CURRICULUM VITAE – Zeny Zerfu
Consultant

PERSONAL DETAILS

Zenebech Zerfu
American - 24/01/78
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Director – World Voice and Art Association Ethiopia
Resident in Ethiopia
Languages: English (C2), Amharic (C2), French (A2)

QUALIFICATIONS

2025	MA, Addis Ababa University, Ethiopia
2017	World Voice, Master Trainer, Hull UK
2016	Leadership validated Trainer, Nairobi, Keniya
2015	Master Trainer Certification, Manchester, UK
2015	Core Skills Validated trainer, Johannesburg, SA
2000	BA, English, Addis Ababa University

PROFESSIONAL BIODATA

Zeny Zerfu is an experienced education consultant, programme manager, and trainer specialising in teacher professional development, gender equality, digital learning, and monitoring, evaluation and learning (MEL). As the Founder and Leader of the World Voice and Art Association Ethiopia, she has managed and implemented large-scale education projects in partnership with the British Council and the Ministry of Education, reaching schools, teachers, and learners across Ethiopia. Her work spans teacher capacity building, curriculum development, gender mainstreaming, and the integration of digital technologies into education and leadership.
Over the past decade, she has provided consultancy and MEL support to flagship programmes including English and Digital for Girls Education (EDGE), Leading Learning for Gender Equality (LL4GE), and TeachingEnglish Online Learning, conducting baseline and endline evaluations, case story development, surveys, interviews, and lesson observations. Zeny has also designed and delivered training for curriculum developers, school leaders, teacher trainers, and refugee teachers, with a strong focus on equity, inclusion, and sustainability.

Her international exposure includes training and validation work in the UK, Rwanda, South Africa, Tanzania, Dakar and Kenya. She holds a BA in Foreign Languages and Literature and is pursuing an MA in Educational Leadership and Project Management at Addis Ababa University.

SELECTED MEL PROJECTS & CONSULTANCIES

Zeny Zerfu has over a decade of experience in monitoring, evaluation, and learning (MEL) across education, gender, and digital skills programmes in Ethiopia. Her consultancy work has focused on designing mixed-methods evaluations, facilitating participatory approaches, writing reports and generating case stories that inform programme improvement. She has worked with the British Council, Ministries of Education, and local partners to strengthen programme quality, equity, and sustainability.

TeachingEnglish Online Learning: 2024 – 2025 (Ethiopia)

This British Council project aimed to evaluate teacher professional development delivered through online platforms in five Ethiopian cities. Zeny led the design and implementation of the evaluation, which included surveys, semi-structured interviews, lesson observations, and impact story documentation. She coordinated data collection and produced recommendations for refining future training cycles.

Role: MEL Lead Consultant (with a team) with responsibility for: development of research questions, an evaluation matrix, and qualitative and quantitative evaluation instruments; conducting remote fieldwork (FGDs) across SSA; producing evaluation reports with the team, and reporting to stakeholders.

Outputs: The evaluation produced case stories, a summative report, and actionable recommendations adopted for the next training cycle. Beneficiaries

included 464 English teachers across primary, secondary, and tertiary education in Ethiopia.

English and Digital for Girls' Education (EDGE): 2023 – 2025 (Ethiopia)

The British Council-funded EDGE programme empowered adolescent girls as peer group leaders (PGLs) to enhance their English and digital skills. Zeny developed the results framework, conducted baseline data collection, facilitated participatory evaluation sessions, and supported monitoring through case story documentation and workshops.

Role: Lead Consultant and MEL support team member. Working with team of six consultants, with responsibility for: four schools, trainings, reports; evaluation design and the development of country level scale-up design.

Outputs: Baseline and progress reports informed programme strategy and identified strengths and areas for improvement. Beneficiaries included adolescent girls in urban and rural schools, teacher mentors, and community stakeholders.

River of Hope Climate Project: 2023 – 2025 (Ethiopia)

This project, conducted by the British Council Ethiopia, regional bureaus and UK partners, aimed to integrate climate education into science, arts, and English lessons. Zeny trained 200 teachers from 40 schools, contextualised curricula, and facilitated partnerships with UK schools. She conducted lesson observations and organised closing events in Addis Ababa and Arbaminch.

Role: Lead Consultant (with Martha Hardy) developing training materials related with Ethiopian curriculum, selecting 40 schools in two cities, with responsibility for: 200 teachers, to embed climate agendas in science, arts and English lessons including preparing two closing events.

Outputs: Teachers gained climate-responsive pedagogy skills, and students performed artistic showcases on climate issues. Outputs included contextualised training materials and progress reports. Beneficiaries were teachers, students, and communities across 30 Ethiopian and UK partner schools.

Leading Learning for Gender Equality (LL4GE): 2023 – 2024 (Ethiopia)

This British Council project focused on embedding gender equality into the curriculum of 39 Teacher Training Colleges (TTCs) across Ethiopia. Zeny conducted baseline and endline data collection, adapted modules, and validated TTC instructors to become certified gender trainers.

Role: Lead Consultant, mentor and MEL team member with responsibility for: delivering TOT training, conducting baseline and end line surveys, mentoring, case story development, cascading support, and reporting of findings to stakeholders.

Outputs: The programme produced 60 certified gender trainers, who cascaded training to cluster schools nationwide. Outputs included monitoring reports and contextualised training modules. Beneficiaries included MOE, TTC instructors, school leaders, and secondary school teachers.

English for Resilience: 2017 - 2021 (Ethiopia)

This British Council-funded programme supported teachers in five refugee camps to improve resilience and teaching quality. Zeny managed the endline evaluation, facilitated FGDs, observed classrooms, and prepared the final evaluation report.

Role: Lead Consultant and MEL team member
with responsibility for: delivering TOT trainings for five refugee camps, on-the-job mentorship, conducting surveys, FGDs, classroom observations, supporting the UK team in fieldwork in all 5 refugee camps; and producing progress and evaluation reports.

Outputs: The evaluation demonstrated a 55% improvement in teaching skills. Beneficiaries included refugee teachers and students in Sherkole, Bambasi, Tsore, Tongo, and Gure Shembola refugee camps.