



Dr. FRANCES TSAKONAS

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Frances Tsakonas is an ‘edupreneur’ who was born and raised Australia where she completed her primary and secondary education. She is a graduate of Harvard University, Graduate School of Education where she undertook advanced Post-Master’s (MPhil) specialist studies in Teaching, Curriculum and Learning Environments, and participated in the innovative ‘Experienced Teacher’ program. She has also participated in two Executive programs at Harvard University – one at the Graduate School of Education in the Management of Lifelong Learning and one at JFK School of Government in Public Sector Administration. Frances holds the (now) Cambridge University/Royal Society of Arts Diploma in Teaching English as a Foreign Language (TEFL) and a Master of Education degree in Cross-Cultural Communication and Bilingual/Multicultural Education from Lesley University in Cambridge Massachusetts, USA. Frances also holds a Post-Graduate Diploma in Institutional Management and Change in Higher Education from CHEPS (Center for Higher Education Policy Studies) at the University of Twente, Netherlands, and a Doctor of Philosophy in Higher Education Internationalisation from the Institute of Education, University of London, UK. Dr. Tsakonas was recently awarded the degree of Mastère Spécialisé in Consulting and Coaching for Change by Oxford University Saïd Business School and HEC Paris. Currently, Dr. Tsakonas is completing a Master’s level Diploma in Strategy and Innovation at Oxford University Saïd Business School and starting an Executive Master of Business Administration (EMBA) at Oxford University Saïd Business School.

Dr. Tsakonas has worked at all levels of both the public and private education/training sectors for over 35 years and has acquired significant experience in education/training management, strategic planning and development. From 1994 to 2004, Dr. Tsakonas served as Special Advisor for Education to the Hellenic Minister of Education (1994-1996) and Hellenic Minister of Foreign Affairs (1996-2004), George Papandreou, to assist him in efforts to reform the education system of Greece and to refocus Greece’s bilateral and multi-lateral education policy for educational expansion and strategic regional and international development. In 1999, Dr. Tsakonas was appointed Hellenic Representative to the Education Task Force of the Stability Pact for the Reconstruction of South East Europe. In this role, she was called upon to: investigate and analyze international best practices in education/training; prepare policy papers on behalf of the Minister for presentation at ministerial meetings (at national, regional and international level); attend high-level (EU, World Bank, UN, OECD) meetings, task forces and committee meetings on education, training and lifelong learning policy goals and objectives; disseminate information on research funding, institutional partnership potential and development needs; prepare public communication briefings on EU and UN development goals; organize seminars; draft consultation papers; initiate and manage a wide range of projects and activities to strengthen bilateral and multilateral relations with governments, businesses and international agencies; and design, manage and co-ordinate high-level meetings, workshops, conferences and task-forces.

Dr. Tsakonas has in-depth knowledge and extensive experience in global education/training trends and developments. She has worked as an independent consultant since 1990 focusing primarily on the identification of strategic international development opportunities for education and training institutions globally. Her success in this area is the result of her understanding of global education/training trends, market needs and institutional capacities on an international scale, as well as, and perhaps more importantly, her adherence to the principle that only ‘win-win’ partnerships and collaborations can succeed. It is in fact this ‘win-win’ principle that she adheres to that has enabled her to persuade governments, institutions, and education/training organizations to drive change forward by addressing and

negotiating new and creative strategic alliances that provide added value to each and every stakeholder. Her confidence in this area moreover, has provided her with the necessary ease to liaise comfortably with: Ministers and senior government officials from around the world; Presidents, Rectors and Vice-Chancellors of education institutions internationally; Directors and General Secretaries of international educational agencies (such as the World Bank, ETF, OECD, UN agencies, etc); and CEO's of national and multi-national business corporations. Her skill in international strategic development for academic, research and commercialization has been acquired through many years of negotiating cross-border and cross-cultural higher education institutional and programmatic partnerships and collaborations (including: franchise/licensing agreements, joint-ventures and articulation agreements, government contractual arrangements, memoranda of understanding). Dr. Tsakonas has planned, designed and managed a wide range of projects in support of education/training collaborative partnerships (in the UK, USA, Canada, Australia, EU, Middle East, Balkans, Southern Mediterranean, North Africa, Arabian Gulf region and India) that have required resourcing, fund-raising and sponsorship as the basis for such project development and implementation. In 2000, due to the pressing need for education reform in developing countries/transition economies, Dr. Tsakonas established a not-for-profit educational foundation, Educational Development and Co-operation (EDCO), focusing on the promotion, facilitation and implementation of national, regional and international education and training strategic goals in developing countries. EDCO has undertaken several World Bank projects including: a study of Lifelong Learning in the Global Knowledge Economy; Education Improvement Project in Lithuania; and capacity building projects in Turkey, Mongolia, Afghanistan, India, the Caribbean and Africa.

Dr. Tsakonas recently established the [International Institute for Education Advancement](#) (IIEA), a platform for education experts, and the [International Society of Change Leaders](#) (ISCL), a platform for change leaders. Some of the key projects Dr. Tsakonas is working on include: the [Young Visionaries Academy](#), the [University Leaders Symposium](#), [SIG Executive Education](#), summer executive education programs on the Greek islands in collaboration with other top academic partners including INSEAD and UC Berkeley, the Executive Coaching Institute in collaboration with the Berkeley Executive Coaching Institute, the Institute for Diversity & Inclusion, in collaboration with the European Institute for Managing Diversity, and [The Global Online Academy](#). Dr. Tsakonas is also developing an accreditation agency, UNECIA, for international education providers, and two think tanks – the School of the Future and the University of the Future.

Dr. Tsakonas is passionate about the social impact of education. In order to promote 'Education without Boundaries'® and support the UN Sustainable Development Goals (SDGs), Dr. Tsakonas is currently establishing an international scholarship foundation - [The Scholarship Lottery](#) – which aims to provide equal opportunities to all students who strive to acquire an education. The Scholarship Lottery will support all kinds of learning – from degree programs to professional development to lifelong learning. Dr. Tsakonas believes that all students deserve a chance to an education and not just the academically gifted.

In line with her passion for the social impact of education, Dr. Tsakonas was appointed a Stanford University Seed Consultant, a voluntary position to mentor entrepreneurs in Africa and India.

Key skills and competencies include:

- In-depth knowledge and understanding of global trends in education and training; youth and employment; enterprise development; international fund-raising
- In-depth knowledge and experience in quality assurance, accreditation and validation systems and processes; program design and development; competency-based training; systems reform
- In-depth knowledge and experience of open and distance learning
- Extensive experience in education/training project resourcing, fundraising and sponsorship
- Extensive experience in compiling and representing research, analysing data, policy drafting
- In-depth knowledge and experience in improving education outcomes and quality assurance
- Extensive experience in monitoring and evaluation processes and procedures
- Extensive experience in promoting innovative financing mechanisms for higher/tertiary education
- In-depth knowledge and experience in quality improvement and teacher-education/training.
- Extensive experience in education decentralization and community mobilization
- Building and negotiating national, regional and international higher education partnerships

CURRICULUM VITAE

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QUALIFICATIONS

- 2018 Saïd Business School, University of Oxford (completion 2019)**
- Executive Master of Business Administration (EMBA)
- 2018 Saïd Business School, University of Oxford**
- Master's level Diploma in Strategy and Innovation
- 2017 HEC Paris / Saïd Business School, Oxford University, UK**
- Mastère Spécialisé in Consulting and Coaching for Change
- 2013 University of London, Institute of Education, UK**
- Doctor of Philosophy in Higher Education Internationalisation
- 2000 University of Twente, Centre for Higher Education Policy Studies, Netherlands**
- Post-graduate Diploma in Institutional Management and Change in Higher Education
- 1989 Harvard University, Graduate School of Education, USA**
- Post-Master's Certificate of Advanced Studies (MPhil) in Education (specialization in Teaching, Curriculum, Learning Environments)
- 1987 Lesley University, USA**
- Master of Education in Special & Bilingual/Multicultural (Inclusive) Education
- 1985 Royal Society of Arts, UK**
- Diploma in the Teaching English as a Foreign Language (Distinction)
- 1982 The American College of Greece**
- Bachelor of Arts with History major and Psychology/Sociology minor. (High Distinction)
- 1977 MacKillop College, Brisbane, Queensland, Australia**
- High School Diploma (English, French, History, Chemistry, Biology, Mathematics)

PROFESSIONAL DEVELOPMENT

- 2018 Said Business School, Oxford University**
 - Oxford Blockchain Strategy Program

- 2018 LEGO Serious Play**
 - Facilitator Training in LEGO Serious Play Method

- 2017 United Nations SDG Academy (UN SDG)**
 - Best Start in Life: Early Childhood Development for Sustainable Development

- 2016 International Labour Organization (ILO)**
 - Impact Evaluation of Public Policies, Programs and Projects

- 2016 KaosPilot Business and Design School, Denmark**
 - The Art and Craft of Designing and Facilitating Learning Spaces

- 2015 Said Business School, Oxford University**
 - Women Transforming Leadership

- 2015 Said Business School, Oxford University**
 - Futures Strategy - Oxford Scenarios Program

- 2003 Harvard University – JFK School of Government/Harvard Business School, USA**
 - Public Administration - Senior Managers in Government program

- 2000 University of Amsterdam & Bradford University, Centre for Conflict Resolution, UK**
 - Certificate program in Transforming Civil Conflict

- 1998 University of California, Los Angeles, USA (UCLA)**
 - On-Line Teaching

- 1997 European Centre for the Development of Vocational Training (CEDEFOP)**
 - Recognition of Qualifications

- 1997 European Commission**
 - European Integration

- 1996 Harvard University - Institutes for Higher Education, USA**
 - Management of Lifelong Learning

- 1996 Open University / British Council, UK**
 - Quality Assurance in Open Learning in Higher Education

PROFESSIONAL EXPERIENCE:

Date	Location	Company	Position	Description
06/2016 - present	Worldwide	International Society of Change Leaders	CEO & Founder	International Society of Change Leaders (ISCL) has three divisions – membership and networking, coaching and consulting, education and training. It also provides accreditation and sets standards for change/transformation professionals. ISCL is comprised of 3 divisions: networking and membership; consulting and coaching; education and training. Under Education and Training, ISCL is developing SIG Executive Education on the Greek islands during the summer. It also hosts the Young Visionaries Academy, the University Leaders Symposium, the Health Leaders Symposium, the Executive Coaching Institute, the Institute for Diversity and Inclusion, and the Executive Coaching Institute.
11/2015 To present	Worldwide	International Institute for Education Advancement	CEO & Founder	International Institute for Education Advancement has three divisions: networking and membership (for education professionals providing a platform to share information, news, jobs, etc), consulting and development (for school development, pre-university education, improvement and transformation; teacher training; education reform; higher education institutional partnerships; education development; strategic planning; monitoring and evaluation; impact assessment; quality assurance; etc) and education and advancement (which includes The Global Online Academy , the Young Visionaries Academy in collaboration with University of Cambridge, the University Leaders Symposium , and SIG Executive Education in collaboration with top academic partners. IIEA is also developing an accreditation and quality review council for international schools, colleges and universities called UNECIA, along with THE SCHOLARSHIP LOTTERY and The Doctorate Coach .
11/2017 to present	Africa and India	Stanford University	Seed Consultant	Mentoring entrepreneurs in Africa and India – this is a voluntary position to which Seed Consultants are appointed by Stanford University after a very competitive selection process.
09/2017 to present	Africa	UNICAF	Online Tutor	UNICAF is an online university. Subjects taught: education related subjects for the MA in Education and the Doctorate in Education. Support for doctoral students – thesis preparation, research methods, proposals, etc.
03/2018 to 05/2018	UK	Cambridge University Press	Higher Education Consultant	Developing a framework for the design, delivery and impact of Cambridge University Press' Higher Education consultancy. Review potential revenue streams and market potential for the higher education offering.
08/2017	Greece	Global Chamber	Executive Director Greece	As Executive Director for Greece I am responsible for establishing and growing the Global Chamber in Greece. The Global Chamber is the network of over 500 metro areas around the world providing a network to facilitate global business exchange.
07/2017	Greece	World Experience Campus	Country Director Greece	Currently developing experiential programs in Greece for international and local students for the World Experience Campus (WEC). The WEC is a world-wide network providing learning conditions for students facilitated by professionals and experts in a chosen field.
06/2017 to present	India	Amity University	Consultant	Accreditation and Validation consultant; strategic alliances; branding; budgeting and priorities; other issues as discussed and agreed with the corporate management.
12/2016	Montenegro	University of Montenegro	Consultant / Trainer	"Reforming doctoral studies at the University of Montenegro - REDOS" project. Training of the trainers within doctoral studies at the University of Montenegro for the restructuring of the Doctoral School and development of the Research and Innovation Strategy.
7/2013 – 11/2015	UK	ISN Global Ltd	CEO	ISN Global Ltd is a social enterprise and has created ISNUK , a membership organisation for international students in the UK providing a social networking platform, recruitment services, pathway programs; internships, etc. ISNUK's mission is to help young graduates transition from study to work by providing them with mentored skills and entrepreneurship training to be independent. ISNUK also has a not-for-profit (NGO) arm that undertakes fund-raising to support international students through scholarships, bursaries and grants. ISNUK has launched a Hall of Fame of international students/alumni and is preparing the International Students Festival.
09/2015 – 12/2015	Malaysia	LeapEd / Ministry of Education Malaysia	Consultant	Curriculum development for senior secondary students focusing on skill development and global preparedness for study at tertiary level and pathway programs. The project is part of the Malaysian Government's education reform program (Ministry of Education) for the development of pre-university education.
12/2014-3/2015	Rwanda	Swedish International Development Agency / ISN Global Ltd	Team Leader	Technical Assistance to the Ministry of Education for the development of the strategic plan for the reform of the higher education system. Development overall goals and objections and Key Performance Indicators; implementation plan; education sector budget support framework; monitoring and evaluation strategy; training objectives

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1/1/2014-30/6/2014	Worldwide	Global Gateway SA	Senior Consultant	Responsible for Transnational Education – institutional partnerships and collaborations; development of pathways programs; transnational business development; international student recruitment strategies; international marketing, business development.
12/2012 to 04/2013	Botswana	Global Gateway SA / Ministry of Education Botswana	Senior Short - Term Expert	Technical Assistance to the Botswana Ministry of Education and Skills for reforms strategic development plan for higher education. Drafting of situational analysis and evaluating goals and objectives for strategic development plan; interfaces between levels of education/training; development of the monitoring and evaluation strategy, evaluating pre-university education and transitions to higher education.
01 / 1990 to 12/2012	Australia, EU, USA, China, Middle East, Central Asia, North Africa and Arabian Gulf region	International Educational Links (IEL)	Managing Director – Operations and Strategy	Management of multi-component projects to ensure implementation of overall project strategy within structured stages; marketing and student recruitment strategies; building collaborative relationships with international partners; Review of the various options for the structure, management, and functioning of tertiary education institutions; Review of existing similar institutions in the region; design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks; project formulation and identification missions; carrying out needs analysis for teacher training & training of trainers; Development education operations planning, design & development; Design, development & implementation of entrepreneurial learning projects for specialized groups (women, youth, unemployed, etc) in collaboration with SMEs, Local & Community public authorities; Networking, information dissemination & knowledge management of entrepreneurship.
06 / 2000 to 06/2010	South East Europe, Turkey, Former Soviet States	EDCO (Education Development and Co Operation)	Founder and Executive Director - Operations	Development strategic plans and expenditure frameworks for education and training reforms according to client needs; marketing and student recruitment strategies; building collaborative relationships with international partners; capacity-building support to public administration with a focus on strategic planning; design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks; project formulation and identification missions; dissemination and public awareness of EC funding in support of education and training programmes; Monitoring and evaluation; Development of public-private partnerships; Consultation of the relevant EU member States; Consensus-building among stakeholders and social partners; evaluation of pre-university provision and feasibility of public-private partnerships for provision.
09/2009 to 02/2011	India	India Education Ventures Ltd	Consultant / Advisor	Labour market analysis, data collection and analysis for establishment of private training college and private tertiary education institution; feasibility study; marketing and student recruitment strategies; building collaborative relationships with international partners; analysis of legal framework with regards to TVET; development of curricula, programmes and qualifications standards and procedures; analysis of qualifications framework and quality assurance standards and processes; screening international and regional partners; negotiation of contracts ; project formulation and identification missions; analysis of gender equality in the market place; evaluating pre-university provision and facilitating pre-university program implementation.
04–09 / 2009	Central and South East Asia	Institute of Education / University of London	Key Researcher and Analyst	Collection and transmission of all relevant information and documentation regarding the – trends and national strategic frameworks in: India, Korea, China, Japan, Pakistan, Malaysia, Vietnam, Singapore and Bangladesh; Policy and legislation assessment; Assessment of the needs of evaluation linked to the programme's objectives and areas of intervention; Provide recommendations and proposals for future UK Prime Minister's Initiatives in target countries. Review of the various options for the structure, management, and functioning of tertiary education institutions.
12 / 2007 to 12 / 2008	UK	British Council / University of London	Data Analyst	Background research and data analysis for the preparation of a paper presented at a higher education international conference in Japan (March 2008) by the Assistant Director of the Institute of Education, Dr. Mary Stiasny entitled: "How are National Governments Looking at Internationalization?" Analysis of policy and legislation for internationalisation strategies in higher education.
06/2008-06/2009	Bosnia-Herzegovina	EU / University of Jyvaskyla / IEL	Key expert-quality assurance	Institutional and capacity building of Basic Education institutions responsible for quality assurance and control in BiH and close cooperation with government institutions and other national level stakeholders. Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks Development of: National Qualifications Framework and Quality assurance and accreditation systems (including the analysis of national examination system); education sector budget support framework Evaluation of key competences and career guidance; Development of Performance-based indicators for self-assessment of education institutions
10-12 / 2007	Mauritius	EU / EPRD Ltd	Team Leader & Key Expert	Technical Assistance to the Government of Mauritius to develop the National Strategic Plan for General Education and Training (2008-2020), and Implementation Plan (2008-2011): Development of National Qualifications Framework and Competency-Based Training System, Accreditations and Quality Assurance system; Assessment of National Strategic Framework goals; education sector budget support framework; assessment of national examination system; close cooperation with government institutions and other national level stakeholders; development of monitoring and evaluation strategy.

Date	Location	Company	Position	Description
08-10/2007	Trinidad & Tobago	EU / Europe Ltd	Team Leader & Key Expert	Capacity Building for the Development of the National Strategic Plan for the Tertiary Education Sector: study of post-secondary, tertiary education and training sector; Evaluation of NQF & Competency-Based Training system; NA for capacity-building of Accreditation and Quality Assurance systems including study on national examination system; education sector budget support framework; cooperation with government institutions and other national level stakeholders; development of monitoring and evaluation strategy. Evaluation of pre-university provision.
04 / 2007	EU	EU / ECOTEC	Program Evaluator	Ex Ante Evaluation of Erasmus Mundus Programme; Impact Assessment of Erasmus Mundus; Assessment of global needs for EU funding; Recommendations and proposals for future EU funding of Erasmus Mundus
05-08 / 2006	EU	European Institute for Managing Diversity	Project Partner/Local Manager	Non-discrimination Mainstreaming Impact Assessment Study of Community Policies and Legislation; Policy and legislation assessment for gender equality; Evaluation of policies and best-practices of government institutions in charge for co-operation with the civil society sectors; Review progress made towards the compliance of Community Policies and Legislation; Consultation of the relevant EU member States; Recommendations for national strategy & cooperation with government institutions.
03 / 2006	UK	British Council, UK	Key Researcher	Internationalization, globalization and Europeanization of education and training: impact of Bologna, Lisbon and GATS on British education/training sector – research and data analyses with the development of a database for the collected data.
02 / 2006	Afghanistan	Danish International Development Agency	Education Advisor	Evaluation of educational needs of the country in order to develop a funding strategy. Visits to schools and community centres in the northern provinces of Afghanistan to determine educational needs at preschool, primary and secondary level.
03 / 2004 to 08 / 2005	South East Europe	Harvard University, JFK School of Government	Program Manager - Operations	Project formulation and identification mission to EU and South East Europe; Management of the project "Leadership for a New Europe". Key focus areas: training and capacity-building to support government institutions in charge of cooperation with the civil society sectors; Management of multi-component project. Consultation of the relevant EU member States; analysis of diversity and gender equality in the region.
02 / 2004 to 02 / 2005	EU Member States	Hellenic Ministry of Education / Hellenic National Research Centre	Researcher	EU funded research project on the implementation of EU 2010 Education and Training Agenda of the Bologna and Lisbon: investigating best-practices across the EU in institutional development, administration and organization of education and training bodies; assessment of gender equality in education; development of quality assurance and accreditation systems; Consultation of the relevant EU member States; Review of examination systems in several EU Member States; qualification frameworks and standards; close cooperation with government institutions.
08 / 2003 to 12 / 2005	Serbia – Montenegro	European Profiles Ltd	Short-Term Expert & Long-Term Advisor	Curricula reform and development, training, and monitoring and evaluation: "VET reform-Capacity building and Implementation Support"; Development of NQF and Competency-Based Training System; Consultation of the relevant EU member States; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks; Evaluation of public-private partnerships in support of education reform and development of institutional capacity-building; Review of pre-university provision and feasibility of extending this provision; Analysis of accreditation and quality assurance systems in relation to EU education directives; close cooperation with government institutions and other national level stakeholders.
12 / 1996 to 03 / 2004	South-East Europe, Middle East and North Africa	Hellenic Ministry of Foreign Affairs, Greece (Office of the Minister)	Special Advisor to the Minister – George Papandreou & Special Projects Manager	Hellenic Representative to the Education Task Force of the Stability Pact for Reconstruction of South East Europe – institutional and policy development, capacity-building for education and TVET reform in SEE; policy and legislation development for gender equality provision in education; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Development of NVQF including credit/certification structures; education sector budget support framework; development of occupational standards and training standards; development of programmes/curricula; development of quality assurance, accreditation and monitoring and evaluation procedures. Review of pre-university (foundation) programs offered in the region; Consultation of the relevant EU member States; Responsible for knowledge transfer, adoption and implementation of EU and international policies with regard to education, VET and youth policies and best-practices, standards and bench-marking; consensus-building among government, non-government and stakeholder agencies and organizations for implementation of Bologna and Lisbon policies and procedures, development of quality assurance agency (including analysis of QA legislation framework and indicators) VET, youth and civil society reforms in EU accession, pre-accession and 'third' countries. Team Leader of Working Groups on Education and Training, preparation of the Presidency of the EU. Preparation of several Action Documents for funding from EU.

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12 / 1999 to 06/2003	South-East Europe	OECD	Key Expert	Policy analysis and development in Croatia-Albania-FYROM Serbia-Montenegro: Reviews of Education Systems incl. issues on gender equality; qualifications system (including national examination system), EU integration; dynamics of training reform in SEE, VET system analysis (links with LM), education standards analysis. Review of pre-university provision and links to higher ed. Consultation of the relevant EU member States.
12 / 1999 to 12 / 2003	South-East Europe	World Bank	Team Leader & Key Expert – Project Operations Manager	Capacity Building Strategies for Investment in Education in South East Europe (Albania-Bulgaria-Croatia-FYROM Romania); Preparation of Action Document for funding from the World Bank and the EU. Review & evaluation of private sector development in education & training in the Balkans; Reforms and regulatory measures necessary to facilitate private investment in education in the Balkans; Assessment of gender equality in education provision; Evaluation of public-private partnerships to support private investment in education. Needs analysis of institutional capacity-building and human resource development to support public-private partnerships in education and training; Future trends for private investment in education in the Balkans in relation Bologna and Lisbon Process. Review of the various options for the structure, management, and functioning of tertiary education institutions; Review of existing similar institutions in the region. Review of pre-university provision and feasibility of public-private partnerships for development of pre-university provision.
09 /2002- 04 / 2003	Albania	European Training Foundation	Key Expert Fund/Financing	TVET Reform in Albania: Review and evaluation of vocational education and training policy and recommendations for strategic development and implementation plan. Review of pre-university provision and feasibility of establishing PPP. Education sector budget support framework. Consultation of the relevant EU member States
06 - 12 / 2001	Lithuania	World Bank	Team Leader Project Manager	General Education Reform Project. Responsible for the overall project co-ordination, management and administration, quality assurance in education (giving emphasis to national examination system), financial and budgeting control, education sector budget support framework; and reporting; monitoring and evaluation; review of pre-university provision and facilitation of public-private partnerships for provision of pre-university programs.
05 / 2002	World-wide	World Bank	Key Expert	Lifelong Learning in the Knowledge Economy – role of education/ training and its implications within the global knowledge economy: Research, data collection/analysis, world indicators, reporting. Special focus on: pre-university and post-university provision.
04 / 1999 - 03 / 2001	UK, Italy, Greece, Germany	University of North London	Project Partner	Development of Women's Enterprises Electronic Networks in UK, Greece, Italy, Germany – promotion of gender equality. Responsible for the local project co-ordination, management and administration, quality assurance, financial and budgeting control, reporting, dissemination of information, capacity-building with local and regional partners, developing public-private partnerships for future development of local enterprises, monitoring and evaluation.
06 / 1998 - 08 / 2001	Greece	EU / Athens University	Project Manager	EU funded Post-Graduate Program in Language Engineering, responsible for the overall project co-ordination: Preparation of Action Document for funding from the EU. Proposal development, drafting TORs and Calls for Faculty and Student participation, financial control and quality assurance, reporting. Consultation of the relevant EU member States. Responsible for monitoring and evaluation of the programme.
05 / 1998 - 10 / 2000	South East Europe & Middle East	Andreas Papandreou Foundation	Project Manager	Overall design and organization of the First symposium for EU Ministers and international intellectuals to discuss EU enlargement ('Symi Symposium' 1998) and First Multi-ethnic Middle East and Balkan Youth Peace Camp in Olympia, Greece (2000).
08-10/1997	Jordan	IFC / WB / University of Manchester	Consultant	Project formulation and identification mission; Case study on Private Sector Development in Education in Developing Countries: design of questionnaires, surveys and interview tools for information gathering. Data analysis, report writing, presentation of findings.
12/1996- 04/1998	Greece	Andreas Papandreou Foundation	Project Manager	Research and development of Andreas Papandreou Foundation; design and development of international links and collaborations; funding and financing structures and mechanisms; public relations; communications strategy development; design and development of goals and objectives.

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05 / 1994 to 11 / 1996	Greece	Hellenic Ministry of National Education (Office of the Minister)	Special Advisor to the Minister G. Papandreu (Project Manager and Team Leader)	Policy development across primary, secondary, tertiary and higher education sectors: Assessment of gender equality in education provision; Preparation of Action Document for funding from the EU. Evaluation of key competencies & development of qualifications framework; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Development of NVQF including credit/certification structures; development of occupational standards and training standards; development of programmes/curricula; development of quality assurance and accreditation procedures. Design and development of education and LLL and VET reforms in accordance with EU policy directions Development of distance education and training policy; Development of monitoring and evaluation procedures; education sector budget support framework; Review of curriculum development needs for formal and informal education and training sectors; Capacity building; Institutional capacity building for implementation of lifelong learning and TVET policies; Knowledge transfer and capacity building for education and TVET policy development and reform in accordance with Lisbon and Bologna Agenda and global trends (eg GATS); Enhancement strategies for cross-institutional and stakeholder dialogue; Public awareness: design campaigns for the support and promotion of education and TVET reforms (including reforms in national examination system). Consultation of the relevant EU member States; Establishment of the Hellenic Open University; quality assurance and accreditation system and process development.
05 / 1994 to 05 / 1995	South East Europe	UNECIA (Universities of England Consortium for Inter/al Activities)	Regional Manager	Implementing projects in Europe (Balkans and Former Soviet States), Business generation for consultancy-based programs; Development of client-based training programs: TA for entrepreneurial links and collaborations between and among students, professors and institutions in EU. Consultation of the relevant EU member States. Project formulation and identification mission to Mongolia in February 1995.
01 / 1993 to 05 / 1994	Spain, UK, France, Germany and Switzerland	Schiller International University (Office of the President)	Director of Development & Assistant to the President	New project formulation and identification missions; program development in response to labour market needs and employability of graduates; Development of project-based curricula for entrepreneurial learning; Defining learning outcomes and student accomplishments; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Development of NVQF including credit/certification structures; development of occupational standards and training standards; development of programmes/curricula; development of quality assurance and accreditation procedures. Review of the various options for the structure, management, and functioning of a branch campuses of SIU; Review of existing similar institutions in the region (including international accreditation procedures); Teacher-training and training of trainers on principles and methods of project-based teaching and learning ; Facilitation of entrepreneurial learning environments for student work-placement/experience; student and faculty recruitment ; market research and feasibility studies for new markets and program development. Setting up of pre-university (foundation) programs.
06 / 1992 to 12 / 1992	Australia	London City College (Office of the President)	Co-ordinator – Operations Manager	Feasibility study for the establishment of London City College in Brisbane, Qld, Australia; project formulation and identification; Curricula development and learning outcomes [ISCED 3-4] Review of the various options for the structure, management, and functioning of a branch campuses of LCC; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Review of existing similar institutions in the region; Entrepreneurial program development for post-secondary/tertiary VET objectives ; Teacher-training. Setting up of pre-university (foundation) programs.
09 / 1991 to 09 / 1992	Australia	Bond University	Co-ordinator & Associate Professor	Co-ordinator of the Applied Linguistics Program ; Associate Professor of Applied Linguistics; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks Curriculum Development; Staff Management; Student Thesis Supervision and evaluation of student learning achievements; Program development and quality evaluation. Setting up of pre-university (foundation) programs.
09 / 1989 to 05 / 1991	Greece	Ziridis Educational Organization	Project Manager – Operations and Strategy	New project formulation and identification missions; Design & development of Post-secondary/tertiary education facility [ISCED 3-5]; Feasibility study for college development; Review of the various options for the structure, management, and functioning of campus; Review of existing similar institutions in the region Curriculum development, defining learning outcome; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Establish project-based work placements; monitoring and evaluation of student entrepreneurial learning outcomes. Establishment of pre-university (foundation) programs.

Date	Location	Company	Position	Description
09 / 1988 -01 / 1989	USA	Harvard University	Teaching Fellow	Teacher-trainer for the Master of Education program; Teacher-training in curriculum development and design of learning environments; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Teacher evaluation; Evaluation of student teacher learning outcomes
03 / 1987 - 06 / 1988	Greece	Ziridis Educational Organization	Program Developer	Design and development of extra-curricula learning program [ISCED 1-3]; defining learning outcomes and student accomplishments; Design, implementation and evaluation of support to teaching, teacher professional development and learning; public relations; financing structures; management and coordination of courses and programs; teacher and trainer profiling and resourcing; teaching and program evaluation.
09 / 1984 to 03/1987	Greece	British Council, Athens	Teacher and Examiner	English Language Teacher [ISCED 4]; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Examiner for Cambridge University English Language Certificates
09 / 1984 to 03 / 1987	Greece	Psychico / Athens College	Teacher and Trainer	Primary and Secondary [ISCED 2-3] English Language Teacher and Teacher –Trainer; Design, implementation and evaluation of support to teaching, teacher professional development and learning and qualification frameworks. Responsible for the establishment of the computer-assisted student learning center [ISCED 2-3] – curricula development, defining learning outcomes and student accomplishments; Training of teachers
09 / 1978 to 07 / 1984	Greece	American Community Schools	Teacher & Teacher Trainer	Middle School [ISCED 2-3]– curriculum development, defining learning outcomes and student accomplishments, establishment of the foreign language laboratory – curricula development, defining learning outcomes and student accomplishments; Establishment of Learning Centre for special needs students [ISCED 2-3]; (ISCED 0-2) computer assisted learning – curriculum development, teacher-training, defining of students learning outcomes.

PROFESSIONAL MEMBERSHIPS

- European Association for Education Law and Policy
- European Institute for the Management of Diversity
- European Association for International Education (EAIE)
- Fellow of the Royal Society of Arts
- Australian Council for Educational Administration
- Commonwealth Council for Educational Administration & Management
- ‘Entovation’ International (International Knowledge Management)
- Member of the International Business Coaching Institute

LANGUAGES

- Fluent in English and Greek
- Basic French and Spanish

SNAPSHOT: Publications

- Policy papers, speeches and discussion points prepared for Ministerial meetings, EU education/training task force, EU-Greek Presidency, international senior executive meetings/conferences/round-tables.
- Editor: ‘Review of Greek Education System – Experts Report for OECD Evaluation’, Hellenic Ministry of Foreign Affairs, Athens, Greece 1996
- Member of Greek Delegation for OECD Review of Greek education system (see: Reviews of National Policies for Education – Greece. OECD, 1997)
- The Global Education Industry: Lessons from Private Education in Developing Countries. Studies in Education No. 7. Published by the Institute of Economic Affairs in association with the International Finance Corporation/World Bank, 1999.
- Facilitating Investment in the Global Education Market. <http://www.ifc.org/edinvest>
- The Global Education Industry: Lessons from Private Education in Developing Countries. Studies in Education No.7. Institute of Economic Affairs in association with IFC/World Bank, 1999
- Thematic Review of National Policies for Education - Regional Overview. Stability Pact for South Eastern Europe. Table 1 - Task Force on Education. Published by the OECD July 12, 2002.
- Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries The World Bank, May 2003.
- Peer review. The state of implementation of VET reforms in Albania. Published by the ETF 2003.
- Chapter in: Higher Education Management and Development in Central, Southern and Eastern Europe, Waxmann, Germany 2007.
- “Higher Education Reform in Greece? A Greek Tragedy.” Presented at: London School of Economics and Political Science, London, June 14-15, 2007. See: http://www.lse.ac.uk/collections/hellenicObservatory/pdf/3rd_Symposium/PAPERS/TSAKONAS%20FRANCES.pdf
- Tsakonas, F. (2014). Using Reflective Topical Autobiography: Mapping Higher Education Internationalisation. In SAGE Research Methods Cases. London, United Kingdom: SAGE Publications, Ltd. Doi: <http://dx.doi.org/10.4135/978144627305013522927>