CURRICULUM VITAE – Tsegaye Alemneh
Consultant

PERSONAL DETAILS

Mr Tsegaye Alemneh Negera
Ethiopian
tsegishldp@gmail.com
Project Officer, Reach for Change
Facilitator, British Council
Resident in Ethiopia
Languages: English (C2), Amharic (C2)

QUALIFICATIONS

2024 MBA, IICM, Ethiopia
2000 BA, Haramaya University, Ethiopia

PROFESSIONAL BIODATA

Tsegaye has over 10 years of experience in educational programs and consultancy, working with organizations like the British Council, Education Development Trust (TARGET), and Reach for Change. Currently, as part of the Mastercard Foundation EdTech Fellowship, he supports 24 growth stage EdTech enterprises by co-facilitating impact training and assisting with their workbooks, which involve applying various impact models and developing impact stories. He collaborates with external consultants to evaluate the EdTech solutions of 11 enterprises in alignment with the Ethiopian education system.

His contributions to M&E efforts include evaluation tool development, data collection, and reporting to ensure accurate progress tracking. He has evaluated training programs through feedback and surveys, monitored implementation, and identified risks to enhance resource allocation.

Tsegaye has collaborated with stakeholders such as the Ministry of Education and regional education bureaus to assess the impact of school leadership training initiatives. Additionally, he has facilitated workshops on M&E's role in improving educational quality and delivered training on cross-cutting issues like child protection, gender equality, and inclusion, fostering a safe and equitable learning environment.

SELECTED CONSULTANCIES

Mastercard Foundation EdTech Fellowship: 2024 – 2026

A 3-year catalytic acceleration program designed to bridge the education gap for underserved young people in Ethiopia. Within the program we support three cohorts, each comprising 12 growth-stage enterprises, with tech-enabled solutions designed to increase access to inclusive learning opportunities for children and young people in Ethiopia to scale their impact.

Role: Project Officer responsible for co-facilitating impact training and conducting fieldwork to assist 24 EdTech enterprises in completing their workbooks; this includes applying the problem tree model, the effective solution model, and designing their Impact Result Chain. The role includes measuring the impact of these enterprises and developing compelling impact stories; additionally, assessing the performance of coaches and collaborating with external educational consultants to evaluate the EdTech solutions of 11 enterprises.

Outputs: Completed workbooks for 24 EdTech enterprises that outline detailed impact strategies; impact measurement reports documenting the effectiveness of their solutions in educational contexts; each enterprise serves approximately 8,000 learners annually; impact stories and results chains illustrating their contributions to the education sector; evaluative reports assessing coach performance, highlighting strengths and areas for improvement; and both an inception report and a final evaluation of the alignment of 11 EdTech solutions with the Ethiopian education system.

TARGET (Technical Assistance to Reinforce GEQIP-E in Ethiopia): 2021 - 2023

TARGET (Technical Assistance to Reinforce GEQIP-E in Ethiopia) aimed to improve the quality of education for all in Ethiopia, with an emphasis on inclusion and equity for marginalised learners.

The programme's mission was to work with the government to address systemic and learning challenges. One of the key areas of focus was reforming national school leadership by bringing together university coaches and teaching and learning experts to support school leaders in their practice.

Role: School Leadership Officer (trainer) supporting the monitoring and evaluation of activities, outputs and outcomes of the school leader training reform program, including data collection, analysis, and reporting in collaboration with the TARGET MEL team. Conducting fieldwork for regular joint monitoring visits with stakeholders, including the Ministry of Education and regional education bureaus. Collecting qualitative and quantitative data, contributing to the development of questionnaires for data collection and assessment purposes, and contributing to the assessment of school leaders' training reform courses, including supporting participants in building their portfolios.

Outputs: Insightful qualitative and quantitative data sets; comprehensive reports; evaluative assessments of school leaders' training reform courses, detailing participant portfolios and overall program effectiveness; questionnaires that facilitate effective data collection; and evaluation of training initiatives.

Connecting Classrooms: 2018 – 2021 (Ethiopia)

Connecting Classrooms is a British Council global education programme for schools. It aims to help young people worldwide develop the knowledge, skills and values they need for life and work in a global economy.

Role: Programme Officer for the Ethiopia school program from 2018-2021, as well as consultant on the program from 2014 to the present. Assisting in the monitoring and evaluation of the program, ensuring quality surveys were completed. Monitoring the implementation of training for teachers and students through various mechanisms, including face-to-face follow-ups, identifying risks and implementing mitigation strategies using the corporate risk management framework. Assisting in the evaluation and continuous improvement of training courses, materials, and related services.

Outputs: M&E reports that documented program performance and impact; detailed reports on follow-up activities assessing the impact of training on teachers and students; documented risk management strategies outlining identified risks and mitigation measures; evaluative assessments of training sessions to ensure quality and effectiveness.

World Voice and Rivers of the World: 2016 to present (Ethiopia)

Delivered by the British Council in Ethiopia, the World Voice program aims to provide young people with the opportunity to use singing as a means to develop their musicality while supporting broader learning. The Rivers of the World program raises environmental awareness and cultural appreciation related to river ecosystems. Tsegaye has been a consultant on both programme since 2014; as a validated facilitator for the British Council, he has also delivered various training topics on both programmes, including Core Skills, International Learning and Global Citizenship, and Instructional Leadership and the School Improvement Programme (SIP) for teachers, school leaders, and students.

Role: Validated facilitator assisting in the monitoring and evaluation of the program; monitoring the implementation of training provided to teachers and students; engaging in the development, evaluation and improvement of training courses and materials; authoring case stories; and documenting the final day of training using the British Council's report writing template.

Outputs: Implementation reports, M&E documentation and case stories.