



# Hani Ertemi

EiE Specialist

## CONTACT

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- Hani Ertemi

## ACHIEVEMENTS

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### Co-developed a Distance Education Roadmap for Libya

One of my significant achievements was contributing to the co-development of a roadmap for distance education in Libya, which advanced education in the country by providing a comprehensive framework for the development of distance learning programs. My involvement in this project demonstrated my expertise and strong commitment to improving educational opportunities and accessibility for students in Libya, including identifying critical components such as a national strategy for distance education, establishing a regulatory framework, and identifying key stakeholders and partners. This experience showcased my exceptional planning and execution skills, particularly in complex projects, and served as a testament to my unwavering dedication to the advancement of education in Libya and beyond.

## SUMMARY

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As an EiE practitioner, I possess the skills and expertise necessary to plan and coordinate various educational programs targeted towards diverse audiences. My professional portfolio includes the development of curricula, preparation of presentations and relevant materials, and the organization and delivery and/or facilitation of classes, workshops, seminars, and other training services. With my dedication and commitment to education, I am equipped to make a positive impact in the field of EiE and inspire others to achieve their learning objectives.

## EDUCATION

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### Certificate of Advanced Studies in Education in Emergencies

University of Geneva / Blended / June, 2022 - June, 2023

EiE CAS is a blended course involving self-directed learning and taught components and includes an end-ofcourse simulation. The course equates to 450-hour learning hours and is accredited as a Certificate of Advanced Studies (CAS) by the University of Geneva (UNIGE).

### MA in Applied Linguistics

Academy of Graduate Studies AGS / Tripoli / April, 2011 - December, 2013

Thesis: "The Impact of Instructional Scaffolding on Students' Performance"

### BA in English

Zawia University / Zawia / September, 2006 - July, 2010

## WORK EXPERIENCE

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### Cooperate Volunteer Trainer

HLA / Amman office / January, 2024 - Present

- Co-develop comprehensive Crisis Management training materials tailored to crisis-sensitive contexts such as Syrian, Libyan, and Iraq contexts.
- Delivered training about crisis management in Jordan, Turkey, Libya and Iraq.
- Conduct training sessions, focusing on Crisis Management in conflict sensitive contexts.
- Co-facilitate training sessions alongside local partners and stakeholders in each respective context.
- Adapt training delivery methods to accommodate diverse audiences and cultural sensitivities.
- Collect feedback from participants to continuously improve training effectiveness and relevance.
- Generate follow-up reports detailing training outcomes, participant engagement, and areas for improvement.

## LANGUAGE

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Arabic - Expert

English - Expert

## REFERENCES

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Jalal Belshek

University of Tripoli / Head of the  
English Department

j.belshek@uot.edu.ly

## Curriculum Development Consultant

UNICEF / Libya / May, 2023 - Present

- Conduct thorough research and analysis to develop a comprehensive roadmap that outlines the systematic integration of life-skills into the Libyan school curriculum.
- Create and compile a wide range of resource materials, including lesson plans, teaching guides, and interactive activities, while providing training and support to educators in selected schools to effectively teach life-skills to students.
- Collaborate with experts and stakeholders to design and develop core youth life-skills packages that cover a diverse range of essential skills, such as communication, critical thinking, problem-solving, decision-making, and emotional intelligence.
- Expand the existing life-skills modules by developing additional modules that cater to different aspects of personal development, while also creating online versions to facilitate remote learning and increase accessibility to a broader audience.
- Develop specially designed packages that focus on enhancing basic literacy and numeracy skills specifically for out-of-school children and youth, aiming to bridge the educational gaps and provide them with essential foundational knowledge.

## INEE Country Focal Point in Libya

Inter-Agency Network for Education in Emergencies (INEE) / Homebased /  
February, 2022 - Present

- Plan and execute country/MENA-level events to promote INEE and member collaboration aligned with its goals.
- Provide virtual/in-person support to INEE country members and moderate a country-focused channel on INEE Community of Practice.
- Participate in relevant education in emergencies events and contribute knowledge/experience gained to INEE network.
- Identify local events, trainings, and policy spaces relevant to INEE's mission and encourage member participation while supporting them.
- Promote INEE Help Desk for technical support and encourage members to submit content for sharing.
- Facilitate country member participation in global INEE initiatives, activities, and network spaces.

## Distance education consultant

UNICEF / Libya / October, 2021 - September, 2022

- Assisted and aided the Ed-tech Hub in creating a Distance Education strategy for Libya.
- Arranged and managed two seminars at the Ministry of Education headquarters to showcase the roadmap.
- Collaborated with Learning Equality to install the Kolibri E-learning platform on all Baity centers in Libya, curated resources, and conducted user training.
- Conducted research, oversight trips, and established a monitoring framework that focused on education.
- Provided support and guidance to the Ed-tech Hub in implementing the monitoring framework.

## **Teacher training mentor**

UNICEF / Libya / November, 2020 - August, 2021

- Customized training programs were developed to address identified learning needs of NFE program teachers.
- Comprehensive program and donor reports were prepared to communicate progress and outcomes.
- Research was conducted and curriculum was aligned with specific learning objectives to enhance effectiveness.
- Collaboration and coordination were facilitated among service providers and local authorities to ensure program success.
- The learning needs of NFE program teachers were identified and addressed through the development of customized training programs.
- Progress and outcomes were effectively communicated through the preparation of comprehensive program and donor reports.
- The effectiveness of the program was enhanced through the alignment of the curriculum with specific learning objectives following research.

## **Head of the English department**

Faculty of Education, UoT / Tripoli / September, 2017 - September, 2019

- Developed and implemented English curriculum for undergrad and grad students, meeting high academic standards and faculty objectives.
- Managed and mentored English faculty, promoting effective communication, collaboration, and professional growth.
- Oversaw English Department's academic programs, policies, and procedures to ensure efficiency and student success.
- Collaborated with other department heads and university administrators to align English Department goals with institution's mission and vision.
- Coordinated academic events (guest lectures, seminars, conferences) to enhance student learning and promote intellectual curiosity.
- Offered guidance and support to students on academic and career-related matters, advocating for their overall success in the program.

## **Technical report writing trainer**

National Oil Corporation NOC / Tripoli / August, 2018 - August, 2018

- Created the curriculum for a Technical Report Writing program tailored to senior engineers in the oil industry.
- Revised the syllabus to comply with accreditation standards.
- Delivered presentations on writing and presentation style to enhance the program's effectiveness.
- Conducted a comprehensive needs analysis questionnaire and analyzed the results to inform program development.

## **Lecturer of English**

Faculty of Education, UoT / Tripoli / March, 2014 - September, 2019

- Taught a range of modules such as Academic Writing, Research methods in Education, Literature in ELT, Computer Assisted Language Learning, and Research projects writing.
- Developed and updated course curriculum to align with accreditation standards and achieve learning objectives.
- Administered quizzes, exams, and homework assignments to assess students' comprehension and knowledge of course material.
- Encouraged students to set individualized writing goals and tailored assignments to support those goals.
- Utilized online learning management systems to facilitate organization of course content and enhance communication with students outside of class, promoting clarity and transparency in course communication.
- Provided feedback on student assignments and performance to assist in their academic growth and success.
- Demonstrated a strong commitment to teaching and academic excellence through a dedication to professional development and staying up-to-date with the latest pedagogical research.

## **Quality assurance assistant**

Faculty of Education, UoT / Tripoli / February, 2016 - August, 2017

- Reviewed English courses regularly to ensure they complied with curriculum standards and objectives.
- Implemented quality assurance policies and procedures to maintain academic excellence.
- Worked with faculty members to provide feedback on instructional materials, syllabi, and assessments.
- Analyzed student feedback and data to identify areas for improvement.
- Recommended changes to curriculum and teaching methods based on analysis results.
- Evaluated faculty performance regularly and provided feedback for professional development.
- Conducted training programs and workshops to improve teaching effectiveness and student outcomes.
- Ensured compliance with accreditation and regulatory requirements.

## **TRAINING/CERTIFICATIONS**

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### **Certificate in English Language Teaching to Speakers of Other Languages**

Cambridge ESOL Exams , 2019

The course provided me with a thorough understanding of the globally recognized CELTA program, emphasizing practical techniques and offering opportunities for virtual or in-person teaching practice. I learned crucial skills for effective English teaching to non-native speakers, including managing diverse cultural and linguistic backgrounds. The program gave me a foundation to pursue a career in English teaching, with an emphasis on student-centered methodologies and practical application.

## **Professional Certificate in English Language Teaching to Adults**

SIT Graduate Institute, 2017

PCELT! equipped me with competencies to teach language at all levels. This 120-hour course fosters self-reflection and communication skills, and exposure to the latest language pedagogy. I learned to deliver tailored education for diverse learning needs and facilitate student growth. The program gave me the necessary tools to excel in language teaching and provide valuable education to students from all backgrounds.

## **PROJECTS INVOLVED**

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### **Kolibri implementation in Libya**

Managed the implementation of the Kolibri platform, aimed at supporting learning for those without Internet access. Kolibri is a versatile set of open solutions, including an offline-first learning platform for affordable devices. It provides various tools like a curricular tool, an open educational resource library, and a resource toolkit for training and implementation in diverse learning environments. Kolibri is currently used in over six Baity centers and national CSOs in Libya, benefiting learners and educators in underserved areas with limited or no internet access.

<https://studio.learningequality.org/en/channels/#/my-channels>

### **Integrating Life Skills in the Libyan Curriculum**

In my role as a Life Skills Education consultant with UNICEF, I'm spearheading an innovative project in partnership with Libya's Ministry of Education to weave essential life skills into the nation's curriculum. Alongside a dynamic team of local and international experts, we are transforming the educational landscape to equip Libyan students with critical thinking, problem-solving, and social responsibility skills. This collaborative effort, backed by UNICEF and the Libyan MoE, is crucial for fostering an inclusive, future-ready education system that empowers youth to thrive in a rapidly evolving world.