingdom, Uzbekistan, Zambia), and in responding to the educational priorities of countries emerging from conflict (Lebanon, Somalia, South Sudan). He also works in educational research and evaluation, particularly in relation to education and development, as supervisor, manager and researcher, until April 2005 as Director of the International Research Foundation for Open Learning. More recently Team Leader for evaluation of DFID-funded Results Based Aid pilot in Ethiopia (with strong process dimensions) and of DFID-funded research project on Primary Teacher Management in Nigeria. Terry has decades of experience in inter-agency and NGO dialogue, negotiation and engagement, pre-service teacher education and in the continuing professional development of teachers, science and technology education and thoughtful consultancy work.

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## Selected Recent Projects

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| 2020 –    | Project | For GPE: appraisal of Education Sector Plan for Mozambique, contract with UNESCO; appraisal of Education Sector Plan for Afghanistan; appraisal of Education Sector Plan for Lesotho                         |
| 2019      | Project | Sector Plan Appraisal, East Timor, for GPE/WB  |
| 2019      | Project | Team leader for mid-term review of RACE II (Reaching All Children with Education) program for 500,000 Syrian refugee children in Lebanon, for UNICEF, UNHCR, WB [Delayed to 2020 by political uncertainties] |
| 2019      | Project | Team leader for mid-term review of UNESCO programme for Strengthening Pre-Service Teacher Education (STEM) in Myanmar  |
| 2018      | Project | Team leader for review of UNICEF GEP3 Head Teacher Programme in Nigeria  |
| 2017      | Project | For GPE, appraisal of Education Sector Plan for Afghanistan  |
| 2017 – 18 | Project | For WB/MoEVT Tanzania, secondary teacher upgrading programme in Maths & Science for Zanzibar   |
| 2016 – 17 | Project | For DFID (Nigeria), Team Leader for ESSPIN Programme Completion Review (end of 8.5 year programme)   |
| 2016 – 17 | Project | For EDOREN/DFID (Nigeria), Team Leader for research project on Effective Primary teachers, their recruitment and deployment  |
| 2016      | Project | For GPE/WB (Ethiopia and Lesotho), Evaluation of education sector programmes submitted for GPE grant   |
| 2016      | Project | For NECT (South Africa), Mid-term review of programme  |
| 2016 – 17 | Project | For World Bank (Ghana), Team Leader for two-year Secondary Education Improvement Project, Senior High Schools, Science & Mathematics   |

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| 2015 | Project | For DFID (Nigeria), Team Leader for ESSPIN Annual Review  |
| 2015 | Project | For World Bank (Uganda), creating proposals for teacher development aspects of new lower secondary curriculum |
| 2015 | Project | For DFID (South Sudan), Team Leader for Annual Education Programme Review                                     |
| 2015 | Project | For iSchool (Zambia), adviser on research and evaluation  |

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## Selected Publications & Conference Presentations

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| 2008 | <b>Allsop, T.</b> <i>What more could DFID do to improve the quality of education?.</i> Department for International Development.  |
| 2006 | <b>Allsop, T. with Raza, R.</b> <i>Using Distance Education for Skills Development.</i> Department for International Development Research series  |
| 2005 | <b>Allsop, T.</b> <i>The Challenges of Exploring how Schools and Classrooms Work in Unfamiliar Cultural Settings,</i> in <b>Methodological Challenges of Researching Education and Skills Development in Africa,</b> Centre for African Studies, University of Edinburgh. |
| 2003 | <b>Allsop, T.</b> <i>Open and Distance Learning: Fulfilling its Potential,</i> in <i>Commonwealth Education Partnerships 2003,</i> HMSO.  |
| 2000 | <b>Allsop, T.</b> <i>Transforming Education: Participatory Approaches for Community Empowerment,</i> in <i>Globalisation, Educational Transformation and Societies in Transition,</i> <b>Mebrahtu et al</b> (eds.) Symposium Books  |
| 2000 | <b>Allsop, T.</b> <i>The Department for International Development: Knowledge Generation after the White Paper,</i> in <i>Learning from Comparing,</i> <b>Alexander et al</b> (eds.). Symposium Books  |
| 1997 | <b>Allsop, T. with Benson, A.</b> <i>Mentoring for Science Teachers.</i> Open University Press  |
| 1994 | <b>Allsop, T.</b> (with Chinese colleagues). <i>Teaching Practical Science in Middle Schools.</i> Peoples Educational Press, Beijing  |
| 1993 | <b>Allsop, T.</b> (ed.). <i>Key Issues in Educational Development.</i> Triangle Books   |

1985

**Allsop, T.** with **Woolnough, B.** *Practical Work in Science*. Cambridge University Press

I have published over forty papers in a variety of journals, in science education, teacher education, multicultural education, international education, and have contributed many reviews to journals. I am a member of the Executive Editorial Board of the International Journal of Educational Development.