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TIMMAR

FAWE
Ethiopia Chapter

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Our Vision

An equitable and inclusive Ethiopia where all girls and women thrive.

Our Mission

To promot gender-responsive education in Ethiopia, ensuring equal oportunities for all girls and women to thrive and excel in all areas of life.

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.

Values

FAWE Ethiopia Chapter values Impact-Oriented, Innovation, Involvement, Inclusivity and Integrity. We are passionate about results, and are dedicated in everything we do.

Governance

- General assembly
- Board

The board has 7 members 100% female.

Management committee

The management committee has 4 members with 75% female

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Empowering Girls, Transforming Nations: A Message from the Executive Director



As we reflect on another year of progress and impact, I am honored to share this message in FAWE Ethiopia's Annual Magazine. Our commitment to advancing girls' education across Ethiopia is a collective effort—one that is strengthened by the dedication of our partners, stakeholders, and communities. Together, we are breaking barriers, creating opportunities, and shaping a future where every girl can reach her full potential.

This past year has been a journey of resilience and transformation. FAWE Ethiopia has amplified its advocacy, strengthened partnerships, and implemented innovative programs to support marginalized girls. Through initiatives that address gender disparities, promote Science, Technology, Engineering, and Mathematics (STEM), and enhance technical and vocational education, we have empowered hundreds of young girls with the knowledge and skills they need to become leaders and achieve economic independence.

The inspiring stories of girls who have defied the odds to become changemakers fuel our determination. Whether through scholarships, mentorship, or policy engagement, FAWE Ethiopia remains unwavering in its mission to ensure that equal opportunities are given for girls and women to succeed. Beyond the classroom, we are cultivating a culture of gender equality, inclusivity, and lifelong learning.

This year, we also reaffirm our commitment to safeguarding and protecting the well-being of the young women we serve. By strengthening policies and building capacity, we are creating safe learning environments where girls can thrive, free from discrimination and violence.

Looking ahead, FAWE Ethiopia will continue to drive systemic changes in education policies, advocate for greater investments in girls' education, and harness technology to expand learning opportunities. We call upon governments, development partners, and communities to stand with us in this critical mission. Empowering girls is not just a moral responsibility—it is an economic and social necessity for Ethiopia's sustainable development.

To every girl who dreams fearlessly, to every educator who nurtures potential, and to every stakeholder who champions the future of young women—thank you for being part of this journey. Together, we are building a nation where every girl has the power to write her own story. With gratitude and determination,

SELAMAWIT ADMASSU
EXECUTIVE DIRECTOR, FAWE ETHIOPIA CHAPTER

FAWE Ethiopia National Chapter

2024 Annual Accomplishment Report

As a proud member of the FAWE network, FAWE-Ethiopia Chapter continues to champion gender-responsive education, shaping policies, and fostering inclusive learning environments. In 2024, FAWE-Ethiopia made significant strides in implementing both ongoing and newly initiated projects, further strengthening its commitment to equitable education for all.

This year marked a remarkable milestone with the successful mobilization of resources from diverse funding sources, enabling FAWE-Ethiopia to expand its impact and reach more beneficiaries. Through these efforts, FAWE-Ethiopia successfully launched the Mastercard Foundation Program Phase II and MYRP II, a consortium initiative led by Save the Children, where FAWE-Ethiopia assumes a pivotal role as the Gender Lead Organization.

Additionally, groundbreaking initiatives such as TUSEME funded by IDRC-KIX, and IGNITE funded by UAF Africa have been introduced, further reinforcing FAWE-Ethiopia's commitment to creating gender-responsive learning environments.

Through the establishment of strategic alliances and the diversification of funding sources, FAWE-Ethiopia persistently fosters transformative change, guaranteeing that every child and young individual, irrespective of gender, is afforded the opportunity to learn, develop, and flourish within a nurturing and inclusive educational environment. The specifics concerning the execution of FAWE Ethiopia's initiative-driven activities for the year 2024 are outlined in the following programs.



The Mastercard Foundation Program Phase II

The Mastercard Foundation Phase II Program is a seven-year initiative, spanning from 2024 to 2030, aspires to empower young people, particularly girls, by facilitating their inclusive access to tertiary education and fostering seamless transitions into the workforce. The program has four key objectives:

KEY ACTIVITIES AND ACCOMPLISHMENTS

- Increasing opportunities for 800 young people from marginalized communities to develop relevant market skills and innovations.
- Enhancing gender-responsive curriculum and teaching models in tertiary institutions to better align with labor market needs.
- Supporting thriving businesses run by young people, creating employment, job placements, and industrial attachments.
- Driving the adoption of gender-responsive programming, policies, and guidelines by partner tertiary institutions, community members, parents, and students.



On August 29, 2024, FAWE-Ethiopia officially launched the Mastercard Foundation Program Phase II along with its 2024–2028 Strategic Plan at Haile Grand Hotel, Addis Ababa. The event brought together 117(F=53) participants, including key government ministers from the MOLS and MOE, regional bureaus, partner TVET institutions, UN agencies, partner CSOs, FAWE Regional Secretariat representatives, National Chapters, FAWE Board members, and FAWE alumni. The launch served as a platform to outline the objectives of Phase II, foster collaboration among stakeholders, and reinforce FAWE-Ethiopia's commitment to gender-responsive education and skills development.

Before the official launch, a courtesy visit was made to the Ministry of Labor and Skills (MOLS) and Ministry of Education (MOE) as part of an initiative to strengthen collaboration with key government stakeholders. Discussions focused on aligning the program's objectives with national priorities for education and skills development..



The dialogue included participation from the Director of FAWE Africa, the Executive Director of FAWE-Ethiopia Chapter, the State Minister of General Education, the CEO of the MOLS partnership, and other distinguished delegates.

As part of the pre-launching event, a Scholars Program Alumni Meeting was held on August 27, 2025, bringing together 11 alumni from Bahir Dar, Addis Ababa, Adama, and Hawassa. The meeting provided a platform for alumni to share experiences, reflect on lessons from Phase I, and discuss ways to increase alumni engagement in mentorship for Phase II.

Participants from regional government offices, CBOs, FAWE Alumni Associations, and disability organizations.These workshops facilitated discussions on the overall goals and strategies of the Phase II program, ensuring alignment and fostering collective ownership among key stakeholders.

To ensure a fair and transparent project participant recruitment process, regional and local selection committee meetings were held in the targeted regions. The committees comprised representatives from regional government offices, CBOs, FAWE Alumni, TVET institutions, and disability associations. Their role was to oversee the selection of program beneficiaries, ensuring inclusivity and merit-based selection.

FAWE-Ethiopia formalized its collaboration with government offices through the signing of project agreements with BoWSA, BoF, and BoLS in Amhara, Sidama, Oromia, and Addis Ababa. These agreements mark a long-term partnership





This was followed by a cross-learning and partnership-building visit to General Wingate Polytechnic College in Addis Ababa. The visit brought together 22 participants, including FAWE National Chapter representatives from Uganda, Liberia, Rwanda, Zambia, and Tanzania, FAWE Africa's Director, and deans from six partner TVET institutions. The delegation exchanged best practices in TVET education, strengthening regional collaboration and knowledge-sharing.

As part of the program rollout, a series of visioning workshops were conducted across all target regions, engaging 189 (F=30)

to facilitate the seven-year (2024–2030) implementation of the Program. Additionally, MOUs were signed with six TVET institutions–including colleges in all target regions.

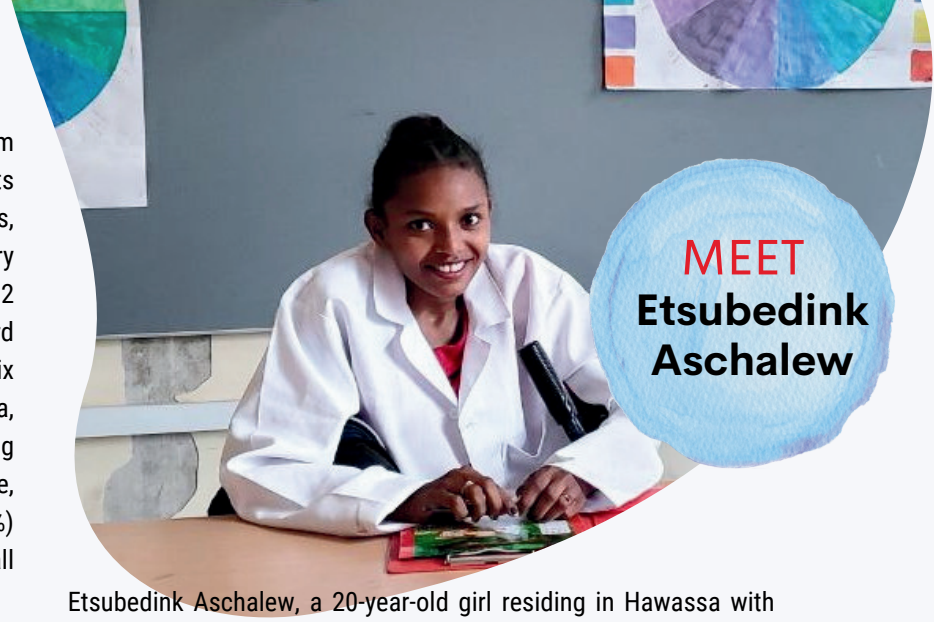
An institutional capacity assessment was conducted for the six selected partner TVET institutions, using a survey-based approach to evaluate their current capabilities and serve as a baseline for continuous monitoring of institutional development.

To ensure broad access to program opportunities, educational grant announcements were made through various media outlets, providing detailed information on bursary support for TVET STEM courses. As a result, 192 students were selected for the Mastercard Foundation Phase II Program, placed in six designated TVET institutions across Adama, Hawassa, Addis Ababa, and Bahir Dar. Among the selected participants, 156 (81%) are female, 16 (8%) are persons with disabilities, and 13 (7%) are internally displaced individuals from all program intervention towns.

In terms of student support services, housing assistance was provided to 33 students (25 females, 8 males) in Hawassa (13 students), Addis Ababa (6 students), and Bahir Dar (15 students), including 3 students with disabilities (2 females, 1 male). Additionally, all enrolled students at the six TVET institutions received uniforms, transportation support, stipends, and coverage of registration fees, ensuring they had the necessary resources to successfully pursue their education.

An orientation session was held for newly selected students, providing comprehensive information on available STEM courses and their career prospects. This was followed by an official bursary award ceremony, where students and their parents were formally introduced to the program's benefits, expectations, and support mechanisms, reinforcing FAWE-Ethiopia's commitment to their academic and professional success.

A Safeguarding Training session is scheduled as part of the capacity building initiative, taking place from December 23 to 24, 2024, at the Arba Minch Haile Resort. This training aims to enhance the understanding of safeguarding among FAWE staff, clarify their roles, and encourage preventive strategies. Seventeen participants, comprising 11 women and 6 men, took part in practical exercises, which included sharing experiences and engaging in group discussions. The training also featured presentations that highlighted the achievements, challenges, and lessons learned from projects undertaken in 2024, as well as strategic plans for 2025. These sessions fostered collaboration and established a clear framework for future endeavors.



MEET Etsubedink Aschalew

Etsubedink Aschalew, a 20-year-old girl residing in Hawassa with her mother and younger brother, has faced significant challenges in her young life. At the tender age of eight, she became physically impaired due to a chronic illness. Furthermore, her parents' marriage ended in divorce, leaving the financial burden solely on her mother's shoulders. Her mother, unfortunately, does not have a stable income, making it a constant struggle for them for basic needs. In 2016 (Ethiopian calendar), Etsubedink completed her secondary level education by taking 12th national exams. Despite her perseverance, the family's financial constraints prevented her from pursuing an opportunity to attend remedial studies at Dila University (located in Dilla, Sidama National Regional State, Ethiopia). Although Etsubedink has a strong desire to continue her education, she feels frustrated and disheartened by the obstacles in her path.

During this challenging period, Etsubedink heard about the "Mastercard Foundation Phase Two program" through Forum for Africa Women's Educationalists (FAWE) Ethiopia. She felt a surge of hope and excitement at the prospect of continuing her education and promptly submitted her application. However, she initially faced disappointment when she was not included in the program. Following the grievance period, she submitted her appeal orally, explaining her situation to the selection committee. After a thorough discussion and careful consideration of her case, the committee recognized Etsubedink's potential and decided to include her in the program. This decision marked a turning point in her life, allowing her to pursue her dreams and continue her education.

Etsubedink's journey of resilience took a significant step forward as she registered in a fashion design (STEM courses) program at Hawassa Polytechnic College. Her special talent for drawing, combined with her passion for studying fashion design, will bring her closer to achieving her dream. Moreover, Etsubedink is also committed to working with youths, understanding that without their passion, success is elusive. Although she is physically impaired, her unwavering ambition to fulfill her dreams is a testimony for young girls and boys to pursue their interests and aspirations. She aspires, after graduation, to become a designer who showcases Ethiopian cultural clothing throughout Africa, through fashion design.



MEET

Nahom Fekadu

Program Associate

Nahom Fekadu, a 23-year-old alumnus of the Mastercard Foundation and FAWE Ethiopia, is a dedicated youth advocate with a deep passion for innovation and giving back to his community. Growing up in Addis Ababa, he excelled in academics and leadership despite financial challenges, serving as the Prime Minister of his elementary school parliament. During his time in leadership, Nahom was able to advocate for and successfully ensure the fulfillment of the school's first reference books and organized library—an essential resource for his fellow students.

Receiving the Mastercard Foundation scholarship program through FAWE Ethiopia after completing 8th grade was a turning point. Beyond financial support, it provided mentorship, leadership training, and personal development, shaping his vision for the future. In 2017, he represented FAWE Ethiopia at the Baobab Summit in Ghana, where he showcased innovative projects and engaged with inspiring leaders, including former President Festus Mogae of Botswana.

He later earned a BSc in Electromechanical Engineering from Addis Ababa Science and Technology University, where he mentored students in 2D animation and actively volunteered in community give back initiatives. During this time, Nahom also developed a solar-powered automatic plant watering system, which aligns with his passion for innovative and practical engineering solutions. His thesis, which focused on an automated whiteboard cleaner project, was shared on the university's official page as a model of innovation. His commitment to advocacy extended beyond university, using his digital and graphic design skills to support social campaigns under the Break Free! Project, particularly raising awareness on sexual and reproductive health. His leadership in advocacy was further recognized when he was selected to represent Ethiopia and the Break Free! consortium at a Training of Trainers (TOT) workshop in Nairobi, strengthening his knowledge in strategic advocacy, facilitation, and mentorship.

Currently, Nahom serves as a Program Associate with the Mastercard Foundation Associate Program at FAWE Ethiopia, contributing to the MCF Phase II programs and other FAWE initiatives while supporting the organization’s communication efforts. With a vision to support accessible quality education for all, particularly for young girls, he continues his journey as a champion in education, technology, and community impact. His story is a testament to resilience, continuous learning, and the power of giving back.

Break Free! Program

The Break Free! Program, funded by the Netherlands' Ministry of Foreign Affairs under the SRHR partnership fund, runs from January 2021 to 2025. Now in its 4th year of implementation, the program is part of a consortium partnership between Plan International Netherlands, SRHR Africa Trust (SAT), and FAWE, with technical support from The Royal Tropical Institute (KIT) and Rozaria Memorial Trust (RMT). The initiative aims to empower adolescents to live free from Teenage Pregnancy (TP) and Child Marriage (CM) through civil society support.

In Ethiopia, FAWE-Ethiopia coordinates the program in collaboration with Plan International Ethiopia and YMCA (representing SAT). It is being implemented nationally and in Amhara region as well as Addis Ababa.

KEY ACTIVITIES AND ACCOMPLISHMENTS



In response to the Ministry of Education's draft directive in October 2023, FAWE Ethiopia, through the Break Free! Project led a collective advocacy effort with 13 NGOs. A desk review was conducted to identify barriers in educational policies, and on January 16, 2024, an advocacy workshop presented findings and alternative solutions to the Ministry of Education, ensuring the protection of girls' educational rights.

On March 22, 2024, FAWE Ethiopia, alongside Plan International, hosted a high-level dialogue workshop for 26 participants from government and civil society organizations, focusing on improving adolescent and youth sexual and reproductive health (AYSRH) service delivery.

FAWE supported 5 youth advocates in collaboration with Plan AULO at the 40th Gender is My Agenda Campaign (GIMAC) in February 2024, where they participated in training sessions on young women's leadership and contributed to discussions on the gender agenda.

In collaboration with the regional offices of Plan AULO, the Regional Secretariat, and SRHR Africa Trust, FAWE Ethiopia led the submission of its first-ever youth-led Universal Periodic Review (UPR) report to OHCHR. From February 26-28, 2024, FAWE engaged 30 youth participants in creating and submitting the report, which highlighted key issues such as limited access to SRH services and the need for greater youth involvement in decision-making processes.

FAWE Ethiopia also collaborated with the Ministry of Women and Social Affairs and UNESCO to organize a workshop on May 15-16, 2024, for 50 religious and community leaders, addressing SRH, teen pregnancy, child marriage, and gender-based violence.

On May 27, 2024, FAWE-Ethiopia contributed to the development of a Youth Policy by bringing attention to challenges faced by adolescents, including CM, TP, and lack of access to quality education and SRH information.

During the August 2024 recognition workshop for the National Alliance to End Child Marriage & Female Genital Mutilation, FAWE advocated for war-affected girls in Amhara, highlighting their vulnerability to child marriage due to prolonged school closures.

On October 15, 2024, a workshop in the Amhara Region emphasized the impact of prolonged school closures on girls, particularly in the West Gojam Zone, where child marriage rates have risen due to the absence of education.

FAWE Ethiopia also celebrated International Day of the Girl Child on October 17, 2024, with a panel discussion involving 59 stakeholders, focusing on girls' education with a particular focus on empowerment of disabled youths.



MEET

Maria Andualem

Break Free Youth Advocate

In the vibrant capital city of Ethiopia, Addis Ababa, 21-year-old Maria Andualem has become a passionate advocate in the fight against teen pregnancy and child marriage. By championing the needs and rights of these vulnerable groups, Maria has emerged as a powerful voice for change. Maria's journey as a youth advocate began when she joined the Youth Advocacy Group established by the Break Free Project. Through her involvement, she became deeply aware of the hardships faced by adolescents and youths who were pushed into child marriages and teen pregnancies, often at the expense of their education and dreams.

Through “Break Free” project through Forum for African Women’s Educationalists (FAWE) Ethiopia, which aimed to empower teenagers to live free from the restrictions of early marriage and unwanted pregnancies, she developed a strong sense of justice and became committed to bringing about change. Her commitment towards achieving the goals of the "Break Free" initiative was remarkable, to ensure that duty-bearers and decision-makers develop, implement, and resource laws to the needs of adolescents.

Maria made one of her most significant contributions at the Ministry of Health's 5th National Adolescents and Youth Health Forum (NAYHF). This platform brought together youth, government officials, international partners, NGOs, civil society organizations, UN agencies, healthcare professionals, and academics to collectively address the health and well-being of adolescents and youth in Ethiopia, with the theme “Access and Quality: Adolescents and Youth Responsive Health System for All Young People”. This high-level advocacy platform created a critical opportunity for Maria to amplify the voices of adolescents at risk of child marriage and teenage pregnancy. During the event, Maria served as the Master of Ceremonies. Her role extended beyond that of a facilitator, as she infused the event with energy and passion, ensuring youth perspectives were front and center. Maria's advocacy persisted throughout the session as she stressed that adolescents and youths deserve to live free from teen pregnancy and child marriage. She urged the government to implement effective laws that address the needs of adolescents and youths. Finally, her consistent engagement in lobby and advocacy will continue to embrace powerful voices to end child marriage and teenage pregnancies. She aims to continue and expand her impact to support young girls at risk.

Make Way Project

The Make Way program, now in its 4th year of implementation (2021–2025), is funded by the Netherlands Ministry of Foreign Affairs through the Sexual and Reproductive Health Rights (SRHR) Partnership Fund under the SDG5 fund. The program aims to break down barriers to SRHR by promoting an intersectional approach. It is being implemented in 5 African countries. In Ethiopia, the program is coordinated by VSO in collaboration with FAWE, Ipas, and CORHA, working in Oromia, Debreberhan, IDP centers, and Addis Ababa.



KEY ACTIVITIES AND ACCOMPLISHMENTS

A national and regional lobby and advocacy workshop focused on SRH services for marginalized youth with compounded vulnerabilities was held, with 44 participants (29 males, 15 females) from sectors including health, social affairs, legal associations, media, and youth organizations.

Based on an organizational capacity assessment, capacity development training on M&E and communication strategy was conducted for FAWE Ethiopia's collaborating partners, YMCA and EYF. This training strengthened their organizational capacity, resulting in the development of communication strategy manuals for both organizations, with a total of 20 participants.

A national policy brief meeting with duty bearers and policymakers was organized, finalizing the implementation of the Intersectional Community Score Card (ICSC) process for SRH service delivery in health centers for marginalized youth with compounded vulnerabilities.

Engagement with national and regional youth ambassadors, youth councils, and marginalized youth for advocacy meetings was conducted, alongside the dissemination of research findings and the development of a mapping plan for lobbying and advocacy efforts. Additionally, an experience-sharing meeting focused on outcome and financial sustainability, along with potential funding opportunities, was organized by FAWE Ethiopia with Dutch-funded SRH alliances in Ethiopia, as many SRH programs are set to end by 2025.

During the 16 Days of Activism against Violence against Women in December 2024, FAWE, through the Make Way and Break Free! projects, organized an event highlighting gender-based violence (GBV) and its prevention in schools. The event, which attracted 55 participants, included a panel discussion that was broadcasted on FANA, a national media platform, to ensure wider dissemination of the message.



MAKE WAY PROJECT

From Vulnerability to Advocacy:

Henok, Tolera, Yonatan, Anteneh, and Bethelihem, out-of-school young volunteers from Adama City, have passionately engaged in the “Make Way” project, which focuses on enhancing youth participation in social accountability initiatives. These volunteers have found inspiration through the capacity-building programs offered by YMCA, motivating them to become active and dedicated volunteers. Through their involvement, they have made significant strides in their community by providing Sexual and Reproductive Health (SRH) training to adolescents and linking hundreds of youths to essential SRH services.

“Make Way” project contribution through Forum for African Women’s Educationalists (FAWE) Ethiopia, in which the project underscores the integrating youth perspectives into health system governance, ensuring more inclusive and accountable service delivery for marginalized youths. In 2024, Henok, Tolera, Yonatan, Anteneh, and Bethelihem joined the social accountability activities of the “Make Way” project, after taking five days comprehensive training on ICSC, marking a pivotal moment in their engagement with vulnerable youth. The social accountability component of Make Way project empowers youth with compounded vulnerabilities to utilize the Intersectional Community Scorecard (ICSC) process, which enables them to advocate for their sexual and reproductive health and rights (SRHR).

The volunteers actively engaged in the ICSC process such as understanding and preparing for the context, mobilizing the community, facilitating right awareness training for youth with compounded vulnerabilities, conducting evaluations of services by youths and duty bearers through FGDs and self-assessments. As a result of these efforts, Henok and his peers have emerged as advocates for youth voices, creating safe spaces and promoting access to youth-friendly SRH services. Their impactful findings were presented to higher officials and decision-makers in Adama City, aiming to enhance service delivery at the Adama Biftu Health Center. This meaningful participation has garnered applause from various stakeholders and has been shared at national advocacy meetings. Following the ICSC findings, the authorities in Adama City have begun addressing the identified issues.

FAWE Forum for African Women Educationalists
Forum des éducatrices africaines

Tuseme Project

Tuseme is a new project initiated by FAWE RS in 2024, focusing on gender equality and social inclusion in refugee and internally displaced persons (IDP) communities in Uganda, Kenya, and Ethiopia. In collaboration with IDRC-KIX, FAWE, HERS-EA, and ASER, the project will conduct action research to evaluate the Tuseme approach in relation to Gender-Responsive Pedagogy (GRP) and Centers of Excellence (COE) in mainstream schools. It will also develop revised Tuseme tools tailored for refugee and IDP schools, empowering children in these settings to identify barriers hindering their educational and socio-economic progress. The project aims to implement innovative strategies for promoting gender equality and social inclusion in these marginalized communities.

KEY ACTIVITIES AND ACCOMPLISHMENTS

§FAWE-Ethiopia has signed an agreement with the Refugees and Returnees Service (RRS) and the Finance and Education Offices of Debre Berhan City to implement the Tuseme project. This partnership aims to promote gender equality and social inclusion in the education system for refugee and IDP communities.

In alignment with the project implementation plan, FAWE Ethiopia has secured a professional license from the Ministry of Innovation and Technology of the Federal Democratic Republic of Ethiopia to carry out action research assessing the effectiveness of Tusem's implementation in mainstream schools, in conjunction with Gender Responsive Teaching (GRP) and Centers of Excellence (COE). The study's questionnaires were created and subsequently tested by the lead researcher from HERS-EA, with FAWE Ethiopia efficiently facilitating the process.



The IGNITE project is a successful funding initiative secured by FAWE as part of its efforts to diversify resources. Funded by UAF Africa, the project, running from July 2024 to December 2025, aims to improve educational and health outcomes for vulnerable adolescent girls by creating gender-sensitive environments and addressing socio-cultural barriers to education. Implemented in the Amhara region's North Gojam Zone, across five district kebeles, the project focuses on three key objectives:

- *Enhancing educational opportunities for girls by challenging socio-cultural and religious norms that hinder parental support for girls' education.*
- *Creating improved, gender-sensitive, and gender-responsive environments.*
- *Ensuring adolescent girls have access to better sexual and reproductive health (SRH) education and services.*

KEY ACTIVITIES AND ACCOMPLISHMENTS

FAWE-Ethiopia has signed a Memorandum of Understanding (MoU) with the Women and Social Affairs, Finance, and Education Offices of North Gojam Zone to implement the project in the target area.

From November 16–18, 2025, FAWE-Ethiopia conducted safeguarding and child protection training for 15 participants (6 female) from five kebeles in Bahir Dar Zuria, North Gojam Zone. The training, with child protection committees and teachers, aims to address educational barriers, promote gender-sensitive environments, and strengthen community-based child protection committees to tackle local challenges, especially post-conflict school closures.

Timmar Guest: Emebet Mulugeta (PhD)

Emebet Mulugeta (PhD) serves as an associate professor of psychology at Addis Ababa University, where she teaches and conducts research at the Center for Gender Studies and the School of Psychology. Notably, she is the first woman to hold the position of academic vice president at Addis Ababa University, the oldest and largest university in Ethiopia. With over 20 years of experience in teaching and research, she has made significant contributions to her field. Emebet is also the founder and director of the Nia Center for Children and Family Development (NiaCCFD), which aims to deliver high-quality services related to families, children, and gender through research, counseling, training, and consultancy. Her scholarly work includes numerous articles, book chapters, and monographs focused on topics such as children, poverty and child labor, gender and education, and gender and poverty.



In this year's edition of Timmar magazine, we are privileged to present Emebet Mulugeta in our guest column. The subsequent interview will explore her personal journey, experiences, and notable contributions to the achievements of both FAWE RS and the FAWE Ethiopia Chapter.

TIMMAR: *Would you like to introduce yourself to the readers of our magazine? (Please include information about your previous life, educational background, work experience, and your involvement in FAWE Ethiopia Chapter and FAWE RS.)*

Emebet Mulugeta (PhD): My name is Emebet Mulugeta and I work as an associate professor in the school of psychology at Addis Ababa University. I also teach courses at the Center of Gender Studies in Addis Ababa University. I also take part in various community-based activities and conduct research studies.

Talking about my educational background, I went to Saint Mary Commercial College for high school and then to Addis Ababa University where I graduated with a degree in psychology. My MA degree was from the University of Cincinnati, Ohio, USA with Master of Education, and also I have got my PHD in Doctor of Education from the same University.

I have dedicated over 30 years of my career to Addis Ababa University, where I have held various positions, including that of academic vice president. I have actively participated in numerous organizations, both as a member and in board roles. My affiliations include social studies and the Ethiopian Psychologists Association, and I have also been involved with the FAWE Ethiopia Chapter. Furthermore, I have had the privilege of engaging in research fellowships in various countries and collaborating on projects with partners from Norway and Sweden.

I was a board member at FAWE RS for one term before taking a break. Now in my second term, I am once again serving as a board member and the Honorable Secretary. In my earlier tenure, I also served as both a board member and honorary treasurer of this pan-African non-governmental organization.

I was introduced to FAWE Ethiopia through personal connections. After this introduction, I became a member and was subsequently elected as the chairperson. Over a period of six years, I served as a board member and was elected to hold the position of chairperson of the board. Additionally, I contributed to FAWE Ethiopia through research initiatives, and chairing several committees. During this time, I have witnessed FAWE Ethiopia confront numerous challenges, consistently achieving success despite the fluctuations it has encountered throughout its history.

TIMMAR: *Could you elaborate on the significant changes and developments that you have witnessed so far as one of the founding members of the FAWE Ethiopia Chapter?*

Emebet Mulugeta: Since its establishment, the FAWE Ethiopia Chapter has made significant progress in its development. When it was first established, its establishment was facilitated when Ambassador Dr. Genet Zewide was Minister of Education and Mrs. Yelifign Work was head of women's affairs department in the same ministry respectively. These two honorable ladies' contributions at that time were immense. The organization started its activities in an office provided by the Ministry of Education. But as the Chapter's activities diversified and grew after one year, the office provided by the Ministry of Education was not sufficient to carry out its increased activities. So, the chapter moved to offices that were comfortable enough for it to execute its programs and projects. For these purposes, the chapter rented

offices at different locations in Addis Ababa. For example, I remember renting an office by the chapter on Bole Road in the Mega Building. After many years of shifting to various locations throughout the city, the Chapter is now based in its own office near Gurd Shola on Megenagna Ayat road. The chapter's development, as I have witnessed so far, can be considered a significant and successful achievement. Because it ensures the sustainability of the chapter's work and its impact on girls' education

TIMMAR: *What distinguishes FAWE Ethiopia's approach to women's education and empowerment from that of other organizations?*

Emebet Mulugeta: FAWE Ethiopia Chapter distinguishes itself from other organizations engaged in initiatives for girls through the adoption of a holistic approach. This includes providing economic and financial support, fostering the personal development and empowerment of girls, implementing gender-responsive teaching and learning methodologies, and advocating for policy reforms aimed at promoting equity, equality, and fairness in education, all grounded in research.

The FAWE Ethiopia Chapter is dedicated to empowering girls through various economic support initiatives, enabling their participation in a range of project-based activities. One notable initiative is TUSEME, which means "let us speak" in Swahili. This program encourages self-reflection and advocacy, helping girls to gain a deeper understanding of their identities. This initiative has proven beneficial not only for the girls but also for the staff involved. In addition to the activities I mentioned earlier, the FAWE Ethiopia Chapter also works on advocacy and policy changes to make policies gender responsive, to create equity for both boys and girls, and to make sure that

girls are equally and fairly enrolled and succeed in their education at all levels. Since research is typically the foundation of these policy changes, the FAWE Ethiopia Chapter carries out various studies to gain knowledge about the aforementioned activities as well as other contemporary issues that girls face. Additionally, the research output is addressed to implement suitable interventions. I believe that FAWE Ethiopia Chapter has had a great impact on girls' education in general.

TIMMAR: *As a member of FAWE RS, how would you describe the continental-level contribution that FAWE RS is making in accomplishing its mission of promoting gender equity and equality in education in sub-Saharan African countries?*

Emebet Mulugeta: The FAWE Regional Secretariat (FAWE RS) collaborates with significant partners. Notably, FAWE RS holds a seat within the African Union (AU) and co-chairs different committees and plays a vital role in promoting girls' education through this continental organization. Leveraging this and various other connections, FAWE RS has successfully organized numerous events and conferences that engage key stakeholders, fostering networking opportunities aimed at positively influencing girls' education. FAWE RS is actively involved in areas such as policy advocacy, research initiatives, increasing educational enrollment for girls, and ensuring their academic success, among other related efforts.

FAWE RS functions through 34 national chapters located in sub-Saharan African nations. These chapters typically align their activities with FAWE's vision, mission, and strategic plans. Consequently, all initiatives undertaken by the chapters are integrated within the strategic framework established by FAWE's Regional Secretariat. FAWE RS is instrumental in supporting the 34 chapters by connecting them with funding opportunities for their various activities, especially in obtaining essential financial resources for their research projects. Furthermore, FAWE encourages these chapters to formulate their **strategies and improve their impact in their respective countries.**

TIMMAR: *What is your assessment of FAWE Ethiopia's impact on general education, with a focus on promoting girls' education and gender equality in our country?*

Emebet Mulugeta: In alignment with its mission, goals, and objectives, the FAWE Ethiopia Chapter engages in partnerships with a range of organizations, prominently including the Mastercard Foundation. For several years, the Mastercard Foundation has extended financial support to the chapter through multiple scholarship programs, which remain ongoing. The funding acquired from this initiative enables gifted and diverse young individuals, particularly young women, to assume leadership positions, pursue their aspirations, and make meaningful contributions to their communities. Furthermore, these resources facilitate various research projects undertaken by FAWE.

Numerous organizations are collaborating with FAWE Ethiopia to advance girls' education, boost their involvement, and elevate their overall achievements. The influence of FAWE Ethiopia's mission, coupled with its partnerships and diverse initiatives, is evident in the accomplishments of beneficiaries from various programs. A significant number of female students have successfully finished their high school education and have pursued various higher education opportunities at colleges and universities, graduating from these institutions and beginning their independent lives. Additionally, contributions from FAWE Ethiopia's alumni play a significant role, as they unite to provide support through financial means, raising awareness, and engaging in various activities aimed at furthering the improvement of girls' education. Recognizing that successful businesswomen can provide for themselves and their families, FAWE also encourages women to engage in small-scale business ventures.

TIMMAR: *Finally, based on its successful achievements, is there anything else you would like to share about the Chapter's work or future projects?*

Emebet Mulugeta: Education for girls and women is essential to the developmental efforts of any nation, a truth acknowledged globally. Providing girls with access to education is imperative, as it fosters their independence and equips them to educate their families and future generations. Furthermore, the economic impact of educated women is substantial and beneficial for every country. In this regard, FAWE Ethiopia has made notable progress in advancing the educational success of numerous girls. However, a significant number of female students continue to encounter obstacles that hinder their ability to attend school, pursue their education, or complete their studies successfully.

FAWE Ethiopia must persist in its efforts to establish partnerships and networks while also securing funding to support research that can inform interventions and influence policy. Additionally, it is imperative for FAWE Ethiopia to advocate for girls' education, which is not only a critical aspect of development but also a fundamental human rights issue.



SUMMARY OF THE ANNUAL GENERAL ASSEMBLY MEETING OF FAWE ETHIOPIA

FAWE Ethiopia Chapter held its annual General Assembly on March 23, 2024, at the Top Ten Hotel in Addis Ababa, with 32 participants in attendance. This assembly provided an opportunity to evaluate the chapter's activities and notable accomplishments, as well as to present and validate the annual audit report for the year 2023. The event was attended by board members, representatives from sub-chapters, partner organizations, and invited delegates from both governmental and non governmental sectors.

At the General Assembly, Mrs. Almaz W/Tensai, the chairperson of the board of directors, delivered an extensive report detailing the board's annual performance. She emphasized the notable contributions of the FAWE Ethiopia Chapter through its planned initiatives and activities throughout the year, particularly in fostering the participation of women and girls in education and tackling gender disparities within the educational sector. These efforts are in harmony with the government's broader educational initiatives at the national level.

Following the report presented by Mrs. Almaz, Mrs. Selamawit Admassu, the Executive Director of the FAWE Ethiopia Chapter, delivered a detailed performance report outlining the activities conducted under her leadership in alignment with the 2023 annual activity plan. She highlighted the development and execution of various programs and initiatives throughout the year. In her presentation, Mrs. Selamawit also emphasized the successful implementation of significant programs aimed at empowering women and enhancing their skills, which resulted in favorable outcomes. Subsequently, the participants of the General Assembly engaged in a thorough discussion regarding the findings of the report. Furthermore, representatives from the sub-chapters of the FAWE Ethiopia Chapter shared their performance reports, which were examined and discussed during the assembly.

The General Assembly meeting also took time to honor the founding members of FAWE Ethiopia, with special recognition given to Ambassador Genet Zewde (Dr.), who was celebrated as a legacy member of the organization. Additionally, the event served as an official farewell to Mrs. Roman Degefa, the former Executive Director of FAWE Ethiopia. In the closing moments of the General Assembly, 18 new members were inducted, including academic professionals, educators, gender advocates, and passionate youth eager to lend their expertise to FAWE Ethiopia.

AWESOME QUOTES & NOTES

Stop chasing those who aren't interested in you.
Avoid begging for attention or validation.
Speak less and let your words carry weight.
Address disrespect promptly and assertively.
Avoid overindulging in others' generosity if it's not reciprocated.
Limit visits to those who don't value your presence.
Prioritize self-investment and your happiness.
Avoid engaging in gossip or unnecessary negativity.
Think carefully before you speak— your words define your value.
Always present yourself well; dress to reflect your worth.
Focus on your goals and stay productive.
Value and protect your time.
Leave any relationship where you're not respected or valued.
Spend on yourself—it teaches others to respect your worth.
Be unavailable sometimes; it creates value.
Give more than you take.

(CIO Women Magazine)

15 Best educational policies for women you should know

Educational policies for women have played a pivotal role in reshaping societies, fostering gender equality, and empowering women to achieve their full potential. In this article, we will delve into 15 of the most impactful educational policies that have positively influenced the lives of women around the world. These policies have not only opened doors to education but have also paved the way for women to become leaders, innovators, and contributors to their communities.

01 THE RIGHT TO EDUCATION ACT (INDIA):

India's Right to Education Act of 2009 is one of the landmark educational policies for women ensuring free and compulsory education for all children aged 6 to 14. By emphasizing inclusivity, it has significantly increased the enrollment of girls in schools, promoting gender equality in education. This policy addresses not only enrollment but also focuses on enhancing the quality of education by providing infrastructure, trained teachers, and learning materials. The Act aims to create an environment where girls not only attend school but receive a quality education that equips them for future success.

02 TITLE IX (UNITED STATES):

Enacted in 1972, Title IX in the United States goes beyond merely ensuring equal access to education; it prohibits discrimination based on sex in all educational programs and activities. This multifaceted policy has been instrumental in promoting gender equity in various aspects of education, including sports. Title IX mandates schools to allocate resources fairly, ensuring women have equal access to scholarships, facilities, and extracurricular activities. Over the years, it has evolved to address emerging issues, making it a dynamic force in the pursuit of educational equality for women.

03 GIRLS' EDUCATION INITIATIVE (KENYA):

Kenya's Girls' Education Initiative is a multifaceted approach aimed at eliminating barriers that hinder girls' access to education. Beyond providing free education, this is among the educational policies for women that address societal norms and practices that may prevent girls from attending school. It includes community outreach programs, awareness campaigns, and initiatives to combat early marriage. By taking a holistic approach, the policy not only increases enrollment but also ensures that girls remain in school, leading to improved educational outcomes and greater empowerment.

04 WOMEN'S EDUCATION POLICY (SOUTH KOREA):

South Korea's Women's Education Policy, implemented in the 1980s, stands as a testament to the country's commitment to gender equality in education. The policy goes beyond addressing enrollment issues and focuses on empowering women to pursue higher education. It includes targeted interventions such as scholarships, mentorship programs, and affirmative action to ensure that women have equal opportunities in academia. By actively encouraging women to participate in fields traditionally dominated by men, South Korea's policy is shaping a more inclusive and diverse educational landscape.

05 NATIONAL POLICY FOR THE EMPOWERMENT OF WOMEN (NPEW) (INDIA):

India's National Policy for the Empowerment of Women recognizes the integral role of education in empowering women. Going beyond the classroom, the NPEW addresses broader issues such as literacy, skill development, and gender-based violence. The policy seeks to create an enabling environment where women not only access education but are also equipped with the skills and knowledge necessary for active participation in various spheres of life. By recognizing the interplay between education and empowerment, NPEW contributes to creating a more inclusive and gender-sensitive society.

06 MALALA FUND (GLOBAL):

The Malala Fund, founded by Nobel laureate Malala Yousafzai, is a global initiative advocating for 12 years of free, safe, and quality education for every girl. This policy is not confined to a specific region but operates globally, emphasizing the universality of the right to education for girls. The fund not only supports existing policies but actively works towards dismantling barriers that prevent girls from accessing education. By amplifying the voices of girls and advocating for policy changes, the Malala Fund is a dynamic force in the global movement for girls' education.

07 WOMEN'S EDUCATION AND ECONOMIC INDEPENDENCE PROGRAM (TURKEY):

Turkey's Women's Education and Economic Independence Program, initiated in 2003, takes a comprehensive approach to link education with economic empowerment. Recognizing that financial constraints can be a barrier to education, the policy provides financial incentives for girls to stay in school. Moreover, it includes vocational training programs to equip women with the skills necessary for economic independence. By addressing economic aspects alongside education, Turkey's policy contributes to breaking the cycle of poverty and fostering sustainable empowerment for women.

08 GENDER EQUALITY IN BASIC EDUCATION ACT (CHINA)

China's Gender Equality in Basic Education Act, implemented in 2001, is a robust policy aimed at eliminating gender disparities in education. This policy not only focuses on access but also on improving the overall educational environment for girls. It addresses issues such as gender stereotypes, ensuring that girls have equal opportunities to pursue and excel in any field of study. By creating an inclusive educational environment, China's policy lays the foundation for women's active participation in various sectors, challenging traditional gender norms.

09 GENDER PARITY INDEX (GPI) (GLOBAL):

The Gender Parity Index is a global measure used by educational policies worldwide to assess the relative access of girls and boys to education. While it is not a standalone policy, the GPI is an indispensable tool for identifying and rectifying gender disparities in education. Policymakers use this index to implement targeted interventions, ensuring that girls have the same opportunities as boys to pursue and complete their education. By continuously monitoring and adjusting policies based on the GPI, countries contribute to creating a more equitable educational landscape.

10 NATIONAL STRATEGY FOR WOMEN'S ADVANCEMENT (SAUDI ARABIA):

Saudi Arabia's National Strategy for Women's Advancement, launched in 2018, represents a significant step towards recognizing the transformative power of education for women. By investing in women's education and vocational training, is among the revolutionary educational policies for women that aim to enhance women's participation in various sectors. In addition to addressing educational access, the strategy emphasizes creating a supportive environment for women to thrive professionally. Through targeted interventions and awareness programs, Saudi Arabia's policy marks a commitment to breaking down barriers and fostering a more inclusive and diverse society.

11 PLAN INTERNATIONAL' S "BECAUSE I AM A GIRL" CAMPAIGN (GLOBAL):

Plan International's —Because I am a Girl|| campaign is a global initiative focused on promoting girls' rights and empowerment through education. Beyond advocating for policy changes, the campaign actively engages in community-level initiatives to ensure the implementation of these policies. It emphasizes the importance of education in breaking the cycle of poverty and discrimination. By addressing not only systemic issues but also grassroots challenges, the campaign contributes to creating an environment where girls can access and benefit from education fully.

12 MATERNITY LEAVE AND FLEXIBLE WORKING HOURS (NORDIC COUNTRIES):

While not solely categorized as an educational policy, the generous maternity leave and flexible working hours in Nordic countries significantly impact women's educational pursuits. These policies acknowledge the intersectionality of women's roles, recognizing that balancing family responsibilities with education and career is crucial. By providing a supportive framework that enables women to seamlessly transition between family life and educational pursuits, Nordic countries foster an environment where female students and professionals can thrive.

13 AFRICAN GIRLS CAN CODE INITIATIVE (AGCCI) (AFRICA):

Launched by the African Union, the African Girls Can Code Initiative aims to bridge the gender gap in science, technology, engineering, and mathematics (STEM) education. The policy recognizes the importance of STEM fields in the modern world and seeks to equip girls with the skills necessary to excel in these areas. Beyond providing training and resources, the initiative actively challenges stereotypes and biases that may discourage girls from pursuing careers in STEM. By addressing both systemic and cultural barriers, AGCCI contributes to creating a more inclusive and diverse future in STEM.

14 WOMEN IN SCIENCE FELLOWSHIP PROGRAM (IRAN):

Iran's Women in Science Fellowship Program is one of the targeted educational policies for women pursuing advanced degrees in scientific fields. Recognizing the underrepresentation of women in STEM disciplines, the program provides financial assistance and mentorship. By actively addressing the challenges that women face in scientific research and academia, the policy encourages women to overcome barriers in traditionally male-dominated fields of study. This focused approach contributes to building a more genderinclusive scientific community.

15 NATIONAL PLAN FOR WOMEN'S EDUCATION (BRAZIL):

Brazil's National Plan for Women's Education is one of the best comprehensive educational policies for women that seek to address genderbased educational inequalities. Beyond scholarships and mentorship programs, the plan includes awareness campaigns to encourage girls and women to pursue education at all levels. By fostering a cultural shift towards recognizing the value of women's education, Brazil's policy contributes to creating an environment where education is not only accessible but also celebrated as a powerful tool for women's empowerment.

Conclusion

As we continue to advocate for the implementation of such policies, we move closer to a world where every woman has the opportunity to unleash her full potential through education. The ongoing commitment to these educational policies for women ensures that the transformative power of education continues to positively impact the lives of women, creating a more equitable and inclusive future.

DO NOT FEAR MISTAKES

If milk goes bad, it turns into yogurt.
Yogurt is more expensive than milk.
And if things get worse, it turns into cheese,
which is even more valuable than yogurt and milk.

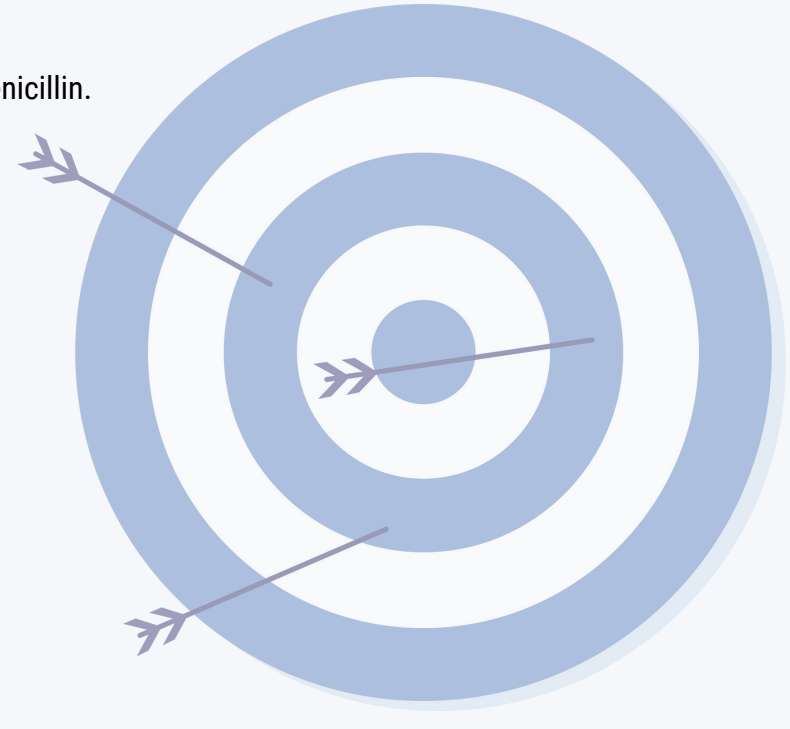
If grape juice turns sour,
it becomes wine,
which is more expensive than grape juice.

You are not a bad person because you made mistakes.
Mistakes are experiences that make you more valuable as a person.

Christopher Columbus made a navigational mistake
that led him to discover America.

Alexander Fleming's mistake led him to discover penicillin.
Don't let your mistakes discourage you.
It's not practice that makes perfection,
but the mistakes we learn from!

Do not fear mistakes.
Great steps await you.
Keep moving forward.



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

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