CURRICULUM VITAE – Dr Harry Kuchah Kuchah
Expert

PERSONAL DETAILS

Dr Harry Kuchah Kuchah
British Cameroonian- 04/10/70
h.k.kuchah@bham.ac.uk
Associate Professor (University of Birmingham)
Resident in England
Languages: English (C2), French (B2), Pidgin (C2),

QUALIFICATIONS

2014	PGCert., University of Sheffield, UK
2013	PhD, University of Warwick, UK
2007	MA, TEYL (Dist.) University of Warwick, UK
2020	MPhil, University of Yaoundé I, Cameroon
1996	PGCE (Teacher Education), University of Yaoundé I, Cameroon
1994	BA Hons, English, University of Yaoundé, Cameroon

PROFESSIONAL BIODATA

Dr Harry Kuchah Kuchah is Associate Professor of *Languages, Social Justice and Education* in the School of Education, University of Birmingham, UK. He has over 25 years' experience as a language teacher, teacher educator, policymaker, academic researcher and consultant. His research focuses on the policy and practice of English language and multilingual education at school level, Language teacher education and continuous professional development and he has published extensively in these areas (See Publications). He has is currently working on a British Council ELTRA-funded project evaluating the implementation of gender policies in in Indian and Ugandan classrooms. Harry has led on language education policy, practice and evaluation consultancy projects for the Council of Europe in Albania; for the British Council different countries in Asia, South America and Sub-Saharan Africa (including Cameroon, Cote d'Ivoire, Guinea, Ghana, Senegal, South Africa and Uganda). Harry is familiar with the language-in-education policy, practice and research landscape of SSA through his extensive networks of researchers, policy makers and teachers in the region. He is co-editor of *International Perspectives on Teaching English in Difficult Circumstances* (Palgrave Macmillan, 2018); *Ethical and methodological issues in researching young language learners in school contexts* (Multilingual Matters, 2021) and *The Cambridge Handbook of English-Medium Instruction* (CUP in Progress).

SELECTED CONSULTANCY PROJECTS

Harry has played leading roles as a research and MEL consultant with different organisations in a range of (multi-) country consultancies including in teacher education, curriculum development and evaluation projects which provide relevant experience and expertise for Lot 1 of the *SSA Regional Monitoring, Evaluation and Learning Procurement Framework*. Some of these include:

Africa ELTA Mentoring Programmes 2022 - ongoing

Since 2022, Africa ELTA has run two mentoring programmes – The Classroom research mentoring programme and the Female leadership mentoring programme – as part of its ongoing commitment to empowering African ELT practitioners to take on more leading roles in international ELT debates.

Classroom Research mentoring: Led by Harry, this programme has so far mentored 57 teachers from 23 countries to identify classroom puzzles and engage collaboratively in exploratory action research with their students to seek context appropriate practices that enhance student learning.

Female Leadership Mentoring: Led by Amira Salama, this flagship programme has mentored over 50 female teachers to become international conference speakers. Harry has mentored 6 female teachers from 4 countries since 2022 and three of these have become leaders (including President) within Africa ELTA.

Role: Co-Initiated (with Amira Salama) both programmes and monitored participants' professional development pathways to inform future iterations of both programmes.

Outputs: The first cohort of the Research mentoring reports was jointly published by IATEFL ReSIG and Africa ELTA here with others published in Africa ELTA Newsletters and the Female leadership mentoring webinars are available via the Africa ELTA YouTube Channel. Other participants have presented their outputs at Africa ELTA Annual Conferences over the last few years.

China NODE (National Online Development of English Teachers): 2022-2024

Harry Led a team of three MEL experts investigating Teacher digital learning and professional development practices in China and used the findings to design, implement and evaluate a teacher Exploratory Action Research project. Key components of the consultancy, funded by British Council China and the China Educational Association of International Exchange, included Needs Analysis, Lead teacher training, Bespoke UK-led online training, Self-access learning (SAL) supplement, Localization webinars, TAGs (teacher activity groups), UK TAG support sessions, Research-based activities, MEL activities.

Role: Lead Consultant (with Dr Ronggan Zhang and Wuji Wang) with responsibility for: development of research questions, an evaluation framework, and designing qualitative and quantitative data collection tools; co-conducting desk research remotely, providing virtual exploratory action research mentoring; collecting and analysing data and producing inception and evaluation reports for British Council China.

Outputs: Inception and final evaluation reports; Organising and leading on participant Teacher Webinar and publication of final report which delves into the intricacies of the NODE's exploratory action research, exploring the intersections of digital learning, teaching practices and professional development.

South Sudan Materials Development and trainer training programme: 2017.

Harry was part of an ELT Consultants Team for a Windle Trust International funded consultancy in South Sudan in which included an initial evaluation of teachers' preparedness to implement a new English language curriculum; a readaptation of curriculum to local context; delivering trainings to a national team of 30 MoE and ELT specialists to write a 250-hour teacher training programme to meet the gap in teacher's linguistic and methodology skills; monitoring and evaluation of the Pilot stage of teacher training programme; adjustment of materials post pilot stage ready for whole country national roll out.

Role: Consultant overseeing the training of trainers in designing lesson plans and developing local materials for literacy lessons covering all levels of primary schooling; evaluation of pilot stage and revision of lesson plan activities.

Outputs: Four language modules including Lesson plans and locally made resources for 70 literacy and skill-based lessons covering all levels of primary education curriculum. 30 skilled trainers of trainers in designing of lesson plans and local materials for primary ELT.

SSA English Connects: Primary English Language Policy in Cote d'Ivoire (2019) and Guinea (2020)

These two independent consultancies aimed to evaluate and advise the Ministries of Education of both countries on their proposed plans to introduce the teaching of English in state Primary schools. The consultancies included desk research and collection of a range of datasets including national and regional metrics for early grade reading and literacy at primary levels, classroom observation of French and English lessons at Primary and Secondary levels, textbooks language assessment analysis, and multiple stakeholder interviews to assess the overall preparedness of both countries for this reform and concluded with recommendations for improving secondary English language provision and advice against Primary English language in state schools.

Role: Lead Consultant (with Wendy Arnold) with responsibility for: Sourcing local research, national and regional education metrics through the Francophonie African education monitoring programme, in-country visits including classroom observations, textbook analysis, qualitative data collection and analysis and report writing and final presentation to stakeholders in both countries.

Outputs : Independent Reports (Cote d'Ivoire, 2019; Guinea 2020) and PowerPoint presentations summarising key data collection and analysis processes plus findings and recommendations for quality improvement in secondary provision.