

ANNUAL REPORT

FAWE-RWANDA | 2019

The Trendsetters

The Mastercard Foundation & FAWE Rwanda Chapter Newsletter



Scholars
Program



FAWE Rwanda
Chapter

beautiful
world



Our Vision:

A world in which gender disparities in education are eliminated and all Rwandese girls access education, perform well and complete their studies.

Our Mission:

FAWE Rwanda mission is to promote gender equity and equality in education in Rwanda by fostering positive policies, practices and attitudes towards girls' education.

Our Goal:

FAWE Rwanda's goal is to increase access and retention as well as improve the quality of education for all girls within the school system and for women in universities.

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PREFACE

Dr Gasingirwa humbled by FAWE achievements



Dr. Marie Christine Gasingirwa
**Second Vice Chairperson,
FAWE Rwanda**

They say you can get a woman out of the village but you cannot get the village out of her. But not to FAWE, whose second vice chairperson and founder member, Dr Marie Christine Gasingirwa, just can't stop talking in awe of the organisation's achievements.

Under its TUSEME programme, the girls who have benefited from FAWE's support have turned into assets in their communities as they stimulate those around them through mentorship, allowing those they meet to also 'smell the coffee.'

"In the Kinyarwanda culture normally, girls are supposed to be shy, to look down... and we have realized that girls have fallen as victims many times because they don't talk," Dr Gasingirwa said.

But the FAWE beneficiaries have gone a step better by positively breaking the norm without negatively impacting culture. They encourage fellow girls and women to talk, show them their responsibilities to the community.

"To make girls and women see that they are not just passive members of the community is another achievement besides their academic achievement," Gasingirwa said, adding that it is a very big achievement to see how far the girls have gone knowing what humble background they started with.

"The fact that MasterCard has facilitated them to reach where they are is a very big achievement. I like when I go around, as part of my job, not only as a FAWE member in other functions, when I visit high

learning institutions which happen to have FAWE girls. You can tell that they have made an impact; they are very bold in a positive way, they are able to face a situation as it is, to discuss." Gasingirwa said FAWE has been encouraging girls to champion science and technology. Using career guidance, the organisation delves into the education system targeting where learners select their combinations in Senior Three.

As part of its career guidance and counseling, FAWE helps in exposing youngsters from that stage of fumbling as a learner in Senior One to being mentored and exposed to various situations; classroom situation, community industry, to challenge their mentality.

With the help of UNESCO, in Paris, and other different countries, teachers were this year trained about gender responsive pedagogy.

"We had girls giving their testimonies to see how the education system is now taking affirmative actions. Let us start from their upbringing at home and school, to show that we are all working together to promote them. The world we are heading to is highly competitive. Boys and girls must be equally prepared. With this training, teachers are ready for the change," she said.

The FAWE Second Vice Chairperson said women, by nature, are scientists with their manipulation and inquisitive personae.

“We have heard of RAWISE-Rwandese Association for Women in Science and Engineering. Most of them were still FAWE members; these are already working ladies in different fields, pilots, doctors, engineers, and architects. They feel their responsibility to nurture youngsters. This team I am referring to is partnering with MasterCard,” she said.

Delving into the challenges faced in propping girls as leaders in the country, Dr Gasingirwa cited cultural aspect that she said overcoming requires monetary or economic resources.

“The greatest problem which we are overcoming slowly is the mindset, stereotyped behavior, culture towards girls’ education. To change this one is not focusing only on girls alone; even the homes they come from, the institutions that receive them. Slowly by slowly, by human resilience, you don’t change it overnight,” she said.

Dr Gasingirwa lauded FAWE’s partners such as MasterCard for continuing to be the cog mill that runs and turns the dreams of many girls in the country into reality.

Rwanda has FAWE Gisozi and Gahini, but with another 17 partner schools that take in MasterCard bright scholars from very financially disadvantaged homes.

“These scholars are intellectually bright kids. They score everything in their exams, that’s how they were picked by MasterCard. They put them in a place where they are doing very well that you cannot even tell,”

she said, calling for funding support to build the confidence in the girls and make them feel like they have achieved something.

“The girls have learned to go over the lack of sufficient funds by saving the money they get from MasterCard to support their parents. It is a great achievement we are very proud of; of independence,” Dr Gasingirwa said.

FAWE is looking to collaborate more with parents and seek more support in order to widen its reach and support to girls. Gasingirwa cited the last bootcamp organised in collaboration with UNESCO and Rwanda Education Board for 170 girls that impressed participants as well as the Minister of state for primary and secondary education – who was in attendance.

“The minister said we increase the number of girls at the bootcamp and to do that, it means money. We are still looking for different donors. UNESCO is giving us some amount; last year Rwanda Education Board had given us RWF14 million,” she said.

Gasingirwa said FAWE officials have been aggressive on the ground in a bid to raise funding to the projects, visiting some industries and various other potential partners.

FAWE says it cannot thank its partners enough for the funding they have been putting in seeing that some more 1000 girls and more than a million extended beneficiaries, including parents and mentees, are living promising lives.



MESSAGE FROM THE NATIONAL COORDINATOR

FAWE strives to give girls the best



Antonia Mutoro
**National Coordinator of
Fawe Rwanda Chapter**

The Rwandan chapter of the Forum for African Women Educationalists (FAWE) is looking to give more girls and women in the country wider smiles than ever before. FAWE Rwanda has a vision to eliminate gender disparities, particularly in girls and women, so that they access education and proceed to the world of work without any difficulties.

The challenge we have is that there are more girls and women in need of support than we can actually give them.

That is why our day-to-day business is to build meaningful partnerships that supports us to deliver our mission, to join hands and support more girls and women to be empowered and become future leaders and good citizens of Rwanda.

FAWE Rwanda is currently focusing on scholarships for girls having already supported 1,200 girls to access secondary and tertiary education for the MasterCard supported grant and another 99 on the Beautiful World Canada supported grant.

We want a world where women and girls have developed and have jobs, and access market and compete with men. That is the future of FAWE that we see.

For an organization that has to pick from a pool of millions of women and girls in need of support, FAWE has had to devise measures to ensure its support is not abused.

Among the measures to ensure that needy girls get support is to run a rigorous selection criterion using local government structures, schools and home visits.

We target those who are really needy and have performed well at school, and support them accordingly.

The result of FAWE's efforts have seen attitude towards girls' education among Rwandans is changed for the better.

We see a lot of supporters and a lot of families who are not educated originally understanding that a girl's education is as much a priority as a boy's education. To see that girls are children like others and are not discriminated against any more like it was many years ago.

The success we have registered is credited to the joint effort and deliberate policy changes and practices by the Government of Rwanda particularly, the Ministry of education and its agencies and our development partners.

As part of efforts to raise the much-needed resources, FAWE not only engages in strong resource mobilization strategy, but also builds capacities of its staff so that they are able to sustain and fundraise from development partners, the government and NGOs, among other sources of support to the cause.

This isn't a cause for just FAWE but everyone who values the betterment of the world of girls and women.

It's important we all join hands to support access to girls' education because when you educate a woman as they say, you educate the world! Our goal is to see a successful girl of Rwanda, an entrepreneur, a leader, an advocate of girls' education in the future.

We want to see a country that has more women leaders, girls who can speak out their issues, solve their own problems, and a Rwanda engaged for both men and women.

I appreciate the support of FAWE's partners and urge them to continue supporting the organization in its concerted activities to take girls and women to the top of society.

In 2020, FAWE will focus on strengthening the partnerships to raise awareness and boost support for girls and women in need.

“ Our goal is to see a successful girl of Rwanda, an entrepreneur, a leader, an advocate of girls' education in the future.



WHO WE ARE

FAWE Rwanda Chapter - Profile



FAWE Rwanda Chapter

The Forum for African Women Educationalists (FAWE) is a Pan African women organization whose mission is to support girls and women acquire education for development. FAWE was founded in 1992 and its headquarters are in Nairobi, Kenya. FAWE Rwanda is one of the 34 chapters across Africa.

It was founded in 1997 by a group of Rwandan women whose common goal is to build the country and promote national development through girls' and women's education. Since its inception, FAWE Rwanda has grown to become a reputable partner and focal point on female education in Rwanda.

Executive Committee



Ms. Jennifer Mujuni
Chairperson



Dr. Marie Christine Gasingirwa
Second Vice Chairperson



Ms. Ayinkamiye Speciose
Audit commission



Ms. Julienne Rwabuheka
Audit commission



Ms. Leonne Uwizihwe
Honorary Secretary



Ms. Mbabazi Christine
Treasurer



Ms. Ruth Mukakimenyi
Education Specialist



Ms. Sheila Kagoro Gladstone
Resource Mobilisation



Ms. Mukamurenzi
Donatha
Legal Advisor

The Forum comprises 4 organs : The General Assembly, The Executive Committee, The Financial Audit Committee, and the Conflict Resolution Committee.

The General Assembly consists of all members and is the supreme body of the organization.

- The Executive Committee is elected by the General Assembly and is composed by 10 members : the Chairperson, 2 vice chairpersons, the Honorary Secretary, the Treasurer, the In-charge of public relations and 4 advisers. The members of the Executive Committee are elected among effective members of the organization for a mandate of 3 years renewable once only.

The Executive Committee main responsibilities are to provide overall policy guidelines to the organization, to submit detailed programs of the activities to the General Assembly, and to follow up the implementation of the plan of activities.

- The Financial Audit Committee is elected annually by the General Assembly and is composed of three members whose role is to control the management of finances and other assets of the organization and to give advice.
- The Conflict Resolution Committee composed of 3 members elected by the General Assembly and their role is to resolve amicably a conflict that may arise among members of the organization.

The Secretariat ensures implementation of the organization plans and is headed by a National Coordinator whose responsibility is to ensure day-to-day management of the Secretariat and overall coordination of the organization activities.

MAJOR FAWE PROGRAMS

Scholarship Program

FAWE Rwanda has over the years provided comprehensive scholarship packages to many Rwandan girls, and sometimes boys in collaboration with a number of other partners.

The program aims to support bright girls from economically challenged households to access and complete quality secondary education and transit effectively to tertiary education. The overall goal of the program is to achieve social transformation in Rwanda through providing access to quality education for the next generation of leaders committed to giving back to their communities.

service training, networking with quality institutions and support from the alumni network to share ideas, and motivate the scholars. The program also provides support in other enriching areas including assisted study and mentoring.



Comprehensive scholarship

The scholarship program provides a comprehensive package that includes tuition and other crucial requirements: Uniform, scholastic materials, personal and sanitary requirements, boarding fees, health insurance, transport and a stipend for personal needs. In addition students are provided with support services such as mentoring and community

Mentoring

Since some scholars come from disadvantaged families FAWE realized that providing tuition and other requirements is not enough to ensure that scholars do not drop out of school. The girls face diverse psycho-social problems that present a negative impact on their school attendance and academic performance. FAWE has therefore adopted a holistic approach to supporting the beneficiary scholars, including social support through mentoring and role modeling.

The program seeks to develop scholars' confidence and heighten their aspirations to improve competencies while enriching their leadership skills and sense of values. Through the mentoring program, scholars gain essential tools for the development of critical thinking, problem solving and the ability to embrace diversity.

The Fawe mentoring model is done at three levels. These include peer to peer mentoring in which scholars meet, discuss issues they are facing and brainstorm solutions. In addition to this, there are teacher mentors in every partner school as well as external mentors and role models who include a select group of Fawe Alumni. So far there are 111 mentors including 97 women and 14 men who undertake mentoring visits at least once a term in all the partner institutions. Through the mentoring process 'an evening for girls' was set up by one of the mentees at the IPRC Kicukiro as a platform for sharing experiences, aspirations and ambitions.



Gender Responsive Pedagogy

Gender Responsive Pedagogy (GRP) is a teaching and learning process that takes into account specific situations and requirements of the learner through a gender equity and equality lens. In a teaching environment, teachers may not be aware of situations or behavior discriminatory to some learners based on their gender. They may sometimes use learning materials and examples that depict only one gender performing certain types of work or profession or may make disparaging remarks about the capabilities or characteristics of either gender. This discourages the students, especially girls from participating and benefiting fully from the teaching and learning process.

As the students are usually adolescents, it is important for teachers, school administration and the students themselves to understand

and be sympathetic with the different changes the students are undergoing and avoid behavior that hurts their self-esteem and discourage them from attending school. In the last few years a total of 722 teachers CEOs and partner schools were trained in GRP.



Promotion of stem and TVET for girls

Over the last couple of years Fawe in partnership with Beautiful World Canada Foundation joined national efforts to increase the number of girls in technical, vocational education and training (TVET),



MAJOR FAWE PROGRAMS

where they are underrepresented at about 43%. Previously those who joined tended to enroll in domains traditionally considered feminine such as dress making, food processing. This has changed with the program. Students under this program have enrolled in the University of Tourism and Business studies and the Integrated Polytechnic Regional Center (IPRC) Kigali. They undertook courses in civil engineering, ICT, Biomedical engineering and mining as well as tours and travel management, food processing, hotel and restaurant management.



Career guidance and counselling

FAWE Rwanda in February 2019, launched career guidance and counseling program aimed at supporting FAWE scholars in making informed and impactful career choices.

Career guidance and counseling helps to support the scholars in transition at every level of their education starting from secondary school to tertiary level and from tertiary to work place.

Alumni Network

FAWE maintains a database of Alumni. The Alumni network includes those in FAWE MasterCard Scholarship program and those who have been through FAWE schools, both centers of excellence.

The members chat a lot, giving one another opportunities. It is alike a family even sharing laughter while engaging in volunteering.

Selected Alumni help in mentoring secondary school and university girls. An In-Country Alumni Conference is normally organized to foster a spirit of giving back, promote general welfare of the alumni in particular and of the organization at large.

It also helps to strengthen ties amongst the alumni to benefit from each other's skills and experiences.

Scholars' Entrepreneurship Fund

The Scholars Entrepreneurship Fund for Mastercard Foundation scholars was launched in April as a new product. The aim and focus of the Scholars Entrepreneurship Fund is to bring another program into the scholars' program whereby scholars are interested not only to study but also to think about employability.

After the launch, Mastercard launched the application form which was given to all Rwandan scholars under the Mastercard scholarship program. Those who qualify for the pilot Scholars Entrepreneurship Fund are scholars of MasterCard Foundation at University of Rwanda and INES Ruhengeri. The projects' range of funding varies from USD 500 to USD 5000.

Those who are in that range and serving the purpose of community are eligible. Under the programs 16 projects have so far been selected for funding with focus on fruits production and distribution.

ACTIVITY REPORT

Scholarship beneficiaries at tertiary level climb to 824 in 2019/2020



FAWE Rwanda is partnering with the Mastercard Foundation (MCF) to implement a ten-year scholarship program. The program is to enable academically bright, but economically disadvantaged girls to access and complete secondary and university education, in high quality institutions and increase their opportunities for better livelihoods. Since 2017 at tertiary level, the scholarship program is being implemented at University of Rwanda's campuses and INES Ruhengeri. The

scholars are supported with a comprehensive scholarship that includes tuition, non-tuition and registration fees.

The number of FAWE Rwanda scholarship beneficiaries at tertiary levels in 2019/2020 academic year reached 824.

At least 353 new scholarships were awarded to scholars joining university.

At the scholarship award ceremony, 477 scholars from cohort one and two were also renewed.

At University of Rwanda 275 scholars are completing year one and two while 140 new ones were awarded scholarships, thus bringing the number of scholars awarded scholarship at University of Rwanda to 415.

At INES Ruhengeri there are 202 scholars from cohort one and two whose scholarships were renewed and 213 new ones that were awarded scholarships thus bringing the number of scholars to be supported at tertiary in 2019/2020 to 824 in total.

All the 353 scholars joining university were awarded scholarships at university level while 477 already at university had their scholarships renewed.

During the scholarship award ceremony scholars signed letters committing to excel academically in the academic year 2019/2020.

University Authorities have been informed about the MCF program and working relations of the FAWE. The Universities strengthened our cooperation with signing of memorandum of understanding.

At the University of Rwanda, the ceremonies took place at UR – Remera campus where all the 413 scholars gathered and at INES Ruhengeri campus where 415 scholars gathered.

Cohort Three scholars graduate from high school



The transition from one level of education to another requires necessary preparation to enable scholars adapt to their new environment as well as deal with anxieties related to tertiary level.

The cohort three graduates who were transitioning to tertiary level undertook a three-week boot camp in the second week of August 2019. They acquired basic knowledge in ICT including Microsoft Word, Microsoft Excel, Power Point presentation, Internet Navigation, and English digital learning. In addition they were equipped with Entrepreneurship/ Business Development skills. The graduation ceremony marked the official closing of the ICT and soft skills boot camp on 31st August 2019. The purpose of the graduation was to celebrate the

success of the scholars, encourage and advise them on their future learning endeavours.

The ceremony also provide platform for 504 scholars to share experiences and best practices from their respective high schools. The graduating scholars shared their lessons learnt, and success stories, before receiving their certificates of completion. During the same event, best performers in academics and leadership were recognized and awarded certificates.

One hundred ninety one scholars from the first cohort graduated from secondary in 2016, four hundred eighty seven (487) scholars graduated in 2017 and five hundred and four scholars (504) graduated at the end of 2018.

All these scholars were enrolled in 17 partner schools across the country. Among these 504 scholars, 19 scored 73/73 in the National exams and were recognized as well as those to demonstrate exceptional leadership skills during the boot camp.

Established in 1997, FAWE Rwanda interventions have mainly focused on changing the prevailing attitudes and mindsets regarding girls' education to ensure gender equity and equality in education especially with regards to increasing girls' access to basic education.

Specific interventions spanned from influencing education policies and laws to ensure they are gender sensitive, teachers training in gender responsive pedagogy in schools, empowering girls through TUSEME clubs where they are also taught life skills and through various advocacy and awareness-raising activities at the national and community levels.

In 2013, FAWE Rwanda partnered with FAWE Regional Secretariat and the Mastercard Foundation, a Canada-based independent foundation, to implement the Mastercard Foundation Scholars' Program. This ten-year program enabled FAWE Rwanda to provide a comprehensive scholarship package to more than 1000 girls throughout upper secondary and the majority of these will get support at tertiary level.

Not only does this scholarship package respond to the scholars' economic challenges, but it also includes an array of support and enrichment services like mentoring, leadership training, and networking that will ease their transition to university.

FAWE Rwanda give scholars laptops

The Forum for African Women Educationalists (FAWE) Rwanda, in partnership with Mastercard Foundation donated laptops to 353 girls currently studying at the University of Rwanda and INES Ruhengeri in Musanze District.

The recipients who are students from vulnerable families are among the beneficiaries of FAWE scholarship program which targets girls pursuing science-related subjects at the university. The scholars welcomed the donation

promising to make good use of them to excel in their academic endeavors.

They noted that the newly acquired computers would help them conduct extensive research.

Scholars get needed skills to thrive

FAWE Rwanda organized leadership and career development training for scholars under the MasterCard Foundation Scholars program to enable them to build self-identity, self-awareness and to prepare them to be the leaders of today and tomorrow.

Leadership and career development, one of the focus areas of FAWE's programs, ensures that the girls are not simply being educated to go out there and look for jobs, but to become leaders who can impact the country.

This year, the training ran in September.

Veronique Uwimana, the program officer in charge of scholarships at FAWE Rwanda, said that among the leadership skills provided to scholars is communication skills mainly through TUSEME programs that are organized since the scholars are at secondary level up to tertiary level.

"We also run problem solving skills; our scholars are prepared to be leaders. A leader is someone who can see around him or her, problems, but not only see the problems but also take measures for solving those problems and involving others in the search for solutions to the problem identified," Uwimana said.

"We prepare our scholars to be vision-oriented, besides communication and leadership skills. Our scholars have to be people with a clear vision for the future. They have to be the leaders of today and tomorrow. They are happy to be encouraged to have a vision since they are at school level."

There are four criteria for choosing scholars; one; academic excellence, second; socio-economic vulnerability. Thirdly is commitment to give back to

their community; they are supported today so they have to support others in their community. They have to be transformative leaders in their community. And the last is the potential for leadership, because they are being prepared as leaders of tomorrow.

237 Cohort 2 scholars attended training in Leadership and Career Development from 8th to 13th September 2019 in order to assess their interests, abilities and values. They were encouraged to have a personal vision board, build healthy self-identity and confidence, self-awareness, self-acceptance and set personal vision and values and therefore to become values-based leaders.



Uwimana Veronique
Program Officer
FAWE Rwanda

Uwimana said payment of tuition fees and non-tuition fees is required but there are additional elements that many organizations forget which are capacity building through mentoring, TUSEME programs, and leadership trainings that are provided by FAWE Rwanda.



344 scholars attend leadership and career development training



344 scholars attended Leadership and career development training aimed at helping them to transition into university education, and lead lucrative careers.

The training targeted scholars from cohort two who normally face self-identity crisis. The scholars were briefed on career environment, setting goals, mission and values, based on personal abilities, background and interests.

The scholars were also equipped with knowledge and skills they needed to make future career and life decisions.

Factors influencing career development and how to set plans to achieve personal goals were among the topics of discussion.

Scholars were enabled to set a personal vision board and encouraged to be values-based leaders.

They were enabled to do advocacy through presenting a brief convincing self-story or a project proposal for consideration at a given level.

Scholars were enabled to make career choices and life decisions at the right time based on their interests, background, abilities and the work environment.

Participatory methods were used during the training, where each scholar was supported to set a personal vision board, to create and present a personal story to a small or large group.

Group works were organized and presentations facilitated by the trainers in small groups to allow scholars to exchange ideas and do practical work based on personal issues and attributes. The training also featured plenaries as rap-ups for the take home for both leadership and career development issues. A hand-out of 2 to 3 pages was provided to the scholars as an executive summary of the training.

The training was organized in two steps: two days refresher training of trainers for 10 FAWE alumni and 6 FAWE staff and a five day training for 344 year one scholars enrolled in UR and INES Ruhengeri.

The aim of the refresher training of trainers was to produce a team of trained people to support the Lead trainer in organizing and supervising the group work.

The 5-day training of scholars was equitably allocated to the leadership and career development topics, both components including individual or group practical exercises and plenaries. Among the topics covered included definition of transformative leadership/ particular qualities of a leader, steps necessary to becoming a transformative leader, self-identity, visioning and goal setting/how to live a value/goal centered life.

Other topics included how to create a vision board, values and integrity, creativity and transformative leader, leader and role model, building safe relationship and managing peer pressure among others.

ACTIVITY REPORT

More than 500 scholars attend STEM bootcamp



This year FAWE Rwanda conducted a three-week boot camp in Mathematics in order to fill basic gaps in the subject.

Besides, a refresher training in Entrepreneurship and Business Development was organized to review project proposals developed by scholars following a training in

Entrepreneurship and Business Development they had attended from 17th to 19th April 2019. The STEM and soft skills boot camp program that ran from 11th to 31st August 2019 targeted the third cohort of Mastercard Foundation Scholars Program numbering 504 in the gap year.

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Areas covered in STEM included basics in ICT and Mathematics as well as robotics. This was in addition to Entrepreneurship and Business Development (refresher training).

Information and Communication Technology (ICT): by the end of the training in ICT, scholars were assessed online and certified as Microsoft certified educator (MCE) and/or Microsoft office specialists (MOS) using vouchers purchased by the Ministry of Education.

Scholars were also introduced to learning English using digital content. Scholars went through programs that will enable them to build simple robotics models.

Mathematics refresher course covered Pythagoras theorem, Algebra, Linear Equations, Quadratic equations, Equation of Line, Probability, Simultaneous equation, Geometry and also some of their application in robotics and coding.

On the other hand Entrepreneurship and Business Development refresher course covered development of business idea, Business Model Canvas, human centered design, business plan development and review of some project proposals that are being developed by scholars following previous training that was organized in April 2019.

Among the outcomes at least 70% of scholars were equipped with knowledge of how to use Microsoft office package. 70% of scholars were enabled to use internet navigation for multiple purposes such as creating and sending a

message, doing research, and accessing digital library for English learning, 60% of the scholars certified as Microsoft Office

Specialists while some 40% of the scholars were enabled to do coding. 50% of the scholars refreshed with basic knowledge in



ACTIVITY REPORT

Mathematics: Pythagoras theorem, Algebra, Linear Equations, Quadratic equations, Equation of Line, Probability, Simultaneous equation, Geometry. 40 % of the scholars were enabled to build a simple robotics model.

All 504 scholars were enabled to link Transformative Leadership to Entrepreneurship and Business Development; visioning and self-esteem/control. 60% of the scholars were enabled to draft a business plan in less than 1,000 words.

The boot camp was also an opportunity to sustain scholar's leadership skills, self-esteem as well as self-control vis-à-vis the new environment that scholars face at tertiary level. It is in this regard that an emphasis was put on Transformative Leadership.

The ICT in education policy document developed by Rwanda's Ministry of Education has identified major challenges to include inadequate infrastructure; high power costs; equipment; and connectivity costs and, this has led to most of the students completing secondary school level with limited ICT literacy.

Students were organized into groups of 50-54 or smaller/bigger depending on the subject.

After consultation with identified facilitators, FAWE Rwanda organized a joint planning and design workshop to streamline the organization of the boot camp based on expected outcomes and considering the available human and financial resources.

Although most of the tasks for this boot camp were outsourced from external service providers, FAWE Rwanda ensured daily oversight of implementation and coordinated with the different stakeholders to ensure a smooth delivery.

The size of the cohort of beneficiaries was 504 scholars and the facilities used had at least 252 computers, at least 10 rooms for split sessions and 1 or 2 large rooms that could accommodate up to 504 people at once.



A pre-test and post-test were conducted for each of the courses to sort scholars according to categories-beginners, intermediate and advanced level for each of the courses.





In-country scholars conference

This year FAWE Rwanda organized In-Country Scholars Conference.

The conference was aimed at enhancing leadership among MCF scholars and preparing them to contribute positively to social economic transformation of Rwanda in particular and of the African Continent at large.

It was partly organised to facilitate getting of feedback from scholars on FAWE Rwanda empowerment program and how it can be improved.

The conference enabled scholars to identify, analyse existing opportunities and exploit them for better livelihood , self-development and excellence.

Notable output includes feedback provided by scholars necessary to improve existing empowerment programs. They also made commitment to exploit existing opportunities e.g. the baobab platform, peer mentoring, incubation centres, etc.

The two-day Country Scholars Conference was organized at UR/Remera Campus and INES Ruhengeri.

ACTIVITY REPORT

Scholars tipped on Entrepreneurship and Business development

More than 500 scholars attended entrepreneurship and business development training.

The training in entrepreneurship and business development is meant to help scholars from cohort three during gap year to make informed choices for their future in terms of education and professional development.

The training caters for scholars who might not directly join tertiary education and those who enrol in tertiary institutions by equipping them with skills to start their own businesses.

The training helped expand scholars' capacity to develop entrepreneurship and business development skills and give-back to their communities.

It also helped guide scholars so that they are able to describe clearly their business ideas responding to their community needs through group work exercises and plenary sessions.

It helped scholars to understand and differentiate entrepreneurship from Business development.





It enabled scholars to link Leadership to Entrepreneurship, Entrepreneurship to Innovations, Business and Economic Development.

In addition, it helped scholars to interact with young entrepreneurs and young business owners to understand the role of leadership and creativity in entrepreneurship and job creation.

Scholars also benefited in terms of understanding the role of entrepreneurship to society and to individuals.

All the 504 targeted scholars received training on how to identify and analyse issues within the community and generate tangible solutions through innovative actions leading to Business/Job creation.

70% of the target group understood and practice these concepts: Business Plan Development, Feasibility studies, Cost Analysis and financial planning, Product designing, marketing strategies, sales, managing operations and human resource management.

All the trained scholars were inspired by the success stories from young entrepreneurs.

During the training, participants were tipped on how to develop a small marketable Income Generating Activity.

Group work was organized and presentations facilitated by the trainers in small groups to allow scholars to exchange ideas and do practical work based on the issues from the community they would like to solve.

A hand-out of 4 to 5 pages was provided to the scholars as an executive summary of the training.

Young entrepreneurs were invited to share their success stories with the scholars, preferably from the young generations.

The aim of these sessions was to allow scholars to interact and learn from them how entrepreneurship skills may be nurtured and translated into action.

PROGRAM OFFICERS

Psycho-social support

Besides giving tuition to scholars, FAWE Rwanda provides support to learners with psycho-social needs, Josephine Kobusingye, program officer of the MasterCard Foundation Scholars Program explains.

“You can give tuition and stipend that a scholar needs, but if you don't capture her thinking, her heart, you'd still lose her. We provide that kind of guidance and psycho-social support to our scholars,” Kobusingye said.

Through alumni mentors at universities, beneficiaries are not left behind. They are helped to choose what to learn because they have been trained in career guidance, and how to fit in a university environment.

Some learners have psycho-social needs. They probably come from a broken home, or a home where the parents are sickly. By the time she is in school, whether the tuition is paid and everything is done, she is home wondering how her mom or dad is coping, and she needs someone to talk to.

“We know the effect of the Genocide, it affected almost everyone. Some don't have aunts to confide in, big sisters, some have them but they are living in different lives,” Kobusingye said, adding that the alumni become soul mates, sort of, to walk with them, talk to them, and encourage them.

This, she said, does not only improve their academic performance but it also goes a long way in improving their resilience, social connectedness, life skills, among others.

The mentoring is done purely on voluntary level. The Foundation calls for application, for those who want to be mentors. There are few guiding questions they have to answer. Not all of them are child-friendly or have the time.

GENDER RESPONSIVE PEDAGOGY: Teaching teachers to teach for impact

Learning never ends and for teachers, gender responsive pedagogy is one of the most salient aspects that enables getting of the most out of boys and girls by balancing the teaching act.

Gender responsive pedagogy is one of FAWE's factual programs. It involves teaching teachers to be able to create an academic-friendly environment in schools whereby both boys and girls can comfortably fit for their academic progress. According to Josephine Kobusingye, program officer of the MasterCard Foundation Scholars Program, this is a training specifically made for teachers but the indirect beneficiaries are the students.

“We are not saying that by the time these teachers leave their colleges they are not well trained; but there are some blind spots that could have been left behind that may make the teacher not completely fit or as productive as he should have been.

By this I mean taking into consideration specific needs of boys and girls,” Kobusingye said. “We know that adolescent boys and girls have their specific needs. We already have



Josephine Kobusingye
Program Officer-FAWE Rwanda /
Mastercard Foundation Scholars
Program

stereotyped that boys are very fast [learners], arrogant, they run around, they are inquisitive, and they fight... that kind of thing. That girls are soft-spoken, and therefore if she does not understand she may keep quiet; she may fear to speak out.”

Drawing from such common examples in societal perception of boys and girls, Kobusingye said that if the teacher does not take into consideration those specific needs, they may have to go with the fast learners, go with those that are easygoing and leave the 'low learners behind.'

Moreover, in learning environment, there are always those who may have problems and are not comfortable to

TRENDSETTERS | PROGRAM OFFICERS



“When a teacher is aware of those specific needs of boys and girls and takes them into consideration in class, the teacher takes them both at the same time; it improves their academic performance,” she said.

“To give a few examples; a teacher comes to show something to a girl in her exercise book and gets too close to her; she is adolescent, these are delicate years, the closeness of the teacher may incite something in this girl. If this teacher is not gender responsive enough, he may not know what havoc he is creating in this girl. The next time this girl sees him, she may not see him as a teacher. She will see him as someone who has an interest in her. A trained teacher observes the distance, but still, drives the point home, what he is supposed to be teaching.”

Kobusingye also cited the example of learners who might not willingly contribute to discussion in class

unless provoked. In such cases, if a teacher chose only those who are responsive and raise their hands, the one who does not is left behind and might not know how great their contribution would have been if probed by the teacher to say something in class even if they did not raise their hands.

“There are few things that we insist that teachers take into consideration. One is language use. The language a teacher uses may encourage the students to participate or repel some,” she said. She added that overpraising a student, or maybe underpraising them, affects their academic performance. The other issue is the infrastructure in the school that Kobusingye said needs to be gender responsive for better livelihood of the scholars and the teachers too.

“Have equal number of latrines in the school, 12, 12, for example. You forget that a girl takes longer when she goes to take care of herself. There

tends to be a longer line of girls even after the bell for going back to class and no line at all for boys. Then we say that girls are slow, when in actual fact it is not thought about very well,” Kobusingye said.

She said learning and teaching materials have to be gender responsive too. Every time a learner sees a doctor as a man and a nurse as a woman on the charts, the girl child does not see a role model at all, she might not aspire to become a doctor.

“With the partnership of MasterCard Foundation Scholars Program, we have got 17 partner schools. We have trained the teachers in these partner schools, around 465 teachers. We have also trained teaching assistants, who are some of our beneficiaries/scholars who just finished S6, and wanted to go for assistant teachership, during their long vacation, 150 of them; in gender responsive teaching,” she said.

The Foundation also trained 120 teachers from AIMS, TTP Program and some staff from Rwanda Education Board. In total, 685; 422 males and 263 females, have been trained. But that is not where it all ends as FAWE and MasterCard are looking to raise the stakes.

“We are like a FAWE Family. Once you’ve been in FAWE, you want the FAWE Flag to always fly. We have most of our alumni on a WhatsApp group but we also have a database. Not only those in the FAWE MasterCard Scholarship program but also those who have been through our FAWE Schools, both centers of excellence. We keep track of them. We chat a lot, we give one another opportunities. We share laughter, we engage them



in volunteering, they are the ones who help us in mentoring secondary school and university girls.”

“You have to love what you are going to do, have the quality time to spend with your mentees. We go through the applications, we approve, and we train and send them to do the mentoring. We facilitate them with transportation otherwise it is purely voluntary,” she said.

She recommended that all teachers go through the training and all students have mentors if the country is to get good citizens, well balanced and ready to give back to the community.

“That is one thing that mentors keep insisting on, to give back to the community. FAWE needs to instill it in Rwandans, for a better world. We are training global citizens. Given resources, we would expand the gender responsive pedagogy in every other school in Rwanda. You can tell from our partner schools, the performance and behavior is up. They produce better students.”

FAWE launched its Scholars Entrepreneurship Fund to all scholars at university and FAWE stakeholders in May.

471 scholars attend in-country alumni conference



At least 471 scholars attended a two-day In-Country Alumni Conference conducted at IPRC Kigali from Sep.16 to 17.

The conference was organized by FAWE Rwanda in partnership with MasterCard Foundation.

Participants included 342 scholars who attended Leadership and Career Development workshop and 129 scholars who had attended Job Readiness workshop.

Other participants included 30 FAWE Rwanda alumni leaders.

The In-Country Alumni Conference is aimed at fostering a spirit of giving back, promoting general welfare of the alumni in particular and of the organization at large.

It also helps to strengthen ties amongst the alumni to benefit from each other's skills and experiences.

The In-Country Alumni Conference also builds spirit of loyalty and volunteerism.

The scholars also used the event to lay better strategies of giving back to the community as well as design a work plan and way forward.

FAWE Rwanda meets Alumni network



FAWE Rwanda organized a meeting with the larger Alumni network of the FAWE and MCF alumni to encourage them to participate more in FAWE Rwanda activities and embrace give back activities in society.

From this meeting they came up with action plan which was expected to be implemented before the end of 2019. The meeting took place on 18th May 2019 in FAWE Rwanda Boardroom. The event served to encourage solidarity among alumni through sharing useful information and helping one another where possible.

The alumni were also encouraged to volunteer more in FAWE activities

such as mentoring, fundraisings among others.

Scholars who graduate from high school after training in leadership and career development workshop become FAWE/MCF Alumni and they can start volunteering in FAWE activities.

All girls and women who have benefited from FAWE Rwanda in one way or the other are encouraged to form an alumni association which helps the organization in several ways.

An example of such activities is carrying out some of its flagship

programs such as volunteering in mentoring students in secondary schools, train in “Tuseme”; a youth empowerment program and training in Gender Responsive Pedagogy.

Alumni have also participated in fundraising activities in one of our schools, and have been helping in one children’s home (Centre Marembo).

It is in this regard that, FAWE Rwanda held an in-country alumni conference that combined the alumni association of FAWE Rwanda and the FAWE/MCF alumni and formed a bigger alumni network for increased impact to our society.

More Mentors, Peer mentors receive training



FAWE Rwanda trained 23 Mentors and 22 Peer Mentors. However, as the campuses increased and the number of scholars increased there was need to train 10 more Mentors, 20 new Peer Mentors and do a refresher training for 15 old mentors.

Thus, 33 mentors and 47 Peer Mentors were trained at 10 campuses between 1st-3rd November 2019.

The training was aimed to promote social connectedness, social competence, self-efficacy and emotional resilience in mentors.

It also helped to guide and reinforce positive cultural norms and set clear standards of living through training in life skills.

To support mentors to help girls cope with life at university and prepare them for life in general as a transformative leader.

It offered a network of social support to mentors and to assist them in preventing early pregnancies, sexual violence, drug abuse and other challenges that confront young women as they pursue their education.

Among the outcomes, social connectedness, social competence, self-efficacy and emotional resilience in mentors was promoted.

In addition, all the mentors and peer mentors who were trained gained deeper understanding of the meaning of mentoring and its principles which are applicable to them.

The mentors and peer mentors gained better communication, problem solving and goal setting skills.

Participatory methods were used where mentors were given skills that have enabled them to be professional mentors, set achievable goals based on the issues and challenges that youth face today within the academic community, out of school community and within their families.

A complete mentors' kit (reviewed mentor's guide, report back form and evaluation form) were provided at the end of the training.

There were 15 old mentors doing refresher training, 10 new mentors, 20 new peer mentors, 10 leaders of scholars from the 10 campuses and 9 FAWE Rwanda staff members.

Only the 20 new Peer mentors, 10 leaders of campuses and 2 mentors (Busogo, and INES Ruhengeri campus resident mentors) were given accommodation, while 23 mentors from Kigali and Rwamagana were given transport daily.

Since its inception, FAWE Rwanda Chapter has grown to become a key partner of the Ministry of Education and a focal point on girls' education in Rwanda.

Among its many Flagship programs, FAWE supports its scholars with Mentoring services, where each scholar is given a mentor to confide in.

The purpose of the mentors is to guide, build trust and build positive behaviour by providing among other things emotional support to the mentees (in this case the scholars). Mentors also share with the scholars,



information about their careers and build their leadership capabilities and a spirit of giving back to their community.

The Mentoring program involves providing advice or guidance to girls in tertiary institutions, giving them life skills that would make them the next generation of leaders committed to giving back to their communities.

At the same time, these mentors act as role models to their mentees. Mentoring further involves empowering these girls to act as mentors to others in turn.

FAWE Rwanda has three types of mentors and they complement each other.

Resident mentors who are based at campuses, and who mentor the scholars constantly, Alumni mentors drawn from the database of FAWE Alumni Network and trained in mentorship, who carry mentoring sessions at the partner institutions. The latter are mentors and at the same time role models to the scholars.

The third type is Peer Mentors, these are drawn from a pool of mentees but who serve as leaders among their peers.

They work hand in hand with their peers and with resident and alumni mentors.

FAWE Rwanda conducted a mentor's training.

The Mentoring program involves providing advice or guidance to scholars in both tertiary institutions and secondary schools, giving them life skills to make them the next generation of leaders committed to giving back to their communities. At the same time, these mentors act as role models to the mentees.

The alumni mentors visited campuses twice a semester and still kept in touch with peer mentors and the program officers at FAWE office.

Mentors were distributed according to their areas of specialization that matched that of the campus they visited in order for them to be able to help scholars better.

ACTIVITY REPORT

Mentors' visit to scholars made twice a semester



Mentoring scholars is among FAWE's many Flagship programs, where each scholar is given a mentor to confide in.

The purpose of the mentors is to guide, build trust and build positive behaviour by providing among other things emotional support into the mentees (in this case the scholars).

As part of the process, the mentees share with their mentors information about their careers and role modelling. Mentoring further helps the girls to act as mentors to others in turn. FAWE Rwanda has three types of mentors who complement each other.

Campus-based mentors where we have trained Peer mentors and Campus-based mentors who reside at campus working hand in hand with trained peer mentors on the same campus.

There are Alumni mentors drawn from the database of FAWE mentors who carry mentoring sessions on voluntary basis at university campuses. The latter are mentors and at the same time role models to the scholars.

Having both Alumni mentors and peer mentors helps to reach out to the scholars.

We have 25 trained mentors and 20 trained peer mentors in all campuses.

Mentoring is used to promote social connectedness, social competence, self-efficacy and emotional resilience in scholars through their mentors.

It guides the scholars to transition smoothly from adolescence to adulthood in the academic environment as well as helping scholars cope with life at university while preparing them for life in general as transformative leaders.

Alumni visit to FAWE Girls' School Gahini on Sisters' Day

According to Arthur Golden, "a mind troubled by doubt cannot focus on the course to victory."

It is through this perspective that FAWE alumni, with full support from FAWE Rwanda took the initiative of visiting the young ones at FAWE Gahini during what was dubbed as Sisters' Day.

During the visit a debate competition was conducted on the motion: Teenage pregnancy is the result of the weak moral character of girls. All the fourteen FAWE alumni were enchanted by the colorful and informative debate that students at FAWE Gahini pulled off.

With the use of world school format, there were three judges; two FAWE alumni and one FAWE student. The opposer's side was crowned the winner of the debate owing to

their demonstration of confidence, insightful points of views, quotes, and clear examples. The three debaters from the proposer's side received three FAWE white T-shirts as a reward for winning the debate.

FAWE Gahini students were divided into two groups, thus Ordinary level and Advanced Level. The Ordinary Level students were taken through career guidance where they were briefed on what it takes for one to achieve the desired career in terms of subject combinations to choose, Universities to attend when they complete their Advanced Level and dos and don'ts.

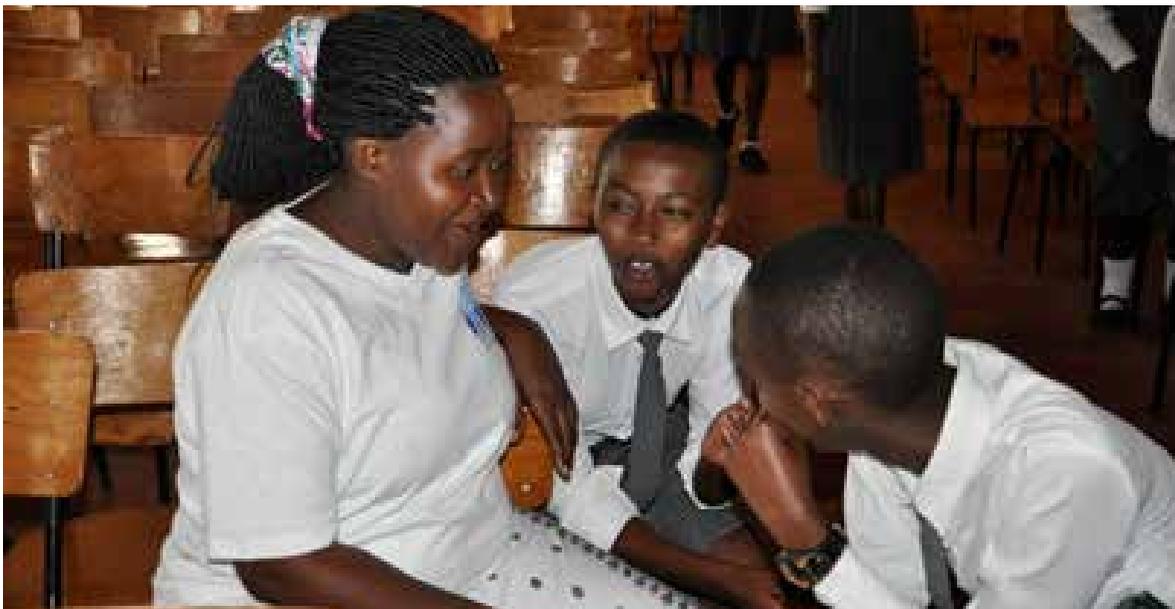
On the other hand, another group made up of A Level students were mentored on relationships and life outside school. The students were given a chance to freely ask questions on topics of their interest.

The girls' thankful and contented statements showed that the day termed as "Sisters' Day" was a success. FAWE Gahini students vowed to face the many needs in their communities through advocacy at all levels.

Out of FAWE classrooms, the girls said they saw themselves as active contributors to the development of their country, Africa and the world at large.

In her closing remarks, FAWE alumni chairperson Teta Kayitaba thanked the headmistress of FAWE Gahini for allowing them to meet with their sisters.

It was recommended that such visit should be made regularly especially at the beginning of second term for career guidance purposes for S3 students and S6 students.



Career Guidance, Counseling helping scholars make informed career choices

The Forum for African Women Educationalists (FAWE) Rwanda Chapter in February 2019, launched career guidance and counseling with 30 career specialists at university, mentors and alumni mentors.

Following its launch, career guidance and counselling workshop was conducted in April 2019 for 504 high school graduates who were set to join University, to provide them with university and career orientation.

The participants included FAWE scholars who had completed their secondary school studies in partner schools.

Antoinette Uwamariya, career guidance and counseling officer at FAWE Rwanda says career guidance and counseling program aims at supporting FAWE scholars in making informed and impactful career choices.

This helps to support them in transition at every level of their education starting from secondary school to tertiary level and from tertiary to work place, says Uwamariya. FAWE is now preparing the scholars, who are now at the university, for their transition to tertiary level.

Some scholars are enrolled at the University of Rwanda while others are at INES Ruhengeri.

According to Uwamariya, career guidance and counseling program targets to reach all FAWE scholars who are at tertiary level next year.

While the program is new, Uwamariya says it has been impactful to scholars through different ways.

FAWE helps the scholars to do self-valuation to find out their attitudes and link it to existing jobs so they can know who they are and what career they can go for.

Individual and group sessions were conducted to help scholars in making choices. As part of the program, in June scholars visited different work places to help the scholars understand work place environment, and what is required for them to pursue their dream careers.

Twenty workplaces were visited by 504 scholars who were set to join university. The visited places include both public institutions, Non-government organizations and industries.

It has been really impactful because it helps scholars make the right choices in line with their future aspirations, noted Uwamariya. Following our career guidance sessions some scholars decided to change their original career choices with an informed mind, she says.

So it has really impacted the scholars in many different ways.

According to Uwamariya, career guidance is a relatively new concept in Rwanda but which every scholar needs. It helps scholars to understand who they are and understand their preferences and start to plan early to attain them. For example if you want to become a doctor you don't start when making choices you start at an early stage.



Antoinette Uwamariya
Program officer, Fawe Rwanda

Uwamariya appeals to scholars at each level to start planning how to achieve what they want with the help of parents.

She also appeals to parents on the need to respect scholars' choices instead of pushing them to study courses chosen by parents.

Institutions need to pay attention to career guidance as it is very important to scholars, she added.

Career Counselors' Workshop

FAWE Rwanda in partnership with Mastercard Foundation carried out a three-day workshop which convened thirty scholars' counselors from University of Rwanda and INES-Ruhengeri.

FAWE Rwanda has two types of career counselors who complement each other. The first are alumni mentors who are drawn from FAWE Rwanda Alumni networks and career specialist who are permanent employees at university partners where our scholars are studying.

The workshop's objective was to equip counselors with skills to assist scholars to better understand themselves, excel in their education and make impactful career choices. The event took place in Kigali.

Career Sharing Sessions



A total of 504 Rwandan girls supported by FAWE Rwanda under the MasterCard Foundation scholars' program (MCF) attended a two-day career sharing session.

The workshop aimed at offering career guidance and university orientation for scholars who had recently graduated from high school.

With the support of mentors, scholars were helped in self-discovery by doing a career assessment test.

The students discovered their interests, aspirations, aptitude, personality, and realities which guided them to make informed career choices.

Facilitators included career guidance specialists from the University of Rwanda and INES Ruhengeri, who briefed scholars about available faculties at their universities, requirements for admission and guidance on what to pursue at the university according to ones' field of choice.

Scholars were engaged in various activities such as career assessment, answering career-related questions, career guidance, debates, moral boots, and inspirational talks from different mentors.

In her closing remarks, Dr Kathy Kantengwa, the then FAWE RWANDA National Coordinator urged the scholars to aim high in their studies and endeavor to reach highest levels of their careers.

She advised them to make informed choices according to their abilities in order to achieve their dreams.

She also called on them to do proper planning by setting clear goals and targets in their life.

Career guidance and counseling is project sponsored by MasterCard foundation scholars' program that aims at supporting Rwandan girls on FAWE Rwanda / MasterCard foundation scholarship in making informed and impactful career choices.

Scholars Entrepreneurship Fund enables scholars to start small enterprises



Mutabazi Theodore

Programs Manager - Fawe Rwanda
Mastercard Foundation Program
Coordinator

FAWE Rwanda in April launched Scholars Entrepreneurship Fund for MasterCard Foundation scholars as a new product.

FAWE Rwanda and FAWE Regional Secretariat launched the product in six campuses in Rwanda where it has scholars.

After the launch, MasterCard launched the application form which was given to all Rwandan scholars under the MasterCard scholarship program.

It received around 130, and did selection in 3 steps, at national level FAWE Rwanda, at regional level FAWE Regional Secretariat and by independent judges.

Theodore Mutabazi, the program coordinator revealed that the aim and focus of the Scholars Entrepreneurship Fund is to bring another program into the scholars' program whereby scholars are interested not only to study but also to think about employability.

Those who qualify for Scholars Entrepreneurship Fund are scholars of MasterCard Foundation at University of Rwanda and INES Ruhengeri.

"This is only for this first phase, it focuses on them. But in the future depending on the success, this pilot project may be expanded to other students in Rwanda. The competition is all about having their business idea; and send it to the judges who review them and see if they intend to solve a problem in the community," he said.

The MasterCard Scholars Entrepreneurship Fund is limited in terms of funding. The projects' range of funding varies from USD500 to USD5000. Those who are in that range and serving the purpose of community are eligible.

"Of course, they have to show us how they will execute that idea and we help them fine-tune that idea into a business plan after training," Mutabazi said.

The first 16 projects selected are in various areas of piggery, poultry, farming but focusing on fruits and vegetables, and the other in manure production. In total, the 16 projects are worth USD50,000. The project is for two years and although it started with 16 projects, the intention is to normally have 50 running.

"We are going to launch a second call for application in January so that we have those 50 projects funded. The fund expands up to USD180,000, running up to March 2021," he said.

"These projects are in different parts of the country, in the Eastern Province, Southern Province, even Kigali. For the first intake, we had seven competitors who competed on their own but we had the other nine competing as a group of two or four. If it is a group, the leader of the group must be a MasterCard scholar," he said.

"Other students who are competent in the domain they have ventured into are also welcome so that this project is not only focusing on our scholars. Employability is for all. The one who is responsible and accountable is our scholar. The maximum is USD5,000 and it depends on the size of the project not the number of people competing." He said that through evaluation of the projects, MasterCard will have a clear idea of how they are running after six months.

"We have trained these future business people how to do business

assisted by Business Development Fund. During the implementation, we do monitoring, so we will see how it evolves. We will make a half-time evaluation and the successful implementers will be disbursed the remaining funds but those who might not implement well their projects will have some advice and we will close the program for those who might misbehave," he said.

All the projects have been registered as companies through Rwanda Development Board, underlining how serious the funders take their commitment in the projects. Beneficiaries must also have clear business plan as the first requirement.

Mutabazi, has been impressed by the level of community involvement by beneficiaries, saying they are doing exactly what FAWE and MasterCard seek to see: giving back to the community.

"It is very interesting the projects we got from our scholars, those who won the competition. They are addressing one of the key factors of the MasterCard Scholars program that is giving back to the community," Mutabazi said. "All their projects are focused on solving the problems of malnutrition in the community."

He said of the programs selected, 16 projects focus on fruits production and distribution, which is good considering that Rwanda needs more fruits compared to the production of the same when one looks at the favourable climate.

"There are also projects focusing on poultry. According to Rwanda Agriculture Board statistics, we still have a low production in poultry and piggery. As scientists, some projects focus on manure production and distribution to farmers so that we have a good yield from farmers," he added.

Start and improve your Business Training



Antonia Mutoro, **National Coordinator of Fawe Rwanda Chapter with beneficiaries**

FAWE Rwanda in partnership with MasterCard Foundation launched the Scholars' Entrepreneurship Fund (SEF) with an aim to broaden pathways for scholars and enhance their capacity to exercise transformative leadership and giveback.

The fund is being used to support viable projects that provide solutions to needs identified in communities.

As a pilot project, it will be implemented by FAWE Rwanda with a focus on two Universities.

The first round of a competitive submission of scholars' projects selected 16 projects. The winners (both individual and group) undertook an Ideation training to fine-tune their business plan and implementation of their respective projects.

The attendees included 30 scholars who won the SEF project competition enrolled at six campuses of the University of Rwanda and INES Ruhengeri.

FAWE Rwanda and Beautiful World Canada promoting TVET



JULIANA MAGA
Program Officer
Fawe Rwanda

FAWE Rwanda and Beautiful World Canada are partnering to support girls take up Technical and Vocational Education and Training (TVET).

Beautiful World is a philanthropic organization that is passionate about supporting vulnerable girls who are very brilliant interested in studying TVET courses.

A WORLD WHERE GIRLS HAVE SKILLS AT THEIR FINGERTIPS

Imagine a world with girls exuding confidence in executing different tasks that require the ultimate skills to engage. From engineering to low level jobs, such a world can exist, but not without support.

A partnership between FAWE Rwanda and Beautiful World Canada is trying to bring such a world to Rwanda by supporting girls take up Technical and Vocational Education and Training (TVET) to acquire skills with which they dictate their livelihood.

Beautiful World is a philanthropic organization that is passionate about supporting vulnerable girls who are very brilliant interested in studying TVET courses.

Today TVET is very good on the market because it increases employability, and looking at FAWE's mission; empowering girls through different areas, we are working together. For this particular program, Beautiful World supports girls acquire different skills and knowledge through TVET.

"We have seen a gap where girls complete secondary school and because of the financial issues, many drop out," said Juliana Maga, Beautiful World program officer at FAWE Rwanda.

"We encourage those that dropped out to go pursue TVET because at some point they are cheaper than university courses. And another thing is when they complete TVET courses they are able to acquire jobs or even start businesses that will enable them bring in finances into their families, communities and country in general."

Roll back the time to a few years ago. In Rwanda, like many other countries, people perceived TVET as a vocation for boys or those who have performed poorly and could not join higher institutions of learning. But the Government of Rwanda undertook a deliberate policy to promote and harness the immense potential of TVET to socio-economic development, leading to a major policy and mindset change.

Today girls and boys are studying TVET even those that have excelled in secondary school. In the beginning it was hard, but now people have understood that TVET is positively taken up by both boys and girls.

"We have seen it helping girls get employed and starting businesses. People are getting to know more about it, we are empowering women and men in our country today," Maga said.

"Since FAWE is supporting girls, more girls are getting into the TVET sector, so they have partly helped change this mindset. Girls are able to do jobs that they thought are for men or boys. Girls are able to construct and build, to go under vehicles and change tires, and do different mechanical jobs, electrical engineering, among others."

With the help of FAWE Rwanda, Beautiful World Canada has supported 99 girls to date. At least 25 have graduated and about 10 are fully employed. Another 12 are doing professional internships in different institutions in our country for example Water and Sanitation Corporation (WASAC) and other different technical institutions.

"We are very sure that they, too, are going to be fully employed because they have the skills and are capable to do whatever roles they will be placed in. We are very thankful to the Government of Rwanda and Beautiful World Canada for the support they have given to us as FAWE and as a country at large," said Maga, who encouraged girls to take up TVET.

Graduation Preparatory Program

FAWE Rwanda in partnership with Beautiful World Canada trained scholars under the TVET scholarship on Writing Skills, Career Pathing, Personal Branding, Job Search, Time Management, proper use of Social Media, Communication and Social Skills.

FAWE Rwanda empowers its scholars with a program called Graduation Preparatory Program that supports them to prepare for graduation and transition from school to work.

Unemployment remains a significant challenge for youth in Rwanda, even amongst those who have completed their degree, diploma and certificate programs. The program believes that the scholars' actions now can have a big impact on their ability to secure a job after graduation.



FAWE/BWC graduate 13 scholars



FAWE Rwanda in partnership with Beautiful World Canada in October graduated 13 students who had completed their studies at Integrated Polytechnic Regional Centre (IPRC) Kigali.

Graduates were awarded an advanced Diploma in different fields including Civil Engineering and Information Technology.



Beautiful World Canada Foundation (BWCF) is a Canadian foundation whose mission is to help passionate and dedicated students to excel in their high school and university education specifically in the TVET field.



FR. DR. FABIEN HAGENIMANA
The rector of INES Ruhengeri

No one says girls are not capable anymore – INES Ruhengeri rector

Fr. Dr. Fabien Hagenimana, the rector of INES Ruhengeri, says the impact of FAWE Rwanda's intervention is being massively felt at the institution of learning he leads where beneficiaries of FAWE are shaping attitude change and showing the abilities of the girl child. In an interview, Hagenimana explains the operations of FAWE at the school, the challenges and the gains so far. Excerpts.

What is your experience of partnering with FAWE like?

Our partnership with FAWE has been wonderful. It came at the right time because since we started building INES Ruhengeri, we have wanted to be a response to people's real needs through quality education. And we made sure the quality of education is not just in words.

In 2010, we embarked on the concept of applied sciences but our concern was how to get girls in because we had bias in STEM yet girls were not [considered] to be into STEM subjects. I was asking how we were going to get them in there. So when FAWE came in, we received girls in STEM and they proved that despite the stereotype which leaves girls outside of mathematics and other science subjects, girls are capable.

So this partnership has given us the opportunity to give a chance to girls in STEM programs. But FAWE's arrival was another opportunity because

FAWE Rwanda selects best girls with good marks and capacity to study at university. When these girls were enrolled, they challenged the whole community and became a generator of positive competition among students.

We are very happy with this partnership because girls' access to education has greatly improved and there is high competition now among students. The strive for quality has become easier than before.

What do you make of FAWE intervention?

FAWE Rwanda didn't just bring girls sponsored by MasterCard to this school, which in itself is an intervention but when you also look at it in terms of preparing these girls for studies, you will appreciate how far and serious they are taking their intervention and vision.

Girls sponsored by FAWE are self-confident, they have leadership and entrepreneurship skills and team spirit, this is a big contribution.

How successful is the intervention so far?

Based on my experience with this partnership, this is really a tool of elimination of disparities in education. For example, INES has a huge bias to STEM and thanks to FAWE, the percentage of females is up to 46 percent. Without FAWE we would be

at about 20 percent because they are very few in some programs such as civil engineering and land surveying. So thanks to FAWE Rwanda, we see many girls who are now competitive and have proven that it is possible for women to make it.

On November 28 during our Career Day, we awarded our best students in last year's examinations and the biggest number were females unlike in previous awards. Normally, we had males when you talk about civil engineering, statistics, biomedical, biotechnology but FAWE has helped change a lot. The disparity is no longer there and I'm very satisfied.

How do you see attitudes towards girls' education with FAWE?

At INES Ruhengeri, we see good progress. Now that girls are even leading academically they are more respected than before. The attitude is very positive; there is no one who says girls are not capable any more. The girls are also self-confident, are studying well, we see the environment is really conducive for living together male and female.

Is it attributable to FAWE?

When you bring in bright girls, the attitude toward females changes because they prove that they can make it and even beat their male counterparts. FAWE brought in this aspect that is not merely having many females but women who are capable. The attitude changed as everybody sees in these girls an added value to innovate, lead others.

This is a picture which was ushered in by FAWE, thanks to the selection of the girls and their sponsorship.

What challenges do you feel in the program?

The toughest challenge was to start, because we didn't know how to start but upon visiting and realizing that we were doing the right things in the right manner we don't see any challenge in partnering with FAWE. We see FAWE as people who are pushing us to do the right business because they don't tolerate nonsense and poor quality education. We also want to promote quality education, STEM, so we have the same vision.

FAWE sponsored students have proved to be very helpful. FAWE girls, when you give one responsibility, it is not something they do halfway, they complete the tasks, and follow through, and work in team they are skilled so we keep encouraging them with minimum input.

Any feelings about FAWE's success over last 20 years

FAWE has succeeded a lot. FAWE came in when some people still overlooked women but now we have seen successful women not only those studying here but even elsewhere in Rwanda. We see success in education, in jobs, among others, due to effort of FAWE Rwanda.

FAWE education interventions should be sustained because educating a woman is educating the nation. The sense of responsibility is wider when you talk about women. It is good that FAWE thought of going beyond secondary education because post-secondary education is key. We are very happy to partner with FAWE because, together, we can promote able, capable Rwandan women.



MENTORS

Restoring hope interests me

I work with FAWE Rwanda occasionally. I started mentoring in 2006 when I first met FAWE officials as a girl then.

I was selected among secondary school girls and I trained with other girls in mentoring. We used to do mentoring work on weekends. It taught me public speaking and self-confidence. It was very interesting. My advice to female students is that those who get a chance to be in school to take advantage of the opportunity to excel academically. They should look at role models for inspiration.

What interests me in mentoring sessions is creating bonds and seeing that a girl is shaped through my mentorship.

Restoring hope for someone whose spirit was low interests me a lot. I'm a researcher on cancer working with Rwanda Biomedical Center. For one with wounds will take time to listen to you. The challenge we face is coming across a girl dropping out of school yet she had access to all requirements. They are not many but those cases are there. Some girls disappoint us by conceiving and dropping out of school.



Lydia Busingye
A mentor with FAWE Rwanda



Yolanda Umutoni
A peer mentor with FAWE Rwanda
INES Ruhengeri Computer Science,
Level 2

Yolanda Umutoni

As a peer mentor I deal with a small group of 10 students. It is my duty to follow their everyday lives, to know if any of them is sick, or has an urgent financial problem or even crucial family issues. I handle manageable issues and refer those above my capacity to my superiors. I was appointed as a mentor; probably because of my character or some other quality that the superiors saw in me. It has been eight months so far. Eight great months.

What I have learnt from being a peer mentor is to be a good listener. My mentees come with different problems, each with its uniqueness. To give advice on cases they can't solve on their own on daily basis; and also to be patient. Sometimes you schedule an appointment with one of them and they don't keep time, so you have to not be so harsh to them.

MAKING AN IMPACT

Tuseme



Tuseme is a FAWE regional flagship program initiated in Tanzania in 1997 and later introduced in several countries across Africa. FAWE Rwanda launched the program in 2003 in partnership with UNICEF.

The Tuseme youth empowerment program is geared at building scholars' ability to take responsibility for taking good choices, resist negative pressures and avoid risky behaviors. Through drama, poetry and dance youth are able to address social root causes of gender based inequalities, engage with social norms and practices which negatively impact girls' education. Under the program youth are also trained in self-awareness, critical and creative thinking, decision making, communication, positive assertiveness and empathy building.

Once annually a Tuseme festival is organized which brings together club members from various schools across the country for experience sharing and learning.

The festivals feature theater performances, workshops, exhibitions, discussions with role models, study tours, and awards for best academic club, best performers and best academic student.

There are currently Tuseme clubs in more than 50 primary and over 100 secondary schools in Rwanda.

In line with national policy, Saturday reading events and a quarterly reading competition are organized and supplementary reading materials are provided to improve reading skills and promote a reading culture. Teachers clubs receive training in gender equality concepts, education and theater for development.

So far more than 300 male and female teachers clubs have been trained and are running the program in the with the sector education officers and partner schools.

MAKING AN IMPACT

Uwizeyimana derives happiness in touching someone's life

I am a FAWE Rwanda program beneficiary. Being part of the program requires us to give back to the community so that even others who are not beneficiaries can indirectly gain from the program through us.

We visit vulnerable families.

Specifically we visited an elderly genocide survivor called Mukagakara Adeline in Kacyiru, Gasabo district. It was the second time we had visited her. The first time was an assessment tour to find out whether she deserved our support.

After the assessment we went back as a team and donated to her assorted items such as sanitary materials, clothing, and foodstuff. We later renovated her dilapidated house, put a fresh paint and installed it with electric wires.

That was our give back activity which I enjoyed taking part. We chose this particular activity based on the dark history of our country.

We felt that even if we were not yet born during the 1994 genocide against Tutsi we have come to understand the effects it left.

We therefore thought of supplementing various government interventions aimed to bring hope to survivors.

Our beneficiaries are mostly groups, street children among other vulnerable people. We also visited a secondary school in Gikondo to offer career guidance to high school students. We advised them to choose their careers based on their future goals. The biggest challenge for Senior Three students is about choosing the right subject combination for high school.



Uwizeyimana Leoncie
BS Accounting - University of Rwanda

Many make wrong choices out of peer pressure in complete disregard of their career aspirations. We therefore advised them to be careful while making choices.

What I have learnt from our give back activity is to do it as personal initiative. As part of give back to our communities I share knowledge with residents on various issues during community work. The most fulfilling part of my giving back is to touch someone's life.

ONES TO WATCH

FAWE Rwanda creates pathways to foreign universities

FAWE scholarship program has offered pathways to several Rwandan girls to study in foreign universities. The girls cannot stop to think how lucky they have been.

Pax Agrippine NUBUHORO



I come from Nyamasheke district in Western Rwanda. I finished my high school at I.S.F Nyamasheke in 2018.

I scored 73 aggregates to emerge best overall student countrywide in Science and Humanities. Currently I am pursuing International Business and Cross border Ecommerce at Hangzhou Normal University-Alibaba Business School in China.

I have reached this far not because I was rich; I grabbed every opportunity that came my way. Besides, discipline,

self-confidence, responsibility and determination were key. To my fellow young girls, study hard to excel. Believe in your abilities and use your talents accordingly. When you succeed do not forget to give back to your communities and love your country.

I highly appreciate FAWE Rwanda and MasterCard Foundation as well to have been a stepping stone that shaped me into the person I am today through mentorship, Tuseme programs, academic assistance and career guidance. Live long FAWE Rwanda, Live long MasterCard Foundation.

Bonita Brigitte Umurungi

My name is Bonita Brigitte Umurungi, a student at Southern New Hampshire University in the US under Kepler program undertaking Associates of Arts in Business and General Studies.

Have you ever been in a situation where your hope waned each passing day?

How things have changed. Everything has turned around now with FAWE Rwanda.

This is not just about praising FAWE, it is the reality. The reality is that my vision looked blurred but FAWE Rwanda shone the necessary light and shaped me into a woman I have become today.

Besides financial support toward the best education one can ever wish for, FAWE has also supported me emotionally. Through its mentorship programs, I received useful advice that helps me overcome different barriers in my way.

Tuseme club as well as debate and essay writing competitions which I attended annually helped me to gain writing, debate and public speaking skills. I always remember the culture of giving back that FAWE Rwanda instilled in us.

I'm now a motivational speaker in Mind lab Inc. I train debating in schools that are far from Kigali as part of my give back spirit. I had no hope for my future career, but FAWE Rwanda supported me financially to have the best education.

I believe I would never have reached university had it not been for FAWE scholarship.



Laetitia Umulisa Ishimwe



My name is Laetitia UMULISA ISHIMWE aged 20.

I'm grateful and excited that I'm a scholar of MasterCard Foundation/FAWE Rwanda. I have benefited from FAWE sponsorship from my high school. I owe my improved academic performance to FAWE Rwanda. I gained a lot from FAWE programs such as career guidance and counseling and business entrepreneurship training.

The trainings particularly improved my life skills, self-esteem and confidence.

With the scholarship, I gained chance to give back to my community serving as a teaching assistant for six months at GS Muhoza I in Musanze district. I shared my experience both in science and life skills with students. I'll always strive to do my best in whatever I do. Thank you!

Marlene Muhongerwa



FAWE Rwanda is The Guardian Angel to me. It is worth writing and reflecting about FAWE to celebrate how far I have come. Since 2016, I joined a new place, which I proudly call home, where I was provided with everything every child would long for.

In my advanced level, the journey was very amazing and worthwhile due to the indispensable support from FAWE Rwanda. I was provided with not only school fees and other scholastic materials but also love, mentorship and regular motivation from FAWE. After making me feel at home, FAWE did the role of parenting!

Writing about FAWE's kind gestures is not something exhaustive. In short, it has been absolute privilege. Three of my major takeaways from this pool of knowledge are: Being able to assert myself in society. Simply put FAWE taught me not to underestimate my position as a girl in a patriarchal society. This was through different leadership trainings and numerous constructive workshops.

Secondly, FAWE contributed a lot to my understanding of humility through giving back which became my lifestyle.

ONES TO WATCH

I learned that as humans we depend on each other critically. As FAWE took charge of my education, I have to work hard in order to also help the vulnerable and poor in society.

Last but not least, FAWE through different workshops taught me to speak up, to take responsibility and to advocate for the voiceless. It also taught me to always seek to reinvent myself so that I can be a role model and a living proof to fellow young girls.

Irigenera Ratifa



My name is IRIGENERA RATIFA, a MasterCard/FAWE Rwanda scholar. I am currently a student of Mechanical Engineering at Ashesi University, Ghana. I am thankful to FAWE Rwanda for being the light and creating pathway to my bright future.

I am so much delighted by the generous academic and other support provided to me. Through FAWE Rwanda, I was able to study in top-performing school where a shy girl overcame fear to compete in class and in extracurricular activities. With FAWE Rwanda, school requirements were no longer an issue to my education.

Also, I took advantage of opportunities that I got through FAWE Rwanda and demonstrated my leadership in various situations.

IMPACTING COMMUNITY

Mukamana and co makes medicine that helps stop bleeding



Solange Mukamana

Biomedical Laboratory Science
INES Ruhengeri

Solange Mukamana is FAWE scholar studying Biomedical Laboratory Science at INES Ruhengeri. The Level 2 student and her and colleagues are making medicine that helps stop bleeding. She tells her story.

Our project was developed to address one of the major health conditions in communities, injury bleeding. It was an interesting study researched on. We used the blackjack plant and made medicine from it, since our course majors in blood-related studies.

As medical students, we only developed the idea after knowing that people in villages traditionally

used the blackjack plant to stop bleeding. That's how we got inspired to create something from it.

With the help of advanced laboratories at INES, we can tell what makes this plant the right medicine to stop bleeding. We found out that it contains minerals like calcium, potassium and vitamin K, which are all essential in stopping bleeding.

The laboratory helps us to establish the minerals and vitamins components in it.

On most occasions when someone is involved in a motor accident in Rwanda, by the time they reach hospital, they will have already lost so much blood. Even if they help at the hospital, one is likely to experience anaemia and will need blood transfusion.

The medicine our project works on acts as first aid that police, paramedics or other rescuers can administer to injured person as soon as possible to prevent loss of much blood on the way to the hospital.

Even at INES, when we are having our laboratory study sessions, sometimes you can injure yourself; so students can also get this first aid. That is how we got to know it really works. It stops bleeding faster.

I was also among the lucky winners of FAWE Rwanda scholarship. I

filled application forms and one of the criteria was to have excelled in O- Level which I did. I studied and worked really hard to get high grades and when the scholarship opportunity came, I knew that my door was opened. I was very happy when I received the good news telling me to prepare for school.

From my S4 to S6, FAWE covered all my school requirements.

They once again asked us to fill forms for Ubudehe social classes so they can pay for our university tuition following academic performance as criteria.

I was lucky to have excelled in A-Level National Examinations. I thanked God and I was overjoyed.

The confidence I gained from career development and leadership skills training helped me learn that I can lead or do anything I can do to contribute to my society. We share what we learn with our peers and fellow students, especially girls who have not been lucky enough to be part of the program. Sometimes we also go outside campus to share our insights.

My message to young girls is to be confident and courageous to maintain their dignity. They should also not be distracted by drugs or sexual immorality.

I'm on course with my future plans to strive to excel in the laboratory industry in this country. My dream is to become one of the best laboratory technicians in medicine. I want to work for it. I have to be a great woman in this country.

I am not a leader here at campus. But I am a very active student participating in several school projects. I regularly attend activities of the Business Relations Centre department. I am confident I can actively represent my department there.

ECONOMIC EMPOWERMENT

Nyiramyasiro looks to piggery project



Nyiramyasiro Celine

University Of Rwanda-College of
Medicine And Health Sciences-
General Nursing

I was first briefed about saving culture at a training workshop at King David Academy in Kigali while in Senior Five. We were advised to avoid wasteful spending and learn to save in order invest.

The finance officer at FAWE explained to us the importance of saving. Since then I started to properly budget for my pocket money I got from the program in order to save.

FAWE usually gave us Rwf15,000 and from my savings I bought a sheep at Rwf25,000 which my parents help me to look after.

It has since produced six times. I sold off some two at Rwf46,000 to meet my personal needs and school materials when my parents could not provide.

The money from sheep has always come in handy whenever I'm constrained financially.

I am left with three sheep now. But I feel like I am bothering my parents at their age to be looking after my animals. I plan to sell them off and invest in a piggery project which can employ some people.

Now that I'm equipped with more skills I hope to expand the business. With other MasterCard scholars, we have started a saving group from where scholars with project ideas can get capital to start their businesses.

Not having someone to look after my sheep is a serious challenge because my parents have other things to do yet I cannot afford a full-time herdsman.



ECONOMIC EMPOWERMENT

Umurerwa makes edible oil from avocado



Umurerwa Alice
Biomedical Engineering Student
INES Ruhengeri

After carefully observing regular dietary diagnoses in hospitals as a result of high cholesterol levels; I decided to take the initiative to make oil from carrots and avocados.

Normally, an avocado is rich in nutrients but mixing it with a carrot makes it even richer with more nutrients needed in our bodies.

My project is profitable because avocados are really affordable, it is a fruit you can find anywhere in Rwanda.

People in rural areas do not know the importance and nutritional benefits of an avocado.

At only Rwf20 you can get an avocado but people buy cooking oil which costs more than Rwf2000.

This makes it profitable. I haven't started to make profits but there are high prospects since avocados are very cheap. I applied and got MasterCard scholarship after meeting the eligibility criteria from FAWE Rwanda.

I was very happy to make it because it was yet another chance to a brighter future. It made me regain hope for a better tomorrow.

I even gained confidence to take on innovation competitions. Without a scholarship, it would be a challenge to continue with my studies. More so the hope of reaching university would remain a long term dream.

FAWE caters for my personal needs and academic requirements.

I have learned many lessons from FAWE career development and leadership training.

I believe I can take on any task with the confidence I gained from the training.

I appeal to my age mates to start understanding their potential without looking at their backgrounds, the families where they come from.

There is something unique about each individual that is different from others. In giving back to the community, I usually involve in personal and group activities.

With my group along with other young girls, we visit people in rural areas especially in Musanze district for hygiene campaigns.

We also sensitize families on proper feeding since we are biomedical students.

On the other hand, on personal basis I educate people how to extract cheap oil from avocados.

This oil has no side effects. We meet people through social gatherings such as at church or other social events.

I see myself as a disciplined-highly intelligent woman in future; who will have a say in her society while contributing to the development of the country.

LEADERSHIP

My major takeaway from TUSEME is public speaking



Umutesi Mariam
Computer Science Student
INES Ruhengeri-Level 2

I applied for the MasterCard Foundation scholarship in Senior Three after our headmistress announced that academically bright but needy young girls would be eligible for sponsorship.

I had already started my first term of Senior Four when I learned that I had been selected. I was then transferred to FAWE Girls School in Kigali from College Immacullee Conception Muramba.

I was overjoyed on receiving the news of a scholarship because I knew it would lessen the burden on my parents. It had not been easy for me to sit for my Senior Three national examinations.

I only did the exams after my father struggled to raise fees on the last moment. When the results were released my father appreciated but he warned there was no money to take me to high school.

He said “yes, you have passed, but we won’t be able to pay for your next level.” He later only bought me a few scholastic materials after a family member offered to pay my first term fees in Senior Four. It was a relief therefore to access FAWE scholarship. I have participated in career development and leadership skills training organized by FAWE Rwanda. Before making my university choice I went through FAWE career guidance.

It helped me make an informed career choice. For leadership, I think it is inborn. In primary school I was the head girl, while in both my O’ Level and A’ Level I was a class prefect.

My leadership skills were once again shaped by FAWE training. With my experience I wanted to take leadership to another level.

I thought that with clear direction you can also lead others and share with them what you learn. I was also a member of TUSEME Club which trained us on how to pass on messages that can influence society positively through poetry, dance, and songs.

My major takeaway from TUSEME is public speaking. While I served as a class prefect, I did not need to put my views in writing but at TUSEME I had to address a group of people.

They would assign me specific topic on issues of certain. Whenever I didn't deliver to their expectations my friends were there to guide me to do it better next time. It was a good learning experience. I draw a link between TUSEME and my leadership journey because it modeled me into a better leader outside of school.

TUSEME built my leadership capacity beyond school so much so that even at home people look at me as a leader, advisor and problem solver.

Leadership can take you places where you cannot reach as an ordinary student. Even a leader's views are taken more seriously because of the respect you command. My message to young girls and women is to believe in themselves, to stop thinking that a man's word is final. Women have brilliant ideas but we succumb to fear and fail to express them.

There is a saying that goes, "to educate a woman is to educate a nation". Children should be taught to express themselves without waiting for their fathers to speak for them.

If we don't raise children in that way it would be a dis-service to the nation. If we speak out, together we can make a better nation and the world a better place.

In my responsibility to promote gender equality, I plan to be more engaged with both young and older sisters.

To achieve this, I will support their projects and help them in competitions to show them they are equally competitive as their brothers.

At INES we have a competition titled MISS BRIGHT where the winner gets awarded and funded for their business idea. I also plan to host talent shows for girls and if possible have both boys and girls compete next time.

LEADERSHIP

Kayirebwa seeks to be a change agent

Gloria Kayirebwa seeks to be a change agent in her family and community.

The third born in a family of six is the only person in her family to have reached University.

After finishing high school, she had lost hope of tertiary education had it not been Beautiful World Canada which is supporting Rwandan girls from poor families that did not score high grades to get the Government of Rwanda scholarship.

With this support she was able to enroll for a Bachelor's Degree in Information Technology at IPRC Kigali.

She vividly remembers how growing up from a poor family made her humble, something that has shaped her conduct.

She currently serves as the Minister of Gender at IPRC Kigali.

Gloria learned about Beautiful World Canada scholarships through her mate who had received similar support.

She hopes to act as a change agent in her family and community by inspiring other deprived girls.

Self-belief and hard work are key, she says.

Gloria's story serves to inspire other girls in Rwanda who still think that technical and vocation education training (TVET) is a preserve of boys. She appealed to other girls to embrace TVET because of its employability levels.

LEADERSHIP

Leadership training helped Mukamuziga overcome fear

I was motivated to seek leadership in 2015 after attending a leadership training organized by Fawe Rwanda at Lycee de Kigali.

The training helped me overcome personal fears and I embarked on a leadership journey where my desire had always been.

Since then I attended more training which opened my eyes to take on leadership roles. Knowledge from Fawe leadership training has been useful to me in leading others. I learned that leadership takes confidence. I was head of TUSEME Club throughout my high school which further sharpened my skills.

I was elected Vice Guild President of University of Rwanda Rukara Campus in 2018 for a term running until 2019.

When my term expires I hope to continue guiding my successor. Most importantly in leadership I learnt to live in harmony with everybody.

Regardless of one's status or character I have learnt to live in peace with them. Patience is also key in leadership. To oversee more than 6,000 students is not something you can do without being patient. There are both morally good and corrupt

individuals and you have to know how to handle them.

It is also equally important to network with people from different backgrounds. I like to attend University senate meetings and conferences where I meet with top University leaders. I benefit a lot from their wise counsel.

In them I see new role models. What of tomorrow I fill their positions? I would know how to conduct myself.

I'm also more confident that before to lead others. My message to all young girls out there is to aspire for leadership. The heart of a home as they, a Rwandan woman is not supposed to be left behind.

Education starts from parents. Women are the mothers of our nations so we must believe in ourselves. Girls have constructive ideas but they succumb to fear. Overcome fear and see how everything is possible.

My future plan is to help young girls realize the value of their ideas. Imagine if I became the Minister of Education? I think there is so much I could do in that position. So much can be done to promote young girls and they would be proud of me.



Therese Mukamuziga
University Of Rwanda-College of
Education - Physics and Chemistry
Level 3 -Vice Guild President

BIG IMPACTS ON THE GROUND

Leadership offered me opportunity to impact my peers, says Abimana



Francoise Marie Pierre Abimana,
University of Rwanda, College of
Medicine and Health Sciences
Physiotherapy Department, Level 3

FAWE BENEFICIARIES
SHARE PERSONAL
STORIES OF HOW
VARIOUS PROGRAM
IMPACTED THEIR
INDIVIDUAL OUTLOOK
AND CONTRIBUTION
TO THEIR COMMUNITY.

I have been a MasterCard Foundation FAWE Scholar since 2014. Currently, I am the country scholar representative. For someone who doesn't know my background, all my skills, confidence, and current status are courtesy of MasterCard and FAWE Rwanda. Being a country scholar representative is such a big privilege to me. This year I gained skills and experience which I didn't have before. Much as my term is coming to an end, I think this is not an end in itself. I see it as the beginning of another chapter.

The country representative scholar title doesn't make me any less of a scholar; it has been another opportunity of reaching more people and scholars out there. It is a doorway to give back to my community. I understand that there are still young people; boys and girls, and adults who have not had the chance to be in school and having less than the bare minimum to survive. But I believe that using the knowledge and skills acquired from school, I can still impact their lives in many ways.

I have seen my performance improve. Compared to last academic year Level 2, my grades have gone up. This was a positive influence. I don't know why but I think it is because I believe in always doing something positive and to be exemplary to the rest of the scholars.

I have tried to also influence some of my non-FAWE scholar course-mates. Together with a course-mate, I initiated

a debating club that many scholars are proud to take part in for building their confidence, among others. I have participated in a savings group initiated my class. This leadership has been a change agent to me. I have participated with other scholars in community outreach where we could mentor other girls and students in primary and secondary schools. It brought an impact to the community.

My appeal to young girls out there is that, "you should believe in yourself before anyone else does. Whenever you think of something positive, and you believe you can do it; go for it. That's when achievement comes your way."

I encourage every young girl not to sit back; there are abundant opportunities out there waiting for you. But once again, beware that every person who comes your way is not a well-wisher. You just have to be confident and careful when choosing who to bring into your life. Don't stick on the negativity, stick on the positive things. Then your life will be changed.

I cannot thank MasterCard and FAWE Rwanda enough. I usually get lost for words when talking about MasterCard and FAWE Rwanda. But I would give them a bouquet of flowers. What I can say is that there are no words with which to express my appreciation, they will see actions. Thank you very much MasterCard Foundation and FAWE Rwanda for impacting my life, and our lives.

BIG IMPACTS ON THE GROUND

When leadership meets discipline, there is nothing you can't do, says Iraguha



Iraguha ANGE,
INES Student

I learnt of the MasterCard Foundation Scholarship at my former O-Level school at Kigoma Secondary School in Ruhango District. I applied for the scholarship because I was confident I met the criteria – both academic excellent and less economically privileged students. When I was selected, I was very happy because it was really hard to get my school fees coming.

Had it not been for the Foundation, I think wouldn't have joined university let alone even completing A-Level. I am now in Level 2 and all is going well for me.

I was honored to participate in the career development and leadership skills training offered by FAWE Rwanda. It is the reason I serve as Guild Minister

of Protocol and Security. The confidence instilled in me made me contest for this position. It was my way to prove to MasterCard that their training is not in vain.

I will diligently perform all the duties expected of me.

I have also learnt to save for after school. To avoid solely depending on the Biomedical Laboratory Science course after graduation, I plan to have a side business however small it could be. So I started to save for it now.

My message to other young girls, especially MasterCard Foundation scholars, is to believe in themselves. To know that everything is possible, and that they, too, should be agreeable. When leadership meets with discipline, there is nothing you can't do. Study hard and earn great marks. Be confident to lead the rest. I hope to see them campaign for office too next year.

My future plans include encouraging students and help maintain security at our campus. I am ready to welcome all our guests hospitably and my guests of honour are my fellow students. I believe in maintaining good relationships with everyone who comes my way.

ACADEMIC EXCELLENCE

Gikumi: How FAWE training got me scoring A+

FAWE Rwanda has been pivotal to my academic excellence due to the training they gave us. The training sessions consistently shaped girls to realize we are capable of excelling in our studies as much as boys or even better.

The confidence I got from the training is the reason I can score as high as 86%. I am very grateful to FAWE Rwanda for that; it means a lot to me. My goal is to maintain my performance and work even harder with the facilities I was rewarded with such as a laptop. I aim higher

targeting better grades next year. I will strive to put in more efforts and study hard.

My secret to scoring A+ is in reading a lot of books and carrying out regular experiments and practical. I am a Computer Science student and so I run as many programs as possible. It is like a daily norm to run programs.

I personally like asking my lecturers questions. I can't let a lecturer out without answering my questions. I



Ukwitegetse Gikumi,
Computer Science Student

read widely whenever I visit the library. With my laptop, I also carry out a lot of research on internet.

Above all, self-discipline is key to academic excellence. Without discipline, you can't excel. I exercise self-control in everything I do. I keep good relationships with my colleagues, my lecturers and my school.

BIG IMPACTS ON THE GROUND

Giving back became a lifestyle to Murekatete and company



Murekatete Claire,
University of Rwanda-College of Medicine
and Health Sciences, Biomedical Laboratory
Science-Level 3, Peer Mentor

Last November, I together with fellow students visited pupils in holiday in Gasabo district in Kigali.

We wanted to discuss with them about early pregnancies, drug abuse and other anti-social behaviors affecting youth.

We encouraged both boys and girls to act as change agents in their communities. They needed us to show them the way.

We chose this particular activity because giving back is a broad act.

As Mastercard Foundation scholars who have similarly been uplifted we wanted to make them feel their worth.

Something which impacts a child has a multiplier effect whose impact can be seen even in 10 years through another child, family, and society.

About 40 children were present. Our target was to raise awareness about underage pregnancies and drug abuse.

We found out that the main cause was poverty in families. We therefore selected 10 vulnerable girls and boys to help. We told them that one can shape own future through hard work. The career guidance and leadership training by Mastercard Foundation have been helpful.

It opens up our minds, builds self-confidence and enables us to discover our potential as well as identify leaders among us who can lead others.

We told young children to read hard and aim higher. With giving back you can start wherever you are: in your community, in your school, it is up to you to decide.

I have learnt that even without money young people can still impact society using their constructive ideas.

Giving back is no longer a one-off act it has become a lifestyle to us.

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