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In partnership with

FAWE
FORUM FOR AFRICAN WOMEN EDUCATIONALISTS
FORUM DES ÉDUCATRICES AFRICAINES

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS
FAWE
ETHIOPIA CHAPTER

FAWE/Mastercard Foundation Phase II Program 2024 Accomplishment

FAWE ETHIOPIA CHAPTER

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Executive Summary

In partnership with the Mastercard Foundation, Forum for African Women Educationalists (FAWE) is implementing a seven year program (2024-2030) in 10 African Countries. This is Phase II Program implemented to give young people, especially young girls from marginalized communities, better access to tertiary education, skills, and training. FAWE Ethiopian Chapter (FAWE-Eth) commenced the program implementation in 2024 and this report is about the FAWE/Mastercard Foundation Phase II Program in Ethiopia.

10 - 15%



Young people with disability and refugees

FAWE/Mastercard Foundation Phase II Program

The FAWE/Mastercard Foundation Phase II Program, Second Chance Pathways for increased access to tertiary education for marginalized young women and men, is a 7-year program (2024-2030) being implemented in 10 Countries across Africa (Uganda, Rwanda, Zambia, Malawi, Ghana, Liberia, Tanzania, Zimbabwe, Ethiopia, and Senegal). The program aims to support 10,550 young people aged 15–25 years from the most marginalized communities with a specific focus on young people with disability and refugees (10-15%) who have completed secondary education, to transit into tertiary education and later entrepreneurship (self-employment) and/or employment.

FAWE's overall approach is "innovation to create pathways for increasing access to tertiary education, skilling and dignified work for young female and male graduates of secondary education in Africa". This aligns with the Mastercard Foundation's Education and Transitions Programming Framework, which builds on the Young Africa Works strategy, with a vision of enabling 30 million young people, particularly women, to secure employment that they see as dignified and fulfilling by 2030.

FAWE/Mastercard Foundation Phase II Program in Ethiopia

FAWE-Eth officially launched the FAWE/Mastercard Foundation Program Phase II in August, 2024. The program targeted to benefit 800 youth aged 15 to 25 years across three regions (Amhara, Oromia and Sidama) and Addis Ababa City Administration. Participants will be enrolled in STEM (Science, Technology, Engineering and Mathematics) courses at TVET (Technical and Vocational Education and Training) institutions. In 2024, 196 participants are enrolled in six TVET institutions in the four implementing areas.

The specific objectives of the FAWE/Mastercard Foundation Phase II program in 10 African countries include:

10,550

Increased opportunities for 10,550 young people from marginalized communities to develop relevant market skills and innovations through tertiary education.

7

Bridging program opportunities introduced in 7 additional countries with 518 accredited partner institutions to increase access to education.



Institutions of higher learning increase the allocation of slots for bridging learners transitioning to degree programs.



Increased gender responsive curriculum and models of teaching in tertiary institutions that respond to the labor market.



Adoption of gender responsive programming, policies, and guidelines by partner tertiary institutions, community members, parents, and students.

1,240

1,240 young entrepreneurs supported through training and start-up grants to build thriving businesses creating employment and driving development in their communities and nations.

Major Accomplishments



Establishing strategic partnerships

The first significant achievement in the implementation of the Mastercard Foundation Program II is establishing partnership with key regional bureaus. As a fist move, FAWE-Eth designed region-specific proposals and budgets, and submitted memorandum of understandings (MoU) to the Bureau of Finance, Bureau of Labor and Skills, and Bureaus of Women and Social Affairs across the four project implementing regions (i.e. Amhara region, Oromia region, Sidama region and Addis Ababa City Administration). Following this FAWE-Eth signed a pool of 12 MoUs across the project implementing regions.



Mapping and Identification of TVET institutions

Mapping and identification of program implementing TVET institutions was accomplished with three steps. As a first step comprehensive map of the TVET institutions were developed in partnership with the Labor and Skills Bureaus of the four implementing regions. Of the available institutions in the regions, 35 TVET institutions were identified as intervention spots. In the second step, FAWE-Eth was able to select 6 implementing TVET institutions that will serve as participant-hosting institutions. Despite not hosting participants, the remaining 29 institutions will nevertheless be involved under the program framework through various interventions, including capacity-building initiatives.

The participant-hosting institutions are core institutions in each region that are confirmed to effectively host students. As a third and last step, memorandums of understandings were signed with the selected six TVET institutions.

Addis Ababa

- General Winget
- Tegbareid College

Amhara

- Bahir Dar Polytechnic college

Oromia

- Adama Polytechnic College

Sidama

- Hawassa Polytechnic College
- Hawassa Tegbareid College



Institutional Capacity Assessment

After selecting the institutions and signing the MoUs, FAWE-Eth assessed the capacity of the six institutions to effectively implement the program. This assessment focused on identifying each institution's strengths as well as areas that needed improvement. The assessment pinpointed potential collaboration areas and helps FAWE-Eth to provide tailored and continued support for each institution. The support not only strengthened FAWE-Eth's relationship with the institutions but also ensured that the institutions were properly equipped and capable of carrying out the program activities. The successful assessment was driven by the use of structured tools, careful planning and execution, and close collaboration with management teams and key stakeholders at each institution.



Program Launch

Prior to the program launch, delegates from FAWE-RS (FAWE-Regional Secretariat), FAWE-Eth, FAWE-Uganda, and Ugandan universities paid a visit to the Ministry of Labor and Skills (MoLS) and the Ministry of Education (MoE) in order to further strengthen our partnership with these ministries. The presence of FAWE chapters during the visits facilitated cross-regional knowledge and experience sharing. The visits helped the ministries to understand FAWE-Eth's initiatives better, which was particularly important for ministry representatives involved in STEM education. These visits assisted FAWE-Eth to receive support at ministerial level and to align its program with national priority areas (e.g. STEM education).

Moreover, pre-program launch Scholars Program Alumni Meeting was held with 11 alumni of the Master Card Scholar Program I participants. Following the visits and the meeting, a program launch was held on August 29, 2024 where 113 stakeholders attended in. Attendants of the program launch include higher officials from the MoLS, MoE, Mastercard Foundation and representatives from FAWE-RS, FAWE chapters, FAWE board members, Alumni of the Mastercard Project Phase I, regional bureaus, UN agencies, community organizations and implementing institutions. During the program launch, the goals of the program were clearly communicated to stakeholders and doing so resulted in positive attitude, heightened buy-in and active participation from the stakeholders. The positive attitude, heightened buy-in and active participations are important ingredients for the future program implementation successes. The program launch raised FAWE-Eth's visibility, positioned it as one of the leader organizations that effectively execute impactful educational and skills development programs.


Mastercard Foundation



Experience sharing visit at General Winget Polytechnic College

FAWE-Eth organized an experience sharing visit to the General Wingat Polytechnic College, one of the participant-hosting TVET institutions found in Addis Ababa. The visitors include 22 participants from FAWE-RS, FAWE national chapters (Uganda, Liberia, Rwanda, Zambia, and Tanzania), deans of the implementing TVET, and representatives from Ethiopia and Uganda. The visit is an innovative approach to knowledge exchange that strengthened the partnerships between FAWE chapters and TVET institutions. Of particular importance here is, college deans from Uganda were participants of the visit and their presence facilitated cross-learning and sharing of best practices.



Visioning Workshops

FAWE-Eth organized four workshops, one each in implementing regions, with a pool of 189 participants. Participants were drawn from government stakeholders, community groups and civil organizations including disability associations and alumni networks. Inclusion of participants from disability organizations and alumni networks vividly indicate FAWE-Eth's continued commitment to diversity and inclusion. The workshops helped stakeholders to better understand the goals and the desired outcomes of the program. Meanwhile, the workshops helped FAWE-Eth to secure grass-root support for program implementation. The efficient planning and the concrete workshop facilitations by FAWE-Eth team were the backbones of productivity of the workshops.



Participant selection

In the reporting period, three levels of participant screening committees were set up. Four district-level committees were established at the lower level, one in each region. In the next level, four regional-level committees, one in each region, were formed. At the highest level one national committee was established. The members in each committee range between seven and nine. A total 79 individuals made up the screening committees. The district-levels committees were established to conduct initial screening while the regional and national level committees were formed to verifying the screening process. Parents, community representatives, members from TVET institutions, government office representatives, disability associations, and Alumni were included in the screening committees. This induced shared responsibility and created trust in the selection process. Of particular importance here is: including the Alumni in the committee strengthened their relations with FAWE-Eth and ensured that the guidelines set out in the proposal were meticulously adhered during the screening process. Participation from disability associations and alumni are significant markers of FAWE-Eth's steadfast dedication to diversity and accessibility as well as its commitment in embracing an inclusive approach.

Participant selection was performed in the following order.

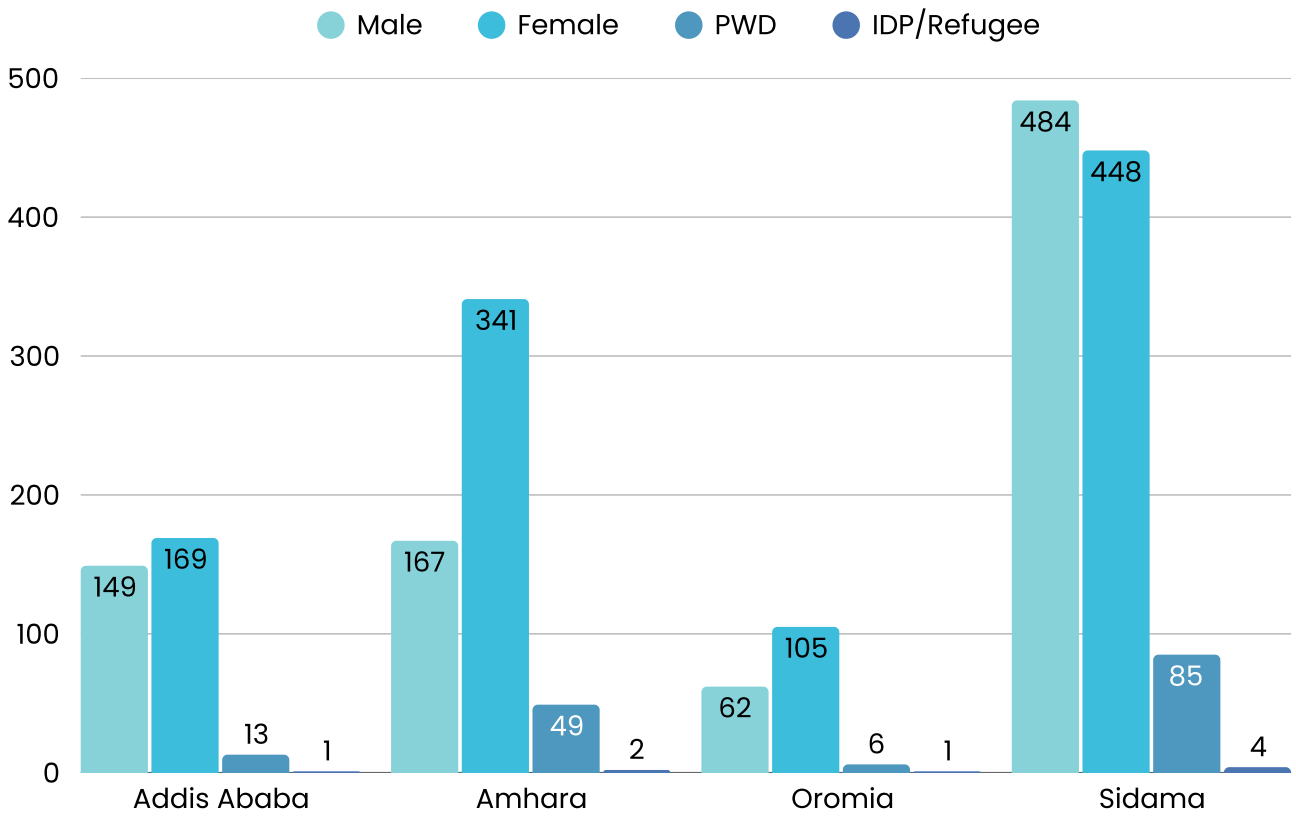
- Three level participant screening committees were established (79 members)
- Orientations were given to the committee members
- Bursary announcements was made
- Applicants were registered between November 1 and 8, 2024.
- District level screening
- Verification by regional level committees
- Verification by National level committee

The screening committee members, then, were oriented about their roles and responsibilities as well as the ethical guidelines that need to be adhered during the selection process. For the purpose of ensuring consistency at evaluating applicants, each committee member was provided with standardized tools and matrices.

The call for application to the program was advertised. The call was streamed to potential applicants using different mainstream and social media outlets to ensure wider reach. The call was broadcasted in radio channels and posters were used. Social media outlets that are popular among the youth were also used to disseminate the call. The use of different channels has expanded the program visibility and reach.

Applicant registrations were held between November 1 and November 8, 2024. The registrations were done in the six TVET institutions selected to host the participants. During the application period, 1925 applications were received, of whom 1063 were females while 862 of them were males.

District-level screening committees reviewed documents, conducted interviews and made home visits to make sure that the most qualified and eligible candidates are recruited to the program. District-level and regional level committees in each region convene meetings to ensure the transparency of the screening process. The regional and national level committees, then, verified the transparency and fairness of the beneficiary selection process.


Male
Female
PWD
IDP/Refugee
500
400
300
200
100
0
149
169
13
1
167
341
49
2
62
105
6
1
484
448
85
4
Addis Ababa
Amhara
Oromia
Sidama

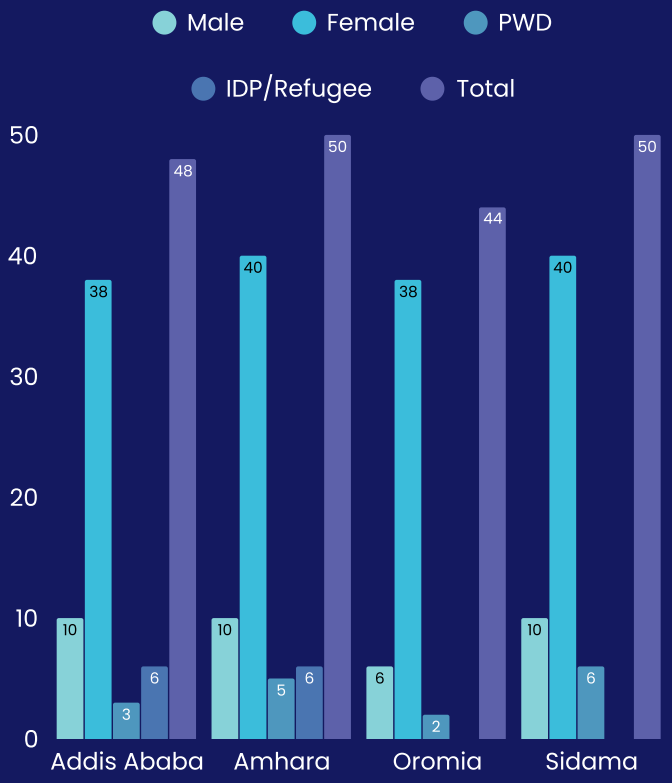


Enrolment of Participants

In each institution, department heads and institution representatives delivered comprehensive orientation on STEM fields by providing in-depth information on available fields of studies, their structures, the field's relevance to industry, and career prospects. The orientations also emphasized the value of STEM disciplines in addressing global challenges and promoting gender equality. The orientations increased participants' confidence to pursue STEM disciplines and to make informed decisions in choosing disciplines that align with their interests, skills and career goals. One thing noteworthy to mention here is that FAWE-RS offered support and guidance throughout the selection process and monitored it from start to finish. These greatly aided the successful completion of the participant selection process.

FAWE-Eth organized bursary award ceremony to the participants in the presence of their parents, the selection committee members, and other stakeholders. During the ceremony detailed orientation about the program's expectations, benefits and support systems were given. Besides, the participants were awarded with official Bursary letter and signed agreements that outline their roles and responsibilities as a beneficiary. The award ceremony marked the beginning of an exciting journey for the participants, as they embark on their academic paths armed with the support they will receive from the program.

As of December, the selected participants are successfully enrolled in their respective TVET institutions to pursue STEM fields of their choice. A total of 192 participants (96% of the targeted 200 participants) are enrolled and pursuing their education in the six implementing institutions of which 156 of them are females while 36 of them are males. These participants include 16 people with disability (8.33%) and 12 IDPs (6.25%).





The bursaries coved annual tuition and registration fees for the participants. For the purpose of supporting their learning and protecting their safety, participants were provided with essential educational materials (e.g. exercise books) and other supportive constituents (e.g. safety shoes and uniforms). Beyond covering the fees and providing materials, three month stipends were also provided and medical insurances were purchased for the participants. Moreover, allowances were given to recompense participants' transportation and settling-in costs.



Housing fees were coved for 34 participants who moved to reside closer to the institution s/he is enrolled. Basic items including mattresses, bed sheets, blankets and utensils are also provided for these students.

The financial support is comprehensive in that it removed financial barriers thereby students are able to solely focus on their training

Partnership Establishment

•12 MoUs signed with 3 bureaus in 4 implementing regions

TVET Identification

•4 regions where TVET institutions were mapped
•35 program implementing institution selected
•6 participant hosting institutions selected
•6 MoUs with the selected TVET institutions

Pre-program Launch

•2 Ministries partnership strengthening visits were conducted
•11 alumni participated at Alumni meeting

Program Launch

•113 Stakeholders participated in the program launch

Curtsy Visit

•22 Participants of the experience sharing visit to the General Winget Polytechnic College

Visioning workshop

•4 Visioning workshops conducted
•189 participants in the Visioning workshops

Participant recruitment

79 stakeholders including in the screening committees
•1925 applicants to the Bursary announcement
•192Beneficiaries selected (96%)

Enrollment

•16 Beneficiaries with disability (8.33%)
•12 IDP Beneficiaries (6.25%)
•34 beneficiaries supported with housing fees and household equipment

Best Practices



Stakeholders' engagement:

During the reporting period, FAWE-Eth engaged stakeholders from the program's early days to date. Utilizing existing partnerships with stakeholders and refreshing relationships early on using open and proactive communication were pivotal for the later smooth and productive project implementations. Engaging key stakeholders during the selection process, including government offices, community focal persons, program alumni, and disability associations, was instrumental in increasing outreach and finding diverse and appropriate participants.



Experience sharing:

The inclusion of invited participants from other FAWE chapters is an innovative experience sharing approach. The approach, the participation of college deans from Uganda in particular, facilitated cross-learning and sharing of best practices. In additions, the approach strengthened partnerships between FAWE and TVET institutions.



Acting proactively:

On July 9, 2024 the Ethiopian government introduced a new monetary policy that devaluates the Ethiopian currency. The enactment of the policy was anticipated to critically affected program operation costs mainly because prices for supplies, equipment and services will hit high. Henceforth, FAWE-Eth act proactively by taking two major actions. First, FAWE-Eth took proactive action to openly discuss the issue with FAWE-RS and with due understanding of the situation the regional secretariat released additional budget. Second, FAWE-Eth took advantage of the opportunity to open a new bank account in foreign (USD) currency. This action allowed FAWE-Eth to reduce the impact of currency exchange fluctuations and to manage project funds efficiently in the face of economic uncertainties.

Empowered by Opportunity: A Young Woman's Journey from Despair to Brighter future



Meron Girma, a 21-year-old from a rural village in Eastern Wolega, had her life uprooted by conflict, forcing her and her family of seven into an IDP (Internally Displaced Persons) settlement in Debre Brehan Town. Displacement brought deep uncertainty, and the dream of continuing her education seemed far out of reach. As the eldest child, Meron carried a heavy sense of responsibility, but lacked the resources to build a better future.

For three years, Meron and her family lived under harsh conditions. She slept on the floor and struggled daily, unable to afford the fee to take her final Grade 12 exams. Thanks to contributions from kind individuals, she eventually managed to sit for the exam, though the experience caused her significant psychological distress.

Her life took a positive turn when she learned about a bursary program offered by FAWE Ethiopia in partnership with the Mastercard Foundation. The program was designed to help displaced students, particularly young women, access technical and vocational education and training (TVET). With encouragement from her family and community leaders, Meron applied - and was accepted - into General Wingate TVET College in Addis Ababa. The bursary covered not only her education but also provided housing support and essential household items to help her start anew.

Now in her first year, Meron is studying in the Physio-Chemical department — a field she never dreamed she would explore. The program's comprehensive support, covering tuition, materials, and accommodation, has allowed her to focus fully on her studies. Though adjusting to city life and the demands of academia has been challenging, the encouragement and resources she's received have made a tremendous difference.

For Meron, education represents more than just a qualification — it is a lifeline to rebuild her future. She dreams of supporting her family and inspiring other young women facing similar hardships to chase their ambitions. Meron's story stands as a testament to the transformative power of opportunity and resilience. Though her journey is just beginning, her determination, paired with the support she has received, has set her firmly on the path toward a brighter future.







Hawassa Phase II Participants during workshop visit

FAWE Ethiopia Chapter
Gurdshola, Sister Civil Society Organizations' Common Office Building, 3rd Floor, Office no. 306
Addis Ababa, Ethiopia

www.faweethiopia.org