

SUMMARY CURRICULUM VITAE

Dr Michael Watts

Personal Details

Full Name	Michael Fredric Watts
Nationality	British
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Qualifications

2011	PhD, Education, University of East Anglia, UK
1999	MA, Education and Professional Development, University of East Anglia, UK
1991	BA, English, University of Oxford, UK

Professional Experience

Dr Michael Watts specialises in education in the low- and middle-income countries of the Global South, education for human development, policy analysis and qualitative and mixed methods evaluation and research. He has over 20 years' experience working across all educational sectors – from basic to higher education – as researcher, evaluator, teacher and supervisor. His work focuses on educational equity and the role of education in promoting human well-being. He has worked in South East Asia and Sub Saharan Africa as well as the UK and he is proficient in the remote supervision of research projects. He is concerned with individual experiences of education and their relationships with the wider economic and socio-cultural factors that generate educational problems. His training in the sociology and philosophy of education provides insight into these relationships and his practical experience allows him to propose feasible, context-specific solutions. He is especially interested in the adaptive preference problem and the conditions that lead people to downgrade their aspirations and has published widely on this topic. His work typically involves team leadership, project design, training of local counterparts, data collection and analysis, report writing and sharing his research through conferences and journal publications.

Selected Projects

2020 on	Project	Nigeria Human Development Evaluation, Learning and Verification Service (DELVe) for the evaluation of FCDO-N's major health and basic education programmes. Funded and contracted by the Foreign, Commonwealth & Development Office (FCDO) and Ecorys.
	Role	Education Evaluation Lead with responsibility for: liaison with and reporting to stakeholders, project design and management (education strand), training and management of and support for research teams, policy review, data analysis, reporting of findings and recommendations to inform the development of FCDO's Partnership and Learning for All in Nigeria (PLANE) programme.
	Outputs	Deployment delayed because of FCDO realignment. Inception phase underway, including reviews of community support to learning and behavioural change initiatives in Northern Nigeria and previous DFID-funded education in emergencies programmes.
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2020 on	Project	Technical Assistance to Support the Monitoring of Actions Financed under the EU Facility for Refugees in Turkey (SUMAF). Funded and contracted by the European Union (EU) and Ecorys.
	Role	Lead Monitor with responsibility for: liaison with and reporting to stakeholders, project design and management, management of and support for monitoring team, data analysis, reporting of findings.
	Outputs	Deployment delayed because of the COVID-19 pandemic.
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2019 – 2021	Project	Evaluation of the English Connects programme, phases 2 (2019-20) and 3 (2020-21). Funded and contracted by the British Council and The Consultants-E.
	Role	Consultant (Monitoring & Evaluation Expert) with responsibility for: project design, desk reviews, data collection (in-country in Cameroon, Côte d'Ivoire and Gabon and remote in Benin and Niger and across the Sub-Saharan Africa region) and analysis, quality assurance, reporting of findings and recommendations.
	Outputs	Final reports for phases 2 and 3 completed addressing programme delivery – including its support for secondary and higher education sectors, teacher training and adult learning – across twelve countries in Sub-Saharan Africa.
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2012 – 2021	Project	Doctor of Education (Higher Education) programme, University of Liverpool (UK), Centre for Higher Education Studies.

Role Honorary Lecturer with responsibility for: delivery of online classes and supervision of thesis students – including students in Kuwait (gender identity and higher education), Mozambique (continuing professional development of secondary school teachers) and Uganda (the use of open educational resources); teaching project design, research methods and practice and data analysis; ethics reviews; programme review.

Outputs Students successfully taught and supervised through to completion.

2019

Project Evaluation of Jönköping International Business School’s collaboration with Sida partner universities in Ethiopia, Rwanda and Mozambique. Funded and contracted by the Swedish International Development Cooperation Agency (Sida) and FCG Sweden.

Role Consultant (Higher Education Expert) with responsibility for: project design, desk reviews, data collection (in Mozambique and Rwanda) and analysis, reporting of findings and recommendations.

Outputs Final report completed addressing the outputs, outcomes, impact and sustainability of Swedish-African partnerships for the development of Business and Economics graduate programmes.

2019

Project Scoping Study on Ethiopia’s Higher Education Priorities and Interventions. Funded and contracted by the British Council.

Role Team Leader with responsibility for: project design, management of research team, policy review, data analysis, reporting of findings and recommendations to inform future British Council engagement with Ethiopia’s HE sector.

Outputs Final report completed addressing higher education provision and needs in Ethiopia with an emphasis on the scope and costs of international cooperation programmes.

2011 – 2019

Project MTESOL (offshore) programme, Victoria University (Australia).

Role Sessional Lecturer with responsibility for: programme delivery at Hanoi University (Vietnam) focusing on research methods and evaluation; programme design; programme evaluation.

Outputs c. 600 students supervised through to completion.

2017 – 2018	Project	Higher Education and Research in Ethiopia, with emphasis on Addis Ababa University. Funded and contracted by Sida and NIRAS/Indevelop.
	Role	Team Leader with responsibility for: project design, management of research team, liaison with international and federal stakeholders, fieldwork, data analysis and interpretation, reporting of findings and recommendations.
	Outputs	Final report completed addressing the strategic review of postgraduate provision, management, outputs, training, and context to inform future bilateral funding arrangements.
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2016 – 2018	Project	Evaluation of the EDOREN (Education Data, Research and Evaluation in Nigeria) Research Capacity Strengthening Strategy. Funded and contracted by the Department for International Development (DFID) and Oxford Policy Management, Ltd (OPML).
	Role	Team Leader with responsibility for: project design, management of research team, fieldwork, data analysis and interpretation, reporting of findings and recommendations.
	Outputs	Final report submitted addressing the intra-sectoral collaboration of policymakers and academics generating evidence-based research to inform primary education policy in Northern Nigeria.
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2014 – 2018	Project	EDOREN (Education Data, Research and Evaluation in Nigeria). Funded and contracted by DFID and OPML.
	Role	Consultant (Qualitative Research Expert) with responsibility for: project design, training local research teams to use mixed methods and qualitative research, data analysis, mentorship on projects, support for the implementation and evaluation of evidence-based policy recommendations and capacity development.
	Outputs	Final reports across five projects submitted addressing the policies and practices of primary teacher training, including: (i) primary teacher management; (ii) primary teacher supply and demand; and (iii) identifying and recruiting effective teachers; policy briefs submitted; journal articles and conference presentations co-authored with team members.
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2015 – 2017	Project	Evaluation Training Courses under the National Foreign Languages 2020 Project. Funded and contracted by Vietnam’s Ministry of Education and Training/Hanoi University and Fentiman & Watts Consulting Ltd (FWCL).

	Role	Team Leader with responsibility for: programme design and face-to-face and online delivery incorporating the theory and practice of evaluation in the context of Vietnam's HE sector and focusing on blended learning, supervision and assessment of evaluation plans for programme improvement.
	Outputs	Courses completed; reports submitted to Ministry of Education and Training; ongoing improvements to participants' programmes and teaching practices.
2015	Project	Tertiary Education Scholarships for Rwandan Students to Study in East Africa: the causes of repetition and dropout for University of Dar es Salaam students. Funded and contracted by DFID and FWCL.
	Role	Team Leader (joint) with responsibility for: project design, primary data collection, data analysis and report writing.
	Outputs	Final evaluation report submitted addressing students' experiences of the transnational HE programme and focusing on the reasons for student repetition and dropout.
2013 – 2015	Project	Evaluation of the Pilot Project of Results-Based Aid (RBA) in the Education Sector in Ethiopia. Funded and contracted by DFID and Cambridge Education.
	Role	Consultant (Qualitative Research Expert) with responsibility for: design of the qualitative evaluation component and research instruments, training and supervising local researchers, conducting fieldwork, qualitative data analysis, integration of qualitative and quantitative datasets, report writing.
	Outputs	Annual and final project reports submitted addressing RBA's impact on management, teaching and learning in the secondary sector.
2009 – 2011	Project	Widening Participation Initiatives. Funded and contracted by the University of Cambridge.
	Role	Widening Participation Initiatives Officer with responsibility for: evaluation of extant widening participation programmes, design and evaluation of innovative programmes, liaison with schools and colleges throughout the UK.
	Outputs	Implementation of nationwide widening participation programmes.
2003 – 2009	Project	Centre for Educational Research and Development, Von Hügel Institute, St Edmund's College, Cambridge.

Role Senior Research Associate with responsibility for: design and co/leading of qualitative and mixed methods research projects addressing access to higher education (including for ethnic minority students and for refugees and asylum seekers), non-participation in higher education, vocational education, the use of evidence in policymaking and ethics and educational research; data collection and fieldwork; report writing; mentoring; support for DFID-funded Ethiopian PhD programme; lead editor of journal *Power & Education*; co-convenor of the Capability and Education Network.

Outputs Final project reports submitted; research reported in journal articles, edited books and at national and international conferences.

1999 – 2002

Project School of Education and Lifelong Learning, University of East Anglia.

Role Senior/Research Associate with responsibility for: design and co/leading numerous qualitative and mixed methods research projects including evaluation of the World Voices Project and the establishment and evaluation of the Kwathu Project (Malawi-Norfolk school links); data collection and fieldwork; report writing; co-researcher on British Council funded HE links with Ethiopia and Malawi; M-level supervision; tutor and director of Egyptian Educators Programme (in-service training for STEM teachers, head teachers and advisors).

Outputs Final project reports submitted; research reported in journal articles, edited books and at national and international conferences; students supervised through to completion; c. 550 Egyptian educators trained.

1993 – 1994

Project University of Phnom Penh, Cambodia.

Role Tutor with responsibility for: design, delivery and evaluation of a bespoke programme teaching English through drama for Cambodian foreign language trainee teachers.

Outputs c. 60 Cambodian English teachers graduated; final report submitted; programme-based textbooks published.

Selected Publications & Conference Presentations

- forthcoming** **Watts, M., Waziri, N. & Akogun, O.** Strengthening Research Capacity in Northern Nigeria: identity, choice and capability, in: **F. Comim, S. Fennell & P.B. Anand** (eds) *Social Choice, Agency, Inclusiveness and Capabilities* (Cambridge, Cambridge University Press).
- 2018** **Devecchi, C. & Watts, M.** Other people’s adaptations: teaching children with special educational needs to adapt and to aspire, in: **F. Comim, S. Fennell & P.B. Anand** (eds) *New Frontiers of the Capability Approach* (Cambridge, Cambridge University Press).
- 2018** **Kontagora, H.L., Watts, M. & Allsop, T.** The management of Nigerian primary school teachers, *International Journal of Educational Development*, 59, pp. 128-135.
- 2017** **Akogun, O., Allsop, T. & Watts, M.** *Evidence-based policy and practice: primary teacher recruitment and deployment in Northern Nigeria*. Paper presented at the 14th UKFIET International Conference on Education and Development, University of Oxford, 5th-7th September 2017.
- 2016** **Siminyu, S.N. & Watts, M.** *Building on shifting sands: examining learner utilisation of OER in an African university*. Paper presented at the 7th Open Educational Resources Conference, University of Edinburgh, 19th-20th April 2016.
- 2015** **Rout, B. & Watts, M.** The capabilities of affirmative action students in India’s higher education sector, *Journal of Educational Planning and Administration*, 29(4), pp. 359-377.
- 2015** **Watts, M.** Life history research and the interpretation of working class success in higher education, in: **P. Smeyers, D. Bridges, N.C. Burbules & M. Griffiths** (eds) *International Handbook of Interpretation in Educational Research Methods* (Dordrecht, Springer).
- 2014** **Ridley, B. & Watts, M.** Using capability to assess the well-being of adult learners with dis/abilities, in: **L. Florian** (ed) *The Sage Handbook of Special Education, 2nd edition* (London, Sage).
- 2013** **Watts, M.** The complexities of adaptive preferences in post-compulsory education: insights from the fable of The Fox and the Grapes, *Journal of Human Development and Capabilities*, 14(4), pp. 503-519.
- 2012** **Watts, M. & Ridley, B.** Identities of dis/ability and music, *British Educational Research Journal*, 38(3), pp. 353-72.
- 2009** **Watts, M.** Sen and the art of motorcycle maintenance: adaptive preferences and higher education in England, *Studies in Philosophy and Education*, 28(5), pp. 425-36.
- 2007** **Watts, M. & Ridley, B.** Evaluating musical dis/abilities: operationalising the capability approach, *International Journal of Research & Method in Education*, 30(2), pp. 149-62.
- 2006** **Watts, M.** Citizenship education revisited: policy, participation and problems, *Pedagogy, Culture & Society*, 14(1), pp. 83-97.

- 2006 **Watts, M.** Disproportionate sacrifices: Ricoeur's theories of justice and the widening participation agenda for higher education in the UK, *Journal of Philosophy of Education*, 40(3), pp. 301-12.
- 2005 **Watts, M.** From celebrating to valuing global citizenship: lessons from a Norwich high school, *Development Education Journal*, 11(2), pp. 28-29.
- 2004 **Watts, M.** Telling tales of torture: repositioning young adults' views of asylum seekers, *Cambridge Journal of Education*, 34(3), pp. 315-29.