

NOOR MUHAMMAD ANSARI

DIRECTOR, EVALUATION & LEARNING | GLOBAL EDUCATION & INTERNATIONAL DEVELOPMENT

Evaluation, Research & Evidence | Strategy & Learning | Institutional Strengthening | Thought Leadership | Digital Transformation

Doha, Qatar | +974 6699 5740 | noor.m.ansari@outlook.com | linkedin.com/in/noor-muhammad-ansari-6a342317

EXECUTIVE PROFILE

Senior evaluation, research and learning professional with more than 30 years of international development experience, combining global portfolio leadership with deep expertise in evidence, strategy and institutional strengthening. Education is the principal sector, with complementary experience across health systems, governance, gender and public services in development, humanitarian, fragile and post-conflict settings. Brings expertise in evaluation strategy and governance, MEL/MERL and results architecture, applied and large-scale research, evidence-based planning, organisational learning, thought leadership, education data and digital transformation, with a consistent focus on translating evidence into practical decisions, stronger institutions and more effective programmes.

SELECTED LEADERSHIP & CAREER IMPACT

- Led programme-level M&E for a global education portfolio of 113 projects with 51+ partner organisations across 58+ countries, strengthening evidence quality, accountability and management use of results for a programme that has enabled about 15 million out-of-school children and learners at risk of exclusion to access education.
- Developed and refined programme theories of change, results frameworks, indicators and measurement guidance covering access, enrolment, retention, learning, completion, transition and education-system change.
- Strengthened evaluation governance through policies, standard terms of reference, technical review processes, evaluation and research pipelines, and management-response arrangements.
- Spearheaded EAC's Thought Leadership Framework and an evidence-led M&E Knowledge Suite linking evaluation and research with programme practice, financing discussions and policy dialogue.
- Represented EAA/EAC in UNESCO's Global Education Coalition and Digital Transformation Collaborative since 2022, contributing to annual meetings, technical workshops, quarterly exchanges and country engagement, particularly on Data and Evidence.
- Directed and contributed to large-scale mixed-method research, including repeated national social audits across 100+ districts and 50,000+ households per cycle, extensive qualitative inquiry, GIS-supported analysis and a cluster randomised trial; co-authored more than ten peer-reviewed articles.

CORE EXPERTISE

Evaluation, research & evidence: Evaluation strategy and governance; applied and implementation research; mixed methods; large-scale and repeat surveys; qualitative inquiry; impact and sustainability studies; outcome harvesting; evidence synthesis; research ethics.

MEL/MERL & performance: Theory of change; results frameworks; portfolio monitoring; data quality and verification; partner performance; organisational learning; adaptive management.

Strategy & institutional strengthening: Evidence-based planning; strategic planning; institutional capacity strengthening; policy dialogue; knowledge translation; thought leadership and knowledge products.

Education & systems: Global education; out-of-school children; inclusion; teacher education; education in emergencies; education systems strengthening; EMIS and learner-level data.

Digital & analytical: Data governance; dashboards and analytics; EMIS interoperability; DHIS2 for Education; early-warning approaches; responsible AI and data use.

PROFESSIONAL EXPERIENCE

Director, Evaluation and Learning | Education Above All Foundation

Doha, Qatar | Monitoring and Evaluation Directorate

Jul 2026–Present

Lead the Evaluation and Learning pillar within EAA's centralised Monitoring and Evaluation Directorate.

- Direct the evaluation and applied-research portfolio, including methodological design, sampling, research ethics, technical quality, management responses and follow-up to recommendations.
- Lead evidence synthesis, portfolio learning and structured reflection, translating monitoring, evaluation and research findings into decision-focused products and programme improvement.

- Coordinate with Results Monitoring & Quality Assurance and Results Analytics & Data Management to maintain an integrated evidence service across EAA programmes.
- Contribute to EAA's thought-leadership agenda through thematic studies, joint publications, technical guidance and knowledge products.
- Contribute to UNESCO-led Digital Transformation Collaborative work on Data and Evidence and responsible AI-enabled education.

Director, Monitoring and Evaluation | Education Above All Foundation | Educate A Child Programme

Doha, Qatar

Feb 2024–Jun 2026

Provided strategic and technical leadership for programme-level M&E across EAC's global partnership portfolio.

- Led the end-to-end M&E function across 113 projects with 51+ partner organisations in 58+ countries, covering results architecture, partner reporting, quality assurance, evaluation, research, analytics and management use of evidence.
- Led refinement of EAC's Theory of Change, results framework and measurement architecture and strengthened evaluability at project design and inception.
- Strengthened portfolio monitoring, data-quality assessment, source verification, evaluation governance, applied research and partner M&E capability.
- Spearheaded EAC's Thought Leadership Framework and M&E Knowledge Suite on inclusion, Zero OOSC, system transformation, sustainability, capacity strengthening, digital transformation and results measurement.
- Advanced programme requirements for dashboards, data interoperability, child-level tracking, early-warning approaches and responsible use of AI-supported analysis.
- Represented EAA/EAC in UNESCO Global Education Coalition Annual Meetings and the Digital Transformation Collaborative, particularly on Data and Evidence.

Senior Manager, Monitoring and Evaluation | Education Above All Foundation | Educate A Child Programme

Doha, Qatar

Aug 2022–Jan 2024

Managed portfolio-level M&E systems, partner support and use of evidence across EAC's global education portfolio.

- Oversaw portfolio monitoring and partner reporting, strengthening the consistency, validation and interpretation of quantitative and qualitative results.
- Strengthened standards, tools and guidance for results frameworks, indicators, reporting, data quality, evaluations and partner M&E systems.
- Expanded portfolio analysis and evidence synthesis to identify performance trends, implementation risks and areas requiring management attention.
- Supported evaluations, research and learning initiatives and provided technical assistance and capacity strengthening to implementing partners.

Senior Specialist, Monitoring and Evaluation | Education Above All Foundation | Educate A Child Programme

Doha, Qatar

Jun 2016–Jul 2022

Provided technical leadership for monitoring, evaluation and research as EAC's global portfolio expanded.

- Developed and maintained project-level M&E frameworks, indicators, baselines, targets, reporting requirements and data-quality processes across projects in more than 50 countries.
- Reviewed partner M&E plans, results frameworks and reports and provided ongoing technical support to strengthen measurement, reporting and compliance.
- Conducted data validation, portfolio analysis and results consolidation for programme reporting, management review and external accountability.
- Supported evaluations, applied research, data-quality assessments and verification exercises and contributed to EAC's programme-level M&E architecture.

Technical Advisor, Monitoring, Evaluation and Research | FHI 360 | USAID Liberia Teacher Training Program

Monrovia, Liberia

Mar 2014–Dec 2015

- Led monitoring, evaluation, research, data management and analysis for a US\$70 million post-conflict education programme supporting teacher policy, teacher education, early-grade reading and mathematics, and Ministry of Education capacity.
- Strengthened the Performance Monitoring and Evaluation Plan, indicator definitions, data-collection procedures, reporting and data-quality processes.

- Led and supported applied research on teacher supply, demand and deployment, teacher-education reform and education-management data, with dissemination to USAID, government, universities and sector stakeholders.
- Introduced cloud-based and mobile data approaches, supported midline and endline EGRA/EGMA work, and strengthened institutional capability in data collection, analysis and evidence use.

State Team Leader | CIET Trust | Nigeria Evidence-Based Health System Initiative

Cross River State, Nigeria

Aug 2010–Feb 2014

- Directed the Cross River State component of the CIDA/IDRC-funded Nigerian Evidence-Based Health Planning Initiative, with responsibility for research delivery, staff, partnerships, budgets and office systems.
- Led repeated social-audit cycles on maternal and child health, service access, gender and community experience, integrating household and service data with focus groups, key-informant interviews and stakeholder dialogue.
- Applied CIET's Socialising Evidence for Participatory Action approach through scorecards, government workshops and community engagement linked to planning and budget cycles.
- Strengthened government and local institutional capability in monitoring, analysis and evidence-based planning; served as faculty member and supervisor for a master's-level programme on evidence-based planning.

Senior Director, Monitoring, Evaluation and Research | Academy for Educational Development / FHI 360 | USAID Pre-Service Teacher Education Program

Islamabad, Pakistan

Jan 2009–Jul 2010

- Designed the programme's Monitoring, Evaluation and Research Strategy and Performance Monitoring and Evaluation Plan for a US\$75 million teacher-education reform programme.
- Established results, indicator, data-management and reporting architecture across government, universities and teacher-education institutions.
- Designed and led research on institutional capacity, research quality, human and material resources and policy-relevant teacher-education reform questions.

Project Leader | CIET Canada | Demonstration Social Audit of Health Services

Afghanistan

Jan–Dec 2008

- Led mixed-method research on health-service performance and community experience in a fragile and conflict-affected setting.
- Managed research design, field implementation, technical quality, staff, partnerships, budgets, reporting and stakeholder engagement.
- Supported government and local institutions to strengthen health-information and evidence-use processes and contributed to peer-reviewed research on contracted health services.

Deputy Team Leader / Deputy National Coordinator | CIET Pakistan

Pakistan

Feb 1998–Dec 2007

- Led national and subnational social audits, linked cross-sectional surveys and evidence-to-action programmes across education, health, governance, gender, justice and public services.
- Managed repeated national survey rounds covering 100+ districts and 50,000+ households per cycle; the 2004 public-services and madrasah study included 53,960 households and 853 community focus groups, supplemented by key-informant inquiry.
- Provided technical and operational leadership across major UNDP, CIDA and DFID studies on governance and public services, Citizen Community Boards, violence against women and madrasahs as social support.
- Managed a nationally representative study involving approximately 23,000 women and co-led a cluster randomised trial on knowledge translation and childhood immunisation.
- Worked with government and civil-society partners to translate evidence into planning, accountability and local action; developed communication tools, training resources and GIS products and co-authored peer-reviewed publications.

Researcher, Trainer, Manager, Team Leader and Education Promoter | Society for Community Strengthening and Promotion of Education, Balochistan

Pakistan

Mar 1994–Jan 1998

- Supported community-based expansion of girls' primary education in remote areas through mobilisation, planning, monitoring, applied research and capacity strengthening.
- Developed training, advocacy and partnership materials for field teams, local institutions and communities.

SELECTED CONSULTING & ADVISORY EXPERIENCE

- Senior expert on Banyan Global's pre-screened roster for USAID monitoring, evaluation and learning assignments.

- National Consultant, UNICEF Pakistan: progress review of the Child Friendly Schools initiative.
- National Consultant: end-of-project evaluation of a Government of Balochistan, UNICEF and AusAID girls' primary education programme.
- Technical Assistance Team Member: design of the Asian Development Bank-supported Pakistan Primary Schools Quality Improvement Project.

SELECTED PUBLICATIONS & THOUGHT LEADERSHIP

- [Data Gaps are Hiding the Most Excluded Children](#). Inter Press Service, 2026.
- [Why Education Data Systems Matter for the World's Most Excluded Children](#). Education Above All Foundation / NORRAG, 2026.
- [Outcome Harvesting at Scale: Lessons from Evaluating a Global Education Programme](#). Outcome Harvesting Community, 2026.
- [Where Have All the \(Qualified\) Teachers Gone? Implications for Measuring SDG Target 4.c from a Study of Teacher Supply, Demand and Deployment in Liberia](#). African Educational Research Journal, 2018.
- Challenging the Myths About Madaris in Pakistan: A National Household Survey of Enrolment and Reasons for Choosing Religious Schools. International Journal of Educational Development, 2009.
- Evidence-Based Discussion Increases Childhood Vaccination Uptake: A Randomised Cluster Controlled Trial of Knowledge Translation in Pakistan. BMC International Health and Human Rights, 2009.

Additional peer-reviewed research covers health systems, gender-based violence, governance, vaccine uptake and service delivery in Pakistan, Afghanistan and Nigeria.

GLOBAL TECHNICAL ENGAGEMENT

- UNESCO Global Education Coalition and Digital Transformation Collaborative, 2022–Present: EAA/EAC representative in annual meetings, workshops, quarterly exchanges and country engagement; member of the 2026 technical deep-dive team and facilitator/presenter for the Data and Evidence pillar.
- UNESCO Digital Learning Week, Paris, Sep 2026 (forthcoming): DTC partner contributing to co-development of a Strategy Lab on responsible AI-enabled education, including evidence, ethics, regulation, accountability, financing and system interdependencies.
- DHIS2 Annual Conference, 2025: primary author and speaker for an accepted contribution on DHIS2 and data integration for Zero Out-of-School Children; continued technical engagement in 2026.
- Comparative and International Education Society conferences, 2009–2026: presenter and contributor on teacher education, institutional capacity, Liberia's teacher workforce, low- and no-tech distance education, and education recovery, resilience and peace.

EDUCATION & PROFESSIONAL DEVELOPMENT

- M.Sc., Rural Development | Wye College, University of London
- M.A., International Relations | University of Balochistan, Pakistan
- M.A., Economics | Shah Abdul Latif University, Pakistan
- LL.B., Law and Legislation | University Law College, Quetta, Pakistan
- Building Blocks of Effective National Monitoring and Evaluation Systems | World Bank Group / Global Evaluation Initiative, 2026
- CITI Social and Behavioral Research Certification | FHI 360
- Advanced Social Audit Research Methods, 384 curricular hours | CIET / Soul City Regional Programme, Botswana and South Africa
- Epidemiological Geomatics, GIS and Applied Analysis | CIET / University of Guerrero, Mexico

LANGUAGES & PROFESSIONAL AFFILIATIONS

Languages: English, Urdu and Sindhi (fluent/native); Balochi, Brahvi, Punjabi and Pashto (professional/conversational); Arabic (working/basic).

Affiliations: American Evaluation Association (AEA); Comparative and International Education Society (CIES); International Congress for School Effectiveness and Improvement (ICSEI).