

AHMED M. GOMAA, MA

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INTERNATIONAL EDUCATION & DEVELOPMENT SPECIALIST

14 years of experience in delivering and improving academic and learning programs

Worked in 5 Low-Middle-Income Countries • Led Refugee Education Initiatives • Taught in 5 International Schools

Value-driven educator and program coordinator who creates, drives, and delivers impactful formal and non-formal educational initiatives. Proven success in enhancing teacher capacities, student experience, and learning outcomes. Thrive in multicultural settings requiring creative problem-solving. Experienced in diverse pedagogical frameworks. Well-versed in global educational developments. Advocate of inclusion. Fluent English; proficient Arabic.

- Elevated social and emotional learning (SEL) in 10 schools/learning centers, cultivating resilience and empathy.
- Enabled service expansion and improvements at 8 refugee learning centers, including 5 under UNHCR Indonesia.
- Designed and executed training programs for 375+ educators in formal and non-formal contexts in 7 countries.
- Dedicated thousands of volunteer hours to NGOs to support quality education for underserved communities.

Leadership Strengths: Program Coordination • Assessments & Improvements • Performance Monitoring & Analysis • Capacity Building • Team Building • Cultural Competence • Facilitation • Quality Assurance

Technical Expertise: Teacher Training • Policy Development • Pedagogical Frameworks • Primary & Secondary Education • Community-Based Education • Education Administration • Curriculum Design • Social and Emotional Learning (SEL)

Country Experience: China, Egypt, Indonesia, Japan, Nepal, Tanzania, USA

PROFESSIONAL EXPERIENCE

Minds Beyond Measure – New York, NY, U.S.A (remote)

Data and Impact Analyst (Intern) • 09/2024 - present

Currently, supporting two key initiatives—BEEP (Bicycles for Empowerment Educational Project) and the Water Tank Project—by analyzing data to measure and optimize project outcomes.

- **Conducting data-driven evaluations** of the BEEP project to assess the effectiveness of educational and behavioral interventions for students (school attendance).
- **Analyzing data** related to water access, health, and educational improvements in the Water Tank Project, ensuring long-term sustainability and positive community impact.
- **Collaborating with stakeholders** to identify success indicators and provide actionable insights.
- **Preparing and presenting detailed impact reports** to support strategic decision-making and highlight project achievements.
- **Using data to inform project adjustments**, leading to improved outcomes in education and community health.

TUNAS MUDA SCHOOL – Jakarta, Indonesia

English Language Acquisition Specialist • 07/2020 to 06/2024

Implemented innovative teaching methods. Increased student engagement by 25%.

Led English Language Acquisition program for ages 13-16 in IB Middle Years framework, managing holistic curriculum and enhancing teaching capacities. Coordinated with peers to develop inclusive education policies.

Inspired school and program success:

- **Spearheaded the development and implementation of educational programs**, focusing on English language acquisition and integration of demonstrating expertise in program design and implementation while contributing technical guidance and support to colleagues within other departments.
- **Set the example of integrating SEL**, achieving 95% diversity and accessibility compliance. Provided technical support, aiding education strategy development and implementation.
- **Ensured high-quality implementation of research and evaluation activities to support education interventions**, showcasing proficiency in monitoring & evaluation of programs.
- **Leveraged e-learning solutions**, e.g., TalentCards and Articulate 360, to enhance the educational experience.

Empowered teaching staff:

- **Provided technical leadership and capacity building** to colleagues through training and mentoring sessions, highlighting coaching and training capability in virtual and in-person environments to enhance pedagogical skills, e.g., SEL and systems thinking. Raised confidence from approx. 15% to 70%.

ROSHAN LEARNING CENTER – Jakarta, Indonesia

Education Officer – Refugee Education Programs (Pro Bono) • 08/2019 to 09/2021

Expanded offerings, raised academic standards, and revitalized engagement at 3 learning centers.

Managed a portfolio of education programs to help Roshan advance its mission to become a secure, rejuvenating, and knowledge-driven center for refugee children, youth, and adults in Jakarta and Bogor. Upgraded and devised educational programs to open up opportunities for students. Strengthened capabilities of teachers/coaches and spearheaded an SEL program. Represented Roshan at meetings with donors.

Improved educational outcomes:

- **Achieved a 98% completion rate** with 23 refugee students earning US high school degrees via Elite Open School in the inaugural year of the program, surpassing expectations and empowering students.
- **Developed, implemented, and aligned educational programs (literacy and numeracy)** with US Common Core standards, from early childhood to secondary, aiding students in obtaining US high school diplomas and GED equivalency.
- **Elevated pass rates in US GED tests for graduate admissions** achieving 5-year first with 3 successful students.
- **Enabled learning continuity during COVID-19 via online teaching** maintaining 90% attendance and achieving 20% performance increase

Enhanced teaching effectiveness:

- **Led comprehensive teacher training sessions and workshops of 45 non-educators / refugee adults** enhancing pedagogical skills and integrating SEL principles, boosting teacher confidence from 15% to 70%.
- **Created routine monitoring tool** to support teachers with data-driven insights on student performance.
- **Spearheaded the design and implementation of SEL programs** for refugee learners, resulting in 30% improved attendance and 25% fewer disciplinary incidents.
- **Successfully transitioned to online teaching modalities during the COVID-19 pandemic**, maintaining 90% attendance and achieving 20% performance increase on standardized assessments.

Improved educational outcomes:

- **Enhanced employability and educational prospects of adult students** through the 'GED Prep' program designed to facilitate the attainment of a US General Education Development (GED) high school equivalency diploma.

BINUS SCHOOL SIMPRUG – Jakarta, Indonesia

Primary Teacher • 07/2017 to 06/2019

Transformed teacher capacities, learner experiences, and school community.

Proposed and led initiatives to modernize teaching, boost academic achievement, and improve student engagement and social skills. Directed program to enhance literacy and numeracy for 48 Grade 4 students, bridging national Indonesian curriculum and IB inquiry-based approach. Applied best practices for impactful education.

- **Proposed and led initiatives to modernize teaching approaches**, improve academic achievement, and enhance student engagement and social skills, demonstrating innovative thinking and leadership in programming.
- **Spurred integration of social-emotional learning (SEL) into the curriculum and school culture**, resulting in a 15% improvement in student participation rates and a 20% increase in student proficiency levels.
- **Took Initiative to organize regular exchanges with children at a refugee learning center**, fostering community connections and nurturing children's social and emotional growth, resulting in improved cross-cultural
- **Brought cohesion to math curriculum** resulting in a 25% increase in student proficiency in numeracy skills.

VYSNOVA PARTNERS, INC. – Washington, D.C., USA (Remote)

Technical Writing Consultant • 01/2017 to 06/2017

Headhunted to draft manuscripts and technical documents for a partnership with Naval Medical Research Center-Asia (NMRC-A) to advance malaria research in Southeast Asia, centering on Viet Nam. Sought insights and feedback from colleagues, experts, and journal editors. Readied two articles for peer-reviewed evaluation.

TADAMON (Egyptian Refugee Multicultural Council) – Cairo, Egypt

Education & Psychosocial Support Consultant (Pro Bono) • 11/2016 to 05/2017

Provided expertise to enhance programs for 3 Alexandria refugee support organizations. Led workshops, coached educators, and facilitated feedback. Included parental programs, women's groups, youth clubs, livelihood activities, and case management, resulting in 30% better academic performance and 25% increased attendance.

NISHIMACHI INTERNATIONAL SCHOOL – Tokyo, Japan

Primary Teacher • 08/2014 to 06/2016

Taught primary education (ages 5-10), employing best practices for academic, cognitive, and socio-emotional needs. Shared knowledge with peers, improving learning. Analyzed classroom data for policy input. Promoted volunteerism through community collaborations.

- **Enhanced efficiency and standards** contributing to 5 school policies, including health and safety, through data collection and analysis.
- **Presented proposals and articulated concerns** as the teacher representative in monthly council meetings.

INTERNATIONAL SCHOOL OF BEIHAI – Beihai, China

Early Childhood and Development Specialist • 08/2013 to 06/2014

Developed and taught entire Grades 1-2 (ages 5-8) program. Embraced diversity and monitored performance benchmarks to meet student-specific needs, with targeted interventions and support for all students.

- **Energized the school experience and cross-cultural education** by integrating service learning through a partnership with a nearby rural school, engaging 120 pupils monthly in English language initiatives.

AMERICAN INTERNATIONAL SCHOOL IN EGYPT – Cairo, Egypt

Early Childhood Development Specialist • 08/2009 to 06/2012

Established clear guidelines, standards and protocols for conducive learning. Led Grade 1 educational curricula. Devised and implemented data tracking systems, managing an \$85K budget for efficient resource allocation and sustainability.

- **Architected 10 key policies**, including diversity and inclusion, grading and assessment, and crisis management.
- **Pinpointed program enhancements**, contributing to a 300% increase in student enrollment from 7 to 72 Grade 1 students within the first 3 years.
- **Enabled systematic performance assessments** by advocating for a standards-based curriculum.

OTHER NONPROFIT & COMMUNITY CONTRIBUTIONS

Volunteer Education Specialist, HELP Refugee Learning Center • Jakarta, Indonesia • 11/2022 to 03/2023

Developed early grade reading toolkit and conducted weekend workshops for 18 refugee educators, improving learners' literacy and numeracy by 20%.

Training & Capacity Development Specialist, Sunsar Maya • Kathmandu, Nepal • 12/2018 to 01/2019

Enhanced teaching skills in socio-emotional and inquiry-based learning at 2 after-school learning centers serving children in need in underserved rural areas. Led to an improved learning environment and fewer disciplinary issues.

Volunteer Special Needs Educator, Yayasan Sayap Ibu • Jakarta, Indonesia • 03/2018 to 03/2019

Ran meaningful art sessions for special needs children aged 2-16 years, encouraging emotional expression.

Learning & Development Specialist, UNHCR Indonesia • Jakarta, Indonesia • 03/2018 to 11/2018 (3 hours pw)

Collaborated with Catholic Relief Services and a local NGO partner on community-centered education for children and adults at 5 refugee centers. Trained community educators and addressed their needs and issues in weekly sessions. Promoted dynamic frameworks, e.g., active and project-based learning, to enhance adult engagement.

- **Transformed the skills of 35 non-educators** to become effective teachers within a short timeframe.
- **Customized SEL training for trauma**, offering supportive resources, e.g., structured storytelling, for practical use.
- **Exceeded role to provide advisory on expanding partnerships**, funding opportunities, and social media reach.

English Learning Program Manager, Sayuri Children's Home • Tokyo, Japan • 10/2014 to 05/2015

Volunteer Fundraiser, Creative Education Foundation in Zanzibar • Zanzibar, Tanzania • 09/2013 to 05/2014

MEMBERSHIPS

Member International and Comparative Education (2023 to Present)

Member of Inter-Agency Network of Education in Emergencies (2016 to Present)

Member of Global Reading Network (2014 to Present)

EDUCATION

Masters of Education (MED) in International Education | University of Massachusetts Amherst, U.S.A (2024-2027)
Early Grade Reading in Developing Countries Graduate Certificate | University of Massachusetts Amherst, U.S.A (2024)
Instructional Design and Technology Graduate Certificate | University of Maryland, edX, U.S.A. (2022)
Social and Emotional Learning Graduate Certificate | Sierra Nevada University, U.S.A (2021)
Master of Arts (MA) in Teaching | Sierra Nevada University, U.S.A (2012)
Bachelor of Arts (BA) in Psychology | Hartwick College, U.S.A (2000)

TRAINING

Child-Friendly Schools (UNICEF) | **Child Protection Minimum Standards** (CPMS e-course, The Alliance for Child Protection in Humanitarian Action) | **EiE** (Humanitarian Leadership Academy) | **Safeguarding Essentials and in EiE** (Humanitarian Leadership Academy) | **Rights of the Child** (Human Rights Education Associates, HREA) | **Rights of Refugees and Internally Displaced Persons** (HREA) | **Gender Mainstreaming** (HREA) | **Project Management Certification, Level 1** (InsideNGO) | **M&E Fundamentals** (Global Health eLearning Center) | **Program Development and Grant Writing** (American Grant Writer’s Association)

OTHER SKILLS

IT & Educational Tools: Articulate 360, Canva, PowToon, TalentCards, MS Office, Social Media
Languages: English – Native • Arabic – Advanced • Spanish – Basic