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MLE International
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EDUCATION

Ph.D.	University of California, Los Angeles Social Sciences and Comparative Education	1994
M.A.	University of California, Santa Barbara International Education CA state multi-grade certificate, bilingual Spanish-English	1987
B.S.	Western Connecticut State University, Danbury Elementary Education CT state teaching certificate K to 8	1979

ACADEMIC POSITIONS

Teachers College, Columbia University		
Associate Professor of International and Comparative Education		2015 – 2022
Lecturer in International and Comparative Education		2014 – 2015
University of Strasbourg, Alsace, France		Fall 2011
Visiting Lecturer, University Institute of Teacher Education (IUFM)		
Stockholm University, Sweden		
Vising Lecturer, Centre for Teaching and Learning (UPC)		2004 – 2011
Researcher and Instructor, Centre for Research on Bilingualism		2000 – 2004
Instructor, Department of English		2000 – 2001
Södertörn University College (SHS), Sweden		2003 – 2006
Instructor in Swedish as a Second Language Pedagogy		
Stockholm Teachers College (Lärarhögskolan), Sweden		1999 – 2002
Instructor in Bilingual Education		

LANGUAGES

High proficiency in Spanish, Portuguese and Swedish; intermediate proficiency in French
Working knowledge of Guinea-Bissau Kiriol and Sierra Leone Krio
Study of Vietnamese, Mandarin, ASL and Russian

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Bi- and Multilingual Universities Network
Comparative & International Education Society

RESEARCH AND SCHOLARSHIP

Edited Volumes and Special Issues

- Kosonen, K. & Benson, C. (Eds.) (forthcoming). *Including Non-Dominant Languages in Educational Policy Change: Key Actors and Agency*. Bristol UK: Multilingual Matters.
- Benson, C. & Kosonen, K. (Eds.) (2021). *Language Issues in Comparative Education II: Policy and practice in multilingual education based on non-dominant languages*. Boston: Brill/Sense.
- Wong, K. & Benson, C. (Eds.) (2019). Special Issue: Policy and Practice in the Use of Non-Dominant Languages in Comparative Education. FIRE Forum for International Research in Education 5 (3). <https://fire-ojs-ttu.tdl.org/fire/index.php/FIRE/issue/view/34>
- Taylor-Leech, K. & Benson, C. (Eds.) (2017). Special Issue: Language Planning and Development Aid. *Current Issues in Language Planning* 18:4.
- Benson, C. & Kosonen, K. (Eds.) (2013). *Language Issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures*. Rotterdam: Sense.
- Benson, C. (Ed.) (2008). Improving the Quality of Mother Tongue-Based Literacy and Learning: Case Studies from Asia, Africa and South America. Bangkok: UNESCO Bangkok. <http://unesdoc.unesco.org/images/0017/001777/177738e.pdf>
- Benson, C. (Ed.) (2006). Mother tongue first. Children's right to learn in their own languages. Special issue of id21 Insights Education no. 5. Brighton: Institute of Development Studies, University of Sussex. (Coordinated translation into Spanish and French.) <https://assets.publishing.service.gov.uk/media/57a08c37ed915d622c0011d5/insightsEdn5.pdf>

Commissioned Research

- Benson, C. (forthcoming). Guidance for the classroom-based assessment of multilingual learners: Assessing languages, literacies and learning across the curriculum. Bangkok: UNESCO/UNICEF/MLE Working Group.
- Benson, C. (2019). Learners' own languages as key to achieving Sustainable Development Goal Four and beyond. In I. Idiazabal & M. Pérez-Cauarel (Eds.), *Linguistic diversity, minority languages and sustainable development / Diversidad lingüística, lenguas minorizadas y desarrollo sostenible/ Diversité linguistique, langues minoritaires et développement durable* (pp. 116-132). Bilbao: Servicio de Publicaciones de la Universidad del País Vasco (UPV/EHU). <https://web-argitalpena.adm.ehu.es/listaproductos.asp?IdProducts=UHPDF190709&titulo=Linguistic%20diversity,%20minority%20languages%20and%20sustainable%20development%20%2596%20Diversidad%20ling%25FC%25EDstica,%20lenguas%20minorizadas%20y%20desarrollo%20sostenible%20%2596%20Diversit%25E9%20linguistique,%20langues%20minoritaires%20e%20d%25E9veloppement%20durable>
- Benson, C. (2018). Celebrating the rich resources represented by African multilingualism and multiculturalism in education: Discussant paper. In N. Kamwangamalu (Ed.), *Medium of Instruction in Africa*. Special issue of *Current Issues in Language Planning* 19:2, 218-225.

- Benson, C. (2016). Addressing language of instruction issues in education: Recommendations for documenting progress. Background paper commissioned by UNESCO for the Global Education Monitoring Report 2016/2017. Paris: UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000245575>
- Benson, C. (2014). School access for children from non-dominant ethnic and linguistic communities. Background paper commissioned by UIS-UNICEF. Montréal: UIS-UNICEF Global Report on Out-of-School Children. <http://ais.volumesquared.com/wp-content/uploads/2015/01/OOSC-2014-Ethnic-linguistic-minorities-final.pdf>
- Benson, C. (2013). L1-based multilingual education and EGRA: Where do they meet? PRAESA Occasional Papers No. 40. Cape Town: University of Cape Town.
<http://www.praesa.org.za/wp-content/uploads/2019/02/Benson-Occ-Ppr-40-final-draft.pdf>
- Benson, C. (2010). Language of instruction as the key to educational quality: Implementing mother tongue-based multilingual education. Policy brief commissioned by the Swedish International Development Agency. Stockholm: Sida.
- Benson, C. (2008). Language “choice” in education. PRAESA Occasional Papers No. 30. Cape Town: University of Cape Town. <http://www.praesa.org.za/wp-content/uploads/2016/09/Paper30-1.pdf>
- Benson, C. (2005). Mother tongue-based teaching and education for girls. Policy brief, 5 pp. Bangkok: UNESCO Bangkok. <https://files.eric.ed.gov/fulltext/ED494960.pdf>
- Benson, C. (2005). Girls, educational equity and mother tongue-based teaching. Policy document, 14 pp. Bangkok: UNESCO Bangkok.
<https://unesdoc.unesco.org/ark:/48223/pf0000142049>
- Benson, C. (2004). The importance of mother tongue-based schooling for educational quality. Background paper for EFA Global Monitoring Report 2005. In UNESCO, Education for All: The Quality Imperative. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0014/001466/146632e.pdf>

Peer-Reviewed Journal Articles

- Wong, K., Iwasaki, E., Benson, C. & Lhagyal, D. (2023). Decolonizing research findings in multilingual education: Using multilingual (re)sources to develop a database for international research. *International Journal of Bilingual Education and Bilingualism*.
- Benson, C. (2020/2022). An innovative ‘simultaneous’ bilingual approach in Senegal: Promoting interlinguistic transfer while contributing to policy change. *International Journal of Bilingual Education and Bilingualism* 25:4, 1399-1416.
- Benson, C. & Wong, K. (2019). Effectiveness of policy development and implementation of L1-based multilingual education in Cambodia. *International Journal of Bilingual Education and Bilingualism* 22:2, 250-265.
- Taylor-Leech, K. & Benson, C. (2017). Language planning and development aid: The (in)visibility of language in development aid discourse. *Current Issues in Language Planning* 18:4, 339-355.

- Benson, C. & Wong, K. (2015). Development discourse on language of instruction and literacy: Sound policy and Ubuntu or lip service? *Reconsidering Development* 4:1, 1-16.
- Chimbutane, F. & Benson, C. (2012). Expanded spaces for Mozambican languages in primary education: Where bottom-up meets top-down. *International Multilingual Research Journal* 6:1, 8–21.
- Benson, C. (2004). Do we expect too much from bilingual teachers? Bilingual teaching in developing countries. *International Journal of Bilingual Education and Bilingualism* 7:2, 204-221.
- Benson, C. (2002). Real and potential benefits of bilingual programs in developing countries. *International Journal of Bilingual Education and Bilingualism* 5:6, 303-317.
- Benson, C. (2000). The primary bilingual education experiment in Mozambique, 1993 to 1997. *International Journal of Bilingual Education and Bilingualism* 3:3, 149-166.

Peer-Reviewed Book Chapters

- Benson, C., Brown, K. & Goodman, B. (2021). Language issues in comparative and international education. Discussion essay. Chapter 7 in A. W. Wiseman (Ed.), *Annual Review of Comparative and International Education 2020. International Perspectives on Education and Society* 40, 83–97. Bingley, UK: Emerald.
- Benson, C., Brown, K. & Goodman, B. (2021). Foregrounding language issues in current comparative and international education research. Chapter 13 in A. W. Wiseman (Ed.), *Annual Review of Comparative and International Education 2020. International Perspectives on Education and Society* 40, 215–237. Bingley, UK: Emerald.
- Milligan, E., Desai, Z. & Benson, C. (2020). A critical exploration of how language-of-instruction choices affect educational equity. In A. Wulff (Ed.), *Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education* (pp. 116-134). Boston: Brill/Sense.
- Benson, C. (2019). L1-based multilingual education in the Asia and Pacific region and beyond: Where are we, and where do we need to go? In A. Kirkpatrick & T. Liddicoat (Eds.), *The Routledge International Handbook of Language Education Policy in Asia* (pp. 29-41). London: Routledge.
- Wong, K. & Benson, C. (2019). Language as gatekeeper for equitable education: Multilingual education in Cambodia. In J. Gube & F. Gao (Eds.), *Education, Ethnicity and Equality in the Multilingual Asian Context* (pp. 69-86). Singapore: Springer.
- Benson, C. & Elorza, I. (2015). Multilingual education for all (MEFA): Empowering non-dominant languages and cultures through multilingual curriculum development. In D. Wyse, L. Hayward & J. Zacher Pandya (Eds.), *The SAGE Handbook of Curriculum, Pedagogy and Assessment* (pp. 557-574). London UK: Sage.
- Benson, C. (2014). Adopting a multilingual habitus: What North and South can learn from each other about the essential role of non-dominant languages in education. In D. Gorter, V. Zenotz & J. Cenoz (Eds.), *Minority Languages and Multilingual Education: Bridging the Local and the Global* (pp. 11-28). Heidelberg: Springer.

- Benson, C. (2012). Multilingual education in Northern and Southern contexts: A comparison and contrast with lessons for all. In K. J. Knudsen, H. Petersen & K. á Rógvi (Eds.), *Language Policy Challenges of the Future* (pp. 77-95). Oslo: Novus.
- Benson, C. (2012). The role of language of instruction in promoting quality and equity in primary education. In J. Heymann, & A. Cassola (Eds.), *Lessons in educational equity: Successful approaches to intractable problems around the world* (pp. 199-221). Oxford: Oxford University Press.
- Benson, C. (2012). Curriculum development in multilingual schools. In J. Cenoz & D. Gorter (Eds.), *Bilingual education*, in C. A. Chapelle (Gen. Ed.), *The Encyclopedia of Applied Linguistics* (pp. 1-6). Hoboken NJ: Wiley-Blackwell.
- Walter, S. & Benson, C. (2012). Language policy and medium of instruction in formal education. In B. Spolsky (Ed.), *The Cambridge Handbook of Language Policy* (pp. 278-300). Cambridge: Cambridge University Press.
- Benson, C. (2011). African languages, educational quality and the issue of parent choice. In C. Thornell & K. Legère (Eds.), *North-South Contributions to African Languages* (pp. 37-49). Peer-reviewed proceedings of the Symposium on Nordic Contributions to African Languages, Gothenburg, Sweden, April 2007. Cologne: Rüdiger Köppe Verlag.
- Benson, C. (2009). Designing effective schooling in multilingual contexts: The strengths and limitations of bilingual “models.” In A. Mohanty, M. Panda, R. Phillipson & T. Skutnabb-Kangas (Eds.), *Multilingual Education for Social Justice: Globalising the local* (pp. 60-76). Hyderabad: Orient BlackSwan.
- Benson, C. (2009). Designing effective schooling in multilingual contexts. In T. Skutnabb-Kangas, R. Phillipson, A. Mohanty & M. Panda (Eds.), *Social Justice Through Multilingual Education* (pp. 63-81). Clevedon UK: Multilingual Matters.
- Shaw, P., Benson, C., Brunsberg, S., Duhs, R. & Minugh, D. (2008). Preparing for international masters degrees at Stockholm University and the Royal Institute of Technology in Stockholm. In I. Fortanet-Gómez & C. A. Räisänen (Eds.), *ESP in European Higher Education: Integrating Language and Content* (pp. 267-282). Amsterdam: John Benjamins.
- King, K. & Benson, C. (2007). Vernacular and indigenous literacies. In B. Spolsky & F. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 341-354). Malden MA: Blackwell.
- Benson, C. (2006). Bilingual programs as educational development: Access, quality, empowerment and equity. In A. Weideman & B. Smieja (Eds.), *Empowerment Through Language and Education: Cases and Case Studies from North America, Europe, Africa and Japan* (pp. 3-20). Frankfurt am Main: Peter Lang.
- Benson, C. (2005). Bilingual schooling as educational development: From experimentation to implementation. In J. Cohen, K. McAlister, K. Rolstad & J. MacSwan. *ISB4: Proceedings of the 4th International Symposium on Bilingualism* (pp. 249-258). Somerville MA: Cascadilla Press. <http://www.lingref.com/isb/4/019ISB4.PDF>
- Benson, C. (2004). Do we expect too much from bilingual teachers? Bilingual teaching in developing countries. In J. Brutt-Griffler & M. Varghese (Eds.), *Bilingualism and Language Pedagogy* (pp. 112-129). Clevedon: Multilingual Matters.

- King, K. & Benson, C. (2003). Indigenous language education in Bolivia and Ecuador: Contexts, changes, and challenges. In J. Tollefson & A. Tsui (Eds.), *Medium of Instruction Policies: Whose Agenda? Which Agenda?* (pp. 241-261). Mahwah NJ: Lawrence Erlbaum Associates.
- Benson, C. (2003). Possibilities for educational language choice in multilingual Guinea-Bissau. In L. Huss, A. Camilleri & K. King (Eds.), *Transcending Monolingualism: Family, School and Society* (pp. 67-87). Lisse, Netherlands: Swets and Zeitlinger.
- Benson, C. (2003). Trilingualism in Guinea-Bissau and the question of instructional language. In C. Hoffman & J. Ytsma (Eds.), *Trilingualism in Family, School and Community* (pp. 166-184). Clevedon: Multilingual Matters.

Non-Refereed Publications

- Benson, C. (2021). MLE implementation in Ethiopia and Mozambique: How the above-side-below framework shakes out in two multilingual contexts. Chapter 2 in C. Benson & K. Kosonen (Eds.).
- Benson, C. (2021). Trilingual Rajbanshi-Nepali-English education in southeastern Nepal: Improving educational quality for Rajbanshi speakers and others. Chapter 10 in C. Benson & K. Kosonen (Eds.).
- Benson, C. & Kosonen, K. (2021). An assessment of the state of MLE research in educational development. Introduction in C. Benson & K. Kosonen (Eds.).
- Kosonen, K. & Benson, C. (2021). Bringing non-dominant languages into education systems: Change from above, from below, from the side—or a combination? Chapter 1 in C. Benson & K. Kosonen (Eds.).
- Benson, C. (2021). L1-based multilingual education: What is working and what is slowing us down. In P. Harding-Esch & H. Coleman (Eds.), *Language and the Sustainable Development Goals: Selected proceedings from the 12th Language and Development Conference, Dakar, Senegal 2017*. London: British Council.
- Wong, K. & Benson, C. (2019). Policy and practice in L1-based multilingual education: Challenges and steps forward. Introductory chapter in special issue. In K. Wong & C. Benson (Eds.).
- Benson, C. (2017). Multilingual education for all: applying an integrated multilingual curriculum model to low-income contexts. In H. Coleman (Ed.), *Multilingualisms and Development* (pp. 101-113). Selected proceedings of the 11th Language and Development Conference, New Delhi, India, 2015. London: British Council.
https://www.teachingenglish.org.uk/sites/teacheng/files/pub_Multilingualisms%20and%20Development_low%20res_FINAL.pdf
- Benson, C. & Young, C. (2016). How can mother tongue–based MLE be carried out in classrooms where three or more local languages are represented as mother tongues? In Trudell, Barbara & Young, Catherine (eds) *Good Answers to Tough Questions in Mother Tongue-Based Multilingual Education* (pp. 8-14). Dallas: SIL International.
<https://www.sil.org/sites/default/files/files/q1gatq.pdf>
- Benson, C. (2013). Towards adopting a multilingual habitus in educational development (pp. 283-299). In C. Benson & K. Kosonen (Eds.).

- Kosonen, K. & Benson, C. (2013). Introduction: Inclusive teaching and learning through the use of non-dominant languages and cultures (pp. 1-16). In C. Benson & K. Kosonen (Eds.).
- Benson, C., Heugh, K., Bogale, B. & Gebre Yohannes, M.A. (2012). Multilingual education in Ethiopian primary schools. In T. Skutnabb-Kangas & K. Heugh (Eds.), *Multilingual education and sustainable diversity work From periphery to centre* (pp. 32-61). London: Routledge.
- Heugh, K., Benson, C., Bogale, B. & Gebre Yohannes, M.A. (2012). Implications for multilingual education: Student achievement in different models of education in Ethiopia. In T. Skutnabb-Kangas & K. Heugh (Eds.), *Multilingual education and sustainable diversity work from periphery to centre* (pp. 239-262). London: Routledge.
- Benson, C. & Kosonen, K. (2012). A critical comparison of language-in-education policy and practice in four Southeast Asian countries and Ethiopia. In T. Skutnabb-Kangas & K. Heugh (Eds.), *Multilingual education and sustainable diversity work from periphery to centre* (pp. 111-137). London: Routledge.
- Benson, C., Heugh, K., Bogale, B. & Gebre Yohannes, M.A. (2010). The medium of instruction in the primary schools in Ethiopia: A study and its implications for multilingual education. In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual education works: From the periphery to the centre* (pp. 40-83). New Delhi: Orient BlackSwan.
- Heugh, K., Benson, C., Bogale, B. & Gebre Yohannes, M.A. (2010). Multilingual education in Ethiopia: What assessment shows us about what works and what doesn't. In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual education works: From the periphery to the centre* (pp. 287-315). New Delhi: Orient BlackSwan.
- Benson, C. & Kosonen, K. (2010). Language-in-education policy and practice in Southeast Asia in light of the findings from Ethiopia. In K. Heugh & T. Skutnabb-Kangas (Eds.), *Multilingual education works: From the periphery to the centre* (pp 134-163). New Delhi: Orient BlackSwan.
- Benson, C. & Plüddemann, P. (2010). Conscientisation des professionnels en éducation bilingue: Programme de formation des formateurs d'éducateurs en contextes multilingues en Afrique australe (ToTSA) 2002-2005. En M. Chatry-Komarek (red) *Professionaliser les enseignants des classes multilingues en Afrique*. Paris: L'Harmattan.
- Benson, C. (2008). Language "choice" in education. In K.A. Peterson & M. Høyen (Eds.), *Att sætte spor på en vandring fra Aquinas til Bourdieu—æresbog til Staf Callewaert [Following the footsteps of a journey from Aquinas to Bourdieu—festschrift for Staf Callewaert]* (pp. 487-514). Invited festschrift chapter. Copenhagen: Forlaget Hexis.
- Benson, C. (2008). Summary overview. Mother tongue-based education in multilingual contexts (pp. 1-11). In C. Benson (Ed.).
- Benson, C. (2008). Questions, answers and remaining issues (pp. 182-186). In C. Benson (Ed.).
- Benson, C. (2006). Language, education and (dis)empowerment? The important role of local languages in educational development. In L. Dahlström & J. Mannberg (Eds.), *Critical educational visions and practices* (pp. 25-54). Umeå: Global South Network Publisher.
- Benson, C. (2006). Gender, language and inclusion (p. 3). In Benson, C. (Acad. Ed.)

- Benson, C. (2005). Bridging the experimentation-implementation gap in bilingual schooling: The role of the researcher. In H. Coleman, J. Gulyamove & A. Thomas (Eds.), *Proceedings of the Sixth International Conference on Language and Development* (pp. 64-77). (Tashkent, October 15-17, 2003.) Tashkent, Uzbekistan: British Council.
- Benson, C. (2004). Bilingual programs as educational development: Access, quality, empowerment and equity. *Series A: General & Theoretical Paper No. 592*. Essen: LAUD Linguistic Agency/University of Duisburg-Essen.
- Benson, C. (2004). Parent perceptions of bilingual schooling in developing countries. In X.P. Rodríguez-Yáñez, A.M. Lorenzo Suárez & F. Ramallo (Eds.), *Bilingualism and education: From the family to the school* (pp. 297-310). Munich: Lincom Europa.
- Benson, C. (2004). Parent perceptions of bilingual schooling in developing countries. In English and Spanish in A. M. Lorenzo Suárez, F. Ramallo & X. Rodríguez-Yáñez (Eds.), *Bilingual Socialization and Bilingual Language Acquisition: Proceedings from the Second International Symposium on Bilingualism*. (University of Vigo, Galicia-Spain, October 23-26, 2002.) Vigo: Servizo de Publicacións da Universidades de Vigo.
- Benson, C. (2002). Bilingual education in Africa: An exploration of encouraging connections between language and girls' schooling. In M. Melin (Ed.), *Education—A Way out of Poverty? Research presentations at the Poverty Conference 2001* (pp. 79-95). New Education Division Documents No. 12. Stockholm: Sida.
- Benson, C. (1998). Alguns resultados da avaliação externa da experiência de escolarização bilingue em Moçambique. In Stroud, C. & Tuzine, A. (Eds.), *Uso de línguas africanas no ensino: Problemas e perspectivas [The use of African languages in instruction: Problems and perspectives]* (pp. 279-303). Cadernos de Pesquisa no. 26. Maputo: INDE.

EXPERIENCE IN EDUCATIONAL DEVELOPMENT

Africa region

Angola	Technical advisor in multilingual education (MLE) and seminar presenter, UJES Huambo	2007
Burundi	Supervisor of field research to pilot girls' empowerment measurement tools for MWAI/CARE International	2012
Cape Verde	Peace Corps program and training coordinator	1991
Ethiopia	Researcher in policy implementation of mother tongue education	2006-2007
	MA thesis advisor	2004-2005
Guinea-Bissau	Technical assistant in MLE, Ministry of Education/UNICEF	2009
	Academic trainer in MLE, Sida Sweden	1996
	Doctoral researcher, UCLA/Fulbright	1992-1993
	Peace Corps program and training coordinator	1990
Guinea-Conakry	Bilingual education advisor, School-to-School International/Aide et action	2007
Madagascar	Technical assistance to Malagasy teacher support, UNICEF/MEN	2011-2012
Mozambique	MLE trainer for Ministry of Education, Finnida	2009
	Mid-term review evaluator of PASE project, Finland	2008
	MA thesis advisor, Umeå University/Finnida	2001-2006
	Technical assistant to bilingual education experiment, Ministry of Education/Sida Sweden	1996-1998
Niger	Consultant in L1 reading materials development, Plan USA/USAID/MCC	2013
Nigeria	Educational language consultant, Creative Assoc/USAID	2005
Senegal	Final evaluation team leader, ARED/Dubai Cares/MWAI	2018-2019
	Project evaluator, textbook project, USAID/IBTCI	2013
Sierra Leone	Education trainer	1982
	Peace Corps volunteer teacher trainer	1980-1982
South Africa	Project evaluator, textbook project, USAID/IBTCI	2013
	Curriculum supervisor, Training of Trainers in Multilingual Education, PRAESA/Univ. of Cape Town	2003-2007
Tanzania	Project evaluator, textbook project, USAID/IBTCI	2013

Asia/Pacific region

Cambodia	Technical advisor/researcher in MLE, CARE Evaluator of L1 literacy programs, ICC/FELM Multilingual education evaluator, Ministry of Ed/UNICEF	2015-2020 2012 2010-2011
East Timor	Consultant in educational language policy, Ministry of Ed/UNICEF	2010-2011
Laos	Bilingual education consultant, Ministry of Ed/Sida Sweden	2003
Maldives	Consultant in language issues in curriculum development, Ministry of Ed/Hifab International	2010
Nepal	Evaluator of trilingual Rajbanshi/Nepali/English program	2012
Vietnam	Designer/technical supervisor of bilingual pilot, UNICEF	2006-2008

Latin America region

Argentina	EFL teacher trainer, American English Centre/University of California	1995
Bolivia	Evaluator, Swedish support to education, Sida Sweden Technical assistant in EIB, UNICEF	1998, 2001 1999
Dominican Republic	Education programmer and training coordinator, U.S. Peace Corps/Entrena	1988
Guatemala	Technical support to literacy in Q'eqchi and K'iche', IDB	2002

Europe

Italy	Instructor in education development management, ILO	2005
Spain	Evaluator/advisor on bilingual teacher training, Basque Services, Dept. of Education	2006
Sweden	Language and education consultant, Sida	1999-2010