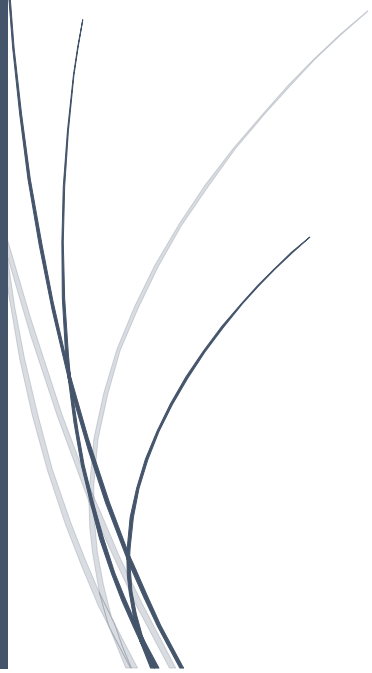
1/6/2019

FAWE-MCF Scholars Program

2018 Annual Progress Report



Addis Ababa, Ethiopia

2018

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Acronyms

FAWE	Forum for African Women Educationalists
SNNPR	Southern Nations, Nationalities and Peoples Region
MoE	Ministry of Education
BoE	Bureau of Education
MCF	Mastercard Foundation

1. Executive summary

In order to help economically disadvantaged but brilliant scholars become leaders of Africa, FAWE in collaboration with Mastercard Foundation developed and has been implementing the Mastercard Scholars Program since 2014. In order to achieve the overall objective of the program, FAWE Ethiopia Chapter in collaboration with the relevant government stakeholders and FAWE RS have been implementing several significant activities. In 2018, various activities which contributed to the overall plan and goal of the project were implemented. During this project period, significant lower level outcomes were achieved under each of the objectives through the efforts of various stakeholders including the staff.

2. Background of FAWE and MCF

The Forum for African Women Educationalists (FAWE) is a pan-African Non-Governmental Organisation founded in 1992 by five women ministers of education to promote girls' and women's education in sub-Saharan Africa in line with Education for All. The organisation's members include female ministers of education, university vice-chancellors, education policy-makers, researchers, gender specialists and human rights activists. FAWE envisions a world in which gender disparities in education are eliminated and all African girls have uninhibited access to education, stay until completion and perform well. FAWE Ethiopia Chapter is a member of the FAWE Network and works to replicate the FAWE Africa cause in Ethiopia. FAWE Ethiopia's programs focus on influencing national education policies and practices, provides comprehensive scholarships to bright yet disadvantaged students, advocates for gender-responsiveness of the curriculum and promotes a favourable school environment for both boys and girls. The Mastercard Foundation seeks a world where everyone has the opportunity to learn and prosper. The Foundation's work is guided by its mission to advance learning and promote financial inclusion for people living in poverty. One of the largest foundations in the world, it works almost exclusively in Africa. It was created in 2006 by Mastercard International and operates independently under the governance of its own Board of Directors.

In partnership with Mastercard Foundation through the FAWE Regional Secretariat, FAWE Ethiopia is currently implementing Mastercard Foundation Scholars Program in four regions of Ethiopia: Addis Ababa, Amhara, Oromia, and SNNP. The Scholars Program is a ten-year comprehensive scholarship program that aims at providing bright yet disadvantaged students with the necessary scholastic material and empowerment support. Over the 10 years, the program aims to support 800 (600 girls and 200 boys) academically talented but economically disadvantaged secondary school (grade 9 – 12) students to acquire essential knowledge and skills through quality education to enable them to have better access to livelihoods and contribute to household, community and national development.

3. Strategic Approaches

✦ *Partnership*

FAWE Ethiopia works in close partnership with MoE, BoE, Regional and City Administration Bureau of Finance and Economy Development and Women and Children Affairs on activities concerning the submission of quarterly activity and budget utilization reports. Furthermore, the partnership is closely maintained with all the eight project intervention schools.

✦ *FAWE's unique models*

Tuseme youth empowerment program has been integrated in the Scholars Program in order to develop the scholars' ability to identify the academic, social and physical barriers to their schooling and speak out, relate to each other and learn several skills that contribute to their academic and social development. The *Tuseme* training is delivered through a cascade model, starting with a five-day training of trainers (TOT) followed by a three-day school-level training of peer educators.

After the TOT, teacher mentors and scholars enlist the MCF Scholars and any others from the same grade into the *Tuseme* Youth Empowerment Club (TYEC). Membership is not restricted to MCF scholars only but is open to the whole school. Guided by the teacher-mentors, each team cascades the training to all club members through a three-day training conducted at each school. One of the expected results of these workshops is the establishment of a team of peer educators who will reach out to the rest of the school and the surrounding communities.

Gender Responsive Pedagogy (GRP) is a practical guide for making the teaching and learning processes gender responsive. As part of the comprehensive package, FAWE Ethiopia organizes school- based training for all teacher and school managers at partner schools in FAWE's GRP so that they can support the scholars on the program and further maintain the practice in their respective schools.

Give Back: To invigorate the spirit of patriotism and nurture young people's conscience to give back to their communities, the Scholars Program has in-built voluntary community service that are undertaken during the term/semesters or during school breaks.

✦ MCF Scholars' care

The provision of school materials (stationery, bags, uniforms, books), school fees, shoes, comfort kits, monthly stipend, health insurance, ICT and entrepreneurship trainings, mentorship (career guidance by adult mentors and via mentorship conferences) and provision of scheduled after school tutorial sessions are included in the comprehensive scholarship package.

4. Progress made so far

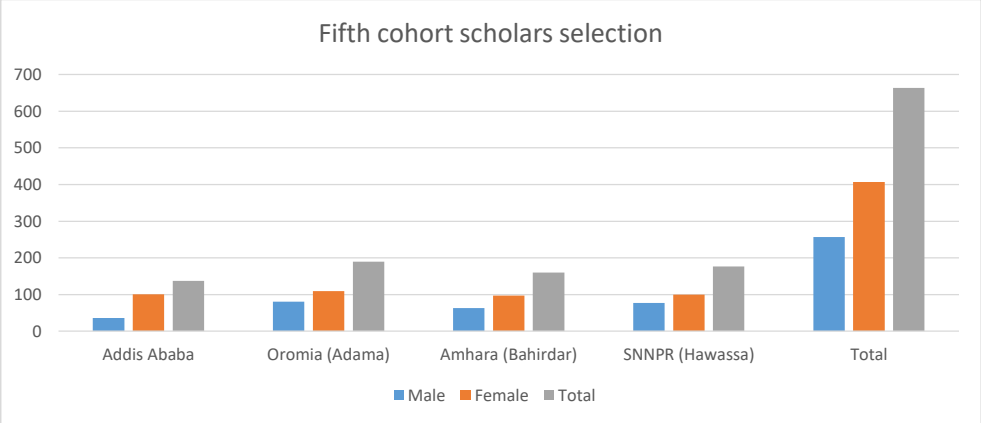
Activity 1: Scholarship selection and recruitment

Review of Scholar selection guidelines and dissemination of information in Ethiopia

FAWE Ethiopia disseminated application forms and announcement posters to 46 feeder primary schools in Adama (10), Bahir Dar (12), Hawassa (12) and in Addis Ababa city Administration (12)

to enroll the fifth cohort of Scholars who will join the programme from September 2018. The focal points responsible for registering the applicants were taken through an orientation on how to conduct the exercise. One of our previously selected feeder schools (Adama #3 elementary school) has now become a high school and as discussed with Adama Town Education Office, ceased to bea feeder for FAWE. The registration of scholars from the 10 feeder schools in the town was conducted. The focal persons responsible for the registration the applicants for the fifth and last cohort of the program.were also taken through an orientation

As a result of the registration, a total of 664 (407 F) applications were received from all target regions. The total number of applicants increased by 176 applicants (36.1% from the previous year i.e.488 (281 Female).



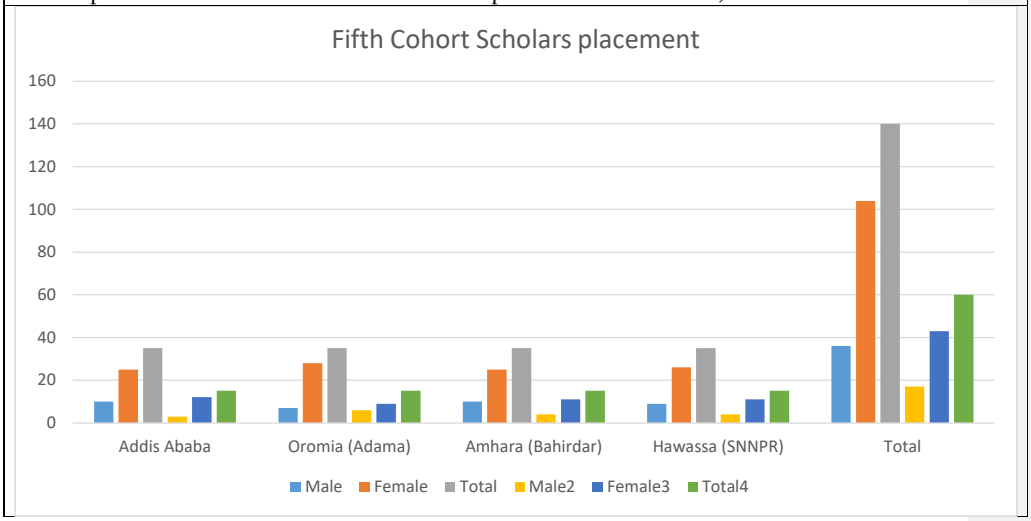
As a result, a total of 664 (407 F) applicants were accepted into the program after going through various assessment and review processes. In the process of selecting the final candidates of the program, STCs played a significant role to ensure transparency in the process and and provide accountability in the program.





Once the successful applicants were selected, they were presented with an MCF ScholarscProgram certificate at an award ceremony held in the respective regions to which various stakeholders (families/guardians, STC members and government stakeholders) were invited. After an official announcement of the finalists, the Scholars were placed in the partner schools (Private and

Government) based on their preferences, marks obtained and the distance from the school they selected. As a result, 200 scholars (140 F) received placements where 70% were paced in private schools and 30% in public schools. The fifth cohort Scholars placement is as follows;



Maintaining strong working relations with the partner schools, STC members and government stakeholders

Representatives from Regional Education Bureaus, Regional Bureaus of Women and Children affair and the Bureaus of Finance and Economic Development participated in the annual review and planning meetings. Helathy working relations have been maintained with government stakeholders, mainly through the exchange of quarterly reports and ensuring their active participation in the various activities of the program staring with the selection of Fourth Cohort Scholars. In order to further strengthen relations, FAWE held regular meetings with partner schools and STC members and consensus was reached for their future engagement in playing a pivotal role of demonstrating results of the whole program.



Discussion with Amhara Region's Education office and other stakeholders about Scholars transferred without FAWE's guidance

Activity 2: Scholarship award

Awarding and managing 800 Scholars in Ethiopia

After completion of selection and identification of successful candidates for the Scholars Program, all the Scholars were notified and the scholarship features were explained to help them get a basic understanding of the comprehensive scholarship package. Fourth cohort scholars opened bank accounts and submitted copies of their passbooks to FAWE Ethiopia and their respective stipend and transportation costs were transferred.



Comprehensive Student Support Services

The new and continuing Scholars were all provided with stationery, school bags, uniform, comfort kits and shoes for the year. The materials were distributed to a total of 673 Scholars of all cohorts found in all the regions. In addition to the materials distributed, Scholars were also provided with

their monthly stipend, school fees were paid to the respective schools and housing support was also provided to the needy cases. From a total of new 200 Fifth cohort Scholars, 6 Scholars from Bahir Dar (3 female and 3 male) are visually impaired . To help them cope with their circumstances and make the education system friendly and inclusive, FAWE provided them with a special package of educational aiding tools (a digital sound recorder, white cane).



Picture of visually impaired Fifth cohort Scholars receiving materials

Status of Scholars per cohort

Cohort	Addis Ababa		SNNPR	Oromia	Amhara	Total
Second Cohort	Male	9	9	11	11	40
	Female	29	23	21	26	99
	Total	**38**	**32**	**32**	**37**	**139**
Third Cohort	Male	9	9	8	10	36
	Female	28	27	21	27	103
	Total	**37**	**36**	**29**	**37**	**139**
Fourth Cohort	Male	14	11	15	13	53
	Female	36	35	34	37	142
	Total	**50**	**46**	**49**	**50**	**195**
Fifth Cohort	Male	13	13	14	14	54
	Female	37	37	36	36	146
	Total	**50**	**50**	**50**	**50**	**200**
Total	Male	45	42	48	48	183
	Female	130	122	112	126	490
	Grand Total	**175**	**164**	**160**	**174**	**673**

Provide tutorials to Scholars in Ethiopia

In the reporting period, a total of 778 (564 F) Scholars were attending tutorial sessions organized in their respective schools. An assessment of the Scholars' satisfaction with the methodology and usefulness of the tutorial sessions revealed that the tutorial sessions were useful to many of the Scholars. A Scholars' satisfaction assessment report is presented separately.

Language proficiency for Scholars

All Scholars attended tutorial classes to improve their performance in various subjects. Tutorial classes for Grade 9 and 10 were for the major subjects like Mathematics, English, Physics, Chemistry and Biology. In Grade 11 and 12, tutorials for the social science Scholars were for Mathematics, English and Economics while the natural science Scholars attended tutorials for Mathematics, English, Physics, Chemistry and Biology.

Scholars also attended English language proficiency training that was provided by selected institutions (IcoTech in Addis Ababa, Family Foreign Language School in Oromia and Devine Spark English Language School in SNNPR). Fees for the training services were paid to all the training institutions.



Training of ICT, entrepreneurship and business development

145 (108 female and 37 male) out of 150 third cohort Scholars attended a 30-day training, on ICT, life skills and entrepreneurship. The training was conducted by Digital Opportunity Trust (DOT) Ethiopia and Zelalem PLC in Addis Ababa, Hawassa, Bahir Dar and Adama. Separate reports from the firms were collected for further analysis and way forward.

Strengthening the mentoring program

To strengthen the mentorship services provided by the Teacher Mentors, several consultative discussion sessions were held with Scholars and alumni members –in their respective regions. Accordingly, Scholars were assigned to their respective teacher mentors in order to commence mentorship. The teacher mentors agreed and planned to provide the mentorship services to the Scholars using two approaches: on a monthly basis with all the Scholars; and, on an individual basis as the need arises. No issues have so far been identified and reported by the Scholars.

Identification of housing support to 25% from every cohort of Scholars

A total of 68 Scholars' houses were visited during a joint housing survey, conducted by a 6-member team from FAWE Ethiopia (3) and FAWE RS (3), to establish the Scholars' living conditions. A report was generated and shared with the relevant parties for decision making. In 2018, a total of 35 (16F) Scholars were identified as being needy in terms of housing and were supported with housing allowance, an addition to the 138 (63 F) Scholars under housing support. In total, 173 (79 F) Scholars were under housing support.



Scholars' graduation ceremony and Mentorship Conference

A graduation ceremony of the First cohort of Scholars was held at Civil Service University, Addis Ababa, 4 August 2018, where a total of 82 (56 female and 26 male) Scholars graduated from the program. Present at the ceremony were invited guests from Kenya (Mastercard Foundation and FAWE RS) and Ethiopia (Ministry of Education, the Board of FAWE Ethiopia Chapter, Scholars' families and other invited guests).

75% (61 - 43 female and 18 male) of the 82 (56 female and 26 male) First cohort Scholars who graduated from secondary school transitioned to the university. The 82 Scholars all joined the FAWE Alumni Association that was launched during the graduation ceremony.



Activity 3: Comprehensive Student Support Services

Although the partner schools developed some action plans for the *Tuseme* Clubs with support from FAWE Ethiopia , the seed money to enable them perform their planned activities was not released by FAWE Ethiopia in good time due to delays in budgetary approvals from the RS.

Strengthening the mentoring program

26 trained teacher mentors were consulted about their work and activities in the mentorship programme. As a result, teacher mentors were doing their job on an ad hoc basis although they had planned to provide mentorship to the Scholars for whom they had been assigned both on a monthly basis and on a need basis. In order to improve their performance, the FAWE Ethiopia team held consultative meetings with both the teacher mentors and school administrators in order to better understand the challenges faced and roll out the possible actions to improve their performance and help Scholars to better benefit from the services provided by teacher mentors.

Eventually, teacher mentors and school administrators understood the issues and agreed to support scholars as planned and FAWE provided them with continuous follow up and technical support as required.

Scholars academic achievements and transitions

The transition rate in Addis Ababa and Bahir Dar was satisfactory. A % the drop out in performance was mainly attributed to by the two regions of Adama and Hawassa. In Hawassa, and particularly in BNB School, 5 Scholars from Grade 11 and 4 Scholars from Grade 9 did not transit to the next grade. Most Scholars' performance declined particularly for Grade 10 Scholars and the reason given was that they were also preparing for the national examinations by studying Grade 9 subjects.

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From a total of 149 third cohort Scholars who sat for the Grade 10 national examinations, 139 successfully transitioned to Grade 11. 8 Scholars from Adama (2 male and 6 female) were dropped from the program due to insufficient grades. From a total of 200 fourth cohort (9th Grade) Scholars, 195 (97.5%) transitioned to Grade 10 in all regions. From 144 second cohort Scholars, 139 (96.5%) transitioned to Grade 12. 63 (76.8%) from a total of 82 graduated scholars were successfully transited to tertiary level or joined public universities in the country.

Summary of scholar's academic performance

A. Amhara

SN	Cohort		Scholars Above 75%	%	Scholars below 75%	%	Total
1	First	Tana Haik	1	14.3%	6	85.7%	7
		Academy	2	11.7%	15	88.3%	17
2	Second	Tana Haik	6	54.5%	5	45.5%	11
		Academy	15	60%	10	40%	25

3	Third	Tana Haik	7	63.6%	4	36.4%	11
		Academy	8	33.3%	16	66.7%	24
4	Fourth	Tana Haik	8	53.3%	7	46.7%	15
		Academy	30	90.9%	3	9.1%	33

B. Hawassa

SN	Cohort		Scholars Above 75%	%	Scholars below 75%	%	Total
1	First	Tabor	3	75%	1	25%	4
		BNB	5	33.3%	10	66.7%	15
2	Second	Tabor	2	25%	6	75%	8
		BNB	9	39.1%	14	60.9%	23
3	Third	Tabor	11	68.7%	5	31.3%	16
		BNB	8	32%	17	68%	25
4	Fourth	Tabor	10	62.5%	6	37.5%	16
		BNB	15	44.1%	19	55.9%	34

C. Addis Ababa

SN	Cohort		Scholars Above 75%	%	Scholars below 75%	%	Total
1	First	Bashwam	10	55.5%	8	44.5%	18
		Millennium	4	80%	1	20%	5
2	Second	Bashwam	25	96.1%	1	3.9%	26
		Millennium	7	63.6%	4	36.4%	11
3	Third	Bashwam	19	73.1%	7	26.9%	26
		Millennium	9	81.8%	2	18.2%	11
4	Fourth	Bashwam	25	71.4%	10	28.6%	35
		Millennium	15	100%	0	0%	15

D. Adama

SN	Cohort		Scholars Above 75%	%	Scholars below 75%	%	Total
1	First	Nafyad	3	21.4%	11	78.6%	14
		Goro	1	33.3%	2	66.7%	3
2	Second	Nafyad	9	37.5%	15	62.5%	24
		Goro	4	50%	4	50%	8
3	Third	Nafyad	11	40.7%	16	59.3%	27
		Goro	9	81.8%	2	18.2%	11
4	Fourth	Nafyad	11	31.4%	24	68.6%	35
		Goro	5	33.3%	10	66.7%	15

A detailed analysis of Scholars' performance based on cohort, regions and subjects is shown below.

Fourth Cohort

- **Amhara** region is a got the highest results in ICT, HPE and Geography for the fourth cohort Scholars. However, Mathematics, English and Physics were scored the lowest compared to other subjects. The tutorial program will be therefore focus on these three subjects.
- **Addis Ababa** region Scholars got the highest result in Civics, Biology and Geography in this cohort. However, History, Chemistry and Mathematics was the lowest compared to other subjects. In this region, Physics, Chemistry and Mathematics are also three subjects that need to be strengthened through the tutorial program.
- **Oromia** region Scholars got the highest results in Amharic, Biology and HPE in this cohort. However, English, ICT and Mathematics were scored the lowest compared to other subjects.
- **SNNPR** region Scholars scored the highest results in History, Biology and Amharic in this cohort. However, English, Physics and Mathematics was the lowest compared to other subjects.

Third cohort

- **Amhara** region had Scholars with the highest results in Amharic, HPE and Civics in this third cohort. However, Mathematics, History and Physics were subjects scored the lowest compared to other subjects.
- **Addis Ababa** region Scholars got the highest results in IT, HPE and Amharic in this cohort. However, English, Geography and Mathematics was the lowest compared to other subjects. In this region, English, Physics, Geography and Mathematics are four subjects that need to be strengthened through the tutorial program.
- **Oromia** region Scholars got the highest results in Physics, IT and HPE in this cohort. However, English, Amharic and Biology were the lowest compared to other subjects. In this region, the Scholars' performance was the poorest compared to other implementing regions. There is need for a strong follow up on the tutorial programs and Scholars by the mentors and staff.
- **SNNPR** region Scholars got the highest results in HPE, Civics and Amharic in this cohort. However, English, Biology and Mathematics (65%) was the lowest compared to other subjects. These results show that the tutorials must focus on these three basic subjects. In

BNB however, the Biology tutorial program is not yet started and in Tabor, the program is yet to effectively start.

Second cohort

- **Amhara** region got the highest results in Business, HPE and Amharic for the second cohort Scholars. However, Mathematics, TD and Physics were scored the lowest compared to other subjects.
- **Addis Ababa** region Scholars got the highest results in TD, Geography, and ICT for this cohort. However, English, Physics and Mathematics was the lowest compare to other subjects. In this region, English, Physics, Geography and Mathematics will also need to be strengthened throughthe tutorial program.
- **Oromia** region Scholars got the highest result in Business, Economics and ICT in this cohort. However, Physics, Chemistry, History and Mathematics were the lowest compared to other subjects.
- **SNNPR** region Scholars got the highest result in Business, Economics and ICT in this cohort. However, Physics, Chemistry and Mathematics were scored the lowest compared to other subjects.

Scholars Drop out

In 2018, 22 Scholars were dropped out from this program for various reasons. Two scholars from Bahir Dar were dropped due to health problems and returned to the program after improvements in their health. The main reason for dropping out was insufficient results in the national examinations. The details are listed below:

SN	Regions	No Dropped out		Dropped out year
1	Adama	11	2 Male	2018
			9 Female	
2	Hawassa	8	2 Male	2018
			6 Female	
3	Addis Ababa	1	1 Male	2018
			0 Female	
Total		**20**		

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Activity 4: Capacity building

Child protection policy in place

A child-friendly Amharic language CPP was distributed to the Scholars and they were regularly sensitized about the CPP. Besides the Scholars, the FAWE Ethiopia Chapter staff also signed the CPP and committed themselves to abide by the terms and conditions in the CPP. No Scholar has reported any issues arising from the CPP.

Facilitate GRP implementation in the partner schools

In 2016, a GRP training was carried out in all partner schools and each school prepared an action plan to implement it. However, the implementation was not realized since no budget was allocated for the work. During a planning meeting for 2019, FAWE Ethiopia Chapter included GRP in the work plan and informed FAWE RS to allocate a budget for the work.

Travel

FAWE Ethiopia staff frequently travelled to the partner schools in each region for M&E, supervision of activities and provided technical support for various issues as need arises. As a result, more than 8 visits were carried out by FAWE Ethiopia Chapter staff to this end.

Activity 5: Expanding the FAWE/MCF Alumni Association

A mapping of FAWE Alumni was done and 32 alumni were identified. The FAWE Alumni Association was launched in August 2018. The association was formed comprised of 86 (62 F) members of whom 82 (56F) first cohort graduates were included. The association elected 7 executive committee members and set its by-laws to guide its work and members to the next level. The association planned to engage in various activities which include giveback initiatives, resource mobilization and Mentorship are the main focus.





Activity 6 Monitoring and Evaluation

Staff supervision visits to partner schools

FAWE Ethiopia M&E officer and program staff conducted an in-house comprehensive monitoring visit with the objective of following up and establishing the status of the implementation of program activities. The full monitoring report is available.

FAWE RS and Chapter joint quarterly M&E visits to schools

FAWE RS Program Coordinator and the M&E officer visited FAWE Ethiopia for a joint M&E mission 24—28 October 2018. Four (4) implementing partner schools, two each in Addis Ababa City Administration and SNNPR, were visited. During the visit, the team held discussions with the school administrators and Scholars regarding the key program implementation strengths, challenges, gaps and way forward. There was also a discussion held with the Scholars who transferred from Bahir Dar Academy Secondary School without the knowledge of FAWE Ethiopia Chapter staff with the aim of better understanding the causes and challenges and chart a way forward.





Joint Mastercard officials, FAWE RS and Chapter staff visits to partner schools and Scholars' houses





Government stakeholders' Mid-Term evaluation of the MCF program in all program implementation cities

Following the Mid-term Evaluation of the program under implementation, FAWE Ethiopia Chapter acted on the recommendations given. In addition, the project's mid-year progress report was compiled and shared with the relevant stakeholders in the regions. Proposals for the second round program implementation was also shared with the regional signatories for their approval and way forward for the next five years.

Annual review and planning meeting with stakeholders



FAWE Ethiopia reviewed its 2017 Program progress during a two-day (16—17 Feb 2018) meeting at Azzeman Hotel, Addis Ababa. 40 (15 female and 25 male) participants from partner schools, teacher mentors, government bureau representatives, FAWE RS and FAWE Ethiopia Board and staff were in attendance. The participants also shared their experiences and provided guidance and as a result, their engagement and ownership of the program were enhanced.

Annual scholars' conference



A total of 119 scholars (79 female and 40 male) and five teacher mentors (2 male and 3 female) drawn from each city shared experiences, networked and obtained essential life skills from training sessions at the 2017 Annual Scholars' Conference held at DSW Bonita training center in Bishoftu 3—4 March 2018. The Scholars were also sensitized on leadership and give–back concepts and 83 (25 male and 58 female) first cohort Scholars were guided on identifying their career path ahead of joining higher education. Scholars had a chance to share their best give-back initiatives. The conference theme was "Inspiring Transformation" and was facilitated by Deep Dive Research and Consultancy firm. Training on career planning, decision making, goal setting and personal budgeting was also carried out during the conference.



Maintenance of the Online MIS System

Migration of information on the fifth cohort Scholars' was done. In addition to this, Scholars' academic performance and participation in overall activities was successfully updated in the MIS system. Quarterly reports were compiled and submitted to FAWE RS and progress activity and budget reports were also submitted to regional stakeholders on a timely basis.

Activity 7: Publicity of MCF program

Website design

A website designer was hired through the appropriate procurement process and FAWE Ethiopia's website is currently being developed with the updated information for the Chapter as well as for the programs. The activity will enable website visitors r access appropriate, timely and useful information that would promote the Chapter's activities and mobilize resources for the organization.

Publication materials

The Scholars' experiences and stories were captured in the Annual Report and that was disseminated to participants at the annual review meeting. The FAWE Ethiopia annual magazine (*Timar*) was produced and disseminated to all feeder schools and partner schools to promote the MCF Scholars program.

Lessons Learned	• The early distribution of the application forms for the 5th cohort was been appreciated by the feeder schools and this paved way to get more potential students applying for the program, an increase of 176 more applicants than in the previous year. • During the selection for the 5th cohort, FAWE and the Scholarship Technical Committee learnt that there is a delay in the selection of the Scholars at Hawassa, SNNPR due to inter-clan conflict in the region. Therefore, FAWE consulted with various stakeholders to hasten the selection process by advocating for the release of examination results from the regional. FAWE Ethiopia learnt that working with the local community is important in order to identify the deserving beneficiaries for the program. • Encouraging the Scholars to save money from their stipend is very important, especially for the orphaned, as it is a practice that they carry with them after their graduation from the Mastercard Program into their education at the university

	• Building the capacity of STCs before starting a given intervention makes programmatic implementation very effective. FAWE is now very aware that STCs can effectively support the Scholars program.In Adama town, for example, some STC members in collaboration with the Education office, provided an opportunity for economically disadvantaged students to get support for their education in boarding schools. • Holding the annual stakeholders' review meeting has enabled FAWE Ethiopia to rekindle partnerships and solicit support. • The Scholars' Annual Conference not only creates a platform for the sharing of experiences but also promotes the spirit of giving-back, collaboration and mutual support among Scholars. For instance, after the Conference, the Scholars contributed some money and materials (water, soap, tissue) to the Elders Association founded and managed by the Scholars in Adama. The Scholars also promised to continue with this kind of support to the association as well as others within their regions.
Partnership Status	The key achievements during the program implementation were:- • A new partnership was established with Wood en Daad to work on an Employable Youth Ethiopia (EYE) project focusing on employment of the returnees from migration. FAWE Ethiopia Chapter was selected to lead the Gender Transformative Programming wing through engaging in the development of Role Model Magazine, Leaflets and on-the -job coaching for 6 implementing partners. • A Concept Note was developed and ready submitted in January 2019 to UNWOMEN in collaboration with DSW and AWSAD for a project that focuses on VAG/W with Disability, total budget: $1 Million. • FAWE Ethiopia and Regional Secretariat held discussions with Bahir Dar University's English Department on the feasibility of providing English language proficiency training for Scholars in Bahir Dar. • FAWE Ethiopia selected 5th cohort Scholars in a collaboration with Scholarship Technical Committee which comprised of the Deputy Head of the school, one member from the Parents Teachers Association, personnel from the District Education Office, a district member of FAWE Ethiopia, an officer from the

	Women, Youth and Children Affairs office, one member of a Community-Based Organization (CBO) or Faith Based Organization (FBO), the school bursar/accountant, a teacher mentor and a student leader.
Staff + Management Update	• Considering the Scholars' Program's demand, three Career Guidance and Counselling Officers were hired in the three regions (Amhara, Oromia and SNNP) to ensure transition of the Scholars to the next level. Contract agreements were signed with clear job descriptions and the CGC Officers started work in their respective duty stations. Due to the resignation of a Project Coordinator and a Project Officer, new staff were recruited as a replacement.
Risks + Assumptions	• FAWE Ethiopia had planned to undertake some activities that were carried forward for the year 2018. However, this budget is yet to be released and activities such as the establishment and strengthening of the *Tuseme* clubs and the action plans for the commencement of GRP activities have not taken place and this may therefore delay *Tuseme* club and GRP activities which are core activities of the program.
Agreement Compliance	FAWE Ethiopia has ended its partnership with one partner school in Hawassa, Debub Ethiopia Academy. The termination of partnership agreement was as a result of failure by the school management to address some issues severally raised by FAWE Ethiopia as well as by the Scholars on the overall teaching and learning process and school environment. For this reason, FAWE Ethiopia took the issue with the Hawassa City Administration Education office, the main signatory body for this program, to deliberate on the matter. After various deliberations with the school management, the education office and FAWE Ethiopia decided to change the partnership to BNB Academy which is one of the best performing schools in the city and which has the capacity of absorbing all of the Scholars at once. A Memorandum of Understanding was signed with the school and Scholars are now in place.
Programmatic Changes	No change occurred during this year.
Other Information	

Give Back Initiatives

To foster a spirit of patriotism and nurture young people's conscience to give back to their communities, the MCF Scholars Program has in-built voluntary community services that are undertaken during the school term/semesters or during school holidays. On various occasions, Scholars were introduced to this notion and during the school break and Scholars in all the cohorts presented reports on their give back initiative. In the same spirit of giving back, many FAWE Ethiopia Scholars, individually and in groups, have been engaged in tutoring students in lower grades, donating their own extra clothes, collecting money to support the less privileged students with school materials, cleaning their school compound and making it conducive for student with physical disabilities, planting trees to conserve their environment, donating blood, cleaning ditches on main roads, volunteering in hospitals to help guide patients and secure appointments, working closely with the local district in tracing and mapping vulnerable children in order to link them up with non-governmental organizations willing to support, helping elders who have no support system by cook for them, helping them shower and clean their houses and collectively engaging in groups in feeding programs for homeless people among others.

Organizational change in process – OD assessment

Based on the OD assessment and review of financial, procurement and property management manual, the following documents were developed and ~~operationalized~~ope-rationalized to enhance the proper functioning of the organization: Resource Mobilization Strategy, Records Management Manual, Monitoring and Evaluation Policy and Manual, and a comprehensive strategic plan.

With funding from FAWE RS for organizational development, various activities were undertaken to enhance the functioning of the HR system, procurement and property management, financial management, resource mobilization, board governance, senior management governance, monitoring and evaluation of progress made etc. To lead the organization into the future, FAWE Ethiopia is developing a strategic plan for the period of 2019-2022.

The validation of the Strategic Plan will be held in early 2019.