

CV of Md. Sajidul Islam

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1. Profile

A seasoned education professional with over 30 years of progressive experience in education sector of Bangladesh, over 20 years at UNICEF Bangladesh Country Office (7 years), Field locations (13 years) including L3 Emergency locations (3 years), World Bank (2 years), Asian Development Bank (2 years), Swedish Sida (5 years), European Union (1 year) and OPM-UK based research organization (1 year) and IOM (1 year). I have a proven track record of designing, managing, and evaluating impactful programs with national and international organizations. My extensive tenure includes serving as an Education Officer at **UNICEF Cox's Bazar Field Office** for over three years, including a pivotal role in the **L3 Rohingya emergency response** in Cox's Bazar. In this context, I was also a Focal Person for Host Community Interventions and provided hands-on support for host community interventions. I was the Program Document (PD) Manager and developed huge PDs with iNGOs and NGOs including Cambridge University. Prior to UNICEF Cox's Bazar Field office, I was the Deputy Team Leader for the Result Based Management Technical Assistance (RBM-TA) Project at the Directorate of Primary Education (DPE). I possess strong expertise in programme planning, Implementation, Monitoring, Evaluating and RBM, complemented by robust skills in technical assistance, partnership building, and team leadership. I bring strong leadership in education systems strengthening, policy advocacy, and strategic coordination. I have effectively promoted organizational priorities through policy influence, strategic planning, capacity building, and results-based management. Well-conversant in SWAp frameworks, and I have proven skills mentioned in the JD and expertise in evidence-based advocacy, Diversity, Equity and Inclusion (DEI) strategies.

2. Relevant Work Experiences for the position

With over 20 years of experience in UNICEF's Education Programs, I have gained expertise and made significant contributions across all key functions and accountabilities relevant to this position.

Program development and Planning:

- Prepared daily situation reports on Forcibly Displaced Myanmar Nationals (FDMNs), contributed to preparing Joint Response Plans (JRPs) and Humanitarian Response Plans (HRPs) for L3 Emergency responses in Cox's Bazar. Prepared Annual Operation Plans (AOPs) and M&E Frameworks for PEDP2, PEDP3 and PEDP4, Emergency Preparedness and Response Plan for Khulna region. Also prepared Design Notes on 'Data System' for the PEDP4, Annual Performance Agreement (APA) for Director General (DG) of Directorate of Primary Education (DPE) which ensures accountability to the Secretary of MoPME for achievement of APA results. Participated in Joint Annual Review meetings (JARMs) and presented data and information of primary education sub-sector to kickoff JARM, PEDPs technical working groups meetings, joint field visits with officials of Government and Development partners, and DPC coordination forums as part of finalizing PEDP2, 3 and IV Program Documents and DPPs.
- In-depth analysis of education data (qualitative and quantitative) from different sources and prepared Cox's Bazar District Profile, Annual Sector Performance Report (ASPRs) on primary education sub-sector of Bangladesh, Upazila Education Performance Profiles (UEPPs) and Annual Primary School Census (APSC) Reports for informed, evidence-based data driven decision making, equitable planning. Triangulated empirical and administrative data of specific geographic location to facilitate informed decision-making through the School Level Improvement Plan (SLIP) and Upazila Primary Education Plan (UPEP) in Cox's Bazar district.
- Provided technical and administrative support to the Implementing Partners (IPs) throughout all stages for development of PDs following RBM approach, implementing planned activities, and monitoring and evaluation of results including distribution of UNICEF supplies. Processed DCTs, Reimbursements and liquidation of Programme advances and complying HACT assurance interventions. Ensured community people contribute to decision-making, integrate their input in the planning process and establish feedback mechanisms as they have better understanding about their needs and vulnerabilities.

Program management, monitoring and delivery of Results:

- Applied RBM approach in intervention designing, monitoring, and evaluation process. Supported capacity building of partners/stakeholders on RBM for adjusting strategies and improvement in PDs interventions, rolling work plan and annual operation plan of the PEDPs, provided technical support to counterparts and partners for developing baseline and end line data collection tools for assessing learning quality and monitoring tools for tracking progress and data interpretation. Supported partners in capacity building on data validation techniques. Ensured active participation of most affected community people in crisis time and established feedback mechanism
- As the government banned national curriculum for the Rohingya children, negotiated with high level relevant officials including MoFA, MoPME and RRRC designed and supported an adaptation education programme for Rohingya children in the Camps.
- Produced daily situation reports for the Rohingya community in Cox's Bazar, analytical reports on field visit findings and presented findings in ISCG and education cluster meetings.

Technical and operational support to programs implementation:

- Supported “Formula-based SLIP Implementation Strategy”, with MoPME and DPE. Led capacity-building, enabled school-level accountability through social audit and quality improvements of SLIP activities in all government primary schools. Developed Education Performance Profiles (UEPPs), support piloting the Upazila Primary Education Plan (UPEP) in all Upazilas in Cox’s Bazar district.
- Applied and promoted diverse learning modalities for OoSC children and adolescents. Provided strategic guidance to partners at decentralized levels, enabling them employability and transitions from learning to earning.

Networking and Partnership Building:

- Successfully supported high-level advocacy resulting in the MoPME Secretary’s approval of a special policy provision. This enabled decentralized fund channeling beyond the PEDP-4 pool fund mechanism, unlocking large-scale support for host communities in Cox’s Bazar through DPEO, funded by UNICEF. Strengthened strategic partnerships/cross-sectoral collaboration with relevant actors of RRRRC, ISCG, Clusters, MoPME, DPE, DPs, Donors, Academia, Allies. Led advocacy, capacities building, and promote coherence in interventions.

Innovation, Knowledge Management and Capacity Building:

- Performed RBM focal point role in primary education sector and contributed to developing result and evidence based RWPs, AOPs for PEDPs. Provided technical support in formulating UEPP for evidence-based SLIP and UPEP preparation.
- Applied core UNICEF principles such as AAP, PSEA, Child Safeguarding, and CRITAS across programming and operations, promoting accountability, protection, and dignity for all children and community members.

3. Job Records and key Functions:

1. **Education Officer (NO-B, FT), UNICEF Khulna Field Office, Khulna, Year: September 2020 – Present**
2. Education Officer (NO-B, TA), UNICEF Cox’s Bazar Field Office, August 2017– September 2020
3. Deputy Team Leader, RBM TA Project, Asian Development Bank (ADB), DPE, Dhaka, Apr’15–Jul’17
4. Deputy Team Leader, RBM TA Project, World Bank (WB), DPE, Dhaka, April 2013 – December 2015
5. Deputy Team Leader, RBM TA Project, Swedish Sida, DPE, Dhaka, August 2009 – April 2013
6. Project Officer (NO-B, TFT), Quality Education Team, UNICEF Country Office, Dhaka, May 2008 – Aug’09
7. Migration Resource Coordinator, International Organization for Migration (IOM) – Dhaka, May’ 07- May’08
8. Monitoring Specialist (NO-A, TFT), Quality Education, UNICEF Country Office, Dhaka, May’05- May’07
9. Team Leader, Education, Oxford Policy Management (OPM)-UK and EU, DPE, Dhaka, Oct’03- May 2005
10. Monitoring Specialist (GS-6, TFT), Quality Education, UNICEF Country Office, Dhaka, June 1999-Oct 2003
11. UNICEF Consultant, IDEAL Project (Education), Jhenaidah and Dinajpur Districts, April 1996-May 1999

Key Functions of Present Job:

- **Strategic Leadership, Advocacy:** Provide overall support for UNICEF’s work, represent UNICEF in govt. UN, donors, iNGOs, NGOs, civil society, and communities.
- **Programme Planning and Management:** Support planning, implementation, monitoring, and reporting of programmes in the region ensuring application of RBM, equity-focused, humanitarian and development nexus.
- **Coordination and Partnerships:** Lead to develop the partnership with CSOs and coordination and collaboration with Education sectors sub-national officials (Divisional, District, Upazila Heads, LGs, NGOs, CSOs, UN agencies, and private sectors to strengthen child-focused systems, build and sustain strategic partnerships.
- **Monitoring, Evaluation, and KM:** Manage field-level monitoring of program implementation and achievement of results, use data and evidence for planning and readjustment of interventions, accountability, and advocacy.
- **Emergency Preparedness and Response:** Focal person in UNICEF’s emergency responses of Khulna region including preparedness, rapid assessments, humanitarian coordination and updating contingency plans and execution.

Key Functions of Previous Jobs:

- **Programme/Project Management:** Involved in the development of different levels of programmes planning to deliver results. Managing programme/projects related to efficiency and effectiveness at national and sub-national levels, acted as a focal person of Australian English Language Teacher Trainers (ELTT) programme in PTIs and TTCs. Coordinated with Aus-AID, Aus-training, MoE, MoPME, DPE, DSHE, NAPE, PTIs, TTCs, and all other relevant institutions and provided technical support for the implementation of ELTT programme. Verified project expenditures for liquidation of programme advances are within allotments and that data is consistent. During IOM tenure supported establishing migration resource centres in Dhaka and oriented potential migrants on safe migration.
- **Monitoring and Capacity Building:** Monitored implementation progress of numerous programme/project interventions and shared findings with partners and internal sections for adjustment for quality improvement. Supported partners for capacity development efforts of workforce, managers and system strengthening purposes.
- **Research and Knowledge Management:** implementation of immense research initiatives while working in OPM and DPE (multi-ministries Social Sector Performance Survey, large and complex surveys ‘Social Sector

Performance Quality Survey', political Economy Survey, Annual Primary School Census, National Students Assessment etc. including programmes projects evaluation process. Developed tools and statistical models for implementation research, evaluation, report preparation. Shared research findings/ recommendations for informed decision and policy influence.

- **Reporting and Documentation:** While working in RBM project, provided training for all the DPE officials on RBM, online data collection, data appending, data cleaning and different reports generating. Played a central coordinating role between the RBM TA project, Development Partners (DPs) and DPE counterparts including the Ministry of Primary and Mass Education (MoPME). Supported for preparing project proposals, donor reports and progress reports for review and expedite implementation with quality. Facilitated Human Interest Story and Case Study development.

4. Training and Professional Development:

- Accountability to Affected Populations (AAP) Course in Agora, 6 August 2025.
- Right and Result Programming (RRP) for Every Child course in Agora, 18 December 2024
- Bringing Quantitative Visibility and Predictability in Projects, 4 October-1 November 2021
- Introduction to UNICEF Core Commitments for Children in Humanitarian Action, 4 December 2020
- PESA course in Agora, 16 October 2018. (Total 18 Agora course completed)
- Result Based Management (RBM) (both online and face to face), Cox's Bazar, 15 March 2018
- "Communication for Development (C4D), held in Dhaka, Oct. 2016
- Educational indicators from UNESCO in 2004 and 2012.
- Educational research methodology from Oxford Policy Management Ltd. Oxford, UK in 2005 and 2010
- Monitoring & Knowledge management and 'Dev Info' a Database Management organized by Planning, Monitoring and Evaluation Section, UNICEF in Dhaka in 2008
- 'Social Policy' organized by UNICEF Regional Office, Nepal in Dhaka, 2008
- TOT on school management and academic supervision, multiple ways of teaching and learning, population education, subject based (Math. English, Bangla, Science and Social Science) organized by DPE/UNICEF.
- 'Emergency' organized by UNICEF Dhaka in 2008.
- Inventing the Future, Time Management, Team building, Self-esteem workshops organized by HR Section, UNICEF.
- Geographic Information System (GIS) based Education Management Information System (EMIS) organized by Local Government Engineering Department (LGED), Bangladesh in 2003.
- "Gender and Development" conducted by Ms. Kamla Bhasin organized by PROSHIKA in 1999.

5. Key Publications/Research

- (1) Teacher Guide for School Catchments Area Mapping 1997 (2) Teacher Guide for School level Planning 1998 (3) Education financing in Bangladesh 2005, (4) Training Manual and Resource Guide on Mathematics for Primary School Teachers 2007 (5) Instruction manual for using Teaching aids by Primary Teachers 2008 (6) Perspective in Primary Education of Bangladesh 1997 -2014, (7) Political Economy Analysis 2017, (8) Annual Sector Performance Reports 2009-2022, (9) Annual School Census Reports 2012-2021, (10) Accountability in Primary Education System 2014

6. Educational Qualification

- **Master's in education (M. Ed)** from Bangladesh Open University, passing year 2007
- **Master's in chemistry** with Honours from University of Chittagong, passing year 1988

7. Computer Skills

- Able to work comfortably with MS Office Suite (Word, Excel, PowerPoint, Outlook), Relevant M&E Software, e.g., KoboToolbox, Project Management Software, Data Visualization Tools (IPEMIS Modules).

8. Language Proficiency

- Fluent in English and Bengali both written and speaking and understand Chittagonian dialect

9. References

1. **Mr. Md Qausar Hossain**, Chief, UNICEF, Khulna Field Office, Cell: +880 1711 820 791, Email: mghossain@unicef.org
2. **Mr. Manos Antoninis**, Director of the Global Education Monitoring (GEM) Report, UNESCO, 7, Palace de Fontenoy 75352 Paris 07 SP, France, Tel: +33 (0) 145 680 849, Email: m.antoninis@unesco.org
3. **Ms Shamima Siddiky**, Education Specialist, UNICEF- BCO, Email: ssiddiky@unicef.org Cell: + 880 1922 220 009

Signature:

(Md. Sajidul Islam)

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