FORUM FOR AFRICAN WOMEN EDUCATIONALISTS
FAWE
ETHIOPIA CHAPTER

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About FAWE Ethiopia

Forum for African Women Educationalists FAWE Ethiopia, founded in 1994, is a leading gender justice organization championing equality and empowerment through education. As part of the pan-African Forum for African Women Educationalists network spanning 34 countries across Sub-Saharan Africa, FAWE Ethiopia is at the forefront of transforming education systems so that girls and young women not only access school, but thrive, lead, and shape their own futures. Driven by a bold vision of inclusive and equitable learning, the organization works in partnership with government, communities, and development partners to break systemic barriers, influence policy, and create safe, supportive environments where every Ethiopian girl can unlock her full potential and contribute meaningfully to national development.

Vision

An equitable and inclusive Ethiopia where all girls and women thrive

Mission

To promote gender-responsive education in Ethiopia and ensure equal opportunities where girls and women can succeed.

Strategic Objectives

01 Increase enrollment, retention, and completion rates for girls and young women at different levels of the education.

02 Promote gender-responsive pedagogy and ensure inclusive, empowering education including on digital literacy and life skills.

03 Equip girls and young women with leadership skills, confidence, life skills and economic opportunities.

04 To mobilize communities and stakeholders in Ethiopia to support girls' education and address systemic barriers.

Governance

- General assembly
- Board

  The board has 7 members 100% female.

Managment Committee

The management committee has 4 members with 75% female

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Message from Board Chair

It is with great joy and renewed optimism that I share this message as we welcome our newly elected Board. This moment marks more than a transition in leadership—it reflects a strengthened commitment to FAWE's mission of advancing girls' education and empowering women across Ethiopia.

Our new Board members bring a rich mix of experience, fresh ideas, and a shared passion for equity in education. Together, we are eager to build on FAWE's strong foundation, deepen our partnerships, and pursue innovative approaches that ensure every girl has the opportunity to learn, grow, and lead.

The board would like to extend its sincere appreciation to the General Assembly for its guidance and collective wisdom, which continue to shape our direction, and to the Secretariat, whose dedication and hard work sustain our daily operations and turn our mission into action. Their efforts, alongside the leadership of the Board, are central to the strength and impact of FAWE Ethiopia.

As we begin this new chapter, we reaffirm our commitment to inclusivity, collaboration, and meaningful, lasting impact. The road ahead is full of promise, and with the continued support of our partners and stakeholders, FAWE Ethiopia will remain a powerful force for hope and transformation for generations to come.

On behalf of the Board, I offer my heartfelt thanks to everyone who stands with us in this mission. Let us move forward together—with unity, courage, and a clear vision for the future.

Semira Alhadi
FAWE Ethiopia - Board Chair

Message from FAWE Ethiopia Executive Director



I would like to extend my warm greetings to our esteemed partners, and supporters. I am truly honored to share this message with you as we reflect on the year 2025 and the progress we have achieved together.

The year 2025 has been a journey of transformation. Our programs reached many young girls across the country, including young people with disabilities and those affected by displacement—opening doors to opportunity and renewed hope. We expanded access to STEM education, provided scholarships, created safer and more inclusive learning environments, and strengthened our advocacy to ensure that safe and gender-responsive education is not just a vision, but an increasingly tangible reality.

Throughout the year, we witnessed powerful stories of change. From girls excelling in science and technology competitions to young women stepping into leadership roles in their schools and communities, the message has been clear: when girls are given the opportunity to learn, they lead. Our mentorship initiatives connected professionals with aspiring students, our community dialogues shifted attitudes around girls' education, and our digital campaigns amplified the voices of girls demanding equal access to quality education. These milestones, reflected in our public engagements and social media outreach, demonstrate a growing national movement committed to empowering girls not only to attend school, but to thrive and innovate.

These achievements remind us of the transformative power of education, made possible through the steadfast support of our partners and donors. We extend our deepest gratitude to the Mastercard Foundation, the Ministry of Foreign Affairs of the Netherlands, Urgent Action Fund Africa, and Education Cannot Wait through Save the Children. Your generosity and commitment have been the backbone of our work, enabling us to reach more girls, break down barriers, and create pathways for leadership and innovation.

We also recognize with appreciation the guidance and support of the FAWE Regional Secretariat, whose leadership has been instrumental in shaping our strategies and ensuring that our efforts in Ethiopia align with FAWE's broader mission across Africa.

Most importantly, we acknowledge the invaluable contributions of our stakeholders from government ministries—at both regional and local levels—as well as our partners in TVET institutions. Without your support, our programs could not have achieved the scale and impact we celebrate today.

Looking ahead to 2026, our commitment is stronger than ever. We will expand STEM initiatives, deepen advocacy, strengthen partnerships, invest in digital innovation, and most importantly, continue to listen to the girls themselves—their aspirations, challenges, and bold visions for the future. Let us move into 2026 with renewed energy and shared determination. The progress we celebrate today is only the beginning. The future we envision—where every girl in Ethiopia can learn, lead, and succeed—is within reach.

Selamawit Admassu
FAWE Ethiopia - Executive Director

FAWE Ethiopia

Education remains one of the most powerful levers for social transformation, and FAWE-Ethiopia has continued to play a pivotal role in ensuring that this transformation is both inclusive and equitable. Guided by its vision of empowering girls and young women, the Chapter has worked tirelessly to dismantle barriers, create opportunities, and inspire lasting change. Over time, its efforts have grown into a national beacon of advocacy, innovation, and community-driven impact.

The year 2025 was especially transformative marked by the successful expansion of access to TVET education for deserving youth, the strengthening of FAWE's engagement in both national and regional advocacy platforms, and a notable rise in visibility through deeper community involvement and capacity support for multiple partners.

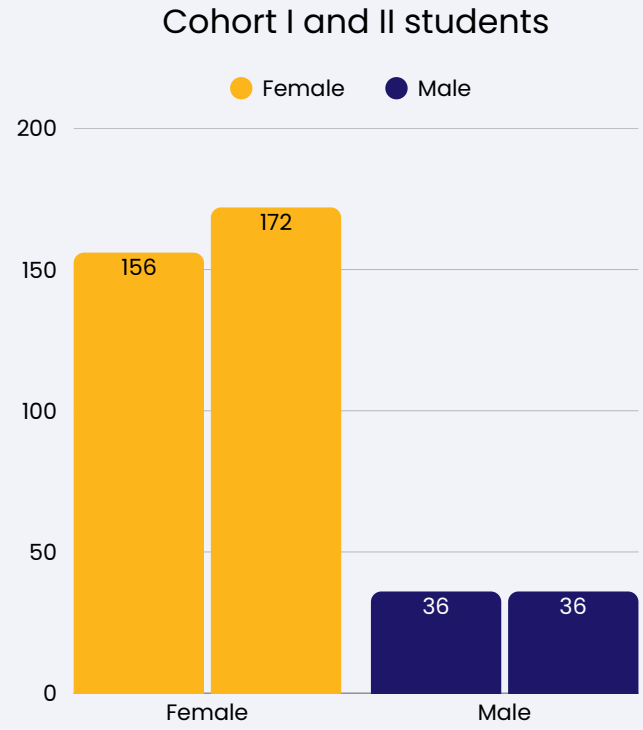
FAWE-Ethiopia's full range of activities for 2025 are presented in this magazine, organized by project focus. Each program reflects the Chapter's enduring commitment to equity, resilience, and impact. We invite you to explore these highlights and celebrate the strides made toward inclusive education for all.

2025 Annual Accomplishment Report

Second Chance Pathways for Increased Access to Tertiary Education for Marginalized Young Women and Men

STUDENT RETENTION THROUGH COMPREHENSIVE SUPPORT:

In 2025, a comprehensive support program achieved remarkable success in student retention, benefiting 397 participants — (F-327 and M-70). Designed to reduce barriers to education, the initiative provided monthly stipends to ease living expenses, transportation allowances to ensure consistent attendance, and medical coverage to safeguard health. Equally impactful was the distribution of tailored educational materials, including stationery, fabric meters, compasses, French curves, hip curves, safety shoes, and uniforms, equipping learners with essential tools for their training. This holistic support fostered preparedness, confidence, and motivation, enabling students to remain engaged and progress toward completing their first-level classes. The milestone highlights the effectiveness of comprehensive support in driving retention and improved learning outcomes.



INTERNATIONAL WOMEN'S DAY



International Women's Day was marked on March 8 in Debre Berhan's IDP setting with 58 participants, including community members, schools, government offices, and national institutions such as MoE, MoLS, and FAWE Ethiopia. The event celebrated women's contributions while addressing challenges in displacement, focusing on education and economic opportunities through TVET and STEM. Seven high-achieving displaced girls from grades 9–12 were honored with supplementary books, selected in collaboration with Woreda Education Offices. Additionally, two gender clubs from Fitewrari Gebeyehu and Haylemariam Mamo Secondary Schools received sanitary kits and soaps, reinforcing empowerment and education in displacement contexts.

MENTORSHIP PROGRAM

A mentorship program was launched to strengthen student support in TVET institutions, engaging 37 mentors — including 22 female, 7 alumni (3 female), and 6 institutional focal persons. Formal agreements were signed with FAWE Ethiopia, and 43 participants (22 female, 21 male) from four regions received mentorship training. Mentor-to-mentee pairing was set at a 1:5 ratio, and the program began in six TVET institutions with structured monitoring and reporting. To reinforce the initiative, the Annual Mentors' Meeting and Refresher Training was held October 7–9, 2025, at Bishoftu Pyramid Hotel, gathering 41 participants. The forum fostered experience sharing and strengthened mentors' roles in retention, wellbeing, and academic success.



FAWE ETHIOPIA EMPOWERS COHORT I STUDENTS WITH THE DISTRIBUTION OF LAPTOPS

As part of its comprehensive support for students, FAWE Ethiopia successfully distributed high-end HP laptops to all 189 Cohort I program participants across all program implementation areas. The provision of laptops strengthened students' engagement in STEM, innovation, and TVET learning, enhanced their practical skills, and provided essential tools to support academic performance and active participation in program activities.

GIRLS' ENROLLED IN STEM AND TVET THROUGH COMMUNITY SENSITIZATION

A community sensitization workshop was conducted to strengthen girls' participation in STEM and TVET programs. The event brought together 328 participants (216 male, 112 female) from four regions, including community representatives, focal points, secondary school directors, students, and stakeholders from six partner TVET institutions. The workshop effectively raised awareness, challenged negative perceptions of TVET education, and addressed barriers limiting girls' engagement in STEM. Media coverage by Addis Lisan Magazine, AMN, OMN, and social platforms amplified outreach, ensuring broad dissemination of key messages. Participants highlighted the importance of sustained awareness campaigns and pledged to spread messages through all possible channels. The initiative fostered community commitment, laying a strong foundation for increased female participation in STEM and TVET pathways.



FAWE'S INNOVATIVE MODELS LAUNCHED IN 35 PARTNER TVET INSTITUTIONS

TUSEME "Let Us Speak Out"

In 2025, FAWE Ethiopia successfully rolled out one of its innovative TUSEME ("Let Us Speak Out") model across 35 TVET institutions in three national regional states (Amhara, Oromia, and Sidama) and the Addis Ababa city administration. The initiative aimed to empower youths particularly girls to express themselves, address challenges and actively participate in decision making processes within their institutions and communities. A total of 111 participants (56 male, 55 female) attended the training. Following the training program, 18 institutions established new TUSEME clubs and cascaded the training to 912 students (545 female, 367 male), including both FAWE and non-FAWE students. The intervention represents a milestone in strengthening peer-led advocacy, student leadership, and inclusive dialogue platforms within TVET institutions.

Gender Responsive Pedagogy (GRP)

On June 27, 2025, FAWE Ethiopia successfully completed a Training of Trainers (ToT) on its innovative Gender Responsive Pedagogy model, an educational approach designed to ensure teaching and learning address the specific needs of all students, promoting gender equality and equitable participation in education. The training brought 26 participants (14 female, 12 male) from six partner TVET institutions, gender focal persons, FAWE staff, and board members. As a result, from August 4–7, 2025 in Bishoftu, the training was cascaded to 120 participants (49 female) from 39 TVET institutions and government stakeholders across Addis Ababa, Oromia, Sidama, and Amhara. Building on this momentum, a comprehensive plan was set in motion to empower over 3,500 teaching and non-teaching staff across 35 TVET institutions, ensuring practical, institutional-level implementation.

Extended Orientation Program (EOP)

From October 13–17, 2025, in Addis Ababa, FAWE Ethiopia successfully launched its innovative Extended Orientation Program (EoP) model. The initiative is designed to provide standardized orientation, strengthen participants' understanding of program objectives, and enhance their readiness to succeed in TVET programs. A total of 36 participants (14 female, 22 male) from TVET institutions, the Labor & Skills Bureau, FAWE staff and board members, and consultant trainers attended the training session. Following this, the EoP training was cascaded from November 17–21, 2025, at Adama, reaching 38 participants (27 female, 11 male) from 6 partner TVET institutions.

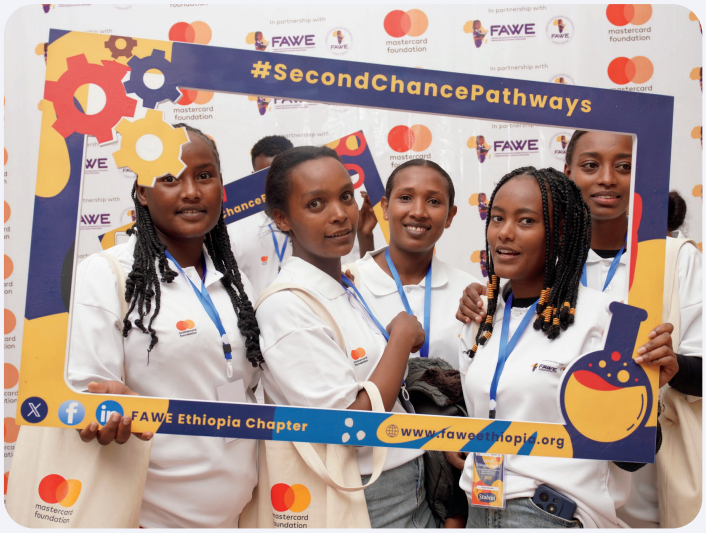
ANNUAL STUDENT CONVENING CREATED A PLATFORM FOR NETWORKING AND LEARNING

Through the process of advancing quality education and academic performance, the annual student convening has become a vibrant platform for learning, knowledge sharing, and inspiration among Cohort I participants. The two-day event in Addis Ababa on July 19–20, 2025, brought together 185 participants (151 female, 34 male) from three national regional states (Amhara, Oromia, and Sidama) and the Addis Ababa city administration. Attendees strengthened their understanding of program initiatives, built meaningful peer networks, and drew motivation from real-life success stories of Phase I alumni, while innovative STEM projects showcased the creativity and potential of the next generation of leaders.





Annual Participants Convening 2025



STEM



VISIONING WORKSHOP

Recognizing the importance of a fair, transparent, and inclusive recruitment process, FAWE Ethiopia organized a two-day visioning workshop and capacity-building sessions for district, regional, and national selection committee members from Amhara, Oromia, Sidama, and Addis Ababa on September 23–24, 2025. The program engaged 87 stakeholders (27 female) to strengthen understanding of Phase II objectives and participant selection criteria. The sessions fostered a shared understanding through discussions and detailed reviews of selection tools, procedures, and ethical guidelines, while practical exercises encouraged collaboration among committee members, parents, and community representatives. Safeguarding was prioritized, and all participants signed the FAWE-Ethiopia Code of Conduct, reinforcing ethical and accountable participation.



BURSARY AWARDED CEREMONY FOR COHORT II PARTICIPANTS

After a rigorous multi-level selection process conducted at the district, regional, and national levels, which included desk reviews, interviews, and home visits to verify eligibility and ensure compliance with program criteria, the 2025 student selection has successfully achieved the intended target group requirements across the four program implementation regions. As a result, a total of 208 Cohort II participants were enrolled (172 female and 36 male; 82% female), including 49 internally displaced persons (23%) and 24 participants with disabilities (11%). Please refer to the chart below for further details.





REVIEW MEETINGS CONDUCTED TO STRENGTHEN MEAL AND KNOWLEDGE MANAGEMENT

An in-country review meeting was held in 2025 in Addis Ababa, bringing together program participants, partner TVET institutions, representatives from six TVETs, Regional Labor and Skills Bureaus, disability associations, student representatives, selection committees, industry actors, and FAWE Ethiopia Board members. The meeting strengthened coordination and accountability by reviewing the 2024 program performance, sharing lessons learned, and outlining the 2025 plan, thereby fostering ownership across all levels of implementation.

TVET LEARNING AND EXPERIENCE SHARING



Annual In-Country TVET Learning and Experience Sharing were conducted between September and December 2025 in Adama and Hawassa, bringing together p Participants included college deans / vice deans from the same 35 TVET institutions, representatives from the Ministry of Labor and Skills, regional Labor and Skills Bureaus, phase II program participants from 6 TVETs and industry stakeholders. The workshops strengthened diversity, inclusion, and equity by enhancing participants' understanding of inclusive education practices, reinforced TVET–industry linkages by promoting collaboration and practical training opportunities for students.

STRENGTHENS SAFEGUARDING FRAMEWORK IN TVET INSTITUTIONS

FAWE Ethiopia has reinforced its commitment to the safety and protection of program participants in TVET institutions. To ensure strong safeguarding measures and awareness across partner institutions, conducted situational assessment and implemented corrective actions, including installing noticeboards, suggestion boxes, and documentation agendas dedicated to safeguarding, as well as developing IEC materials to encourage awareness and open dialogue. In addition, a training for 66 participants (50 male, 16 female) provided practical guidance on safeguarding policies, responsibilities, and best practices. These transformative actions have established a solid safeguarding framework, ensuring students feel safe, empowered, and supported in their learning environments.





MEET

Kalkidan Demeke

"FAWE and the Mastercard Foundation didn't just pay my school fees; they rebuilt my confidence, restored my hope, and reshaped my purpose."

FAWE/Mastercard Foundation Phase II Program Cohort I Participant

Kalkidan Demeke was born in Bahirdar, Ethiopia. Her childhood was full of hardship. She lost her father when she was young, and her mother had to raise three children alone. Poverty made life very hard, and Kalkidan often worked to support her family. This interrupted her schooling.

When she reached Grade 12, she faced one of her hardest moments. She failed the national exam. In her community, many girls stop education at this point. Dreams of continuing education are often lost, and the idea of becoming scientists or engineers is seen as almost impossible. replaced by early marriage or low-paying jobs. For Kalkidan, her dream of becoming an engineer seemed impossible.

But her story did not end there. In 2024, she received a scholarship from FAWE Mastercard foundation. This was more than money—it gave her hope and a second chance.
She studied electronics and electrical equipment servicing. With discipline and focus, she rose to the top of her class, scoring 99.61%. She applied her knowledge to real problems like circuit design and energy systems. One of her projects was a low-cost solar-powered lighting system using local materials, which helped rural communities without electricity. Her teachers praised her critical thinking and creativity. She designed a low-cost solar-powered lighting system using local materials, helping rural communities without electricity. This showed both her technical skill and her commitment to social responsibility.

Beyond academics, she was selected to share her life testimony and empowering message with her fellow African girls during the 2025 Annual Meeting held in Dakar, Senegal. Standing before donors, leaders, and young innovators, she spoke about her journey from hardship to hope, and about her passion to support rural communities.
Her confidence to share her testament was itself the power of the program's support—proof that opportunity can rebuild courage and purpose. Reflecting on her journey, she said:

Giveback: Youth Driving Changes



A group of passionate Cohort I students created a collective power to support marginalized communities, launching give-back initiatives in Adama, Addis Ababa, Bahir Dar, and Hawassa. Through strong coordination and collective ownership, they identified needs, set priorities, contributed their own money, and delivered meaningful community support.

In Hawassa, a group of 50 students named "Tesfa Sechiwochu (Hope Givers)", made a meaningful impact by organizing a blood donation campaign that saved three lives within 15 minutes. Additionally, they donated 66 sanitary pads to support girls' attendance and dignity and provided educational materials to students at Tabor Secondary School to promote academic success and reduce barriers to learning.

In Adama, a group of 44 students launched the initiative named "Loyad (Delightful Gift)", provided access to education for marginalized and vulnerable students, ultimately selecting five students (3 girls and 2 boys). They distributed educational materials and uniforms for the students. The group also secured a plot of land from the college to start income-generating activities and plans to expand their support further by assigning mentors to guide each student in their education and personal development.

In Addis Ababa, a group of 48 students named "Yetesfa Timret (Alliance for Hope)" launched a voluntarism initiative through supporting Muday, Gergesenon, and Mihret associations. They provided financial assistance, purchased coupons, and distributed food, sanitation supplies, sanitary pads, and prepared meals to vulnerable community members. The team received certificates of appreciation recognizing their meaningful and compassionate contributions.

In Bahir Dar, 50 students launched "Addis Hiwot (New Life)" to support primary school children through educational assistance and school uniforms, mobilizing resources from their college. They received appreciation certificates from the PWD Association. They also participated in blood donation and college volunteerism activities.

Through these meaningful initiatives, the team is committed to continue empowering youth and women, promote education, support health, and inspire positive change in their community.

Rising from Despair to Hope: Marie Tsigie Story

A 22-year-old young woman who fled her hometown of Wollega in Western Ethiopia due to a devastating conflict. In search of safety and stability, she displaced to North Shewa IDP camp, where she began rebuilding her life imbedded with new challenges and uncertainties.

She remembers that time with deep emotion: "I was so desperate and hopeless. Our future was covered with fear, and we lived only to survive. Education felt unthinkable, it seemed like a luxury when our lives were in danger. We traveled hundreds of miles just to find a safer place. Joining an IDP camp brought some relief because, at least, we no longer heard gunfire. But life in the camp was still very hard. Everyone was vulnerable to communicable diseases due to poor sanitation, and many of us struggled to afford even basic meals. The most difficult part for me was continuing high school. The school was far from the camp, and I had to walk many kilometers every day, which exposed us to the risk of violence. It was exhausting and frightening, but I held on to my hope for a better future".

After completing Grade 12 under very difficult and unpleasant conditions, she was forced to stop her education because her parents could not afford tuition fees, school materials, or other necessary expenses to enroll in a nearby TVET institution. It was a heartbreaking moment for her. She had always dreamed of joining higher education, but her ambition seemed out of reach. Living in an IDP camp far from proper educational infrastructure, and without academic support at home, made it even harder to continue. Despite the disappointment and uncertainty, she never gave up on her dream, she simply waited for a chance to rise again.



"I heard through the media about an education support opportunity offered by FAWE Ethiopia. Without hesitation, I quickly took an application form and applied, eager to continue my education. After completing the selection process, I was accepted as one of the program participants and given the opportunity to join Bahir Dar Polytechnic College."

The FAWE–Mastercard Foundation Phase II Scholarship made it possible for her to attend higher education by covering her tuition and providing the academic and financial support she needed to focus fully on her studies.

Today, Marie is a first-year student in textile Manufacturing and Technology department. She has already started attending classes and engaging in the first semester courses in Bahir Dar polytechnic college; Her journey shows that, even in the most difficult circumstances, young girls can pursue their education and succeed when given the right opportunity.

Break Free! Program

The Break Free! Project was a five-year program (2021-2025) implemented as part of a broader nine-country initiative across Ethiopia, Kenya, Sudan, Malawi, Mozambique, Burkina Faso, Mali, Niger, and Zambia. In Ethiopia, the project was carried out through a consortium led by FAWE Ethiopia in partnership with Plan International Ethiopia, SRH Africa Trust (SAT), and the YMCA, with financial support from the Ministry of Foreign Affairs of the Netherlands. The project aimed to ensure that adolescents could exercise their rights to live free from child marriage and teenage pregnancy, supported by a strong civil society. It targeted adolescent girls and boys at three levels: nationally, FAWE Ethiopia led policy advocacy to influence laws, policies, and frameworks protecting adolescents; at the regional and community level, Plan International led implementation in Amhara Region of West Gojam zone, to raise awareness and mobilize communities; and through youth engagement, the YMCA in Addis Ababa focused on advocacy and promoting adolescents' access to sexual and reproductive health information and education.

BREAK FREE! YOUTH VOICES AT THE 41ST GIMAC SUMMIT

In February 2025, FAWE Ethiopia, through the Break Free! Project, strengthened youth-led advocacy by engaging four youth advocates (3 female, 1 male) in the 41st GIMAC CSOs Consultative Meeting, held at Inter Luxury Hotel, Addis Ababa, on February 7–8, 2025. Convened under the theme "Advancing the Agenda for Justice and Reparations for African Women and Girls," the summit equipped youth with advocacy tools on gender equality, justice, and reparations. Participants explored the intersection of race, gender, and justice while developing advocacy strategies and partnerships. The engagement enhanced youth capacity to design community-based initiatives and amplified young women's voices within continental civil society and African women's movements.



YOUTH ENGAGEMENT IN THE 9TH AU HIGHLEVEL ADVOCACY DIALOGUE

As part of high-level advocacy under Break Free!, three youth advocates participated in the 9th African Union High-Level Advocacy Dialogue held on February 11, 2025, at the AU Conference Hall in Addis Ababa. The dialogue focused on the status of girls' education across Africa and its linkages to justice, equity, and reparations. Youth advocates contributed to discussions on gender-responsive education policies, documentation of Member States' commitments, and partner investments aligned with the **#AfricaEducatesHer** campaign. The forum also mobilized governments and partners to support and fund girls' education. Youth participation ensured adolescent perspectives were reflected in continental policy dialogue and reinforced education as a foundation for justice and sustainable development.

ADVOCATING SAFE AND QUALITY EDUCATION IN AMHARA REGION



On March 25, 2025, the Break Free! and Ignite projects organized a consultative meeting to advocate for adolescent girls' access to safe and quality education in conflict-affected towns and woredas of the Amhara region. The meeting engaged 40 participants (29 male, 11 female) from the Ministry of Health, Ministry of Women and Social Affairs, regional government offices, community and religious leaders, and media. Discussions focused on preventing child marriage and teenage pregnancy through sustained access to education, emphasizing insecurity as the primary barrier to school attendance. The meeting strengthened stakeholder accountability and called for coordinated government action. Media coverage amplified the advocacy message beyond the immediate participants.



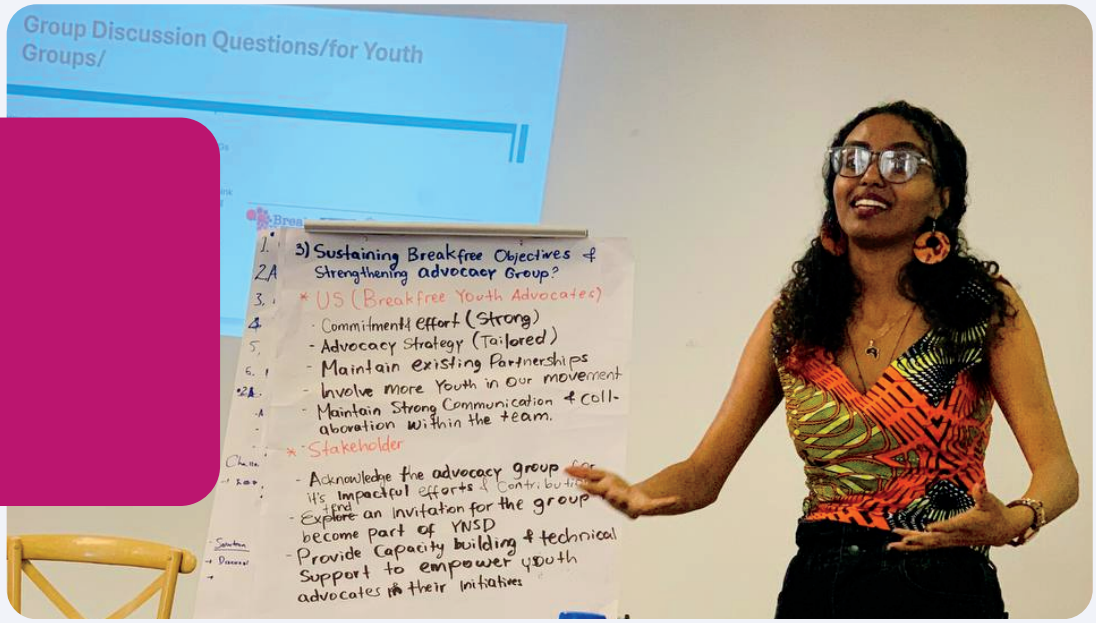
BUILDING YOUTH CAPACITY FOR ADVOCACY, BUDGETING, AND RESOURCE MOBILIZATION

From June 17–18, 2025, FAWE Ethiopia conducted a capacity-building training for 11 youth advocates (8 female, 3 male) at Vibes Hotel, Addis Ababa. The training focused on youth-led advocacy, budget advocacy, resource mobilization, stakeholder mapping, and health-focused lobbying. This was followed by a consultative workshop with the Ministry of Health, Ministry of Women and Social Affairs, and other stakeholders to explore pathways for youth advocates to secure permanent representation in government Technical Working Groups (TWGs). The initiative strengthened youth technical skills, confidence, and institutional linkages, enabling informed youth participation in national efforts to end child marriage and prevent teenage pregnancy.

CSO–GOVERNMENT DIALOGUE ON AYSRH, CHILD MARRIAGE, AND TEENAGE PREGNANCY

A two-day CSO–government dialogue held on May 5–6, 2025, in Addis Ababa convened 50 participants (20 female) from civil society organizations and government institutions. The dialogue focused on adolescent sexual and reproductive health (ASRH), child marriage, and teenage pregnancy, using research evidence to guide policy discussions. CSOs advocated for improved policies and increased budget allocation for ASRH services. Government representatives acknowledged ASRH as a priority development issue and expressed commitment to integrating adolescent-responsive interventions into planning and budgeting processes, strengthening collaboration and accountability across sectors.

LINKING YOUTH ADVOCATES TO GOVERNMENT TECHNICAL WORKING GROUPS



On June 19, 2025, a consultative workshop was organized at Vibes Hotel, Addis Ababa, to formally link Break Free! youth advocates with government advocacy networks and Technical Working Groups (TWGs). The workshop brought together 30 participants (17 male, 13 female) from the Ministry of Education, Ministry of Health, Ministry of Women and Social Affairs, regional bureaus, CSOs, community and religious leaders, and youth advocates. Practical recommendations were developed to institutionalize youth participation across sectors. Commitments were made to connect youth advocates with the National Adolescent and Youth Health Council and national youth-focused CSOs, ensuring sustainability beyond the project period.

COMMEMORATING INTERNATIONAL YOUTH DAY

International Youth Day 2025 was commemorated on August 14, 2025, through a joint initiative of the Break Free! and GPE KIX Tuseme projects at AYA Addis Hotel. The event engaged 55 participants (25 female, 27 male) from the Ministry of Education, Ministry of Health, Ministry of Women and Social Affairs, Refugees and Returnees Service, youth advocates, IDP representatives, NGOs, and consortium partners. Youths—particularly those from IDP and refugee settings advocated for inclusive education, quality SRH services, and gender equality. The event was broadcast nationally by FANA Media Corporation, extending advocacy reach and visibility.

CAPTURING IMPACT: BREAK FREE! DOCUMENTARY

The Break Free! documentary captures the project's five-year journey (2021–2025) and its contribution to reducing child marriage and teenage pregnancy. The film features interviews with representatives from the Netherlands Embassy, key government institutions, consortium partners, and youth advocates. Through testimonials and visuals, it documents lessons learned, partnerships built, and youth-led advocacy achievements. The documentary serves as both a learning and accountability tool, demonstrating how coordinated action and youth leadership influenced policy dialogue and community awareness.

GOVERNMENT END-LINE EVALUATION

On September 25, 2025, a comprehensive end-line evaluation of the Break Free! Project was conducted by the Ministry of Education at the FAWE Ethiopia office. The evaluation engaged 12 participants (5 female) from FAWE Ethiopia, the Ministry of Women and Social Affairs Mainstreaming Office, and the Strategic Issues Department. Narrative and financial reports were reviewed, followed by detailed discussions on impact, challenges, and sustainability. Participants provided recommendations to strengthen future adolescent and youth-focused interventions.



PROJECT CLOSE-OUT AND LASTING IMPACT

The Break Free! Project officially closed on September 26, 2025, at Inter Luxury Hotel, Addis Ababa, bringing together government representatives, youth advocates, CSOs, and consortium partners.

Over five years, the project established youth advocacy groups, strengthened CSO and youth networks, produced evidence-based policy briefs, and influenced national and regional advocacy platforms. Sustainability was ensured by embedding youth advocates within government structures. The project leaves a lasting legacy of empowered youth voices and strengthened systems protecting adolescents from child marriage and teenage pregnancy.



KEY OUTPUTS REALIZED BY THE BREAK FREE! PROJECT

The Break Free! Project strengthened youth capacity in advocacy, resource mobilization, and budget advocacy through hands-on, participatory learning. Youth advocates co-developed advocacy priorities and partnership pathways, enabling coordinated multi-sectoral engagement. Cross-regional learning was enhanced through peer exchange and ToT-led facilitation. The project strengthened CSO–government dialogue and improved coordination at zonal and district levels to address child marriage, teenage pregnancy, and ASRH, resulting in increased decision-maker commitment to adolescent-responsive policies and services.

INSTITUTIONALIZING YOUTH VOICES THROUGH STRATEGIC PARTNERSHIP

A major sustainability milestone was achieved through the signing of a Memorandum of Understanding (MoU) between Break Free! Youth Advocates and the National Adolescent and Youth Health Council under the Ministry of Health. The MoU secures permanent youth participation in national health and education decision-making platforms as the project phases out. This partnership institutionalizes youth voices in policy dialogue on education, SRH, and wellbeing and establishes a long-term mechanism for inclusive governance and sustained advocacy.



MAJOR ACHIEVEMENTS OF THE BREAK FREE! PROGRAM (PAST FIVE YEARS)

- Established and operationalized Break Free! (BF!) Youth Advocacy Groups, equipping youth advocates with skills and sustained access to district, zonal, and national advocacy platforms to influence decision-making processes.
- Ensured meaningful and continuous participation of BF! Youth Advocates in high-level advocacy and policy spaces, including GIMAC sessions at the African Union Summit, regional youth forums, the National Adolescent and Youth Health Forum (NAYHF), and district and national advocacy workshops.
- Implemented a successful sustainability strategy by formally linking BF! Youth Advocates to key government Technical Working Groups (TWGs), institutionalizing youth representation and ensuring adolescent voices are integrated into government coordination and policy dialogue.
- Formalized youth engagement through the signing of a Memorandum of Understanding (MOU) between BF! Youth Advocates and the National Adolescent and Youth Health Council under the Ministry of Health, securing continued youth participation beyond the project lifespan.
- Strengthened government ownership and recognition of youth-led advocacy, with BF! Youth Advocates officially accepted and actively engaged by the Ministry of Health and the Ministry of Women and Social Affairs.
- Advanced evidence-based, youth-led policy advocacy that resulted in the development and implementation of national policies and strategic frameworks, strengthening institutional responses to child marriage, teenage pregnancy, and adolescent sexual and reproductive health.
- As a result of strengthened policy advocacy, the Ministry of Health announced a national roadmap in June 2025 in Addis Ababa to reduce teenage pregnancy from 13% to 3% by 2030, marking a major national commitment.
- The Ministry of Education developed school-based Gender-Based Violence (GBV) guidelines, which were approved by the House of Peoples' Representatives in January 2025 and implemented to protect adolescent girls and safeguard their education.



A Voice from Break Free! Youth Advocate: Natanim Masresha Testimony

Natanim Masresha is one of the founding members of the Break Free Youth Advocates, a national-level advocacy platform where she serves as the General Secretariat, playing a vital role in strengthening youth-led initiatives and advocacy efforts. Her journey with the Break Free Project has been a transformative experience that reshaped her understanding of leadership, advocacy, and the power of youth engagement. What began as an opportunity to raise her voice evolved into a movement that enhanced her capacity to lead, mobilize, and create meaningful impact.

Reflecting on her experience, Natanim shared, "I am deeply inspired to advocate for ending child marriage and teenage pregnancy by driving change through the Break Free initiative." Through the program, she expanded her collaboration with like-minded young people and represented African youth on both national and international platforms. Notably, she delivered a keynote speech at the African Union and participated in the European Week of Action for Girls (EWAG) 2023 in Belgium, where she shared her experiences and influence decision-makers to take responsive actions against child marriage and teenage pregnancy.

The capacity-building support and her active engagement in the Break Free program enabled her to demonstrate her commitment by designing a school-based project to raise awareness about the adverse effects of post-pill use among her peers. Building on this initiative, she continued her advocacy through her role as the Standing committee of SRHR including HIV and AIDS (SCORA) Director in Ethiopian medical student association (EMSA), where she transformed the idea into an online course to create a more comfortable learning space for participants. As the initiator, organizer, and coordinator, she led the development of a youth-friendly video that simplified complex information on reproductive health. Within just three weeks, over 80 girls completed the course and received certificates, with many sharing that it helped them better understand post-pill use and make more informed decisions.

Reflecting on her journey, she shared, "Even though the project has ended, I will continue to empower more youth. We remain deeply grateful for the journey that made us not just advocates, but leaders of change."

"Recently, I was honored to be part of FAWE/Mastercard Foundation Phase II Program as a Youth Advisory Board Member. In this role, I will contribute in providing strategic guidance and advocating for inclusive, gender-responsive tertiary education for marginalized young women and men across Africa. This milestone reflects how my previous engagements particularly under the Break Free! Project and other FAWE initiatives were instrumental in shaping my leadership journey and strengthening my commitment to giving back."

Make Way Program

The Make Way program (2021 – 2025), funded by the Dutch Ministry of Foreign Affairs, was a consortium comprising FAWE Ethiopia, VSO Ethiopia, Ipas Ethiopia and CORHA as technical assistance with eight collaborating partners that include YMCA, YWCA, EYF, RTG, ODWaCE, EWDNA, NIKAT and TIMRET implemented an intersectional approach to improve Sexual and Reproductive Health and Rights (SRHR) for marginalized youth in Addis Ababa, Oromia, and Amhara regions. In its final and most impactful year in 2025, the project transitioned from community awareness to high-level systemic accountability, focusing on the accessibility, acceptability, affordability, and quality (AAAQ) of health services by bridging the gap between youth advocates and government duty bearers.



ANNUAL REVIEW AND STRATEGIC PLANNING

The year began with FAWE Ethiopia's participation in the Make Way Annual Review and Planning Meeting held from February 19–20, 2025, in Bishoftu. This gathering brought together 14 participants from collaborating partners including VSO, Ipas, CORHA, YMCA, and others. The focus was on reflecting on progress and setting priorities, with a specific briefing on close-out guidelines and end-term evaluations to ensure the project's sustainability.

ACCOUNTABILITY PANEL FOR MARGINALIZED YOUTH



On March 20, 2025, a panel discussion was held in Addis Ababa focused on delivering AAAQ-compliant SRH services (Available, Accessible, Acceptable, and Quality). The event engaged 28 participants (14 male, 14 female) from government ministries, civil society, and the media. This platform strengthened the shared understanding of roles and reinforced commitments to implementing existing SRHR laws and policies, reaching a wider audience through mainstream and social media coverage.

CONSULTATIVE WORKSHOP ON YOUTH ENGAGEMENT



In May 2025, FAWE Ethiopia organized a workshop to explore strategies for meaningfully engaging marginalized youth in the planning and monitoring of SRH activities. The workshop brought together 35 participants from federal and regional sectors, including the Ministry of Finance and the Ministry of Planning. Participants committed to serving as advocates for youth within their respective organizations to advance inclusive and accountable health initiatives.

PUBLIC DIALOGUE BETWEEN YOUTH AND DUTY BEARERS

On July 3, 2025, FAWE Ethiopia and the Ethiopian Youth Federation facilitated a dialogue between marginalized youth and duty bearers. The event engaged 62 participants, including representatives from the Ministry of Women & Social Affairs and health bureaus. Marginalized youth, including persons with disabilities, IDPs, and sex workers, directly questioned officials about their rights and highlighted challenges like facility inaccessibility and the monitoring of the Adolescent and Youth Health Strategy.

EXPERIENCE SHARING VISIT

In mid-July, YMCA organized a visit to health centers recognized for quality SRH service delivery. The event engaged 19 participants (12 female, 7 male) from health offices and focal points in Adama and Addis Ababa. The visit inspired duty bearers to commit to implementing minimum service packages for adolescents' health, with a specific focus on youth with compounded vulnerabilities, while allowing partners to learn from each other's local successes.



INTERSECTIONAL SRH COALITION FORUM

On July 10, 2025, a forum was held at the AA Capital Hotel to develop a coalition for intersectional SRH advocacy. The workshop brought together 36 participants (18 female, 18 male) from various partners, including EWLA, FAPWD, and MSI Ethiopia. Practical outcomes included nominating a lead organization, establishing a task force, and drafting terms of reference to ensure intersectional programming continues beyond the project's lifespan.



REFLECTION AND PROJECT CLOSE-OUT

The project concluded with an internal learning workshop in Bishoftu (Nov 25–28) and a formal close-out meeting in Addis Ababa on October 9, 2025. FAWE Ethiopia prepared visibility materials, including research booklets showcasing the lived experiences of marginalized youth. The final financial report was prepared and submitted to VSO for inclusion in the final project report to the Ministry of Health.

MAJOR ACHIEVEMENTS OF THE MAKE WAY PROGRAM (2021 - 2025)

- Promoted Service Accountability: Successfully organized a panel for 28 stakeholders to advocate for AAAQ-compliant services, amplified through social and mainstream media.
- Strengthened Youth Engagement: Facilitated a consultative workshop for 35 participants from government and CSOs to embed youth voices in SRH planning and monitoring.
- Empowered Marginalized Voices: Conducted a public dialogue with 62 participants, enabling youth with disabilities and IDPs to raise concerns directly with duty bearers.
- Launched Advocacy Coalition: Established a formal coalition involving 36 core members to sustain intersectional SRH advocacy through member mapping and drafted Terms of Reference (ToR).
- Shared Best Practices: Inspired 19 health officials and practitioners to implement youth-friendly service policies through direct experience-sharing visits to high-performing health centers.
- Documented Project Legacy: Produced research booklets, visibility banners, and final financial reports to provide a comprehensive record of project achievements for the Ministry of Health.

Multi-Year Resilience Program II

Education Cannot Wait (ECW) is the United Nations global fund dedicated to education in emergencies and protracted crises. In Ethiopia, ECW is supporting the Multi-Year Resilience Programme II (MYRP II), implemented from April 2025 to April 2028. The programme is delivered through a consortium of partners, including Save the Children, FAWE Ethiopia, HI, NRC, TDA, DEC, and OWS-DF- in close coordination with the Government of Ethiopia. With funding from ECW, the initiative aims to expand access to inclusive and protective learning spaces, strengthen Gender-Responsive Pedagogy, and ensure safe, equitable education opportunities for children affected by conflict and displacement.

GENDER CONCEPT CAPACITY BUILDING

The year started a foundational Gender Concept Training for 45 participants (including 9 women). This session was designed for partner staff and stakeholders to deepen their understanding of equity and the intersectional challenges faced by girls in crisis contexts. Participants left with the tools to integrate gender-sensitive approaches into the design and implementation of education programs in emergency settings.



INTRODUCED GENDER ANALYSIS AND ASSESSMENT TOOLS



To ensure that help goes where it is needed most, FAWE Ethiopia facilitated a Gender Analysis Training for 60 individuals (17 women). Beyond theory, this initiative introduced standardized Organizational Gender Audit tools. These frameworks are now being used by consortium partners to ensure that educational interventions are based on evidence and are responsive to the actual realities of marginalized learners.

GENDER-RESPONSIVE PEDAGOGY (GRP) TRAINING OF TRAINERS (TOT)

A specialized Training of Trainers (ToT) was organized for 109 participants (26 women), including education experts and school representatives. This created a cadre of skilled trainers capable of scaling inclusive teaching methods. The training focused on practical classroom strategies that ensure both girls and children with disabilities are active, supported participants in their own education.

GRP CASCADING TO TARGETED SCHOOLS



Following the ToT, the project successfully cascaded this training to 520 participants. This massive effort reached teachers and school management

Among those trained were 205 women and 4 persons with disabilities. Early observations show that teachers are already applying these techniques, with girls and children with disabilities participating more actively in daily lessons.

GENDER MAINSTREAMING TRAINING



A Gender Mainstreaming Training was delivered to 74 participants (18 women), ranging from government officials to community leaders. The goal was twofold: to bake gender equality into institutional policies and to mobilize local leaders to speak out against harmful norms like early marriage. This effort has led to several institutions committing to review their internal policies to better align with inclusive standards.

MAJOR ACHIEVEMENTS

- Enhanced Teacher Skills: Scaled gender-responsive teaching to 520 educators.
- Sustainable Trainer Pool: Established a cadre of 109 master trainers in GRP
- Institutional Accountability: 60 stakeholders equipped with gender audit tools, leading to evidence-based planning and a stronger culture of accountability among partner organizations.
- Community Mobilization: 74 engaged leaders and officials who have now committed to advocating against social norms that prevent girls from attending school.

GPE KIX TUSEME-A VOICE FOR IDP AND REFUGEE CHILDREN

TUSEME ('Let Us Speak Out" in Kiswahili) is an empowerment program for girls and boys to enhance their self-esteem, leadership, social and life skills. TUSEME Clubs empower girls and boys to speak out against the gender-based challenges they face, which can be significant barriers to their education. To achieve the project's objective, the collaborative partners including FAWE, Higher Education Resource Services, East Africa (HERS-EA) and ACER, United Kingdom commenced a series of case studies in a school, refugee and IDP settings. Following this, a revised TUSEME model will be developed, incorporating the learning from all the three models which are TUSEME, Gender Responsive Pedagogy (GRP) and Center of Excellence (COE). This will then be deployed in refugee and internally displaced communities.

The overarching objective of this research study is to develop revised TUSEME model, with associated tools, that can be deployed in Refugee and IDP settings in the East Africa region. The revised model will help develop children's skills and agency and support them to overcome barriers in their education and make positive choices in their lives. Therefore, the research has six phases to achieve the overall objective.

MODEL LEARNING AND BASELINE STUDY RESEARCH FINDINGS VALIDATED

Phase I - Model Learning

A validation workshop was conducted on April 15, 2025, with a total of 29 participants. Participants represented regional and city education bureaus, women and children affairs offices, school management teams from mainstream schools, as well as TUSEME club students and teachers. The workshop validated initial findings and strengthened stakeholder ownership of the project.





Phase II - Baseline study

facilitation and mobilization activities were carried out to support data collection in two refugee settings across two schools: DICAC (now Sherkole) Secondary School in Sherkole Refugee Camp and Woumba Secondary School in Bambasi Refugee Camp and in IDP setting in Haylemariam Mamo and Fitewrari Gebeyehu secondary schools. In addition, stakeholder mobilization was undertaken for Phase II validation workshops in both IDP and refugee settings, ensuring inclusive participation and contextual relevance of findings.

TUSEME ADAPTED AND DEPLOYED IN REFUGEE AND IDP COMMUNITIES

Phase III - Adaptation

Adaptation: representatives from FAWE Ethiopia and the Refugees and Returnees Service (RRS) participated in a three-day regional physical meeting organized by ACER. The meeting focused on synthesizing findings from Phases I and II and adapting the TUSEME model to IDP and refugee contexts. The discussions included a roundtable on refugee situations in Ethiopia and culminated in the drafting of a TUSEME adoption framework.





Phase IV- Deployment:

After the project was officially launched during the Association for Education Assessment in Africa (AEAA) Annual Conference, held at Skylight Hotel, two rounds of capacity-building training were conducted in August and September. The sessions took place in Debre Berhan for two schools hosting internally displaced students, and in Assosa for Woumba Secondary School and Sherkole Secondary School, along with relevant education and Refugees and Returnees Service (RRS) offices. In total, 59 participants (22 female and 37 male) attended the training.

TUSEME CLUB ACTIVITY BASELINE STUDY WAS CONDUCTED BY ACER

A baseline study for the adopted TUSEME model was conducted in four schools to establish reference points for measuring progress. In Debre Berhan, the study was conducted in Fitewrari Gebeyehu and Hailemariam Mamo Secondary Schools from December 5–8, 2025. In Assosa, the study took place in Woumba and Sherkole Secondary Schools from December 11–16, 2025.

TUSEME CLUBS ESTABLISHED AND MODEL REACHED TO THE WIDER COMMUNITY

As part of deployment, TUSEME training was cascaded to four schools (Fitewrari Gebeyehu, Haylemariam Mamo, Womba and Sherkole Secondary schools), reaching a total of 200 students (120 female and 80 male). Following the training, four TUSEME clubs were successfully established, and club leaders were democratically elected. The clubs provided structured platforms for student participation, leadership development, and collective problem-solving.





COMMEMORATION OF INTERNATIONAL YOUTH DAY



On August 14, 2025, International Youth Day was celebrated under the theme "Local Youth Actions for the SDGs and Beyond" in partnership with the Break Free Program. The event brought together government offices, youth advocates, and students and featured research presentations, musical drama, and panel discussions. Additionally, FAWE Ethiopia commemorated in the 16 Days of Activism Against Gender-Based Violence on December 12, 2025, focusing on digital violence and the need for safe and inclusive digital learning environments.

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IGNITE

The IGNITE Project, which is a two-year project, was implemented by FAWE Ethiopia and funded by the Urgent Action Fund – Africa in Amhara Region (Bahir Dar Zuria Woreda | North Gojam Zone), in five schools: Robit, Wondata, Wejeta, Gombat, and Andasa. The project aimed to improve girls' access to quality education, health, and overall well-being by addressing barriers such as child marriage and teenage pregnancy. It emphasized the role of education in preventing early marriages, enabling girls to remain in school, and supporting the re-entry of those who had previously dropped out due to child marriage or pregnancy. By engaging families, schools, and communities, the project fostered gender-sensitive and inclusive environments, ensured adolescent girls accessed sexual and reproductive health education and services, and strengthened social support systems to help girls thrive academically and personally.

STRENGTHENING AND RE-ESTABLISHING CHILD PROTECTION AND GIRLS' ADVISORY COMMITTEES

In the first quarter of 2025, IGNITE successfully re-established Girls' Advisory Committees and Child Protection Committees in conflict-affected intervention districts. Targeted training for adolescent girls and committee members enhanced their capacity to identify and address protection issues, promote girls' education, and advocate for child rights. As a result, committee members demonstrated improved skills and strengthened collaboration, creating safer community environments for girls.

Provision of MHM Materials to Create Safe Spaces

To support adolescent girls in Bahir Dar Zuria Woreda, IGNITE provided essential materials for safe spaces, including: 1,000 reusable menstrual hygiene management (MHM) pads, 1,000 body soaps and 1,000 laundry soaps, 20 mattresses, 20 blankets, 20 pillows, 20 bed sheets, 5 suggestion boxes for reporting and feedback collection.
These items were handed over to the Bahir Dar Zuria Education Office for distribution to school clubs and Girls' Advisory Committees. The safe spaces serve as physical and emotional sanctuaries where girls can meet, access services, and build resilience despite local challenges.



AWARENESS-RAISING CAMPAIGNS

IGNITE conducted multiple campaigns to promote gender-sensitive education and prevent GBV. On February 27, 2025, over 115 participants including local government offices, CBOs, and child protection committees attended an awareness event at Bahir Dar Community Center, collaborating with the North Gojam Zone Women, Children, and Social Affairs Office. On April 12, 2025, a GBV awareness campaign targeted child marriage and teenage pregnancy, attended by 65 participants (38 female), promoting reporting, multi-sectoral coordination, and referral linkages.

CONSULTATIVE MEETING ON CHILD PROTECTION

On March 25, 2025, IGNITE convened 39 stakeholders at Lake Avenue Hotel, Bahir Dar, including officials from the Ministries of Education, Women and Social Affairs, Health, regional bureaus, religious leaders, youth advocates, and media representatives. Research findings from the Break Free! project highlighted vulnerabilities of adolescent girls in Bahir Dar Zuria, Dangela, and Fagita Lekoma. Panel discussions and reflections helped inform strategies for promoting girls' education, SRH, and protection, amplified through regional media coverage.

ORGANIZATIONAL CAPACITY-BUILDING: POLICY REVISION AND STRATEGIC PLANNING

On March 8–9, 2025, FAWE Ethiopia convened Board - Management meeting at Pyramid Hotel, Bishoftu, to review updated organizational policies, including Child Protection and Gender policies, and the HR manual. The Strategic Plan was formally presented and approved by the board of directors, reinforcing governance and strategic alignment with IGNITE project objectives.



Positive Parenting Training

From May 12–13, 2025, 50 participants (29 female) including parents, community leaders, and adolescent girls attended a training at Solyana Hotel, Bahir Dar, focusing on reshaping community perceptions, promoting open communication, supporting girls' education, and preventing forced marriages. Interactive exercises and role-playing enhanced participants' knowledge of SRH and educational support strategies.

ADVOCACY THROUGH MAINSTREAM MEDIA

On May 16, 2025, a 40-minute TV and Radio broadcast in collaboration with Amhara Media Agency addressed educational challenges, school closures, and girls' access to learning, engaging high level government officials from the MoE, MoH, MoWSA and the community to foster dialogue on safe education.

TUSEME Training for teachers and school administrators

From May 13–15, 2025, a TUSEME training convened 40 participants (22 female) from Gombat, Robit, Wendata, Wenjeta, and Andasa schools at Jacaranda Hotel, Bahir Dar. The training empowered girls and school staff to amplify voices, build confidence, and implement inclusive learning approaches. Participants developed skills to cascade training, advocate for girls' education, and strengthen school communities.



FIELD MONITORING

Follow-up visits to four schools (Andasa, Robit, Wondata, Gombat) documented the distribution of 688 female beneficiaries receiving MHM materials, 11 mattresses, 12 blankets, 9 pillows, 12 bed sheets, 4 suggestion boxes.

These interventions strengthened safe spaces, reporting mechanisms, and adolescent access to SRH services, while awareness and counseling promoted menstrual health and well-being.



GRP Training for teachers and school administrators

From July 22–24, 2025, a Gender-Responsive Pedagogy (GRP) training at Jacaranda Hotel, Bahir Dar, gathered 40 participants (17 female), including principals and teachers from five kebeles. Participants developed localized action plans to implement safe, inclusive, and gender-sensitive learning environments.

REOPENING SCHOOLS IN CONFLICT AFFECTED AREAS

Through continuous advocacy efforts in previous quarters through the support of IGNITE project, several schools that had been closed due to insecurity and community tensions have now reopened. The project's active engagement with local government authorities, as well as community and religious leaders and media advocacy, played a vital role in this achievement. The reopening of these schools marks a significant milestone, demonstrating the project's contribution to restoring access and promoting safe education.13. As a result of continuous advocacy efforts in previous quarters through the support of IGNITE project, several schools that had been closed due to insecurity and community tensions have now reopened. The project's active engagement with local government authorities, as well as community and religious leaders and media advocacy, played a vital role in this achievement. The reopening of these schools marks a significant milestone, demonstrating the project's contribution to restoring access and promoting safe education.



MALE ENGAGEMENT TRAINING

At Bahir Dar Benmas Hotel, 50 participants (32 male, 18 female) including fathers, guardians, community and religious leaders, and adolescent boys and girls attended a training to strengthen support for girls' education. Participants committed to concrete household and community actions to challenge harmful practices and promote girls' education.

ZONAL AWARENESS AND COORDINATION SESSION

A zonal awareness and coordination session in North Gojam Zone gathered 79 government and civil society stakeholders. The session highlighted IGNITE's contributions, strengthened child protection mechanisms, increased community support for girls' education, and reinforced multi-stakeholder coordination to sustain gender-responsive education.

From Forced Marriage to Renewed Hope: Yeshihareg's Return to School



Yeshihareg is an 18-year-old girl from Gombat Kebele in the West Gojam Zone of Ethiopia's Amhara region. She was a Grade 9 student when, in 2023, conflict forced schools to close. Her education came to a sudden halt, and she spent more than two years at home, burdened with household chores. During this time, her parents lost hope in her schooling and arranged a marriage for her, believing that her future lay outside the classroom. The conflict left many projects abandoned, and communities felt powerless as child marriage and gender-based violence rose sharply.

It was in this moment of despair that the FAWE Ethiopia through the IGNITE project stepped in. When protection mechanisms collapsed, the project helped re-establish child protection committees and engaged government officials to prioritize the safety and education of girls. FAWE advocated for the reopening of schools in conflict-affected areas. Through community awareness campaigns led by the project many arranged marriages were cancelled, giving girls like Yeshihareg a chance to reclaim their future. The project also provided sanitary materials, removing one of the barriers that had prevented girls from attending school regularly.

When the child protection committee heard about Yeshihareg's situation, they reported it and convinced her family to cancel the marriage. Thanks to their intervention, she was able to return to school. Today, she is proudly continuing her education in Grade 10, determined to pursue her dreams. Her journey is a powerful example of how rebuilding child protection frameworks and restoring education can transform lives, even in the aftermath of conflict.



Ambassador Dr. Genet Zewude

In this year's edition of TIMMAR, FAWE Ethiopia proudly highlights the inspiring journey of one of the nations and Africa's most distinguished figures in education and leadership. Dr. Genet Zewude, Ethiopia's first female Minister of Education (1991–2006), stands as a trailblazer whose vision transformed the country's academic landscape. Between 1993 and 1999, she chaired the FAWE Africa Board and played a decisive role in establishing FAWE Ethiopia.

Her legacy as an educator, politician, and advocate for women's rights is profound. Emerging from the student movements of the 1960s and 70s, she championed reforms that reshaped education, introducing instruction in more than 50 local languages and elevating higher education standards. Beyond her groundbreaking work in education, Dr. Genet broke barriers for women in leadership and extended her service to diplomacy, representing Ethiopia as Ambassador to India for a decade.Today, Ambassador Dr. Genet Zewude remains a respected member of the FAWE Ethiopia General Assembly, her life's work continuing to inspire generations across Ethiopia and Africa

TIMMAR: Would you briefly share your background and educational journey?

Ambassador Dr. Genet Zewude: I was born in Dessie, Wollo, where I began my education at Memher Acalewold School. At a young age, I moved to Addis Ababa and continued my studies at Impress Mennen Girls' School, later joining Teferi Mekonnen for my secondary education. I then enrolled in the Faculty of Education at Haile Selassie University, where I earned a diploma.

As the university sought to replace foreign academic staff with Ethiopians, I was awarded a USAID scholarship to pursue further studies in the United States. In May 1973, I graduated with a BSc in Business Education from Plymouth State University, New Hampshire. Later, with the support of a Ford Foundation Scholarship, I completed my MSc in Business Education at Suffolk University in Boston in June 1984. My academic journey continued in India, where I earned a Ph.D. in Political Thought and Comparative Politics from Jawaharlal Nehru University in 2010. In recognition of my contributions, Plymouth State University awarded me an Honorary Ph.D. in May 2022.

Throughout my journey, my mother played a pivotal role. She was deeply committed to my education and often pushed me to pursue higher studies. Unlike many mothers who encouraged their daughters to marry early, she was not pleased when I married before earning a Ph.D. She was also uneasy when I left my teaching post to join the government.

When I first told her that the EPRDF planned to appoint me to a government position, her reaction was remarkable. With visible frustration, she bombarded me with questions: "What are they going to assign you to? Are they going to make you a district administrator (wereda astedadere)? Will they boss you around? Didn't you tell me that some of your bosses were once your students? Did you agree to be bossed by men?"
Even after I explained that I was to be appointed as a Vice Minister, she accepted the news only reluctantly.

TIMMAR: What shaped your early career and inspired you to enter education and public service?

Ambassador Dr. Genet Zewude: During the early years of comprehensive high school programs, women were restricted from studying certain subjects. At Teferi Mekonnen Comprehensive School, we were trained mainly to become secretaries or home economists. My classmates and I challenged this limitation and promised ourselves to pursue higher education. Since my training was in the commercial stream, my only option was to join the Department of Business Education, which prepared teachers in that field. That is how I became a business educator.

My career began at Addis Ababa University, where I taught from September 1973 to October 1991, progressing from assistant lecturer to assistant professor. I also served as Head of the Business Education Department for three years. In addition, I worked as an external examiner in business education at Jomo Kenyatta University in Kenya from 1990 to 1992.

When the EPRDF government came to power in 1991 and invited me to serve as Vice Minister of Education, I was deeply conflicted. I disliked power and bureaucracy, viewing them as systems that often infringed on people's rights. My political views had been shaped by the student movements of the 1960s and 70s, which emphasized equality and justice. Teachers I worked with in summer programs also shared stories of unfair practices within the ministry, reinforcing my skepticism.

After reviewing the government's pro-poor program, I accepted the position, believing it was important to encourage other women. Still, I struggled with self-doubt, especially about managing male subordinates, as there were few female role models to guide me. The stress was overwhelming—I could not sleep or eat for days.

To overcome these fears, I adopted the mindset of a student rather than a teacher. I resolved to:

- Learn everything about the ministry from staff and documents.
- Observe and learn from the environment.
- Understand the broader political context.
- Build strategic alliances.

Gradually, my confidence grew. Within nine months, I was promoted to Minister of Education.

TIMMAR: How do you define effective leadership, and what personal qualities do you believe are essential for a leader in education?

Ambassador Dr. Genet Zewude: In defining effective leadership, I would like to quote Ching-ning Chu, a business consultant, who said: "True leadership is not a job title, it's an attitude; it's not brute force, it's inner strength; it's not a behavior, but rather a focus."

I agree with this statement, as I believe leaders with a positive attitude, inner strength, and focus are transformational. Such leaders engage their subordinates in decision-making, motivating them to perform well and achieve organizational goals. In contrast, transactional leaders rely on rewards or punishments to secure compliance.

To be effective, a leader should cultivate the following qualities:

- Encourage and engage staff in decisions.
- Create a hospitable work environment.
- Practice transparency and honesty.
- Build team spirit.
- Make unbiased decisions.
- Motivate women to participate in decision-making.
- Foster positive staff attitudes.
- Be fair and impartial.
- Show commitment to tasks.

TIMMAR: What significant achievements during your tenure as Minister of Education are you most proud of, and what specific challenges did you face in achieving them?

Ambassador Dr. Genet Zewude: Once I became Minister of Education, I dedicated myself to ensuring that the education system produced the human resources needed for the government's pro-poor programs of democratic and economic development. My lifelong experience in education taught me that lasting social transformation begins in the classroom. Education is both a fundamental human right and a powerful enabler of socio-economic and political empowerment for individuals and societies.

During my tenure, we reformed Ethiopia's education system around the principles of access, equity, quality, democratization, and decentralization. Equity required a holistic approach—ensuring that disadvantaged groups, especially girls and women, not only enrolled but also succeeded and transitioned into meaningful livelihoods. Inclusivity meant consciously addressing the needs of those marginalized by poverty, geography, disability, or gender.

A new education policy was established with four core pillars: access, equity, democratization and decentralization, and educational finance. Based on this framework, several measures were introduced, including mother tongue instruction in elementary schools, expansion of primary, secondary, and tertiary education, streaming students into either technical/vocational training or grades 11–12, decentralizing administration to the regions, addressing gender inequality, strengthening teacher training and promotion, and providing free education up to grade 10 with cost-sharing in higher education.

The reforms sparked debate. Some praised them as practical and scientific, while others criticized aspects such as mother tongue instruction—viewed by some as divisive—and the streaming of students into vocational tracks. Despite the controversies, the policy fueled tremendous growth in schools at all levels, achieved gender parity (especially in primary and secondary education), and strengthened the human resource base essential for economic development.

As Minister, I also represented East Africa twice on UNESCO's Executive Board (1993–1997 and 1998–2000). During this time, I campaigned for the establishment of UNESCO's Capacity Building Institute for East Africa, which is now located in Addis Ababa.

In 2006, I was appointed Ethiopian Ambassador to India, serving until 2016. During my tenure, relations between the two countries expanded into a diversified partnership encompassing education, culture, trade, and investment.

TIMMAR: How did your policies specifically support the empowerment of women and girls in education?

Ambassador Dr. Genet Zewude: To address the long-standing gender inequity and discrimination faced by girls, a Women's Department was established to support their education at every level. Gender mainstreaming guidelines and checklists were prepared and distributed to education offices, institutes, and schools to help them address equity issues. Affirmative action measures were also introduced, such as quotas for recruiting female teachers in general education and allowing girls to join higher education institutions with grades 0.2 points lower than boys, provided their GPA was above 2.0 in the Ethiopian School Leaving Exam.

My broader strategy to empower girls and women was to confront discriminatory stereotypes, social norms, and laws. As an elected member of parliament for two terms, I used my political platform to promote women's issues. Together with my female colleagues in various institutions, we succeeded in including Article 35 in the 1995 Constitution, which recognizes and guarantees women's political, social, and economic rights. We also helped replace the old discriminatory family and criminal laws with progressive ones in 2000 and 2005, granting women equal rights in all family matters.

I strongly believe that excluding women from top leadership denies them the opportunity to make a difference, earn fair incomes, and enjoy the same status and privileges as men. Women's participation in leadership also benefits governments and institutions by bringing diverse perspectives. Recognizing the absence of women in leadership positions within the Ministry, I promoted three experienced women to directorate roles, despite resistance from men who doubted women's capacity to lead.

Furthermore, one of the two books I authored reflects on Ethiopian women's struggle for empowerment. It is entitled Resistance, Freedom and Empowerment: The Ethiopian Women's Struggle, published in 2014.

TIMMAR: How was FAWE Ethiopia established, what motivated its creation, and what were the initial goals you envisioned for its impact on women's and girls' education?

Ambassador Dr. Genet Zewude: *When I was Minister of Education, I joined FAWE, which greatly expanded my understanding of girls' education. The Forum for African Women Educationalists was established in Nairobi, Kenya, by five women ministers and vice-ministers of education who met during the Donors for Africa meeting in 1991 E.C. The founding members were from Ghana, Gabon, Zimbabwe, Burkina Faso, and Seychelles. Soon after its establishment, the Forum invited other women ministers and university chancellors to join, and I accepted the invitation. Two years later, I was elected chairperson and served for five years, from 1993 to 1999.*

My membership gave me a clearer perspective on why girls' participation in education was so low across many African countries, which shared similar cultural and institutional practices. In many societies, educating girls was seen as "watering other people's garden," since girls were expected to marry and serve their husband's families rather than their own. FAWE played a crucial role in challenging these negative attitudes and increasing girls' participation in education across Africa, including Ethiopia.

One of FAWE's regional strategies was to establish national chapters. I helped found the Ethiopian Chapter, which was initially organized within the Ministry of Education with the participation of women working in the sector. I appointed W/o Belaynesh Wolde Giorgis, then Director of the Teacher Education Department, to assist in organizing FAWE Ethiopia.

Today, FAWE Ethiopia is one of the key NGOs promoting girls' education in the country. It works with the Ministry of Education and other partners to integrate gender equality into policies, conducts research to identify effective strategies, and implements capacity-building programs to eliminate gender discrimination in schools and institutions. In collaboration with the MasterCard Foundation, it provides scholarships to needy but capable students. It also partners with national and international organizations with similar objectives.

TIMMAR: ***How have you seen FAWE Ethiopia evolve over the years, and what changes have you observed in women's and girls' education since its establishment?***

Ambassador Dr. Genet Zewude: I am very proud to say that FAWE has expanded its activities to almost all regions of Ethiopia. As a result, girls' participation in education has significantly increased, and many less privileged girls have been able to enroll in universities thanks to the scholarship programs provided.

TIMMAR: What are your hopes for the future of FAWE Ethiopia, and how do you see it continuing to contribute to the education landscape in Ethiopia?

Ambassador Dr. Genet Zewude: I hope FAWE will continue its work until discrimination against girls is eliminated and parity at all levels of education is achieved, which I believe will not take too long. I also hope that FAWE will consider additional measures to further strengthen its contribution to girls' education. For instance, digital innovation and artificial intelligence offer great potential to expand women's economic opportunities, access to information, and participation in global value chains. This is crucial because excluding girls from technological education, digital infrastructure, and data-driven economies will only deepen inequalities. FAWE could also develop intergenerational mentorship and leadership programs, encourage young women to cultivate skills and the vision to lead with empathy and integrity, and expand access to technology, finance, and innovation ecosystems for women and girls.

TIMMAR: What advice do you have for young women who aspire to become leaders in their fields?

Ambassador Dr. Genet Zewude: Throughout my career as a lecturer, minister, and diplomat, I have faced many challenges rooted in my gender. Despite research showing that men and women have the same natural capabilities and that women possess strong leadership attributes, women are still often not trusted to work outside their homes, let alone to lead. Based on my experience, I would like to share some advice for young women who aspire to leadership.

As in many places, women face obstacles when they seek leadership roles. It is important not to shy away from these positions but instead to understand the nature of the challenges and use them as opportunities for self-development. When assigned or promoted to any position, the first priority should be to learn everything about the organization—its structure, mission, vision, and directives.

A clear understanding of one's tasks and responsibilities is essential for effective leadership. Leading also requires being a lifelong learner, continuously enriching oneself with new skills and knowledge.

Time management is another crucial skill, especially for women who must balance domestic and public responsibilities. Effective use of time allows leaders to focus on what matters most. It is important to avoid factors that waste time unnecessarily, such as procrastination, excessive emails, mobile distractions, or unproductive interactions.

Networking with women and like-minded men is also vital. It provides opportunities to exchange experiences, offer advice, and collectively tackle cultural and institutional barriers. Personally, without networking, I would not have accomplished even a fraction of my work.

Finally, women must be willing to act as change agents, challenging male-dominated organizational cultures and courageously confronting discrimination. Only through such efforts can barriers to women's leadership be dismantled and true equality achieved.

FAWE ETHIOPIA REGIONAL ENGAGEMENTS (2025)



FAWE ETHIOPIA AT THE ANNUAL REVIEW AND PLANNING MEETING

DAKAR, SENEGAL - 9TH–14TH NOVEMBER, 2025



FAWE Ethiopia chapter is taking part in the FAWE/Mastercard Foundation Phase II, Year II Annual Review and Planning Meeting, held from 9th–14th November 2025 in Dakar, Senegal, bringing together 9 FAWE National Chapters, FAWE Regional Secretariat, Mastercard Foundation and DENSU Associates.

As part of the session, FAWE Ethiopia presented its progress and learning under the FAWE/Mastercard Foundation Phase II Program, Year II highlighting achievements in program implementation, advocacy, communication, and governance. The presentation brought to life FAWE Ethiopia's vision of an equitable and inclusive Ethiopia where every girl and woman thrives and reaffirmed our mission to champion gender-responsive education and equal opportunities for all.

AFRICAN YOUTH ENGAGEMENT WORKSHOP
UGANDA, KAMPALA- JULY 29-30, 2025

The African Youth Engagement Workshop held July 29–30, 2025, brought together young leaders from across Africa to champion youth-driven advocacy. Supported by PLAN AULO and FAWE Ethiopia under the Break Free! Consortium, the event featured Haimnaot (Consortium Coordinator) and Maria Andualem (youth advocate).

The workshop spotlighted youth experiences on sexual and reproductive health and rights, while exploring how inclusive education and skills development can empower young people to lead transformative change. Participants also received training on effective youth-led advocacy strategies, moving the conversation beyond funding gaps toward structural and policy solutions.

FAWE ETHIOPIA AT AFRICA SKILLS WEEK
ADDIS ABABA, ETHIOPIA - OCTOBER 13-17, 2025



FAWE Ethiopia represented by the Executive director, Communication Officer and four FAWE/Mastercard Foundation Phase II participants at the African Union Headquarters, joining the event that is hosted under the African Union Commission (ESTI Department) and the Ministry of Labor and Skills, FDRE, are hosting Africa Skills Week 2025 under the theme:

"Powering Africa's Industrial Future: Skills for Innovation, Growth, and Sustainability."

The opening session featured powerful keynote speeches emphasizing the importance of skills development in driving Africa's industrial transformation and the shared commitment of stakeholders to accelerate the implementation of the Continental TVET Strategy 2025–2034.

BREAK FREE! PROGRAM CLOSEOUT MEETING
MOMBASA, KENYA - OCTOBER 21-26, 2025

After five years of implementation and advocacy, the Break Free! Program marked its successful closeout with a reflective meeting that brought together partners from FAWE chapters in Kenya, Zambia, Mali, Burkina Faso, and Ethiopia.



The session showcased the program's achievements across Africa, highlighting evidence of change beyond outputs and exploring sustainability measures to ensure continued progress. FAWE Ethiopia, represented by Executive Director Selamawit Admasuu, Consortium Coordinator Haimanot M., and M&E Officer Tomas Mekonen, shared inspiring success stories and testimonies demonstrating how Break Free! has empowered girls, influenced policy, and strengthened communities.

The gathering served both as a celebration and a learning moment, reinforcing FAWE's commitment to advancing gender equality, reproductive health, and education for all.



MAKE WAY CLOSEOUT MEETING
UKIGALI, RWANDA- SEP 30-OCT 4, 2025

FAWE Ethiopia attended the Make Way Program close-out meeting in Rwanda, bringing together FAWE Chapters from Kenya, Uganda, Rwanda, Zambia, and Ethiopia. The program has been a remarkable journey advocating intersectionality in Sexual and Reproductive Health and Rights (SRHR) across our countries — ensuring that no voice is left unheard and no barrier remains unchallenged.

FAWE LAUNCHES UPDATED TUSEME MODEL TO EMPOWER REFUGEE AND DISPLACED LEARNERS AT AEAA CONFERENCE
ADDIS ABABA, ETHIOPIA- AUGUST 26, 2025

At the 41st Annual Conference of the Association for Educational Assessment in Africa (AEAA) held on August 26, 2025 in Addis Ababa, Ethiopia, FAWE launched the rollout of the updated Tuseme Model — a bold step to empower refugee and internally displaced learners to speak out, learn, and lead. This milestone brought together teams from FAWE Africa, and FAWE Ethiopia Chapter, led by Teresa Omondi Adeitan, Deputy Executive Director and Head of Programmes of FAWE Africa, alongside Susan Opok, Executive Director of FAWE Uganda and FAWE Ethiopia program teams.





FAWE ETHIOPIA PARTICIPATES IN FEMNET 4GTE AFRICA REGIONAL WORKSHOP
NAIROBI, KENYA – AUGUST 26–28, 2025

FAWE Ethiopia, represented by Haimanot Mulugeta, took part in the FEMNET 4GTE Africa Regional Workshop held in Nairobi, Kenya. The three-day event brought together feminist networks, civil society organizations, and youth leaders from across the continent to discuss gender transformative education, child protection, youth advocacy, and climate justice in relation to girls' rights. FAWE Ethiopia's participation highlighted its ongoing commitment to advancing inclusive education and amplifying the voices of Ethiopian girls within broader African feminist movements.

FAWE ETHIOPIA AMPLIFIES YOUTH VOICES AT UN HUMAN RIGHTS COUNCIL

FEBRUARY 26, 2025

Geneva, Switzerland — FAWE Ethiopia, representing the Break Free! Alliance in collaboration with SRHR Africa Trust, successfully delivered a video address during the 58th Session of the Human Rights Council (Feb 24–Apr 4, 2025). The speech highlighted youth issues raised in the Universal Periodic Review (UPR) report, reinforcing the commitment to advocate for the rights and needs of young people.

Through this engagement, FAWE Ethiopia strengthened its advocacy efforts and ensured that youth voices were prominently heard on regional and global platforms.



FAWE ETHIOPIA JOINS GIMAC 2025 TO CHAMPION JUSTICE FOR WOMEN AND GIRLS

ADDIS ABABA, ETHIOPIA – FEBRUARY 6-9,2025

The 41st Gender Is My Agenda Campaign (GIMAC) Pre-Summit Consultative Meeting convened at the UNECA Compound in Addis Ababa, bringing together civil society, feminist activists, and youth advocates ahead of the African Union Summit.

FAWE Ethiopia actively participated in the gathering, reinforcing its commitment to advancing gender equality, education, and reproductive health. The meeting, held under the AU's 2025 theme "Justice for Africans and People of African Descent Through Reparations", focused on justice and reparations for African women and girls.

FAWE ETHIOPIA AT THE GLOBAL LEARNING WORKSHOP

NAIROBI, KENYA-JUNE 2-5, 2025

FAWE Ethiopia proudly represented the Break Free! alliance at the Global Learning Workshop, held from June 2–5, 2025, in Nairobi, Kenya. The event was organized by Plan International Netherlands, SRHR Africa Trust, and FAWE Africa in collaboration with KIT. It brought together 46 participants from nine countries who have been part of the Break Free! program's journey.

The workshop marked the closing phase of the initiative, serving as a platform to reflect on achievements, celebrate successes, and openly acknowledge challenges and lessons learned. This collective exchange aimed to strengthen documentation and inform future programming through a holistic approach to the Theory of Change.



During the sessions, FAWE Ethiopia shared one of the country consortiums' notable community engagement approaches—Positive Parenting Study Findings—based on research conducted by KIT across intervention areas in Ethiopia. The gathering fostered rich cross-country learning, offering participants practical knowledge and inspiration to strengthen and expand future initiatives across the alliance.



FAWE ETHIOPIA ELECTS NEW BOARD MEMBERS

On March 22, 2025, FAWE Ethiopia convened its General Assembly, attended by GA members, board representatives, civil society organizations, youth groups, and FAWE staff. The gathering featured the presentation of the 2024 annual performance report, highlights from project plans for 2025, and the annual audit report delivered by Getachew Wakijira Audit Firm.

This important assembly also marked the election of a new leadership team that will guide FAWE Ethiopia's mission of promoting girls' education and gender equality over the next four years. As the previous board concluded its term, FAWE Ethiopia honored the remarkable leadership of its outgoing members led by former Board Chairperson Mrs. Almaz W/Tensae, whose vision and dedication laid a solid foundation for continued progress.

Building on this legacy, a new board of seven distinguished women educationalists was elected. At the forefront of this leadership are Mrs. Semira Aladih, the newly elected Board Chairperson, and Mrs. Meseret Getaneh, Chairperson of the General Assembly. Both leaders bring renewed energy, commitment, and vision to strengthen FAWE Ethiopia's impact in empowering girls and advancing gender equality across the country.

Following the elections, on April 23, 2025, FAWE Ethiopia, in collaboration with the FAWE Regional Secretariat (RS), hosted an induction session for the newly elected board members. The session was led by the Regional Secretariat and featured presentations by Dr. Martha Muhwezi, Executive Director of FAWE, and Richard Chelagat, Finance & Administrative Director. The induction offered a valuable platform for the new leadership to engage in discussions, clarify their roles, and participate in interactive Q&A sessions, ensuring they are well-prepared to carry forward FAWE's mission.

DID YOU KNOW?

the Days That Empower Women and Girls? and Their Origins?



International Women's Day (March 8)

Originated from labor protests in New York (1908–1909). Zetkin proposed an annual Women's Day at the 1910 International Socialist Women's Conference, adopted by 100 delegates from 17 countries.

Founders/Movement: Socialist activists Theresa Malkiel (USA), Luise Zietz & Clara Zetkin (Germany)

1911 (UN recognition 1977)

2011

International Day of the Girl Child (Oct 11)

Declared to highlight girls' rights and challenges (education, child marriage). Rooted in the 1995 Beijing Platform for Action, later formalized by UNGA Resolution in 2011..

Founders/Movement: United Nations General Assembly, inspired by Beijing Declaration (1995)





International Day of Women and Girls in Science (Feb 11)

Proposed during the 2015 High-Level World Women's Health and Development Forum. Adopted by UNGA to promote women's participation in STEM.

Founders/Movement: Royal Academy of Science International Trust (RASIT) & UN DESA

2015

2023

International Day for Women and Girls of African Descent (July 25)

Established to combat racism and discrimination against women of African descent, recognizing their resilience and contributions.

Founders/Movement: United Nations General Assembly (Resolution A/RES/78/323)





International Day of Education (Jan 24)

Created to emphasize education's role in peace and sustainable development. First celebrated in 2019.

Founders/Movement: UNGA Resolution co-authored by Nigeria & 58 countries, supported by UNESCO

2018

1999 (UN recognition)

International Day for the Elimination of Violence Against Women (Nov 25)

Originated from the 1960 assassination of the Mirabal sisters, activists against dictatorship. Adopted by UN to raise awareness of gender-based violence.

Founders/Movement: Inspired by Latin American activists honoring the Mirabal Sisters (Dominican Republic)





African Women's Day (July 31)

Established during the first Pan-African Women's Conference to recognize women's role in liberation struggles and development.

Founders/Movement: Pan-African Women's Organization (PAWO), founded in Dar es Salaam

1962

1991

Day of the African Child (June 16)

Commemorates the 1976 Soweto Uprising, where thousands of Black schoolchildren protested poor education and were met with violence.

Founders/Movement: Organization of African Unity (OAU)





International Day of Rural Women (Oct 15)

First celebrated in 1995 by WWSF, officially recognized by UN in 2007 to honor rural women's role in food security and development.

Founders/Movement: Women's World Summit Foundation (WWSF), later UNGA Resolution 62/136

1995 (UNGA adoption 2007)

2022

International Day of Women in Diplomacy (June 24)

Established to highlight women's leadership in diplomacy and decision-making, addressing systemic underrepresentation.

Founders/Movement: United Nations General Assembly



STEM



FAWE-Ethiopia Collaborators:

Ministry of Education

Ministry of Labor and Skill

Ministry of Health

Ministry of Women and Social Affairs

Regional Finance and Economic Development Bureaus

Regional State Educational Bureaus

Regional States Women, Children and Social Affairs Bureaus

Regional Labor and Skill

FAWE-Ethiopia's Sub-chapters

Mastercard Foundation/MCF

Ministry of Foreign Affairs of the Netherlands

Urgent Action Fund Africa (UAF-Africa)

Plan International Ethiopia

Voluntary Service Overseas (VSO)

Young Men's Christian Association of Ethiopia (YMCA Ethiopia)

Ipas Ethiopia

Ethiopian Youth Federation

The Creative force behind the pages

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