CURRICULUM VITAE – Dr Nicky Hockly
Director

PERSONAL DETAILS

Dr Nicky Hockly
British - 10/05/64
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Director of Pedagogy, TCE (The Consultants-E)
Resident in Spain
Languages: English (C2), Spanish (C1), Catalan (C1), French (B2)

QUALIFICATIONS

2024	PhD, University of Warwick, UK
2000	MA, University of Granada, Spain
1992	DTEFLA (RSA), International House Barcelona
1987	CTEFLA (RSA), International House London
1987	BA Hons, English, University of Sussex, UK

PROFESSIONAL BIODATA

Dr Nicky Hockly specialises in the evaluation of large multi-country education programmes in the Global South. As the Director of Pedagogy of The Consultants-E (TCE) since 2003, she has undertaken programme evaluation and research, and has worked across all educational sectors as teacher, teacher educator, consultant and evaluator. She has also published widely on learning technologies in language learning and teaching (see her Publications). Her MEL work includes a focus on sustainability and equity in digital education programmes, particularly in the Global South, and she has worked on large- and small-scale evaluations in the Americas, Sub Saharan Africa (SSA), Southeast Asia and Europe. Her MEL work typically involves evaluation design (including the design of theories of change, log frames and KPIs, evaluation plans, evaluation instruments and protocols), leading international and local in-country MEL teams, in-person and remote data collection and analysis, and report writing. Her extensive experience with process, summative and impact evaluations in developing contexts including SSA, enables her and the TCE team to design, develop and evaluate educational approaches and solutions that are equitable, inclusive and contextually relevant.

SELECTED MEL PROJECTS

Multi-country evaluations in SSA undertaken for the British Council which are relevant to TCE's bid for inclusion in the *SSA Regional Monitoring, Evaluation and Learning Procurement Framework* are summarised below. Nicky has designed and led many more evaluations, and a full portfolio of her MEL work, for the British Council and other funders, is available on the TCE website.

SSA English Connects Localisation: 2024

TCE undertook a summative evaluation of the first formal year of implementation of localised English Connects projects in SSA. The aim of the evaluation was to assess achievements, and to support overall learning and improvement around programme implementation for the British Council. Five projects were evaluated, spanning over 20 countries in SSA:

Female Voices (Ethiopia, Nigeria, Senegal, South Africa and Sudan): aimed to increase female participation in localised activities by building capacity of 25 female teachers.

Teacher Champions (from 20 countries in SSA): aimed to strengthen the capacity of individual teacher educators and teachers to develop the skills of other teachers in their networks.

ELTAs (Ethiopia, Nigeria and Senegal): aimed to financially support English Language Teaching Associations as local partners/influencers to promote, use and adapt TeachingEnglish Africa resources.

Two communities of practice (CoPs) - a WhatsApp CoP for teachers and a Telegram CoP for teacher educators. Each CoP aimed to offer an online professional development community for educators in SSA to promote TeachingEnglish Africa online resources and support CPD opportunities.

Role: MEL Lead Consultant (with Gavin Dudeney) with responsibility for: development of research questions, an evaluation matrix, and qualitative and quantitative evaluation instruments; conducting remote fieldwork (FGDs and KIIs) across SSA; producing inception and evaluation reports, and reporting to stakeholders.

Outputs: Inception and final evaluation reports; online PowerPoint presentation to key stakeholders. Evaluation beneficiaries included: 55 outstanding educators (training participants) in over 20 countries in SSA; three ELTAs and hundreds of their members; thousands of educators involved in the two CoPs.

SSA English Connects: 2019 – 2022

The English Connects programme aims to connect the UK to beneficiaries in francophone and lusaphone Africa through English; to improve the employability, resilience, and networks of young people; and to support senior policy makers in this endeavour. Using mixed methods approaches, TCE undertook impact evaluations of two consecutive phases of the multi-strand English Connects programme in 12 countries in SSA: Angola, Benin, Cameroon, Côte d'Ivoire, Djibouti, Democratic Republic of Congo (DRC), Gabon, Guinea, Mali, Mozambique, Niger and Senegal.

Role: Lead MEL Consultant (with Dr Michael Watts) overseeing a team of six consultants, with responsibility for: 12 country reviews; evaluation design and the development of a large multi-strand, multi-country programme log frame with KPIs; research questions and evaluation instruments; supporting consultants to undertake in-person fieldwork in 6 of the 12 countries; qualitative and quantitative data collection and analysis; reporting of findings, and recommendations to inform future *English Connects* programmes in SSA.

Outputs: A new theory of change and multi-strand programme log frame; inception, interim and final evaluation reports; presentations to key stakeholders. Evaluation beneficiaries included: 42 Ministry of Education (MoE) officials in 12 countries; 250 MoE trainers; 15,000 English language teachers; 2,000 English Clubs attendees; 9,000 online language learners.

STEP, STRIDE & SPRINT (Nigeria): 2021 – 2024

These three teacher development programmes, offered in conjunction with *the MoE*, aim to develop teachers' language, pedagogical and digital skills. TCE's initial design evaluation (2021-2022) developed theories of change and log frames for each programme. Subsequently, three mixed-methods process and impact evaluations were undertaken for the three programmes.

Role: Joint MEL Lead Consultant (with Gavin Dudeney) with responsibility for: development of theories of change, log frames and KPIs, evaluation designs and implementation plans, research questions and instruments; training and supporting teams of local Nigerian consultants for in-person fieldwork (including FGDs, KIIs, class observations); additional online qualitative and quantitative data collection and analysis; and reporting of findings and recommendations to inform continuation of the STEP, STRIDE and SPRINT programmes.

Outputs : MEL Toolkits (2024) for STEP and STRIDE. Evaluation beneficiaries to date have included thousands Nigerian state schoolteachers and teacher educators, Colleges of Education and the NCCE.

Learn English by WhatsApp: 2020 – 2021

Funded jointly with the FCDO and supported by the Soutth African Department of Basic Education (DBE), the British Council's *Learn English by WhatsApp* programme aimed to support the remote delivery of English language teaching and learning during Covid-19 through a WhatsApp API. TCE undertook a summative evaluation examining the impact of the programme on digitally excluded and disadvantaged learners, with a particular focus on female-headed households, in five countries in Southern Africa: Botswana, Lesotho, Namibia, South Africa and Zimbabwe.

Role: MEL Lead Consultant (with Dr John Traxler, University of Wolverhampton, UK) with responsibility for: evaluation design (including adapting the FCDO's theory of change) and log frame; desk research (literature review); developing qualitative and quantitative evaluation instruments and protocols; supporting fieldwork in all 5 countries; overseeing statistical analyses of WhatsApp API data; producing progress and evaluation reports.

Outputs: A new theory of change and programme log frame; a literature review of the effects of Covid-19 on education in five countries in Southern Africa; final evaluation report; online presentation to key stakeholders. Evaluation beneficiaries included: 22,700+ learners in five countries in Southern Africa; thousands of learners in digitally excluded or disadvantaged circumstances.