

PATRICK CUMMINS

Profession: Educator
Date of Birth: June 8, 1941
Nationality: Canada/USA (dual)
Professional Societies: Canadian Association for Prior Learning Assessment (CAPLA)
Canadian Evaluation Society (CES)

Key Qualifications:

Patrick Cummins has thirty years experience in education-related projects in west and east Africa, south Asia, China, and northern and southern Canada. He has extensive field-level experience in

- § **basic education** (primary education, adult literacy, vocational),
- § **teacher education** (primary, secondary, tertiary),
- § **curriculum and materials** (English as a Second Language, teacher training, basic education),
- § **labour market and human resources** (strategies and tools)
- § **education technology** (school-based and distance learning), and
- § **assessment and evaluation** (basic education, gender, distance education, adult literacy).

His **participatory and results-based approaches**, including use of logical framework analysis, bring effectiveness, efficiency, and sustainability to international projects.

Education:

1993 Master of Arts (Applied Language Studies) Carleton University, Ottawa
1977 Certificate in Teaching English as a Second Language, Concordia University, Montreal
1963 Bachelor of Arts, English, Loyola College, Montreal, Quebec

Selected consultancies:

September 2006- present – Canada

CEP Consulting, Inc.

Proprietor (*Essential Skills Portfolio – ESPORT*). A Web-based portfolio development tool for adults seeking entry-level employment; links tools for occupational choice, skills assessment, skills documentation, and pre-vocational training in literacy, mathematics, thinking skills, computer use, and other enabling skills with respect to targeted occupations. Management activities include marketing (in collaboration with Eskilon Inc.), proposal writing, staff/contractor recruitment and supervision (currently eight staff and contractors not including sales personnel), budget management, and design of teacher/facilitator training.

Website: <http://www.esportfolio.com/>

January 2009-March 2009 – Liberia

The QED Group, LLC, for US Agency for International Development, Liberia

Teacher Training Specialist conducting evaluation for USAID/Liberia regarding the Liberia Teacher Training Program (LTTP). Additional tasks focused on the country plan for primary education and recommendations for expanded funding. The evaluation report provides a comprehensive appraisal of LTTP's effectiveness and efficiency, offers recommendations for mid-course re-focusing and future expansion, and provides scenarios for quality improvement.

November 2006-December 2008 – Bangladesh

Uniconsult International for Asian Development Bank [Loan No. 2015-BAN (SF)]

Curriculum and Textbook Development Specialist providing technical support for implementation of Quality Improvement in Schools and Classrooms under Second Primary Education Development Program (PEDP-II) of the Directorate of Primary Education (DPE). Our strategy for curriculum implementation was to change what had been a poorly-functioning top-down system to a school-based professional enhancement program which supports, rather than directs educators in the field and engages and supports practising teachers, rather than contracted academics, to develop teaching/learning materials. In addition, prepared strategy for national assessment and consulted on in-service teacher education.

September 1998-2006 – Canada

Human Resources and Skills Development Canada, Skills Information and Essential Skills

Division and Office of Learning Technologies

Developer and Project Manager (*Essential Skills Portfolio – ESPORT*). Activities included writing proposals, budget management, reports to funding managers, consultations, and evaluation. Implementing partners included immigrant service organizations, aboriginal groups, labour organizations, community organizations, government employment offices, colleges, and correctional institutions. Government involvement has been completed. ESPORT is now self-sustaining through licensing and providing training to implementing organizations

Associated publication: Fahy, Patrick J. and Patrick Cummins. “ESPORT (Essential Skills Portfolio) Demonstration Project, Canada.” In Ramesh C. Sharma , Sanjaya Mishra, *Cases on Global E-Learning Practices: Successes and Pitfalls*. Indira Gandhi National Open University, Idea Group Publishing: 2007.

July-August 2004 – Liberia

Creative Associates for USAID, Liberia Transition Initiative, Monrovia

Literacy consultant on a non-formal education and training program for war-affected youth, ages 18 to 35, in Liberia; assembled life-skills units prepared for the program, spiralling literacy activities through the curriculum; conducted baseline evaluation for the same program.

Associated publication: *Youth Education for Life Skills (YES)*. 7 Modules (literacy components). Creative Associates. Monrovia, 2004.

June 2003-March 2004 – Somalia (Somaliland and Puntland)

UNESCO, Programme for Education for Emergencies and Reconstruction (PEER), Nairobi

Primary textbook consultant (CEPPES 1). Evaluated existing texts for social studies education Grades 5 and 6; guided a team of three national consultants to write Grade 5 and Grade 6 Social Studies texts; conducted training of trainer workshop to promote child-centred, activity-based methodology using these textbooks.

Associated publications: *Cimiga Bulshada 5*. Nairobi, Kenya: UNESCO, 2003; *Cimiga Bulshada 6*. Nairobi, Kenya: UNESCO, 2004.

August 2003- May 2004 – Ottawa, Canada and Kampala, Uganda

Canadian International Development Agency

Consultant (Reading for All Conference, Kampala, August 2003). Coordinated initial phases of a process to assist educators in preparing local education plans based on MDG/EFA goals.

January 2002-May 2003 – Nunavut, Canada

Nunavut Arctic College, Iqaluit, Nunavut ; Human Resources Development Canada, Office of Learning Technologies

Principal consultant (Nunavut Arctic College/Carleton University BA Course Delivery). Proposal, needs assessment, project design, participatory evaluation for Web-enabled tertiary course delivery for indigenous peoples in northern communities. Disseminated results in stakeholder workshop. Web-enabled delivery in isolated communities was markedly more successful than face-to-face delivery in the capital.

January 2001-June, 2001 – Bangladesh

Association of Universities and Colleges of Canada (AUCC) for Asian Development Bank [TAR: BAN 31309].

NFE Institutional Development Specialist (Second Nonformal Education Project, Bangladesh).
Technical Assistance in preparation for project for post-literacy/vocational training.

March 2000-October 2000 – Nunavut, Canada

Department of Education, Government of Nunavut

Senior Consultant (Strategic Planning for Curriculum and Resource Development Project). Review of curriculum and resource development issues relevant to Nunavut; preparation of a ten-year strategy to develop community-focused, student-centred curriculum and instructional resources.

July 1999-September 1999 – Ghana

Canadian International Development Agency

Evaluator (Ghana Girl-Child Education Project). Mid-term operational review. The project was funded by CIDA and implemented by UNICEF and World University Services of Canada (WUSC).

January 1998-July 1998 – Bangladesh

Association of Canadian Community Colleges (ACCC) for Asian Development Bank [2534-BAN].

Non-Formal Education Methodology and Teacher Training Development Specialist (First Non-Formal Education Technical Assistance Project. Directorate of Non-Formal Education, Bangladesh). Institutional strengthening, capacity building in literacy/pre-vocational training.

September 1996-July 1997 – Sri Lanka

CANEDCOM International for Asian Development Bank [ADB Loan 1247-SRI]

Consultant in Pre-Service Teacher Education (Education Technology, Secondary Education Development Project, Sri Lanka). Institutional strengthening, capacity building for a national teacher education policy in a situation of political sensitivity and conflict.

1994-1996 – Ontario, Canada

Literacy Opportunities in Ontario North.

Materials writer/instructional designer. (Teacher of Adults – Literacy Educator Certificate Program). Distance delivery of literacy practitioner education using a variety of media; offered by Ontario colleges as a certifying credential for literacy teachers.

Associated publications: Cummins, Patrick and Donna Miniely. Five study manuals: *Advanced Instructional Strategies, Professional Issues, Strategies for Teaching Literacy/Numeracy Skills, General Instructional Strategies*, Sudbury, Ontario: Literacy Opportunities in Ontario North, 1995-96; Cummins, Patrick. *Assessment and Evaluation* (Study Manual), Sudbury, Ontario: Literacy Opportunities in Ontario North, 1995.

February 1994-June 1994 – China

United Board for Christian Higher Education in Asia; and Nanjing University, Department of Applied Foreign Language Studies, Nanjing, China.

Visiting professor (Nanjing University College English Teacher Training Program). Department of Applied Foreign Language Studies. Lectured on language and culture in a program for tertiary-level English Language teachers. Supervised graduate-level research into English language teaching.

Associated publication: Eds., Patrick Cummins and Anne Ellis. *College English Teaching in China: Motives, Methods, Materials, and Assessment*. New York: United Board for Christian Higher Education in Asia, 1995.

1993-1994 – Canada

Canadian Employment and Immigration Commission and Television Language Training, Inc.

Needs assessment, concept development, curriculum, materials writing, and evaluation for twelve half-hour television programs for teaching English as a second language.

Associated production: Patrick Cummins (Writer), Robert McBride (Producer/Director). *At Home with English*. 1994.

**October 1991-December 1991 – Ghana
University of Ghana, The Language Centre.**

Visiting scholar (English Language Performance Evaluation Project). Lectured, researched, gave seminars on assessment.

**1988-89 – Ontario, Canada
Ottawa Board of Education.**

Research Coordinator, The Learning Centre. Conducted formative and summative evaluation for an experimental project employing computer technology in literacy instruction.

Associated publications: Cummins, Patrick. *A Resource Guide to the CAAT* (Canadian Adult Achievement Test). Toronto: Harcourt Brace & Company Canada/ The Psychological Corporation, 1994. Cummins, P. and Stan Jones. "An Adult Learner in Canada: Watching Assessment Take Place". In Clifford Hill and Kate Parry, (Eds.) *From Testing to Assessment*. London: Longman, 1994.

**1985-88 – Ontario, Canada
Ottawa Board of Education.**

ABE instructor. Taught basic education for adults in workplace, community, and psychiatric rehabilitation programs.

Associated publication: Cummins, Patrick and Maria Makrakis. *Adult Literacy Skills Catalogue*. Ottawa: Ottawa Board of Education, 1989.

**1981-1983 – Nigeria
Plateau State Polytechnic, Plateau State, Nigeria.**

Senior lecturer. Language teaching and staff development.

**1977-1981 – Nigeria
Ministry of Education, Plateau State, Nigeria (Universal Primary Education Project).**

Principal Education Officer (79-81), Senior Education Officer (77-79). Directed a staff of 15 language teachers (Hausa and English). Government Teachers' College, Jos.

Chair, Plateau State Board of English Studies (77-81).

Associated publications: Cummins, Patrick and V.K. Umaru. *Living in English*. London: Collins. Book 1, 1983; Book 2, 1985; Book 3, 1986.

Plateau State Board of English Studies. *Transitional English*. Edited by P. Cummins. Jos, Nigeria: Teacher Resource Centre, Ministry of Education, 1981.

Languages:

English	Excellent	Hausa (West Africa) Basic
French	Basic	Chinese (Mandarin) Basic
Bangla	Basic	

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