

RACHEL ELIZABETH SMITH

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Profile

Extensive project management, coordination, and technical expertise in education, psychosocial support (PSS) and social and emotional learning (SEL), protection, youth development, working with governments, international and national non-profit and for-profit organizations, foundations and universities.

Long-Term Employment

- | | |
|----------------|--|
| 2020 - present | <p>Global PSS-SEL Coordinator, Inter-agency Network for Education in Emergencies (INEE) / London, UK</p> <ul style="list-style-type: none">• Co-developed a successful multi-year project funded by Education Cannot Wait (ECW)• Project managed ECW-funded project to develop a Teacher Wellbeing Toolkit including a mapping and gap analysis, Guidance Note, and four contextualization studies for Colombia, Kakuma Refugee Camp, Myanmar, and Palestine (budget \$200,000)• Project managed a multi-year Porticus-funded project in partnership with Harvard University's EASEL Lab to develop the PSS-SEL Toolbox (budget \$725,000)• Led on two rounds of 3-day online Think Tanks, convening up to 72 EiE partners across 30 countries• Led on field-testing of the PSS-SEL Toolbox with up to 15 Anchor Organizations across 16 contexts• Facilitated online training on the PSS-SEL Toolbox with DG ECHO, USAID, EiE Hub, MHPSS Collaborative, IRC, LEGO Foundation• Co-wrote a module on MHPSS in Education in Emergencies (forthcoming in 2023) for the Humanitarian Leadership Academy• Led a Call to Action with members to mobilize funds for INEE's work on anti-racism and decoloniality, resulting in contracting darvaja collective• Presented at the Posner Center's Annual Symposium on Decolonization: Beyond the Buzz• Represented the INEE at global and regional conferences, meetings, and forums (CIES, UKFIET, Salzburg Global Seminar, Norwegian Refugee Council, LEGO Foundation) |
| 2018 - 2019 | <p>Education Specialist, Terre des Hommes / Erbil, Iraq</p> <ul style="list-style-type: none">• Designed a new range of assessments for Grades 1-6 in Arabic, Maths and English based on key learning outcomes of the Iraqi National Curriculum• Designed training for activation of PTAs in schools in Baghdad• Delivering trainings on positive discipline and classroom/behaviour management to formal schoolteachers in Ninewa and Erbil• Acted as Project Manager for two consecutive UNICEF-funded projects for IDPs; providing non-formal education to IDP school-aged children, who are out-of-school or at risk of drop-out (budget \$1m)• Developed training materials for education facilitators on assessment of learning needs and methods of formative assessment; delivered training to field staff and repeated as ToT for coordinators in other teams |

- Conducted ongoing observations of education facilitators in order to give timely and supportive feedback on their teaching
- Managed a team of fifteen education facilitators, three team leaders and one project coordinator across three urban areas in Ninewa – Hamdaniya, Hamam Al-Alil and Qayyarah
- Provided ongoing professional support for team leaders and educators, including regular site visits
- Sought out capacity building opportunities, including GBV training and training of Adolescent Girls' Toolkit to imbed an AGD approach
- Drafted monthly narrative reports on project progress for UNICEF. Updated ActivityInfo on a monthly basis against Education Cluster indicators

2018

Protection Program Manager, Mercy Hands / Erbil, Iraq

- Supported and supervised implementation of Legal Protection programming in the City of Mosul (UNHCR), and Duhok (PAH)
- Managed a team of 6 lawyers, 4 assessment officers, 2 information officers, a program assistant, reporting officer and database manager
- Provided ongoing support and supervision to staff of P4
- Worked closely with UNHCR to ensure coordination and financial compliance
- Reported on project activities in a quality and timely manner
- With oversight from MH's Financial Director and Logistician, managed budgets and spending, to ensure on-time delivery of targets
- Represented MH at Ninewa and Dohuk Protection Working Group and National Protection Cluster meetings.
- Member of SAG Committee for Housing, Land & Property protection sub-cluster
- Member of SAG Committee for Child Protection sub-cluster

2017-2018

Education Coordinator, St Andrew's Refugee Services / Cairo, Egypt

- Recruited, trained and supervised a multi-national staff of 39 from Ethiopia, Eritrea, Somali & Sudan.
- Directly supervised 5 teachers, 2 trainee teachers & 2 program assistants providing regular, targeted feedback in order to build their teaching skills
- Collaborated closely with the UCY Program Coordinator to transition unaccompanied children into UYBP case management.
- Worked with UYBP staff to define and update eligibility criteria for students and ensure that enrolment prioritizes unaccompanied children in most need of a full-time education and psychosocial program
- Planned & facilitated monthly Youth Groups for current & graduate students of UYBP including theatre performances and trips to cultural sites around Cairo
- Created weekend tutoring program for students with specific educational needs or those with severe protection needs who required a safe space outside of school time
- Designed and implemented two-track curriculum – Academic Track and Language & Life Skills – in order to meet the specific needs of UYBP students
- Sought out appropriate language programs to meet the learning needs of our students, including Open Mind by Macmillan Publishing. Teachers adapted resources from this curriculum to make them more culturally relevant.
- Maintained student records, including all interactions with the legal department and external service providers; vulnerabilities of students

- including SGBV, LGBTI, victim of torture; drop-outs and uncontactable students, using the Refugee Information Processing System (RIPS)
 - Compiled quarterly reports on programming to donors at UK-FCO, ICRC and PRM
 - Compiled yearly reports to DG ECHO
- 2016 - 2017 Capacity Building Coordinator, St Andrew's Refugee Services / Cairo, Egypt
- Coordinated and administered Professional Development Courses (PDC) for refugees and migrants in partnership with the American University in Cairo
 - Designed and implemented soft skills and job-readiness workshops for refugee job-seekers.
 - Provided 1:1 job and scholarship counselling for clients, matching their experience with relevant opportunities.
 - Matched qualified clients with available job and training opportunities in Cairo.
 - Established and maintained excellent working knowledge of educational and vocational service provision for refugees and migrants in Cairo.
- 2015 Year 3 Teacher / Year 3 Lead, Edison International Academy / London, UK
- Year 3 teacher, teaching English National Curriculum
 - Leading on planning and assessment in Year 3
- 2013 - 2015 Year 2 / Year 3 Teacher, Grande Primary / London, UK
- Year 3 teacher, teaching English National Curriculum
 - Year 2 teacher, teaching English National Curriculum
 - Responsibilities include planning, teaching, assessment, safeguarding, communication with parents, coordinating trips, attending regular CPD
 - Ran interventions to close the achievement gap in Maths
 - Prepared children for KS1 SATS and Phonics screening test

Consulting

- 2021 Advisor, TGSN / remote
- Reviewed and reported on PSS curriculum materials
- 2020 Advisor, Terre des Hommes / remote
- Development and roll out of teacher training materials for non-formal education during COVID-19

Volunteer experience

- 2021 - present Mentoring, Refugee Education UK
- 2020 – 2021 Head Start Volunteer, Hackney Quest

Education

Master of Arts in Refugee Protection and Forced Migration Studies, University of London, Refugee Law Initiative. 2016 - 2018

Refugee law short course - Displaced by Armed Conflict, American University in Cairo, Centre for Migration and Refugee Studies, 2017

Qualified Teacher Status, Department of Education, UK, 2014

PGCE (Primary) – Award: Outstanding, University College London, Institute of Education, 2013-2014

Master of Arts (Honours) Arabic and International Relations, University of St Andrew, with integrated semester abroad at the University of Damascus, Syria. 2008 - 2012

Publications

Bailey, R., Ferrans, S., Johna, J., Jones, S., Smith, R. (2022) ‘Developing tools to increase understanding of PSS-SEL and coordinator among stakeholders in education in emergency settings’, *NISSEM Global Briefs*, Vol 3, pp. 242-263. Available at <https://nissem.org/NGB3>

Henderson, C., Smith, R. (2022) ‘The Local Leadership of Global Goods: Teacher Wellbeing and the Complexities of Contextualization’. Available at <https://inee.org/blog/local-leadership-global-goods-teacher-wellbeing-and-complexities-contextualization>

Cohen, E., Smith, R. (2020) ‘Teaching in Times of Crisis: A Global Initiative for Teacher Professional Development’. Available at <https://inee.org/blog/teaching-times-crisis-global-initiative-teacher-professional-development>

Languages and Skills

Arabic - Proficient in reading and writing MSA; Intermediate in Egyptian and Syrian dialects, knowledge of Iraqi dialect

Native speaker in English

Strong computer literacy with a full knowledge of office applications, project management software and award management systems.

Strong interpersonal skills and cross-cultural awareness, able to work effectively with frontline civil society organizations.

Experienced at managing political sensitivities and multi-stakeholder relationships.

Substantial experience recruiting, supervising, guiding and assessing multi-cultural teams.