CURRICULUM VITAE – Dr Colleen Fletcher
Consultant

PERSONAL DETAILS

Colleen Fletcher
South African - 22/06/65
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Director of F&H Consultoria (Mozambique)
Resident in Mozambique
Languages: English (C2), Portuguese (A2)

QUALIFICATIONS

2020 PhD Ed., University of Liverpool, UK
2007 M.Ed., Buffalo State University of NY, USA
1988 Dip. of Higher Ed., University of the North, SA
1987 B.A., University of the Northwest, SA

PROFESSIONAL BIODATA

Dr. Colleen Fletcher has over 25 years' experience in education, administration and community partnership development in Mozambique. Her experience in education has included private- and public-school administration, teacher training and professional development, strategic planning for schools and private institutions, contextualizing curricula and monitoring and evaluating educational systems. Most recently as director and owner of a Mozambican based education consultancy, Colleen has worked with private institutions and industries in designing, implementing and monitoring programs related to education and adult learning in environmental and climate literacy.

She holds a Bachelor of Education from North-West University South Africa, a Masters in developing leadership skills from Buffalo State University USA, and her Doctoral thesis, which received the Doctor of Education Thesis of the year award, is on the development of public-private partnerships in education in Mozambique from the University of Liverpool, UK.

SELECTED CONSULTANCIES

Mapping the Integration of Climate Literacy into Policies, Strategies, Programs and Projects - Save the Children International: 2025 (Mozambique)

A comprehensive MEL study was carried out to analyze and map the integration of climate literacy in educational policies, frameworks, strategic plans and curriculum in Mozambique to identify gaps, challenges and opportunities to strengthen the inclusion of climate literacy across the country.

Role: Co-lead consultant (F&H): Designing MEL frameworks to measure impact on the climate literacy landscape and then mapping and analyzing key climate literacy policies, strategies, legal frameworks, materials, and programs as well as carrying out interviews with over 35 stakeholders across varied sectors using designed MEL frameworks. Using data to examine gaps and then propose actionable opportunities to strengthen the integration of climate literacy across both formal and non-formal education systems.

Outputs:

- Inception and final evaluation reports
- In-person climate literacy event where key findings were presented to key stakeholders from public and private sectors (including ministry representatives), and a working session on next steps took place
- Summary report on event and future actions

Education Directions Paper for the Embassy of Ireland: 2024 (Mozambique)

The development of the Directions paper for Education was in consultation with actors across sectors including Government, development partners, and Embassy staff and included the analysis of numerous national policy documents to map the current educational landscape in Mozambique. Based on data, recommended themes and innovative actions were outlined in order to provide a clear direction for future engagement by the Irish Embassy within Education across Mozambique.

Role: Co-lead consultant (F&H): Assessed progress against Education objectives in the Mission Strategy 2020–2024, including indicator and output achievements linked to the Education Sector Plan. Conducted a comprehensive desk review and updated sector context analysis, identifying key drivers of change. Developed strategic options for future engagement, including policy priorities, funding modalities, MEL approaches, and multilateral partnerships. Articulated a theory of change for the Education Programme and produced recommendations integrating cross-cutting issues such as gender, climate change, and human rights.

Outputs:

- Inception, draft and final evaluation report

Strategic Plan for the Maputo National Park Training Center – Biofund: 2024 (Mozambique)

The objective of the Strategic Development Plan was to operationalize the Training Centre and plan its use by the communities, PNAM technicians and other actors in the landscape. The strategic plan included sustainable and scalable financial and management models, partnership collaborations, and training courses and workshops to ultimately serve as a role model for other parks regionally and internationally, and which were all grounded in contextually appropriate actions. The plan began with an MEL of current programs and park engagement.

Role: Co-lead consultant (F&H): Working closely with the PNAM team to align responsibilities and future actions with organizational goals and logistics. It required gathering data from a wide range of sources, including legal frameworks, licensing authorities, ANAC, technical staff, academic institutions, conservation organizations, vocational training centers, and local communities. The position included conducting a gap analysis to assess systems, models, and capacity needs for the training center, and outlining detailed actions and models for its operationalization. This included identifying partnership opportunities, management models, income streams, tailored training programs with budgets, events and courses for diverse audiences, licensing procedures, and a security management plan. The role also involved facilitating stakeholder feedback sessions and incorporating inputs into the final report.

Outputs:

- Inception, draft and final evaluation report
- In-person event where key findings were presented to key stakeholders from public and private sectors, and a working session on next steps took place
- Summary report on event and future actions

Community Support to Learning for Girl's Education Attrition: Scoping Study – Ecorys: 2022 (Nigeria & SSA)

This was a scoping study of all research and projects conducted in northern Nigeria around community support to learning for girls' attrition from schooling. This research informed future implementation of educational programs. The research had two phases: the first consisted of research into projects conducted in Nigeria, and the second consisted of broader research in SSA (including Ethiopia, Kenya, Mozambique, South Africa and Uganda), as well as a global assessment of girls' education attrition.

Role: Expert Researcher: Identified key resources, literature and programs, collated and evaluated research and project implementation related to Community Support to Learning in northern Nigeria, the region, and globally. Synthesized findings and compiled a comprehensive report with recommendations for future research and project initiatives.

Outputs: Initial and final literature review and report.

Middle States Accreditation for schools and colleges: 2016 & 2018 (Morocco & Cameroon)

Middle States Accreditation for schools and colleges (MSA) reaccreditation evaluation of the international School of Duala, Cameroon and Tangier, Morocco. A comprehensive evaluation of both primary and secondary schools.

Role: Team Lead on secondary school curriculum implementation and assessment, inclusive and learning support practice and student life.

Outputs: MSA report with recommendations, commendations and matters to be addressed to ensure continued accreditation.