

# Joanne Nabil Chlela

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## EXPERTISE

- Apply Humanitarian Principles and Integrate Gender Equality and Social Inclusion Principles in Education Programming
- Deliver Capacity Building Workshops for Educators on Topics such as Inclusive Classrooms, Classroom Management, Active Learning, Differentiated Instruction, Lesson Planning...
- Conduct Research and Evaluations and Use Data to Inform Program Design and to Advocate for Education Related Policy Changes and Influence Decision-Makers
- Establish and Maintain Partnerships with Educational Institutions, Government Bodies, and Other Stakeholders
- Communicate and Collaborate Effectively with Diverse Teams and Communities to Build and Strengthen Relationships

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## MANAGEMENT SKILLS

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|------------------------|----------------------------|--------------------------------|
| ♦ Project Management   | ♦ Professional Development | ♦ Cross-Cultural Communication |
| ♦ Strategic Planning   | ♦ Stakeholder Engagement   | ♦ Team Leadership              |
| ♦ Quality Assurance    | ♦ Curriculum Development   | ♦ Networking                   |
| ♦ Instructional Design | ♦ Research Management      | ♦ Coordination Skills          |

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## PROFESSIONAL EXPERIENCE

**Part-Time Instructor Intensive English Program**  
Lebanese American University

September 2024 - Present

### Evaluation and Research Experience

**MEL Consultant**  
Right to Play in Lebanon

May 2025 – Present

**Preferred Supplier** to conduct **assessments, feasibility studies, external evaluation studies** and **learning exercises** across various projects. Key tasks include:

- Developing methodologies for Needs Assessments, Baselines, and Endline Evaluations.
- Creating and contextualizing qualitative tools (e.g., FGDs, KIIs, observation tools).
- Adapting and refining quantitative tools.
- Leading data collection processes.
- Analyzing primary and secondary data.
- Developing evaluation reports.
- Sharing evaluation findings with RTP country and global staff, and stakeholders.
- Producing learning and impact papers

**Researcher**  
**Obsalytics - Observatory of Political and Economical Networks**

August 2024 – Present

As a Researcher at Obsalytics, I **collect, organize, and analyze** publicly available data related to **Lebanon's political economy** and its intersections with Syria. My responsibilities include using **OSINT tools, business registers, the Lebanese Gazette**, and other databases to gather reliable information. I **process and classify data** following Obsalytics's **fact-checking methodology**, ensuring its accuracy and consistency before entering it into a specialized **research database**. I also support in producing **research reports** by conducting **preliminary analysis**. In addition, I regularly **collaborate with the Data, Research, and Analysis Teams** to share findings, align methodologies, and consolidate similar data entries.

**Baseline Assessment Lead**  
**Ektimisi Research and Development**

August – October 2024

**World Vision Iraq** commission Ektimisi to conduct a **Conflict-Sensitive Baseline Assessment** to understand the current socioeconomic conditions, community dynamics, and levels of social cohesion among different target populations in Iraq, and to provide actionable recommendations based on the findings to enhance the effectiveness of the project "The Socioeconomic Reintegration of Al Hol Returnees and Community Members" implemented by World Vision in partnership with the UNDP and funded by the USAID. The Assessment employed a **Mixed-Methods Approach** to the baseline, integrating both quantitative and qualitative data collection and analysis techniques to provide a comprehensive assessment. Quantitative methods include **Household Surveys** conducted with a statistically representative sample. Qualitative methods involve a **Comprehensive Desk Review, Focus Group Discussions** with community members, and **Key Informant Interviews** with a range of stakeholders. Data was **Documented, Codified, and Analyzed** Comprehensively. **Country-Specific Write-Ups** Were Compiled Based on Research Findings.

**Education Specialist – USAID Funded Program Mid-Term Evaluation**  
**Encompass World**

October 2022 – May 2023

➤ **Mid-Term Evaluation for QITABI 2 Quality Instruction Towards Access & Basic Education:**

1. **Research Skills:** Conducted Extensive Desk Research and Secondary Data Analysis to Inform the Evaluation Design.
2. **Qualitative Data Collection:** Led the FGDs Focus Group Discussions with Teachers, Principals, Caregivers, and Students, and Supported the KIIs Key Informant Interviews with Government and Donor Representatives, Considering Ethics and Security Protocols, and Informed Consents.
3. **DAIS Data Analysis, Interpretation and Synthesis:** Applied a Combination of Deductive and Inductive Coding Approaches and Developed Transcripts Directly Within an Excel Database Tailored to the Data Collection Instruments.
4. **Reporting and Dissemination:** Contributed to Drafting the Mid-Term Evaluation Report Reviewed by the USAID/Lebanon Education Office, Followed by a Validation Session and Final Report Submission.

**USAID Researcher Pre-Primary Education Study in the MENA Region**  
**Social Impact**

March 2022 - July 2022

The Study Conducted a **Mixed-Methods Evaluation**, Consisting of Thorough Document Review and Key Informant Interviews. The Research Team Conducted an **In-Depth Review of the Literature** on Pre-Primary Education, Focusing on the Middle East, Pre-Primary Education, Early Childhood, Quality, Access, and Finance. Interviews Were Conducted with **Key Informants** in Lebanon and in Morocco. The Study Team **Documented, Codified, and Analyzed Data** Comprehensively. **Country-Specific Write-Ups** Were Compiled Based on Research Findings.

## **International Non-Profit Organizations (INGO) Experience**

**Senior Education Consultant**  
UNICEF

June 2022 — December 2023

- **Technically Support the Ministry of Education & Higher Education MEHE to develop and endorse**
  1. Standard Operating Procedures for the School Bridging Program and the Non-Formal Education
  2. Standard Operating Procedures for Children Transition from the Non-Formal Education to the Formal Education including Technical and Vocational Education
  3. School Selection Criteria and Teacher Selection Criteria for the School Bridging Program
  4. Any additional Framework needed to strengthen the implementation and reach of the School Bridging Program
- **Technically Support the Non-Formal Education Taskforce to**
  1. Develop a standardized costing framework and cost-effective transitional strategy for Non-Formal Education
  2. Engage and strengthen the coordination mechanism of the Non-Formal Education in the education sector
  3. Map all ongoing Non-Formal Education programs and research
  4. Amend the Scope and Standard Operating Procedures for the Non-Formal Education
  5. Review the existing Non-Formal Education curriculum, the learning standards and outcomes, and the pedagogical approaches and methods, to include the integration of information technology and inclusive education
- **Support in the development and alignment of a comprehensive and disaggregated Information Management System**
  1. Follow up with the data technical focal point to align the data reported on different platforms such as CLM and SIMS to avoid double reporting
  2. Work closely with the data technical focal point into tracking the children transition and retention in formal education
  3. Follow up with the data focal point in the ministry of education and higher education to constantly update the out of school children mapping and map the children who drop out of formal education to ensure referral to the closest school bridging program school
- **Act as the focal point inside the Ministry of Education and Higher Education**
  1. Coordinate with the Senior Implementation Support Team (IST) and follow up on any challenges that will require the leadership, support, and advocacy of the Ministry of Education
  2. Update the mapping of private schools that fit the school bridging program selection criteria and have the readiness to take part in program implementation
  3. Ensure capacities of selected civil servants inside the ministry of education and higher education are strengthened to manage the Non-Formal Education programs
  4. Prepare media campaigns for the school bridging program and support in answering media requests

**Technical Education Manager**  
International Rescue Committee

April 2021 - June 2022

- **Training and Capacity Building**
  1. Produce relevant Education learning materials compatible with the current and upcoming projects
  2. Adapt learning materials depending on situation and need
  3. Oversee the recruitment of education consultants and follow up on the quality of deliverables

4. Assess technical capacity building needs of the education team in the different selected program methodologies,
5. Oversee and support implementation of technical capacity building plans at the field level including training, coaching and on-the-job training
6. Lead the design, planning, and implementation of Training of Trainers workshops at the field level
7. Contribute to the development of concept notes and proposals, including design and writing of technical proposal sections

#### ➤ **Integrated Approach**

1. Support field-based integration of education activities between Child Protection and Women's Protection and Empowerment, including outreach, registration, set-up of activities, and monitoring of implementation
2. Facilitate regular cross-sector coordination meetings per site between Education, Child Protection, and Women's Protection and Empowerment
3. Document challenges and success stories in close coordination with Child Protection and Women's Protection and Empowerment program managers
4. Conduct monitoring visits to basic literacy and numeracy and retention classes in North and Beqaa as needed
5. Report progress and challenges related to integrated programming to Child Protection, Women's Protection and Empowerment, and Education
6. Supervise and monitor education activities in coordination with relevant teams across the three sectors: Education, Child Protection, and Women's Protection and Empowerment
7. Oversee of data collection and analysis related to the pilot of ASER, Attendance, and TCO
8. Ensure that the teacher coaching and mentoring activities are being implemented successfully across the three sectors: Child Protection, Women's Protection and Empowerment, and Education

#### **Area Education Manager** **War Child Holland**

August 2018 - April 2021

1. Ensure a high level of coordination with project managers regarding education component
2. Provide oversight and guidance for the development of education tools development in coordination with the monitoring and evaluation team
3. Revise and adapt the Education competence building package based on the evolving needs
4. Ensure that War Child Holland activities are implemented in accordance with the Inter-Agency Network for
5. Education in Emergencies Minimum Standards and Minimum Standards for Child Protection in Humanitarian Action
6. Human Resources Management: Education staff selection, induction, and performance management
7. Provide direction and monitor staff in their implementation of the work plan and quality of technical activities, share relevant information and direction to improve quality and achieve timelines
8. Participate in liaison, coordination, and information sharing activities with national and international organizations, donors, and government authorities
9. Coordinate with peer agencies, local government, and other stakeholders to promote delivery of high quality education programming to ensure adherence to best practices for education in emergencies
10. Develop the work plan for the Education Unit and ensure that goals and targets are achieved
11. Actively work in collaboration with War Child Holland Technical Team (Child Protection, Psycho Social Support, Case Management, and Monitoring & Evaluation), in order to ensure delivery of quality and holistic services to beneficiaries.
12. The Education Manager will be responsible for delivering regular capacity building workshops to the education staff
13. Contribute to writing the education technical sections of proposals

#### **Technical Education Officer** **Terre Des Hommes Italia**

April 2017 - August 2018

1. Participate in planning education activities including focus group discussions, awareness sessions, and trainings
2. Conduct trainings for the centers' staff in monitoring tools and observe their activities to give guidance on how they can improve the quality of their delivery
3. Monitor the work of animators, teachers, and volunteers through weekly visits and classroom observation
4. Provide capacity building and technical support to field staff. Ensure on-the-job training of teachers on topics related to teaching methodology, classroom skills, child assessments, foreign language support, early childhood education, and child protection
5. Monitor the quality of the project's education activities by defining methodological standards
6. Analyze technical added-value and project impact; set up technical evaluation exercises during and following implementation.
7. Represent TDH IT in local and national coordination meetings and working groups, concerning education.
8. Contribute to the preparation of relevant documents (including brochures, information notes, information board updates) for target communities
9. Evaluate beneficiaries' learning progress as well as their learning abilities and ensure data of children's progress is accurately collected and verified

## **Coordinating & Teaching Experience**

### **English Language Instructor & Coordinator** Lebanese University

September 2011 – September 2019

1. Faculty of Fine Arts and Architecture (2012 – 2019)
2. Faculty of Business Administration (2018 – 2019)
3. Faculty of Public Health (2013 – 2018)
4. Faculty of Pedagogy (2015-2016)
5. Faculty of Tourism and Hospitality (2012-2013)
6. Faculty of Letters and Human Sciences (2011-2013)

### **English Coordinator and Instructor** Matn University College

September 2016 – April 2017

1. English Communication Skills
2. Rhetorical Analysis
3. English for Business
4. Public Speaking

### **English Instructor** American University of Culture and Education

September 2015 – August 2016

### **School Coordinator** Insan Association – Defending Human Rights

November 2014 – August 2015

### **Elementary English and Science Teacher** Adventist Secondary School

September 2011 – July 2013

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## **LANGUAGES**

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Native in Arabic

Fluent in spoken and written English

Intermediate in spoken and written French

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## EDUCATION

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**Non-Profit Management Diploma, 2023**

Lebanese American University, Lebanon

**Master of Arts in Teaching English Language, 2013**

Middle East University, Lebanon

**Teaching Bachelor Degree in Education and Training, 2011**

Lebanese University, Faculty of Pedagogy, Lebanon

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## CERTIFICATIONS

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**Education in Emergencies Certificate, 2023**

Humanitarian Leadership Academy MENAEE, Lebanon

**Protecting Human Research Participants, 2022**

Protecting Human Research Participants, Pennsylvania, USA

**Certificate in Media and Technology for Education, 2019**

Harvard Graduate School of Education, Massachusetts, USA

**Teaching Knowledge Test, 2019**

University of Cambridge, UK

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## REFERENCES

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*Available Upon Request.*