

Nisma Elias

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Professional Experience

UNIVERSITY OF MINNESOTA, TWIN CITIES

Minneapolis, MN

Graduate Instructor and Academic Coach

August 2018 - present

- Sole instructor for *OLPD 1303: Leadership in the Organizational Context*, a requirement for the leadership major.
- Sole instructor for *Mastering Skills for College Success* and *Academic Success*, two-credit courses for students on academic probation to help develop efficient study habits and active learning skills.
- Graduate assistant for Professor Chris Johnstone over Summer 2019 to support classes on Ethnography and Educational Policy Perspectives for the Leadership in Intercultural and International Education (LIIE) cohort.
- Administrative Director for the [Mandela Washington Fellowship for Young African Leaders](#) 2020-21 cohort.
- Coach students one-on-one on how to achieve academic success and improve academic skills and strategies

MINISTRY OF EDUCATION AND VOCATION TRAINING

Zanzibar, Tanzania

Economist/ODI fellow

November 2016 - present

- Finalized the five-year education sector plan for Zanzibar that sets the goals and priorities for the sector.
- Implemented multi-year projects with the World Bank, UNICEF and USAID on primary & secondary schools.
- Designed monitoring and results frameworks for projects to align with the national education sector plan.

WORLD BANK GROUP

Washington D.C.

Junior Professional Associate (JPA), Education & Development Research Group

Feb 2014-Nov 2016

- Supported the SABER domains on drafting progress reports, such as the state of education in Tanzania.
- Operationalized the [Service Delivery Indicators](#) (SDI), which provide a set of metrics for benchmarking service delivery performance in education and tailored the instrument to pilot in Afghanistan.
- Analyzed data from 189 land registries, for the [Doing Business "Registering Property"](#) indicator.
- Principal coordinator of the [2015 Land and Poverty Conference](#), and manager of the [2016 Land Conference](#).
- Project lead of C2IDev, an entrepreneurship startup, using \$10,000 from the WB Youth Innovation Fund.

RESULTS FOR DEVELOPMENT INSTITUTE (R4D)

Washington D.C.

Program Associate, Global Education Team

July 2013 - Feb 2014

- Conducted in-depth [evaluation of loan buy-downs](#) for education for the Global Partnership for Education, including the day to day execution of the assessment, data analysis and writing of the report.
- Interviewed & drafted profiles of innovative organizations for the [Center for Education Innovations](#) database.
- Prepared extensive research briefs, such as an analysis of the Kenyan education sector for R4D's skills work.

INNOVATIONS FOR POVERTY ACTION (IPA)

New Haven, CT

Data Analyst, U.S. Household Finance Initiative

January – April 2013

- Quantified the exact usage and take-up of a seamless loan-savings product among the clients of credit unions.
- Designed case studies on savings research conducted by the Ford Foundation and IPA.

REED COLLEGE

Portland, Oregon

Humanities and Economics Tutor

August 2011 - May 2012

- Held regular office hours to help students with their assigned papers and problems sets.

REED COLLEGE

Portland, Oregon

Student Assistant and Peer Mentor

Feb 2009-May 2012

- Provided support and advice to new international students on a variety of personal and academic issues.

Education

UNIVERSITY OF MINNESOTA

Minneapolis, MN

PhD Candidate, Comparative International Development Education (CIDE)

2018-2023

- Co-editor of the *Reconsidering Development Journal*, an open access and peer reviewed e-journal that aims to create an equitable space for dialogue and discussion concerning the theory and practice of international development.
- Current chair and founding member of GLO – the student-led organization for graduate students in the Organizational Leadership, Policy and Development (OLPD) department at the University of Minnesota.

YALE UNIVERSITY**Master of Arts (MA), International and Development Economics**

New Haven, CT

2012-2013

- Final Paper, “The Supply and Demand Side Mechanisms on Fertility Trends in Bangladesh.”
- Coursework (included): Econometrics, Microeconomics, Macroeconomics, and Development Economics.

REED COLLEGE**Bachelor of Arts (BA), Economics. GPA: 3.65**

Portland, OR

2008-2012

- Thesis, “Competition in Microfinance, Complexities and Caveats” (oral defense required).
- Coursework (included): Introduction to Psychology, Statistics, and International Macroeconomics.

UNIVERSITY OF OXFORD**Study Abroad Year in Economics and English**

Oxford, United Kingdom

2010-2011

- Coursework (included): Econometrics, Economics of Crime, and Development Economics.

Skills and Certifications

- **Languages:** Native English & Bengali, intermediate Swahili, written Arabic, conversational Hindi.
- **Programming:** R, STATA, Microsoft Office Suite, NVivo, HTML, Conftool and E-publish.
- **Certifications:** Stallings Snapshot Classroom Observation, Service Delivery Indicators Survey Trainer

Awards and Fellowships

- 2020 and 2021 – Recipient of Dedication to Student Learning Certificate from the Thank a Teacher program
- 2017: 2-year Overseas Development Institute (ODI) fellowship to work as a civil servant and economist in the Ministry of Education and Vocational Training in Zanzibar, Tanzania.
- 2015: World Bank Youth Innovation Fund (\$10,000) to lead youth entrepreneurship, [C2IDev](#) in Uganda.
- 2012: Phi Beta Kappa, Oregon Chapter.
- 2012: Reed College Gerald Meier Award distinction in Economics.
- 2010-12: Reed College Walter E. Mintz Scholarship for excellence in Economics.
- 2010: Reed College Elizabeth Ducey Award of \$3000 to work with Grameen Bank over the summer of 2010.
- 2009-12: Reed College Academic Commendation for Excellence.

Presentations and Proceedings

- Elias, N. (2020) *Situating Indigeneity and Decoloniality: The Experiences of Five Graduate Students in Morocco*. Paper accepted to be presented at the 2020 AESA Annual Conference San Antonio, TX (Canceled due to COVID-19).
- Rakusin, M., Elias, N., & Masoud, M. (2018). *Why do private schools consistently outperform public schools in Zanzibar?* Paper accepted to be presented at the 2019 Comparative International Education Society (CIES), San Francisco.

Publications

- Elias, N., Collins, K., & Steiner, J. (2021). *Transforming Crucial Academic Support Services During a Pandemic*. Manuscript submitted for publication.
- Elias, N. (2020, June 7). Here's why you should care about Black Lives Matter. *Dhaka Tribune*.
<https://tinyurl.com/dhakatribune-nismaelias>
- Elias, N. (2019). The global education reform movement: Is it working? *Reconsidering Development*, 6(1). Retrieved from <https://pubs.lib.umn.edu/index.php/reconsidering/article/view/2078>.
- Elias, N. (2017). Systems in action: Tanzania. *World Bank Brief*. Retrieved from http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/Systems_in_Action_Tanzania.pdf
- Elias, N. (2015). *Empowering Uganda's Youth to Be Job Creators*. [World Bank Feature Story](#). Washington DC: World Bank Group.
- Burnett, N & Elias, N. (2014). Education's buy-down option. *Project Syndicate*. Retrieved from <https://www.project-syndicate.org/commentary/nicholas-burnett-and-nisma-elias-champion-the-use-of-loan-buy-downs-to-encourage-lending-for-education?barrier=accesspaylog>
- Elias, N. (2013). The world has already halved poverty - can we eradicate it by 2030? [Global Envision](#). Portland, OR: Mercy Corps.