

Curriculum Vitae

*Personal Data:

- **Name:** Ahmed Azeez Mohammed
- **Sex:** Male
- **Birthday:** February-11-1992
- **Nationality:** Kurdish
- **Religion:** Muslim
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*Academic Education:

- **PhD**, in Iran, **Islamic Azad University**, College of Foreign Languages, **English Language Teaching (ELT)**, from **2019** up to now, only the thesis is left to the post-graduation.
- **Master of Arts**, in Turkey, **Istanbul Aydin University**, in 2016, College of social sciences, **Department of English Language and literature**, awarded grade (Very Good). **2014 to 2016**
- **Bachelor Degree** from the College of Languages, **English Department**, **2010 to 2014** **University of Salahaddin**, in 2014, awarded grade (Good), **fourth top student**. I have never failed in my eighteen years study.

*Computer Skills:

- **Computer Programs: Excellent** in (Operation Systems such as Windows 7, 8 and 10, Microsoft Word, MS-Excel, Power Point, Access, Outlook, Internet Explorer, and E-mail).

*Language Skills (Speaking-Writing-Reading-Listening):

<u>Language</u>	<u>Speaking</u>	<u>Writing</u>	<u>Reading</u>	<u>Listening</u>	<u>Comment</u>
<u>Kurdish</u>	<i>Native</i>	<i>Native</i>	<i>Native</i>	<i>Native</i>	I know both Kirmanji and Sorani dialects.
<u>English</u>	<i>Fluent</i>	<i>Fluent</i>	<i>Fluent</i>	<i>Fluent</i>	I have PhD in ELT and Master of Arts in English Language and literature
<u>Arabic</u>	<i>Fluent</i>	<i>Fluent</i>	<i>Fluent</i>	<i>Fluent</i>	I have communicated with Arabs and studied Arabic Linguistics; such as Syntax (Nahu), Morphology (Sarf), and Rhetorics (Balaga).
<u>Turkish</u>	<i>Very Good</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>	I have been in Turkey and communicated with the native speakers of the language.
<u>Persian</u>	<i>Very Good</i>	<i>Good</i>	<i>Good</i>	<i>Good</i>	I have been in Iran and communicated with the native speakers of the language.

*Publications:

- Publishing an Article in *The International Journal Of Media, Culture And Literature* in 2016.
- I have **translated two books**, which are ready for publication.
- I am working on **writing a biography book**.
- **Publishing translated articles** in *Haiv Magazine*. 2016

*Experience/ Career History:

- Being an **Education Officer with World Vision International** for two years, **from May 5, 2016 to 20 March 19, 2018.**
- Being a **Child Protection Monitor with Terre Des Hommes International.** From October 28, 2018.
- Teaching **English Literature in Charmo University** as a part time, from October 5, 2018.
- Bing a **Supervisor of a CFS with Zhiar National Organization** for education and human development. **From July 7, 2018 to September 7, 2018.**
- **Teaching English Drama in Charmo University** for one year, **November 1, 2015 to 4 July, 2016**
- **Teaching English Literature in Charmo University** from **August 10, 2018 up to now** as a part time.
- I have the **Identity of Judicial Expert for Translation in Kurdistan Regional Government** between **English, Arabic and Kurdish Languages.**
- Participation in a **conference about Education**, opened by KSO in 2019.
- Having coordination with the **Kareza, Rezhnai Baran and Shakar Translation Offices** as a **Legal Translator** between **English, Arabic and Kurdish Languages in 2017.**
- Working as an **Interpreter in India in 2016**
- Working as an **Interpreter in India in 2013**
- Working with **KNOC Oil Company** as a **Driver and Interpreter in 2013**
- Working with **KNOC Oil Company** as an **Assistant and in 2011**
- I have been a **Member of Kurdistan Student Organization (KSO) from 2006 until 2015.**
- I have **translated two books**, which are ready for publication.
- I am working on **writing a biography book.**
- I have **General driving license.**
- **Teaching a course of learning English language in 2015**
- **Teaching Touchstone for English learners in Language Guide Center. 2016**
- **Publishing translated articles in Haiv Magazine. 2016**
- **Teaching a course of English language in Language Guide Center** for two months **2016**
- **Certificate of appreciation from Language Guide Center 2016**
- **Teaching English Language in Chwarchra preparatory school in Takia, for the one year 2015**
- **Certificate of appreciation from Chwarchra preparatory school 2016**
- **Making assessments during five days 2016**
- My **undergraduate research paper** is about **translation** supervised by a **doctor of translation.**
- Working as **Assistant in electrical problem solving and generator repairing** apart from studying in **2008.**

***Duties Of The Previous Experiences:**

- **Being an English Teacher World Vision International** for two years, **from May 5, 2016 to 20 March 19, 2018.**

ROLE DIMENSION / DESCRIPTION	End Results Expected	TIME
I. Deliver educational courses of English/Arabic language and computer skills. Complementary to the formal education in governmental schools.		60 %
a. Prepare the respective lesson plan for the day. Develop appropriate education material, subjects, teaching methods, stationary and furniture for children and youth classes.	<ul style="list-style-type: none"> • List of education activities age and gender appropriated is created • List of appropriate education subjects is completed and regularly updated 	

II. Coordinate with the Social Workers/Psychologist and the Mobile team for the progress of children and implementation of the activities, Case Referrals, Delivering PSS, Life Skills lectures. and Doing Awareness campaigns.	20 %
b. Conduct meeting with the Social Worker/Psychologist on children/youth progress c. Identify and refer cases of children with distress or psychosocial support. d. Integrate PSS activities in the education courses with the close support of the Social Worker/Psychologist e. Coordinate and share resources with the Mobile CFLS team	20 %
III. Raising awareness campaigns for parents (parents of children/youth attending CFLS courses) on education and protection	

Additional duties:

- Translating the English, Kurdish documents.
- Interpreting the trainings for the staff of the CFLS and etc.

➤ **Teaching English Drama in Charmo University for one year, November 1, 2015 to 4 July, 2016**
The texts of the courses:

Doctor Faustus by Christopher Marlowe
And
Macbeth by William Shakespeare

Course Description

The objective of the course is to study the English drama of the Elizabethan era or what is called the Shakespearian age in the history of English literature, which coincides with the sixteenth century. Nevertheless, it is intended to pave the way to the second year students so as to be familiar with the drama of the age which signifies the reign of Queen Elizabeth. Students with guidance of the instructor will analyze the most representative plays of the era. Meantime, the class discussion will focus on the critical ideas about the historical, literary, cultural, psychological and social dimensions of the Shakespearian age.

➤ **Being a Child Protection Monitor with Terre Des Hommes of Switzerland. From October 28, 2018 to June 9, 2019.**

Main responsibilities:

1. Planning, implementation and supervision of activities

- 1.1 Under the supervision of the CP Supervisor, contribute to planning PSS (psychosocial support) and Outreach activities, according to the needs of children and in collaboration with animators.
- 1.2 Lead and support outreach activities including awareness-raising, focus group discussions, community gatherings with caregivers, etc.
- 1.3 Supervise and coach animators and coordinate volunteers, in order to ensure an effective, safe and stimulating implementation of project activities.

2. Child Safeguarding

- 2.1 Support the CP Supervisor in the identification of child protection issues and trends, and communicate these in a timely manner, and with utmost respect for confidentiality and dignity concerns.
- 2.2 Identify problem and bottlenecks associated with the delivery of the program and timely inform the line manager, proactively participating to suggest solutions.

3 Resource Management, Reporting and data collection

3.1 Ensure meticulous data collection on children's attendance in the project, as required by the project rules, including the daily collection of registration forms at activities and the management of data.

4 Community Mobilisation

4.1 Promotes awareness of CP issues within the community and disseminate means to raise concerns and feedback.

4.2 Motivate animators and volunteers, facilitate their work and commitment.

5 Networking and Coordination

5.1 Work collaboratively with Tdh case workers, case managers, animators and other CP staff.

5.2 Coordinates with CP teams, education teams and CCCM team, in line with guidance from CP supervisors.

➤ **Bing a Supervisor of a CFS with Zhiar National Organization for education and human development. From July 7, 2018 to September 7, 2018.**

MAJOR RESPONSIBILITIES

<p>I. Coordination and Project Implementation</p> <ul style="list-style-type: none"> • Will supervise the CFLS staff • Will ensure the proper running of the CFLSs (from registration of beneficiaries, kit distribution, implementation of activities). 	<p>II. Staff management</p> <ul style="list-style-type: none"> • Ensure effective and efficient overseeing of the project staff (teachers) • With the support of the Project Coordinator develop staff planning
<p>III. Reporting and Monitoring and Evaluation (M&E)</p> <ul style="list-style-type: none"> • Prepare weekly and monthly reports to share with Project Coordinator • Monitor the implementation and progress of the project activities according to approved objectives. 	<ul style="list-style-type: none"> • Draft reports containing all necessary info timely submitted Reporting schedule developed and followed • Quality progress reports are submitted on time and as per the established standards
<p>Ensure program archive is complete and routinely updated.</p>	<ul style="list-style-type: none"> • Project documents properly stored and made available upon request (files, curricula, students registers, photos, reports in soft and hard copies)

* Training and courses I have taken:

Topic	From	To	Giver
Pedagogy Course	June 15, 2020	December 4, 2020	University of Human Development
Developing L2 Teachers' Classroom Interactional Competence	November, 19, 2019	November, 19, 2019	Islamic Azad University, Tabriz branch
Essential Strategies of Writing and Publishing English Research Papers	November, 19, 2019	November, 19, 2019	Islamic Azad University, Tabriz branch
How Not to Fall Prey to Predatory Journals	November, 19, 2019	November, 19, 2019	Islamic Azad University, Tabriz branch
Protection From Sexual Exploitation and Abuse	March 27, 2018	March 27, 2018	World Vision International

Adolescent Development	January 16, 2019	January 17, 2019	(Tdh)Terre des hommos of Switzerland
Psychological First Aid (One day)	March 8, 2018	March 8, 2018	World Vision International
Child Friendly Learning Spaces Management (One day)	May 2, 2017	May 2, 2017	World Vision International
Case Management (One day)	May 8, 2017	May 8, 2017	World Vision International
Child Abuse and Case Referral (One day)	May 21, 2017	May 21, 2017	World Vision International
Delivering a training about Child Rights (One day)	July 5, 2017	July 5, 2017	World Vision International
Child Protection in Emergencies (Three days)	November 7, 2016	November 9, 2016	Public Aid Organization
Psychological First Aid (One day)	September 26, 2016	September 26, 2016	World Vision International
Project Cycle Management (One day)	June 19, 2016	June 19, 2016	World Vision International
Child Protection, Identification and Referral (One day)	December 12, 2018	December 12, 2018	(Tdh)Terre des hommos of Switzerland
Child Safeguarding Policy (One day)	November, 25, 2018	November 25, 2018	(Tdh)Terre des hommos of Switzerland
Psychosocial Support	April 18, 2019	April 18, 2019	(Tdh)Terre des hommos of Switzerland
Psychosocial Support Sessions (Theoretical)(One day)	November 26, 2018	November 26, 2018	(Tdh)Terre des hommos of Switzerland
Psychosocial Support Sessions (Practical)(One day)	November, 27, 2018	November, 27, 2018	(Tdh)Terre des hommos of Switzerland
Protection Main Streaming (One day)	August 23, 2016	August 23, 2016	Danish Refugee Council (DRC)
Life Skills and Resilience (Two days)	September 21, 2016	September 22, 2016	World Vision International
Child Protection Policy (One day)	June 8, 2016	June 8, 2016	World Vision International
GBV (Gender Based Violence) (One day)	July 13, 2016	July 13, 2016	Norwegian Refugee Council
Fire Safety (One day)	June 9, 2016	June 9, 2016	World Vision International
First Aid for Field Workers (One day)	June 11, 2016	June 11, 2016	World Vision International
Personal Security (One day)	June 16, 2016	June 16, 2016	World Vision International
Classroom Management (One day)	August 1, 2017	August 1, 2017	World Vision International
Microsoft Word & Power point (ten days)	June 12, 2006	June 22, 2006	Kurdistan Student Development Organization (KSDO)
Studying Human Rights (one year)	October 10, 2012	June 17, 2013	Zakho University
Inclusion Of All Children In Child Friendly Spaces (Two days)	March 13, 2017	March 14, 2017	Handicap International

Personal Strategic Planning (Three days)	December 6, 2012	December 8, 2012	International Academy for Personal Training and Leadership Development
Fire Extinguisher (One day)	August 19, 2013	August 19, 2013	KNOC Oil Company
Landmine, ERW and IED Risk Education	January 9, 2018	January 9, 2018	MAG International

***KEY COMPETENCIES**

- I have a very good command in English, Arabic, Kurdish and Turkish languages and teaching in the four. I have been dealing with them from primary school onwards, apart from educational system by having more than ten teachers in different time and fields. I have read about two hundred books in different fields like education, language learning, literature, psychology, and economy, nevertheless listened to nearly six hundred lecture and seminars in the former fields.

***References:** Available on request