# Table of Contents

Introduction .................................................................................................................. 3

Key Takeaways ............................................................................................................ 4

Recommendations for Future Convenings ................................................................. 4

Convening Objectives ................................................................................................. 7

Opening: We are MasterCard Foundation Scholars .................................................... 8

Day 1: Transformative Leadership ............................................................................. 9

Day 2: Give-Back ....................................................................................................... 13

Day 3: Community Building ...................................................................................... 17

Closing: The Indaba Collective .................................................................................. 21

Annex A: Travel Information .................................................................................... 22

Annex B: Scholars Packing List .................................................................................. 24

Annex C: Role of Youth Mentors ............................................................................. 25

Annex D: Child Safeguarding Guidelines ................................................................. 28

Annex E: Agenda and Speaker Biographies ............................................................... 33
Introduction

The inaugural Secondary Education Scholars Convening was co-hosted by The MasterCard Foundation Scholars Program and FAWE Rwanda, August 10th to 13th, 2015. It was held at Lycée de Kigali Secondary School in Kigali, Rwanda and brought together Scholars from five countries: FAWE (Rwanda and Ethiopia), BRAC (Uganda), Camfed (Ghana) and Equity Group Foundation Wings to Fly (Kenya).

The Convening was anchored in two key pillars of the Scholars Program: Transformative Leadership and Give-Back. It engaged Scholars in reflective dialogue on what these concepts mean to them, how it relates to their backgrounds, and their journeys as Scholars and aspirations as future leaders.

The Convening's 92 attendees included: 49 Scholars at the secondary level, 12 program staff from partner organizations, 8 teacher mentors, 12 staff members from the Foundation, 5 youth mentors and 6 guests speakers.

Guest speakers included: (a) Maame Aba Afon Yelbert-Obeng, Program Director for the Moremi Initiative for Women’s Leadership in Africa who guided Scholars through day one of the Convening’s Transformative Leadership sessions; (b) Wilkista Akinyi, Agnes Kavila, and Naom Oganga, Ambassadors of the Global Give-Back Circle and youth mentors at the Convening who facilitated sessions on Give-Back; (c) Noela Aime Angelique Akayezu a member of The MasterCard Foundation Youth Think Tank and facilitator at the Digital Opportunity Trust in Rwanda, Robert Mugabo, teacher at FAWE Girls School, Nelson Ndungutse, entrepreneur, and Rosine Ndaiyishimiye, Business Development Intern at Karisimbi Business Partners – together they formed a panel of speakers that addressed transitions to further education, employment and entrepreneurship on day three; (d) Judith Kaitesi Katabarwa, Division Manager of the Capacity Building, Strategic Operations and Quality Control Division at the National Capacity Building Secretariat in Rwanda and Teta Stella Kayitaba, Market Development Representative of East African Breweries Limited Rwanda, who jointly facilitated a session on community-building and (e) Arlette Akingeneye, Quest University Scholar through the Akwanya program, and Ignace Nikwivuze, Scholar at McGill University who served as keynote speakers and youth mentors.

The complete agenda for the Convening and biographies of speakers are attached to the end of this report; the section on “Making a Difference in the Lives of Others” and cover page are credited to the Scholars Program Communications team Laurie Armstrong and Isabelle Bourgeault-Tasse.

This report summarizes key takeaways, recommendations for future Convenings, the Convening’s objectives, and discussions during the sessions. Debriefs were conducted with program staff, FAWE Rwanda and Millennium staff and feedback was collected from the Scholars, Teacher Mentors and partner staff.

Note: All photography credits in this report are to Jennifer Huxta.
Key Takeaways

At the secondary education level, in-person events are most effective for Scholars when they combine a variety of teaching methodologies, including highly participatory sessions and time set aside for informal, fun activities. All attendees were satisfied with the Convening and expressed their appreciation of the content. There was a great mixture of activities, different styles of presentations, formal and informal opportunities for Scholars to learn and engage in leisurely fun.

The Foundation should establish a formal Child Safeguarding Policy for all Scholars Convenings and other secondary education Scholars Program activities. Planning for the Rwanda Convening centered largely on child safety and required ongoing support from at least four staff members. As a first-time effort, it was well orchestrated and monitored but can be streamlined through a more formal process and step-by-step procedure.

The Foundation should continue to invest in the Youth Mentor program as it laid the groundwork for linkages between secondary and university Scholars. Youth mentors served a critical role in the Convening and were helpful and appreciated by staff and Scholars alike. The Indaba Collective, led by youth mentors, across country groups was a positive learning experience and allowed Scholars to purposefully build connections.

Storytelling is an important aspect of leadership development and community building. Scholars had opportunities to share their insights amongst peers, enabling them to build a distinct Scholar identity. Scholars connected across national borders and formed an international community as they learned about differences and similarities in cultures, languages, school systems, and much more. Scholars also related well to the stories shared by facilitators. This may have been heightened given that facilitators were proximal in age to the Scholars and had similar racial, ethnic, and socioeconomic backgrounds to name a few.

Excursions and keepsakes enhance the overall program experience for Scholars. The visit to the Kigali Genocide Memorial and city tour were important learning experiences for all attendees. Dinner outside of the school premise was well received and enjoyable. The Passbook of Memory was extremely well received and helped Scholars keep track of their commitments and connect with (new) friends.

Recommendations for Future Convenings

Staffing

Reconsider the number of staff required at the Convening and define their roles.

Maintain the current number of partner that attends the Convening, minimally two staff and two teacher mentors per partner.
Programming

Keep the agenda as a template so that content is not re-created each time.

Provide a more balanced program that allows Scholars to have their own sessions apart from teacher mentors and joint sessions too.

Incorporate Scholars’ insights from the group discussions about “Transformative Leadership,” “Give-Back,” “transitions” and “community building” into the thinking on the Scholar “identity.”

Continue to provide some type of memory or keepsake to help Scholars keep track of their commitments and connect with friends, such as the passbook.

Offer a career guidance session geared toward secondary Scholars.

Provide Scholars with longer breaks between sessions and evening festivities so that they may fully participate in wellness activities.

Scholar Engagement and Networking

Continue to connect Scholars to youth mentors. Consider how to best represent and reflect the diversity of nationalities at the Convening in the selection of youth mentors.

Explore avenues for cross-institutional and academic-based collaboration within the Scholars Community (spaces for Scholars to collaborate around projects/themes).

Develop Scholar-led platforms for storytelling.

Consider a day of community service for all MasterCard Foundation Scholars. This may help with strengthening the community and brand and add to a Scholar’s professional network and résumé.

Communication

Clarify the roles of teacher mentors and set clear expectations with them prior to travel and during the Convening.

Set clear expectations and delegate tasks early with the co-hosts.

Provide a list of participants and contact information in the welcome package.

Facilitate an introduction between Millennium and the individual who is responsible for coordinating partner staff and Scholar travel. Set clear expectations and roles regarding who is handling travel arrangements for both internal staff and external audiences.
Logistics and Timing

Allow more time to vet venues, conduct site visits, and finalize contracts (i.e., 4 to 6 months prior to the Convening).

Send out registration instructions 2 months in advance and include a question that links Scholars to their respective partner organizations.

The agenda should allow greater time for meals. Meals should account for departure schedules of attendees.

Reconsider whether staff breakfasts should be at the hotel, if the venue and hotel are in different locations.

Continue to provide child safeguarding briefing sessions between the security staff and all parties attending the Convening.

Establish guidelines for acceptable accommodations (i.e., are used/freshly washed blankets acceptable or should new bedding be purchased each time).

Manage expectations of staff in relation to transportation and budget constraints.

Create an organized tracking system for the collection of forms, especially on-site.

Scholars are ready to begin their first session entitled: “We Are MasterCard Foundation Scholars”.
Convening Objectives

The objectives of the Convening were defined on the basis of the progress of the Scholars Program in the past year and its goals for the upcoming year. The ultimate goal was to learn from the inaugural Convening’s successes and challenges for the purposes of planning future Convenings for secondary Scholars.

This year’s convening sought to integrate Transformative Leadership and Give-Back as ethoses within the Scholars Community and Scholar Identity. The theme of the convening was “Finding our Unique Paths to Leadership and Giving Back”.

The convening had five primary objectives:

- Explore perspectives on transformative leadership, further defining the concept using a methodology that includes storytelling, small group workshops and experiential learning;
- Establish a Scholars Community at the secondary education level through shared sense of identity, with transformative leadership values as baseline;
- Deepen Give-Back ethos as part of the Scholar identity;
- Engage Scholars through examples of transitions to further education, employment or entrepreneurship; and
- Provide mentorship from university-level Scholars as well as other young professionals.

The Scholars Program envisioned that Scholars would gain the following core competencies as a result of their active participation in the Convening:

- Scholars had an opportunity to explore and gain global awareness;
- Scholars had an opportunity to explore themselves, in relation to their communities and peers;
- Scholars learned transferrable skills, such as how to create a vision, set goals, communicate with others, work in teams, make healthy decisions and build positive relationships;
- Scholars learned about how to apply ethics and values in everyday life; and
- Scholars developed Give-Back goals that allow them to use their skills and knowledge to improve the lives of others in their communities, regions and nations.

The Convening was also designed to engage and offer programming for partner staff and teacher mentors. Objectives for both groups included sharing learning, challenges and best practices in the context of the Scholars Program and cultivating dialogue and fostering relationship-building opportunities so as to deepen the network across the partnership. Detailed feedback from debrief sessions can be found on the MCF J-Drive.
Opening: We are MasterCard Foundation Scholars

Ignace Nikwivuze’s opening address inspired Scholars to consider sharing his aspiration to keep Africa’s dreams safe. His address was followed by another fellow Scholar, Arlette Akingeneye, who spoke about what it meant to be a Scholar in the Akwanya Program.

Arlette’s messages to her peers were:

Know what you want to achieve.
Be determined and courageous.
Seek the support and encouragement of others.
You can be anything you want to be.

Reeta Roy, CEO & President of The MasterCard Foundation greeted the Scholars from a distance and thanked the Teacher Mentors at the Convening for being instrumental in the lives of their Scholars. She inspired Scholars to think about what could happen if 15,000 Scholars got together as a group: “Any problem, any challenge would be surmountable... we believe in the dreams that you have”.

“The power of the quality education the Scholars Program and its partners are giving us is a long lasting weapon that must be passed on from generation to generation. By educating ourselves, we will build generations of capable and transformative leaders of tomorrow…. The continent is ours. Africa raised us and we must give back to the people who have given us so much. This generosity starts with one’s mind and through education”.

- Ignace Nikwivuze is a MasterCard Foundation Scholar at McGill University in Montreal, Canada.

Anna Miller, Manager, Scholars Program introduced Maame Aba Afon Yelbert-Obeng, Program Director for the Moremi Initiative for Women’s Leadership in Africa who enlivened the Scholars through an opening song that encouraged Scholars to “find their voice”.

Next, the Scholars and teacher mentors, along with program and partner staff participated in a communication exercise that set the tone for the Convening. Scholars learned the basic tenets of leadership: trust, communication, listening, ethics, flexibility, and more.

Ms. Yelbert-Obeng and Dr. Roy cheer on the Scholars as they unearth values of transformative leadership through this experiential learning activity.
Day 1: Transformative Leadership

Built on a foundation of self-awareness and a deep sense of purpose, Transformative Leadership is the act of engaging others in an ethical manner to generate positive and lasting change.

The first day of the convening focused on internalizing what Transformative Leadership means to Scholars and its various ethical, social, spiritual, behavioral, professional, political and personal dimensions.

Exploring our Passions and Learning about Leadership, facilitated by Maame Aba Afon Yelbet-Obeng
10:45 am – 12:00 pm

The Pencil Parable activity was used as a metaphor by Yelbert-Obeng to introduce Scholars to the ideas of Transformative Leadership. She said, “Everyone is like a pencil. Created by the Maker for a unique and special purpose, by understanding and remembering, let us proceed with our life on earth having a meaningful purpose in our heart”.

Scholars then participated in an activity called Transformative Leadership Personal Tapestry: Write it, draw it, act it.

Scholars had 20 minutes to create a tapestry of who they want to be as transformative leaders - creative, radical, and bold. They used the following prompts to answer “WHO AM I”:

- How did you arrive where you are today?
- How do you work with people/show up in spaces that you are a part of?
- What makes your heart beat?
- How have you changed and what is responsible for these changes?
- What is the future you see for yourself?

Leadership and the Pencil Parable:

1. No matter what the condition, you must continue to write.
2. You have the ability to correct mistakes in your life (eraser).
3. The most important part is what is inside of you (Lead aka your voice).
4. You must rely on others to hold you in hand.
5. You may experience a painful sharpening from time to time.
6. On every surface you walk, you must leave your mark.
7. You have to comment, you have to speak up and stand for something.

The Scholars came up with a range of titles to describe who they are: “The strong is who you will be,” “Africa’s change -- I am giving back through my current NGO in Kenya,” “I stand for the African boy,” “Transforming a community to bigger heights,” “I am whom I think I am” and “A girl with confidence can do anything” to name a few.
Scholars partake in a gallery walk of the “Who I Am” posters created by their peers.

A sampling of “Who I Am” posters created by Scholars at the Convening.
Finding My Leadership Voice, facilitated by Maame Aba Afon Yelbet-Obeng
1:15 am – 2:30 pm

The Scholars participated in a session whereby they learned about leadership stories and role models that have sparked transformative leadership movements worldwide. They watched two videos, one by Derek Sivers on “How to Start a Movement” and another entitled “MILEAD 2014 Happy”. They were asked what they learned from the videos before breaking off into groups to draw their role models and the leadership qualities that these leaders exhibit. Scholars drew their mothers, teachers, Paul Kagame, Nelson Mandela and others. Key learning from this activity can be found in the MCF J-Drive.

Evening Gala
6:00 pm – 9:00 pm

Ivy Mwai, Manager, Scholars Program began the evening with introductory remarks about the Scholars Program and then invited Madame Gorette Ingabire, Chairperson FAWE Rwanda who formally welcomed everyone to the Convening.

Miss Rosine Ndayishimiye, Babson Global Scholar, Babson College USA provided an inspirational and motivational speech for her peers.

Ms. Hendrina Doroba, FAWE Regional Secretariat encouraged Convening participants, Scholars, partner staff, and teacher mentors alike to make the most of their experience at the Convening. She then introduced the representative from the Ministry of Education, who stated that the government of Rwanda will continue to support and build relationships with high impact programs, such as the Scholars Program and FAWE Rwanda.

The evening included entertainment from the Intayoberana Dance Troup.

“Over the past 20 years, the African continent has given us Scholars that will bring change to the continent…. We are transformative leaders ready to change the world, and we have started to do that already…. We are busy preparing the Africa that we want, where peace reigns, where poverty is nil, where young people create jobs for themselves and others…. We won’t just see and dream we will take action and rewrite the history of Africa…. The sky is no longer the limit as we are all capable of achieving greater things. We ask for your continued support as we rise and as we keep shining”.

- Miss Rosine Ndayishimiye, Babson Global Scholar, Babson College USA
Scholars in their traditional attire, the Intayoberana Dance Troup welcoming their arrival to the formal dinner at the Secondary Education Scholars Convening held at Lycée de Kigali Secondary School (Rwanda) on Tuesday, August 11, 2015.
Dr. Roy opened the second day with a quote from Archbishop Desmond Tutu “I am because we all are”, followed by a brief explanation of uBuntu.

There was a special performance by Pius Kimathi, Scholar, Equity Group Foundation, Kenya who sang a Swahili song that means “I’m single” about a young person who was lured away from his faith and is coming back to serve his community. He has also written his own book called “The Smell of Hope”.

Global Give-Back Circle Stories and Exploration, facilitated by Wilkista Akinyi, Agnes Kavila, and Naom Oganga
9:00 am – 10:15 am

Give-Back commitments often fall into a few broad categories, said the presenters. They include health, the environment, education, women and girls, peace, food security and water issues. The presenters explained how they developed their Give-Back commitments by following the simple storytelling methodology of Rudyard Kipling.

- Why: The reason you want to Give-Back. This is in connection to something or someplace where you see an injustice, an inequity, a need or a gap. This is what connects to your PASSION!
- What: What you will do to impact the injustice, inequity, need or gap.
- How: How you will do it. The actions/activities.
- When: The time/timing.
- Where: The place(s).
- Who: Person(s) who will benefit through your actions/activities
- ‘How Much’: the impact they believe they will have in their communities at the end of one year of implementing their Give-Back commitment.

Scholars at the Convening Share What Give-Back Means to Them

“To me, to give something, it needs to be something from your own feelings, your own heart, from within you”.

“It is an appreciative way of doing something that has been done to you, in a unique and special way to others”.

“Physics says that for every action there is a reaction, so giving back is part of that – when we receive, we must give back”.

Pius Kimathi, Scholar, Equity Group Foundation, Kenya bravely performs a song for his peers.
Developing My Give-Back Goals and Sharing My Messages with Others, facilitated by Wilkista Akinyi, Agnes Kavila, and Naom Oganga
10:40 am – 12:00 pm

Scholars worked on their individual Give-Back goals and commitments via a worksheet developed by the Global Give-Back Circle. They were then asked to share their ideas for what they could do in their communities to make a difference.

The following Give-Back ideas were generated by Scholars:

- Environment – plant a tree, clean, protect the environment.
- Education – tutoring, assisting others to study.
- Women and girls – mentoring girls, raising the awareness of women’s rights, educate girls on how to protect themselves, assist with obtaining sanitary products.
- Peace – establish a reconciliation club, teaching others about the importance of unity among people.
- Food insecurity – teach people agricultural techniques, advantages and disadvantages of eating certain foods and the importance of a balanced diet and nutrition.
- WASH (water, sanitation and hygiene) – teach communities about contamination and safe water and how to access it, how to clean the water.
- Boy-child: mentorship, help them to access scholarships too.

Scholars working on their Give-Back goals and commitments in their journals.
Kigali Genocide Memorial Center Excursion
1:00 pm – 5:30 pm

The Kigali Genocide Memorial was opened in 2004 and commemorates the Rwandan genocide in 1994. Trained counselors led each group through structured debrief which were guided by the following questions:

1. What does community mean to you?

2. What are values of a community (respect, caring living harmoniously, common attitudes/interests, appreciation of diverse opinions and perspectives, fellowship with others, building allegiances/networks, etc.)?

3. When we have community, what can be accomplished? Alternatively, when community is lacking, what are the possible consequences?

4. What has community-building looked like in Rwandan society, post-Genocide?

*Notes were not taken during this debrief to maintain confidentiality.*
FAWE Rwanda debrief at the Kigali Genocide Memorial Center.

Camfed, Ghanian Scholars at the Kigali Genocide Memorial Center.
Day 3: Community-Building

Scholars Community, facilitated by Judith Kaitesi Katabarwa and Teta Stella Kayitaba
9:00 am – 10:15 am

The presenters asked Scholars to consider two questions, the first was: what is a community of scholars?

- A Community of Scholars is a unique and distinct group of students who excel not only academically, but within their community as well. They work to achieve academic excellence but to also Give-Back to their communities.

The second question was: why is it important to build a Community of Scholars?

- To work collaboratively with peers, schools, and community as part of giving back
- To enhance the communication, collaboration and cooperation among a network of Scholars
- To facilitate an environment that fosters learning in the arenas of academic excellence and transformative leadership, etc.
- To appreciate diverse opinions and perspectives among Scholars
- To be flexible and adaptive to all forms of diversity

Groups were formed and tasked to answer several questions related to what it means to build community. A detailed summary of Scholar reflections can be found in the posters they created which are stored with Karen Meyer, Program Coordinator, Scholars Program.

The following excerpts from Scholars reflect what community means to them:

**Our Vision and Mission for the Community of Scholars is:**

Our vision is to build a community of holistic leaders and entrepreneurs who can meaningfully transform their communities and to change the image of Africa.

Our mission is to equip and empower Scholars to become role models and realize their potential for lasting change and to promote quality education for all countries.

We can love each other like brothers and sisters and use our resources wisely without being influenced by corruption.
Derrick Tumuhairwe, Scholar, BRAC, Uganda takes notes for his group about the importance of building community.

- Integrity
- Responsibility
- Commitment
- Humility
- Determination
- Hospitality
- Creativity
- Innovation
- Charity
- Boldness
- Respect
- Punctuality
- Kindness
- Hard work
- Giving advice

A List of Community Values established by Scholars at the Convening.

Our Plan of Action towards Building a Strong Community of Scholars written by Scholars:

Use social media and technology for effective communication and knowledge sharing.

Involve not only us, but other Scholars, other students and young people in our countries to build community together.

Share ideas and our experiences in different countries via Facebook.

Participate in different community activities and assist in the area of education.
Stories of Our Peers: Pathways to Further Education, Work, or Entrepreneurship (Panel)
10:45 am – 12:00 pm

Noela Aime Angélique Akayezu, served as the moderator of the panel. The panelists included: Robert Mugabo, Nelson Ndungutse and Rosine Ndayishimiye – together they addressed transitions to further education, employment and entrepreneurship. Transcripts from the panel presentation can be found on the MCF J-Drive.

Some words of advice from panelists included:

- “You have to know your family background, you need to know yourself and you need to know where you are going. There is no formula for life. This is the only way to be the best you want to become.... Be responsible and accountable for everything you do” (Robert Mugabo, Teacher, FAWE Girls School).

- “Why am I here when others are not? This is what propels and motivates me to create businesses and to provide others with opportunities, such as jobs, training in ICT, etc.” (Nelson Ndungutse, entrepreneur).

- “In the Bridge2Rwanda program, I learned to ask for help. I was inspired to think and act “outside of myself”. I see entrepreneurship as a set of essential skills for all to have – it’s a bridge to other opportunities” (Rosine Ndayishimiye, Babson Global Scholar).

Transitions Panel from right to left: Jessie Gakwandi (Translator), James McIntyre (MCF), Noela Aime Angélique Akayezu (Moderator), Robert Mugabo, Rosine Ndayishimiye, Nelson Ndungutse, and Faith Biyapo (MCF).
Exploring My Path & Making Healthy Choices, facilitated by Karen Meyer and Ivy Mwai
1:00 pm – 2:15 pm

The vision of this session was for Scholars to identify coping mechanisms and voice challenges they face in their everyday lives.

- The facilitators lead the Scholars through a series of activities which asked them to reflect on the following questions and prompts:

  What are some issues you are struggling with as a Scholar?
- Write one coping mechanism you use to deal with challenges in your life.
- What do you do to stay healthy?
- Think of one thing you can do every day for 2 minutes that would benefit your well-being.

*Notes were not taken during this session so as to maintain Scholar confidentiality.*

A Scholar posts her reflections about healthy living and coping strategies on the board.
Closing: The Indaba Collective

From social media to performance art, there were many ways for Scholars to share their transformative experiences and leadership journeys with Convening’s attendees in creative and artistic ways. Similar to a cultural night, this Indaba Collective was a chance to explore artistic expression through the medium of live performance. Scholars were encouraged to come up with ideas that reflect the themes of “Transformative Leadership; Give-Back, and Community-Building”.

Scholars were asked to create a performance that showcases how they’ve brought cultures together from different countries, or how giving back is integral to who they are, or what makes a community thrive! The purpose of the Indaba was not to showcase any one particular person’s talent, but rather their group journey.

Each Indaba was led by a youth mentor. Wilkista Akinyi, Agnes Kavila, Naom Oganga, Ignace Nikwivuze and Arlette Akingeneye

Scholars perform a skit and song as part of their final Indaba Collective.

Certificates of participation and group photos are distributed to Scholars and Teacher Mentors.
Annex A: Travel Information

The following information has been compiled for partners to support their planning, preparation, and arrangement of appropriate documents for the Scholars, Teacher Mentors, and staff traveling to Kigali, Rwanda to participate in the Secondary Scholars Convening to be held August 10 to 13, 2015 at Lycée Kigali Secondary School.

**Airline Tickets:** Millennium will be coordinating the purchase of airline tickets for all attendees. Each partner should plan to register their Scholars, Teacher Mentors, and staff no later than July 20th, 2015 via the registration link. Please denote any dietary, health (including allergies) or disability accommodations on this registration link. Samantha Fazackerley sfazackerley@mastercardfdn.org is available for questions related to travel bookings and other information included in this link.

**Passport:** A passport valid for six months from the date of entry is required by all nationals entering Rwanda. Partners should ensure that each traveler has a valid passport and accordingly upload a scanned copy of the passport’s bio-data page on the registration link by July 20th, 2015.

**Visa:** A visa is required by all visitors to Rwanda excluding nationals of the United States of America, United Kingdom, Germany, Sweden, Hong Kong, Mauritius, South Africa, Kenya, Uganda, Tanzania, Democratic Republic of Congo and Burundi. Staff from Canada, and partners in Ghana and Ethiopia should plan to complete the following online form for each traveler by July 20th, 2015. Partners should also arrange for each traveler to have sufficient cash ($30USD/person) available to pay in-person for a visa at the airport.

**Vaccinations:** Each traveler entering Rwanda must provide proof of yellow fever vaccination, as demonstrated through an original certificate from a medical institution. The incubation period of the vaccine, at minimum, is 10 days prior to travel. Please ensure that all travelers have their vaccinations by July 20th, 2015 and that proof of vaccination is available for the immigration officer.

**Travel and Medical Insurance:** Please purchase international health insurance for the Scholars, Teacher Mentors, and staff attending the Convening. Once the insurance is purchased, please upload a scanned receipt of the group insurance policy or individual policies of the insured parties by July 20th, 2015.

**Child Safeguarding:** The Foundation and partners are dedicated to providing a safe environment for the Scholars who participate in the Convening. Keeping children safe from harm and ensuring their overall safety and wellbeing is a priority.

The Foundation has a zero tolerance approach to the abuse and exploitation of children. All adults participating in the Convening will be obligated to review and sign the Foundation’s child protection policy, which includes guidelines for preventing, reporting and responding to child abuse. Partners are expected to provide participating staff and Teacher Mentors with a copy of the Foundation’s/their own Child Protection Policy to review and sign (if they have not already done so) prior to departure. Please upload a scanned copy of the signed policy to the registration link by July 20th, 2015.
When selecting Teacher Mentors to participate in the Convening, partners should consider gender and ensure that the ratio of females to males appropriately reflects the gender of the Scholars who will participate.

**Parental Consent Form:** Partner staff are expected to provide Scholars, and their parents or guardians with all necessary details to make an informed decision regarding Scholar participation in the Convening. As such, all minors, under the age of 18, must carry a signed consent form from the parent/legal guardian expressing consent to participate in the Convening (template attached in the invite). This consent form will include permission to travel as well signing authority on behalf of the parent/legal guardian for the Scholar to participate in communications activities, such as documenting their story on video, taking group and individual photographs, etc. Please upload a scanned copy of the consent form for each Scholar to the registration link by July 20th, 2015.

**Local Context:** In 2008, Rwanda instituted a national ban on non-biodegradable plastic bags. Please pack accordingly as plastic bags of any form will be confiscated at the Kigali International Airport. The weather will most likely be hot and sunny. The average high and low temperatures for early-August are 28°C/82°F and 17°C/62°F. Throughout August, the most common forms of precipitation are thunderstorms and light to moderate rain. The dress code for Tuesday’s night’s dinner is either traditional dress or business attire. The dress code for the remainder of the conference is casual. We will also be participating in excursions to local historically relevant sites, please plan to bring appropriate footwear and clothing. Finally, armed military personnel and police are commonplace in Rwanda. This is not meant to alarm travelers but rather a preventative measure to keep everyone safe.

**Billing:** All meals and transportation expense while at the Convening will be covered, including airport transfers to/from Kigali Airport and the hotel/venue. For any expenses incurred while travelling to/from the Convening (meals or snacks while in transit, etc.) please request a receipt. All receipts can then be given to the Scholars Program Manager who will charge the expenses to The MasterCard Foundation Scholars Program grant and ensure you are reimbursed. Additionally, partners should provide the Foundation with one bill in relation to costs associated with vaccinations, a second bill for visas, and a third bill for traveler’s medical insurance. Please direct financial inquiries to Grace Hui at ghui@mastercardfdn.org.

**Documents to Carry In-Person Whilst Traveling:**

- ✔ Letter of invitation from the Foundation
- ✔ Confirmation letter from FAWE Rwanda
- ✔ Medical insurance certificate
- ✔ Yellow fever vaccination confirmation
- ✔ Foundation’s Child Protection Policy
- ✔ Parental/child consent form (if applicable)
- ✔ Receipt of visa submission and cash for visa purchase at airport (if applicable)
Annex B: Scholars Packing List

The School will provide you with a bed, mattress, sheet, pillow and towel. You will however be required to bring your own personal items as per the list below. Please make sure that you do not bring plastic bags of any kind to Rwanda. Plastic bags are not allowed in the country and they will be confiscated at the airport.

Please pack the following items in your luggage:

☐ Toiletries

☐ Bathing Soap
☐ Toothbrush and toothpaste
☐ Deodorant
☐ Body lotion
☐ Comb
☐ Slippers to wear for showers
☐ Sanitary napkins (for females if applicable)

☐ Casual clothes for five days (shoes, socks, trousers or skirt, shirt, under garments, and sweater).

☐ Comfortable clothing and shoes for games/sports for two days.

☐ 1 Smart or traditional clothing for welcome dinner.

☐ Medication – if you are taking any medicines daily.

☐ Documents

☐ A valid passport
☐ Visa letter* (if applicable). Your mentor-teacher will pay for the fee in Kigali
☐ Yellow fever card
☐ Parent consent form (signed by your parent or guardian)
☐ Letter of invitation from the MasterCard Foundation
☐ Medical insurance certificate (your mentor-teacher will get this for you)
Annex C: Role of Youth Mentors

Roles and Responsibilities

As youth mentors, it is imperative that you work together as a team and support one another with your roles and responsibilities. The youth mentor role is rooted in embodying a united and collective spirit; one that encourages you to have an open mind to new ideas, experiences, and learning, a caring and compassionate heart, and willingness to learn from each other as you offer your perspectives and leadership to the Scholars throughout the Convening. You are asked to maintain professional decorum, abide by and understand The MasterCard Foundation’s Child Protection Policy and Safeguarding Guidelines, and lead and participate in the Indaba Collective. We also hope that you will help Scholars create memories and use their passbooks to document their journey throughout the Convening.

Professional Decorum

As role models for the Scholars, we expect for you to comply with and help the Scholars uphold the following:

- Participate, listen and share ideas at the sessions
- Act with integrity, courtesy and respect for peers and staff
- Arrive to all sessions and activities on time
- Communicate any concerns or problems that might arise to a staff member
- Do not leave the school for any reason without the permission from a MasterCard Foundation staff member
- Ensure your safety and the safety of others by not arguing and fighting, abusing drugs and alcohol, smoking or stealing
- Comply with dormitory rules as stated in the welcome package

Child Safeguarding (Abridged Version)

The Foundation is dedicated to providing a safe environment for children\(^1\) who participate in our programs, wherever they may be carried out. Child Safeguarding is about keeping children safe from harm, including: violence, abuse, and exploitation as well as illness or injury. Keeping children safe from harm requires:

\(^{1}\) A child is defined as anyone under the age of 18.
• **Awareness**: a risk assessment to identify potential risks for children participating in the convening must be conducted. All adults participating in the convening should remain aware of potential risks for children, and be familiar with the policies and procedures to ensure their safety and protection.

• **Prevention**: appropriate measures to address risk factors identified through the risk assessment should be put in place. All adults participating in the convening must review the child protection policy and be familiar with expectations regarding their behaviour, prior to the convening.

• **Reporting**: mechanisms must be put in place enabling children to safely report any concerns relating to their well-being, safety and protection during the convening (e.g. a CS focal point). Children should be made aware of the mechanisms available to them (e.g. through an initial briefing). All adults participating in the convening should be able to identify concerns involving child safeguarding and report them appropriately.

• **Responding**: local service providers who could provide support if/when serious child safeguarding concerns (e.g. abuse, illness, injury) should be identified ahead of the convening. Efforts to work in conjunction with other service providers, specialists, parents, guardians and others should be explored, either onsite or back in the child’s local context (post-convening), when appropriate. All measures taken to respond to abuse or exploitation of children should take into account the guiding principles (set out below).

**Passbook of Memories**

We are excited to have passbooks that will allow Scholars and Youth Mentors to document their own unique journey throughout the Convening. Each youth Mentor will be provided with one Polaroid camera, two boxes of film, and an extra set of batteries. Each Scholar can take up to 10 photos and use the glue sticks provided to paste their photos into their passbook. **You are responsible for the camera and will be asked to return it to Pamela Roy on the last day of the Convening.** As such, it is encouraged that you take the photographs for the Scholars so as to ensure the safe handling of the camera.
Indaba Collective

From social media to performance art, there are many ways to share your transformative experiences and leadership journeys with your Community in creative and artistic ways. Similar to a cultural night, this Indaba Collective will be a chance to explore your own artistic expression through the medium of live performance, and support the Scholars as they share theirs. Encourage Scholars to come up with ideas that reflect the themes of “Transformative Leadership; Give-Back, and Community-Building”.

You may choose to create a performance that showcases how you’ve brought your cultures together from different countries, or how giving back is integral to who you are, or perhaps you will choose to share your collective journey to leadership or what makes a community thrive! Remember, the purpose of the indaba is not to showcase any one particular person’s talent, but rather your group journey.

You will have three structured sessions and evenings to work with your assigned team of Scholars to create your Indaba.

- 3:00 to 3:30 p.m. on Tuesday, August 11
- 8:30 to 9:30 p.m. on Wednesday, August 12
- 2:45 to 3:30 p.m. on Thursday, August 13

Each Indaba group will have 10 minutes to present their collective journey on stage on Thursday, August 13, 2015 6:00 to 9:00 p.m., the last night of the Convening. Good luck and have fun!
Annex D: Child Safeguarding Guidelines

Introduction

The Foundation is dedicated to providing a safe environment for children\(^2\) who participate in our programs, wherever they may be carried out.

We are committed to upholding the U.N. Convention on the Rights of the Child, and all organizations that work as contracted parties with the Foundation are required to comply with the entirety of that convention.

We recognize that harm to children can occur as a result of the conduct of staff as well as how we work. We know that harm can befall children as a result of deliberate actions by a tiny minority of staff and representatives. We have a zero tolerance approach to abuse and exploitation of children.

However, we also know that inadvertent actions, the lack of preventative actions and other failings on our part can and do sometimes have the unintended consequence of causing harm.

What do we mean by ‘child safeguarding’?

Child Safeguarding is about keeping children safe from harm, including: violence, abuse, and exploitation as well as illness or injury. Keeping children safe from harm requires:

- **Awareness**: a risk assessment to identify potential risks for children participating in the convening must be conducted. All adults participating in the convening should remain aware of potential risks for children, and be familiar with the policies and procedures to ensure their safety and protection.
- **Prevention**: appropriate measures to address risk factors identified through the risk assessment should be put in place. All adults participating in the convening must review the child protection policy and be familiar with expectations regarding their behaviour, prior to the convening.

\(^2\) A child is defined as anyone under the age of 18.
• Reporting: mechanisms must be put in place enabling children to safely report any concerns relating to their well-being, safety and protection during the convening (e.g. a CS focal point). Children should be made aware of the mechanisms available to them (e.g. through an initial briefing). All adults participating in the convening should be able to identify concerns involving child safeguarding and report them appropriately.

• Responding: local service providers who could provide support if/when serious child safeguarding concerns (e.g. abuse, illness, injury) should be identified ahead of the convening. Efforts to work in conjunction with other service providers, specialists, parents, guardians and others should be explored, either onsite or back in the child’s local context (post-convening), when appropriate. All measures taken to respond to abuse or exploitation of children should take into account the guiding principles (set out below).

Guiding Principles for Dealing with Child Safeguarding Issues

Security and safety: The immediate and long term safety and security of the child is paramount and must guide all actions and decisions made regarding any child safeguarding concern that emerges.

Best Interest: When dealing with a child safeguarding concern, the best interest of the child should be our priority. We must strive to ensure their safety, health and well-being including meeting their emotional, psychological and physical needs.

Confidentiality: All child safeguarding concerns/reports/investigations should be dealt with on a need to know basis and all records must be held securely. Likewise communication must be confidential and secure.

Participation: Children must be actively, meaningfully and ethically involved in all aspects of preventing, responding and monitoring incidents of abuse. Children must not be treated as simply objects of concern but rather listened to and taken seriously and treated as individual people with their own views.
The Foundation should retain **written records** of all child safeguarding concerns reported during the convening, including, but not limited to:

- The date of the report;
- The date of the incident (if applicable);
- A description of the concern;
- The name and address of the child involved (if applicable);
- The name of the person who made the report;
- Actions taken.

All such records should be kept within the files of the Foundation in accordance with our privacy and confidentiality policies.

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**Specific Child Safeguarding Responsibilities**

**Before the convening**

**The MasterCard Foundation**

- Appoint a child safeguarding focal point for the convening.
- Pre-identify a crisis management team, process and decision making tree to deal with emergencies (e.g. serious illness, accident, death, child abuse allegations).
- Coordinate with Millennium to ensure that child safeguarding elements are including in logistics planning.

**FAWE Rwanda**

- Appoint a child safeguarding focal point for the convening.
- Advise the Foundation on local context: risks, laws, local service providers and reporting considerations.
- Conduct a risk assessment covering all aspects of children's participation in the convening, from collection from their homes to their arrival back at home.
- Identify reliable local transport companies, as per the suggested transporting children guidelines.
All Partners

- Ensure appropriate ratio of gender appropriate TMs.
- Ensure that all staff and volunteers (TMs) receive a copy of the Foundation's child protection policy prior to departure.
- Obtain consent from children and parents – signed consent forms are required for participation in the convening.
- Ensure that any food allergies or medical cases are reported to the CS focal point; CS focal point to communicate with the onsite doctor/nurse to prepare.

**During the convening**

**The MasterCard Foundation**

- Hold a briefing with TMs and staff upon arrival. This should cover:
  - General principles related to child safeguarding for the event: safety & security of children; best interest; consent.
  - Obligations under the child protection policy – review section ‘what staff & TMs must never do;’
  - Obligation to report concerns;
  - Who to report concerns to;
  - General responsibilities related to keeping children safe from harm.
- Hold a briefing with guest facilitators, tertiary Scholars, Millennium staff (if onsite?), guards, and any other personnel (e.g. nurse/doctor?) associated with the convening, to review the child protection policy. Ensure that anyone contracted for the convening understands and has signed off on the child protection policy.
- Include child safeguarding elements in an overall introduction or briefing for Scholars, covering:
  - What standards of professional practice Scholars can expect from the staff and TMS;
  - Who to contact in case of emergencies;
  - Who to report concerns to – a trusted adult or the child safeguarding focal points
- Document reported child safeguarding concerns.
- Convene the crisis management team, if required.
- Ensure that safety precautions are never compromised or circumvented in the interest of convenience, budget or logistical complexities.
- Remain vigilant: continually (re)assess potential risks, model appropriate behaviour, etc.
FAWE Rwanda

- Participate in crisis management team, if required.
- Remain vigilant: continually (re)assess potential risks, raise concerns, model appropriate behaviour, etc.
- Continually advise on the local context, as it intersects with child safeguarding issues.

All partners

- Participate in crisis management team, if required, if a case involves the partners’ own Scholar.
- Remain vigilant: continually (re)assess potential risks, raise concerns, model appropriate behaviour, etc.

Related documents:

- The MasterCard Foundation Child Protection Policy
- Parental consent form
- Media/communications consent form
- Risk assessment template
- Suggested guidelines re: transporting children
Secondary Education Scholars Convening
August 10-13, 2015

Welcome!
Youth Mentors and Safety Team
Guest Speaker Biographies
Scholar Stories – Making a Difference in the Lives of Others
Lycée de Kigali Code of Conduct
August 10, 2015

Dear Scholars,

On behalf of The MasterCard Foundation and the Forum for African Women Educationalists, Rwanda Chapter, it is my pleasure to welcome you to the very first Secondary Education Scholars Convening!

Over the next three days, you will have an extraordinary opportunity to meet and interact with other Scholars from Ghana, Kenya, Uganda, Ethiopia and Rwanda. We hope that you will make new friends and create memories that will last a lifetime.

Together, you will explore the meaning of transformative leadership and community and learn about your unique potential to make a difference in the lives of others. And by the end of the Convening, you will have a strong sense of what it means to be a MasterCard Foundation Scholar.

We are honored to welcome teacher mentors, youth mentors, guest facilitators and partner staff to the Convening. As ever, they are here to help and support you.

During the Convening the youth mentors will lead a number of sessions and activities and will serve as your guides as you embark on a fun, creative journey of learning and discovery. Should you have any problems or concerns during the Convening, please reach out to a youth mentor or to one of the Safety Team members.

Scholars, you are in a unique position to serve as “ambassadors” which means that you can take what you learn here and share it with your fellow Scholars and classmates.

We are confident that you will leave this event ready to share your new knowledge and skills. Get ready to have fun, learn, share, be inspired and in return, inspire us!

Best wishes for a successful convening,

Kimberley Kerr,
Deputy Director, Youth Learning
The MasterCard Foundation
Youth Mentors

Arlette Akingeneye  MasterCard Foundation Scholar  Quest University, Canada

Wilkista Akinyi  Global Give-Back Circle  Kenya

Agnes Kavila  Global Give-Back Circle  Kenya

Ignace Nikwivuze  MasterCard Foundation Scholar  McGill University, Canada

Naom Oganga  Global Give-Back Circle  Kenya

Child Safety Team

Kimberley Kerr  The MasterCard Foundation

Faith Biyapo  The MasterCard Foundation

Ivy Mwai  The MasterCard Foundation

Karen Meyer  The MasterCard Foundation

Chilande Kuloba-Warria  FAWE Regional Secretariat
Maame Aba Afon Yelbert-Obeng

Maame is currently the Programs Director for the Moremi Initiative for Women's Leadership in Africa. Moremi Initiative seeks to equip, engage and inspire the next generation of African women leaders.

For five years, Maame worked at the Global Fund for Women, channeling resources to support African women's efforts around environmental and economic justice; civic and political participation; education, health and ending gender-based violence.

She serves on the Board of African Women's Development Fund, USA (AWDF-USA) which provides a vehicle for effective American philanthropy to Africa to build the capacity of African women and girls for social change and sustainable development. She is also a member of the Board with We Care Solar, an award-winning organization using solar technology to promote maternal and infant health.

Maame occupies various spaces as an activist, international development practitioner, mentor and recording artist who uses music to promote social justice. Her latest music project, *Ekome* (One), celebrates a message of collaboration and unity.

Maame is passionate about mentorship and leadership development, especially for African women and girls.
Noela Aime Angelique Akayezu

Noela holds a Bachelor of Science degree in Mechanical Engineering from the University of Rwanda - College of Science and Technology. As a young entrepreneur, she has a personal interest in helping youth overcome challenges to starting their own businesses. Her desire to empower her community led Noela to join Digital Opportunity Trust Rwanda in 2012 where she serves as a training facilitator. She works closely with youth in the community and supports young entrepreneurs as they build their business initiatives.

Noela encourages young people to believe in their capacities and to always be ready to seize opportunity. She joined the Cherie Blair Mentorship Program for Women in Business to gain important skills to support her journey as an entrepreneur and has volunteered with Bright Future Cornerstone as a mentor and coach for youth.

In September 2013, Noela became a member of The MasterCard Foundation Youth Think Tank. Through her participation and research in this think tank, she explored youth engagement, unearthed the benefits and barriers to youth participation in activities, and developed a keen interest in agribusiness as a means for youth development in her community.

Noela can be reached at aakayezu@dotrust.org

Arlette Akingeneye

Arlette was born and raised in Rwanda where she attended Lycée Notre Dame de Cîteaux to pursue her true passion: a career in science. During high school, she participated in various clubs such as Girl Guiding, UNESCO, Media, and Peace and Love Proclaimers. She joined the Bridge2Rwanda Scholars gap year program and eventually became a MasterCard Foundation Scholar through the Akwanya program. Arlette's love for children drives her passion and give back commitments, such as volunteering at the Kigali Public Library children’s section, and tutoring former street children in English, Math and Chemistry.

Currently, Arlette is a student at Quest University in Canada, where she is pursuing a Bachelor of Arts and Science, with plans to major in Health Policy. Arlette's future aspirations include helping to improve the health sector by supporting governmental efforts towards disease control and prevention. To this end, Arlette spent this past summer interning for Society for Family Health Rwanda, a non-governmental organization that promotes behavior change practices through communication techniques and social marketing of health products.

Arlette can be reached at arletteakingeneye@gmail.com
Wilkista Akinyi

Wilkista is an ambassador of the Global Give Back Circle, a non-profit organization founded in 2006 offering mentorship and tertiary education sponsorships to disadvantaged adolescent girls in Kenya. She holds a Bachelor of Science degree in Meteorology from the University of Nairobi.

While in university, Wilkista initiated A Deeper Look into Our Ecosystem (Project ADE) as an environmental give back commitment. Through ADE, her group organized high school environmental awareness sessions and monthly clean-up activities in Nairobi. Wilkista is also the founder and coordinator of The KCE Mentorship Program that, since 2013, has connected over 75 teenage girls in the Kakenya Centre for Excellence Primary School to university and college women from all across Kenya.

Wilkista is an alumna of the Young African Leaders Initiative, 2011. Recently, she served as a graduate intern with African Solar Designs – a company that offers engineering solutions and clean energy advisory services in Eastern and Southern Africa. She has served as a research assistant with the African Natural Resources Effective Management Institute and has worked as a program officer with Kakenya’s Dream Organization.

Wilkista is passionate about environmental conservation, women’s empowerment and youth development. Professionally, she aspires to become a renewable energy expert. Her vision is to help power Africa’s economies and rural homes with affordable and clean energy.

Wilkista can be reached at wgakinyi09@gmail.com

Judith Kaitesi Katabarwa

Judith is the Division Manager of the Capacity Building, Strategic Operations and Quality Control Division at the National Capacity Building Secretariat (NCBS) in Rwanda. She has over eight years of experience in the field of Monitoring and Evaluation, Knowledge Management and Human Resource Management in international and national institutions at both public and private companies in the United Kingdom, Uganda and Rwanda.

Judith holds an MBA from the University of Central Lancashire in the United Kingdom, an International Program for Development Evaluation (IPDET) certificate and is a Certified Performance Technologist from the International Society for Performance Improvement in the United States. Judith is the current Vice Chairperson for FAWE Rwanda.

Judith can be reached at judithkata@yahoo.com
Agnes Kavila

Agnes, an ambassador of the Global Give Back Circle, attended Starehe Girls’ Centre and School in Nairobi where she graduated in 2009. She was admitted to Moi University in 2011 where she obtained a bachelor’s degree in Business Management majoring in Finance and Banking.

Agnes currently works at Deloitte and Touche as a Business Analyst within the Forensic department. She previously worked at Rivieres Finance Limited, a subsidiary of Chase Bank Limited, as a Relationship Officer providing leasing solutions.

Agnes has a huge interest in community service, which has seen her volunteer in children’s homes and schools in Nairobi and Kitui. She has been involved with Rural Reproductive Health Initiative, Kenya (RRHI-K) a project that aims to raise awareness of sexual and reproductive health among youth, young mothers and adolescents in marginalized areas in Kenya. Agnes has also worked with FLY Destinies, a mentorship initiative that aims to increase enrolment in public secondary and tertiary institutions, thereby improving literacy levels in Kenya with the long term objective of reducing poverty. Agnes is a firm believer in service and mentorship. She hopes and works towards a better and more empowered society.

Agnes can be reached at agnes.kavila@gmail.com

Teta Stella Kayitaba

Teta is a Market Development Representative of East African Breweries Limited Rwanda. She is in charge of key accounts and ensures targets are not only met but surpassed. For this, Teta has received an award as Most Valuable Player in Innovation.

Teta received a Marketing degree from Mt. Kenya University and plans to pursue further studies soon. Teta is the Chairperson of FAWE Rwanda Alumni, which advocates for children and women in Rwanda. Teta loves children, and looks forward to adopting children other than her own. A regular jeans and T-shirt girl, Teta is independent and very hands on when it comes to her work or helping others.

Teta aspires to see Rwandan girls educated and become free and critical thinkers, thus changing people’s perceptions on stereotypes of who a woman is and what she should or should not do.

Teta can be reached at judithkata@yahoo.com
Robert Mugabo
Robert is a teacher of English and French at FAWE Girls School in Kigali, Rwanda. He holds a diploma in Secondary Education from the University of Rwanda and a diploma in Psycho-Pedagogy from the Republic Democratic of Congo. He is Chairperson of Rwanda French Teachers Association and has been a regional youth leader several times.

Currently, Robert serves as Chairperson of East African Students Union and is well known for his leadership skills, including his roles as a Guild President and Head of the Language Department at the FAWE Girls School.

Robert can be reached at robemuga@yahoo.fr

Nelson Ndungutse
Nelson is a 27 year old entrepreneur, who has been in business since 2013. After graduating from high school, he chose to pursue his passion for computers and enrolled in computer maintenance training. The course of his life changed when he graduated from the Akazi Kanoze program, where he learned an important lesson – life can improve toward the better not by looking for a job, but by creating it. Shortly thereafter, Nelson started a cyber café and computer maintenance business, which afforded him financial independence.

Nelson believes that what matters most for a successful business is having an idea that meets a need, and pursuing it regardless of the challenges one might face.

Nelson can be reached at alphonelson@yahoo.fr
Rosine Ndayishimiye

Rosine attended Lycée de Kigali, where she was one of the top students in her graduating class with strong academic and leadership skills. She co-founded and led the Lycée de Kigali Entrepreneurship Club, the first of its kind in Rwanda, and started a fruit-selling business at the high school.

Rosine’s dedication toward raising awareness about student entrepreneurship was evidenced in her 2011 invited speech at the United Nations Industrial Development Organization workshop with Tanzanian Ministry of Education officials held in Dar es Salaam. She is an influential figure in her church and school and is very involved in community service activities.

Since graduating from Lycée de Kigali, Rosine joined the Bridge2Rwanda Scholars gap year program, graduating class of 2014. Currently, Rosine is a Global Scholar at Babson College in the United States, where she pursues a degree in Business Management and Administration. Rosine hopes to develop competencies that will enable her to better contribute to the African Economic Development initiatives and become a venture capitalist to help African young people build businesses and access financial capital.

Presently, Rosine is a Business Development Intern at Karisimbi Business Partners. In her spare time, Rosine sings.

Rosine can be reached at rosinendayishimiye@gmail.com

Ignace Nikwivuze

Originally from Rwanda, where he attended primary and secondary school, Ignace is now continuing his education at McGill University in Canada as a MasterCard Foundation Scholar.

At McGill, Ignace is pursuing a Bachelor of Science degree in Economics and International Development and aspires to be involved with development projects that focus on economically improving the lives of people in Sub-Saharan African countries.

Ignace is most passionate about giving back to his people in Rwanda because he believes that everyone, including himself, has tremendous responsibility to give back to the communities in which they were raised. Ignace feel that when you have the “give back” notion in the back of your mind, accountability and reliability come naturally. Give back becomes the core value of a good and responsible citizen, one who honors their country and the world by giving back.

Ignace can be reached at ignace.nikwivuze@mail.mcgill.ca
Naom Oganga

Naom is a beneficiary of the Global Give Back Circle. She attended Starehe Girls’ Centre and School, graduating in 2008. She holds a Bachelor of Science in Environmental Health from Moi University.

Noam is currently working with the Global Give Back Circle as an Assistant Program Manager, East Africa. She previously worked as a community health and nutrition lecturer and deputy principal at a Commercial College in her hometown. During her time in university, she committed herself to fighting jiggers amongst low income communities in Kenya. After winning an award with her commitment, she founded Kweza Health Initiative, a Community Based Organization aimed at health promotion through jigger eradication and community health education.

Naom believes in empowering communities to realize their maximum potentials in regards to health, development and education.

Naom can be reached at naom.oganga@gmail.com
Making a Difference in the Lives of Others

Every young person can play an important role in shaping their community and in making a difference in the lives of their family, neighbors and those around them.

The MasterCard Foundation demonstrates this belief by providing access to education and comprehensive support to deserving young students like you, who have shown leadership potential and a commitment to serving their communities.

Scholars from across the continent are taking action in their communities and addressing challenges related to health, food security, education and livelihoods.

Here are just a few of examples of how your fellow Scholars are reaching out to help others in meaningful ways.

**Juma, Uganda – BRAC (graduated 2014)**

After the BRAC community service workshop, I felt empowered. I went to my community leaders and asked them to gather school-age children and their parents. Most children who came had dropped out of school because they’d lost hope and lacked funds to pay fees. I gave them examples of many people from poor backgrounds who are achieving great things, like me. I told them that the first step is going to school then other opportunities, and even scholarships, will follow. I said there are many government schools they can attend, where they’ll only pay for scholastic materials. Everyone’s journey must start somewhere. That day, I convinced three people to return to school.

**Hudu, Ghana – Camfed**

The Scholars Program has benefitted me – especially in shaping my life. I am encouraged to learn harder to achieve my goals – goals that will help my family and the nation as a whole. This vacation, I intend teaching some primary pupils in my community and also educating my community on how to maintain a clean and hygienic environment.
Rebecca, Uganda – BRAC (graduated 2014)

My dream is to extend health services to my community because that’s what we lack most. I want to begin with simple and effective work. For example, I can teach my community fundamental things like hand washing. I can form health clubs to sensitize people in my district about personal hygiene and sanitation, which is a major challenge for us.

Fedel, Uganda – BRAC (graduated 2014)

When I got the MasterCard scholarship, I knew that I had to find a way to give back to others to support them to develop like the Foundation has supported me. I’m not an engineer or financially stable yet, so my way of giving back has been to encourage my community members, especially girls, to go to school and avoid early marriage. After every soccer game in my village, I gather the girls and boys to talk to them about the importance of getting educated so we can contribute to our communities in the future. I also make sure my 12-year-old sister, Dolly, goes to all her classes in primary-4. When I’m an engineer, I’ll contribute to Dolly’s studies so she can attend university too.

Balilatu, Ghana – Camfed

I intend to help bring change in my community in any small way that I can, whenever I go on vacation. I will soon be visiting homes in my community to help them understand the benefits of education.
Ruth, Uganda – BRAC (graduated 2014).

In my village, most girls get married at 13. Boarding school protected me from early marriage and made me self-reliant. I’ll have the skills to create something for my community and myself even if jobs aren’t available. I encourage my sisters to go to school and learn to be independent too. Every holiday, I teach them to make things, like pancakes, that they can sell on the roadside so they’ll always have an income.

My community motivates me to work hard. I want to be a dentist because there are too few in Uganda. I also want to improve the lives of people in my wider community by starting a recycling company to manage the garbage on our streets and near our wells in eastern Uganda. Whenever I’m back in my village, I warn other youths about the dangers of unclean water and organize them to tidy up our environment. People in my village say ‘we see a leader in you.’
Ngoni Mugwisi, MasterCard Foundation Scholar at Arizona State University.

Initially attending a poor performing and minimally resourced high school in Gweru, Zimbabwe, Ngoni was forced to study chemistry, physics and commerce on his own. In spite of those challenges, he achieved the highest standing in his province in the Zimbabwe School Examinations and received a Joshua Nkomo Scholarship to complete his secondary education at a high quality school.

Ngoni is studying electrical engineering and is using his education and social justice mindset to make a difference. Ngoni states, “My family struggles with food shortages almost daily. A lot of people struggle to feed themselves. I want to empower people, especially women, to produce food for themselves and generate income.”

Ngoni and his classmates created the Stair Gardens Project, a tiered gardening system developed to sustainably grow vegetables in places like rural Zimbabwe where water and farmable land is in short supply. The project earned Ngoni a Most Spirited Entrepreneur award in 2014 from Engineering Projects in Community Service at Arizona State University, and was a winner in the Social Venture Challenge at Clinton Global Initiative University 2015.

As a winner in the Social Venture Challenge, Ngoni was named a Resolution Fellow – a young leader who is dedicated to making positive change and helping others today, and committed to a lifetime of sustainable impact and social responsibility.
Fatima Al-Ansar, MasterCard Foundation Scholar at Trinity College.

Fatima (Fatty) is currently completing her third year at Trinity College-Hartford in the United States where she studies human rights. As a survivor of the Northern Mali rebellion, she is a passionate activist for girls’ education. “When I was a child, I would dress up as a boy hoping that I would be able to play soccer and go to school like my brothers. Growing up in northern Mali, education wasn’t an option for girls like me. We were taught how to cook and take care of our families. But I always dreamt of getting an education.”

Fatty’s father went against the social conventions and did in fact support both Fatty and her sister to attend school in the southern part of the country. Every summer they would come home and share what they had learned with cousins and friends in the village, spending hours teaching them to read and write.

Fatty’s passion for girls’ education has motivated her to build a primary school in her home community of Essankane, called Tilwalte School. Now because of this initiative, 60 girls have had the opportunity to attend school.

Girls in northern Mali continue to face the threat of guns and sexual violence on the way to school, and Fatty is currently hard at work developing the Tilwalte Peace Network, aiming to train 40 girls as peace ambassadors in their communities. Fatima hopes that these girls will return to their communities to train dozens more peace ambassadors and claim their voices as the future of their country.

“To build our nations, our continent, build up our girls,” declares Fatima. “You can’t be a successful leader if half of your population is uneducated. Please, as leaders, and as people who care about the continent, let us focus on education.”
Stefan Danquah, MasterCard Foundation Scholar at Kwame Nkrumah University of Science and Technology.

Stefan is the eldest of four brothers and grew up in Northern and Central Ghana, moving from one village or town to the next as his father searched for better livelihood opportunities. Stefan’s secondary education was frequently interrupted, the quality of schools he attended was poor and the teachers were often unqualified. These challenges however did not deter Stefan but instead increased his determination and drive to attain not only his own education but to also help others achieve theirs.

Stefan noted that only very rarely did young people graduate from secondary school and go on to pursue a university education. He was determined to change that trend. While in secondary school, he began to organize study groups and worked to improve other students’ performance, even in courses that he was not registered for. Stefan recalls, “I had to learn everything. I wasn’t a science student but I was learning physics, chemistry and biology so that I would be able to explain it to people. I was going for almost all the classes on campus just to get the concepts.”

His hard work had tremendous results: “After graduation we had fifty students go on to tertiary education. It was a very nice thing!”

Stefan has now completed his first year at Kwame Nkrumah University of Science and Technology in Kumasi, Ghana where he is studying Development Planning. He and some of his classmates are continuing to work with rural schools to improve the reading and mathematics skills of students. When he completes his degree he hopes to continue studying development at a master’s level. “I want to be a social entrepreneur where I could develop projects that will bring funds but also benefit the community.”
Dorcas Amoh-Mensa, MasterCard Foundation Scholar at Ashesi University College.

“My father worked hard to give me the education he never was able to attain”, explains Dorcas. For this reason she studied hard in spite of the difficult environment in which she attended lower secondary school – a school without electricity and potable water, and with poor quality resources.

Her hard work and perseverance were keys to her being accepted to a high quality girls’ secondary school which she describes as a transformative experience. Her new high school changed her outlook, taught her discipline and time management, and helped her discover her own strengths and qualities.

She was able to achieve admission into Ashesi University as a MasterCard Foundation Scholar three years ago and is working to ensure that her education has a positive impact on the lives of others. Along with two other Ashesi students who are also MasterCard Foundation Scholars, she began “Project Starfish” – a project designed to help primary school students in rural communities with their reading and writing skills. The goal is to close the gap in terms of education outcomes between rural students and those of the urban schools. Last year, a total of thirty students from Ashesi travelled to six rural communities in the Eastern region of Ghana to assist students and live amongst the community. These volunteers spent a week engaging with the farmers, basket-weavers, bread-makers and community leaders and were able to gain insight and understanding of their needs.

For young students in the rural villages, Project Starfish introduced them to people beyond their own communities and gave them the chance to learn from energetic and inspiring university students. With the support of the Ashesi volunteers the students were able to gain confidence and motivation.

But perhaps more importantly as Dorcas noted, “For the volunteers who went there, it changed their perception of what life was and how they can help people. I believe that education is really not important if it can’t affect and change someone’s life for the better.”
Blooming Soyinka, MasterCard Foundation Scholar at University of British Columbia.

Blooming Soyinka is pursuing her Masters of Business Administration at the University of British Columbia in Vancouver, Canada. Originally from Ifo, a small village in southwestern Nigeria, Blooming holds an undergraduate degree in Economics and Accounting.

As a secondary school student, Blooming studied sciences thinking that she wanted to become a doctor, later changing to an engineer and then to a professor. When she began to study business, accounting and marketing however, Blooming knew she had found the right path for her. Blooming is passionate about the development of Africa and highlights her personal mission to show the strength and creativity that exists on the continent.

Blooming is also the Founder and CEO of Africa Blooms, an online retail store that proudly merchandises products and goods made by local artisans from economically disadvantaged communities. Blooming explains, “For me, it starts with value creation. I want to see families and communities being transformed just because Africa Blooms came into the picture. I want to show that people can rise above the poverty line, if given access to opportunities. I want to see life change. I want to see families succeed. ”

Blooming’s game-changing moment came when she met Edet, a man who is paralysed from the waist down, and who has shown incredible courage in facing down challenges. Edet is a handbag and shoe craftsman and Blooming offered to sell his designs. Because of the one-time order from Africa Blooms, Edet was able to multiply his monthly income six times over, allowing him to continue to expand and grow his business.

Blooming recently won a spot in the 2015 Tony Elumelu Foundation’s Entrepreneurship Program, which identifies and nurtures promising African entrepreneurial talent. Blooming emphasizes, “In the long run we’re building an Africa that is sustainable, an Africa that is not dependant on aid, an Africa that doesn’t have to be living on less than a dollar a day. We’re taking the destiny of Africa into our own very hands.”
Lycée de Kigali Secondary School

Code of Conduct and Convening Expectations

We are pleased to be able to hold our first Secondary Education Convening at Lycée de Kigali, a partner school participating in The MasterCard Foundation Scholars Program. In order for us to have a safe and enjoyable Convening it is important that we understand and respect the rules and regulations of our host school.

We know that you will join us in observing the Lycée de Kigali code of conduct. Thank you for your good behavior and your enthusiastic participation!

All Scholars attending the Convening must comply with the following rules:

- Participate, listen and share ideas at the sessions.
- Act with integrity, courtesy and respect to your peers and staff.
- Arrive to all sessions and activities on time.
- Communicate any concerns or problems that might arise to a staff member.
- Do not leave the school for any reason without permission from a staff member.
- Ensure your safety and the safety of others by not arguing and fighting, abusing drugs and alcohol, smoking or stealing.

Please note and comply with the following dormitory rules:

- Make your bed each morning.
- Do not sleep on the same bed with another student.
- Do not bring food and food utensils into the dormitory.
- Sexual activities in the school or on school premises are prohibited.
- Do not bring any visitors into the dormitory at any time unless a Scholar is sick and the parent or guardian seeks permission to visit the Scholar in the dormitory.

Violation of these rules, regulations and expectations may result in disciplinary action and Scholars may be sent home.
CONVENING AGENDA
Finding our Unique Paths to Leadership and Giving Back

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT/LOCATION</th>
<th>PARTICIPANTS</th>
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| 12:00 p.m. to 5:00 p.m. | Registration  
Location: Lycée de Kigali                                               | Scholars             |
| 4:30 p.m.       | Shuttle Bus Departs for Lycée de Kigali  
Location: Lobby of Grand Legacy Hotel                                           | Staff                |
| 5:00 p.m. to 5:30 p.m. | Briefing Session on Child Safeguarding  
Facilitated by Ivy Mwai and Chilande Kuloba-Warria  
Location: Breakout Room 1                                                  | Staff                |
| 4:30 p.m. to 5:30 p.m. | Briefing Session on Indaba Collective and Child Safeguarding  
Facilitated by Pamela Roy  
Location: Breakout Room 2                                                    | Youth Mentors        |
| 5:30 p.m. to 6:45 p.m. | Welcome Address, Review of Convening Agenda, and Icebreaker  
Guest Speaker: Mr. Martin Masabo, Headmaster – Lycée de Kigali  
Speaker: Kimberley Kerr, Deputy Director – Youth Learning, The MasterCard Foundation  
Location: Main Room – Basketball Hall                                        | Scholars, Staff      |
| 6:45 p.m. to 8:00 p.m. | Dinner  
Location: Food and Beverage Area                                             | Scholars, Staff      |
| 8:00 p.m.       | Shuttle to Grand Legacy Hotel  
Meeting Location: Car Park                                                      | Staff                |
<table>
<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Shuttle Bus Departs for Lycée de Kigali</td>
<td>Staff</td>
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<td></td>
<td>Location: Lobby of Grand Legacy Hotel</td>
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<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
<td>Scholars</td>
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<td>to 9:00 a.m.</td>
<td>Location: Food and Beverage Area</td>
<td>Staff</td>
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<tr>
<td>9:00 a.m.</td>
<td>Opening: We are MasterCard Foundation Scholars</td>
<td>Scholars</td>
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<tr>
<td>to 10:00 a.m.</td>
<td>Facilitated by Maame Aba Afon Yelbert-Obeng</td>
<td>Staff</td>
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<td></td>
<td>Keynote addresses by Ignace Nikwivuze and Arlette Akingeneye</td>
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<td>Location: Main Room – Basketball Hall</td>
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<td>10:15 a.m.</td>
<td>Juice/Coffee Break</td>
<td>Scholars</td>
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<td>to 10:45 a.m.</td>
<td>Location: Break Area</td>
<td>Staff</td>
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<tr>
<td>10:45 a.m.</td>
<td>Explore Our Passions &amp; Learn About Leadership</td>
<td>Scholars</td>
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<tr>
<td>to 12:00 p.m.</td>
<td>Facilitated by Maame Aba Afon Yelbert-Obeng</td>
<td>Staff</td>
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<tr>
<td></td>
<td>Location: Main Room – Basketball Hall</td>
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<tr>
<td>12:00 p.m.</td>
<td>Lunch</td>
<td>Scholars</td>
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<td>to 1:15 p.m.</td>
<td>Location: Food and Beverage Area</td>
<td>Staff</td>
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<tr>
<td>1:15 p.m.</td>
<td>Finding My Own Leadership Voice</td>
<td>Scholars</td>
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<tr>
<td>to 2:30 p.m.</td>
<td>Facilitated by Maame Aba Afon Yelbert-Obeng</td>
<td>Staff</td>
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<td></td>
<td>Location: Main Room – Basketball Hall</td>
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<tr>
<td>2:30 p.m.</td>
<td>Debrief of the Day: “Meaning Making”</td>
<td>Scholars</td>
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<tr>
<td>to 3:00 p.m.</td>
<td>Facilitated by The MasterCard Foundation Staff</td>
<td>Staff</td>
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<td>TIME</td>
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| 3:00 p.m. to 3:30 p.m.      | The Indaba Collective  
Facilitated by Youth Mentors  
Location: School Grounds | Scholars     |
| 3:30 p.m. to 4:30 p.m.      | Wellness Time: Organized Football Game, Drawing, Board Games  
Location: School Grounds | Scholars     |
| 3:00 p.m. to 4:00 p.m.      | Challenges and Lessons Learned Across the Secondary Education Partnership,  
Facilitated by Partner Staff  
Location: Breakout Room 1 | Staff        |
| 4:00 p.m.                   | Shuttle Bus Departs for Hotel  
Location: Cark Park | Staff        |
| 5:30 p.m.                   | Shuttle Bus Departs for Lycée de Kigali  
Location: Lobby of Grand Legacy Hotel | Staff        |
| 6:00 p.m. to 9:00 p.m.      | Evening Gala  
**Guest Speaker:** Representative from the Ministry of Education, Government of Rwanda  
**Speakers:** Madame Gorette Ingabire, Chairperson FAWE Rwanda  
Ms. Hendrina Doroba, Executive Director, FAWE Regional Secretariat  
Ms. Ivy Mwai, Program Manager, The MasterCard Foundation  
Miss Rosine Ndayishimiye, Babson Global Scholar, Babson College, U.S.A.  
Location: School Grounds | Scholars  
Staff  
*Please wear your smart or traditional clothing* |
| 9:00 p.m.                   | Shuttle Bus Departs for Hotel  
Location: Car Park | Staff        |
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<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>6:30 a.m.</td>
<td><strong>Shuttle Bus Departs for Lycée de Kigali</strong> Location: Lobby of Grand Legacy Hotel</td>
<td>Mathematica Policy Research Barry Burciul Arizona State University James McIntyre</td>
</tr>
<tr>
<td>7:30 a.m.</td>
<td><strong>Shuttle Bus Departs for Lycée de Kigali</strong> Location: Lobby of Grand Legacy Hotel</td>
<td>Remaining Staff</td>
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<tr>
<td>8:00 a.m. to 9:00 a.m.</td>
<td><strong>Breakfast</strong> Location: Food and Beverage Area</td>
<td>Scholars Staff</td>
</tr>
<tr>
<td>9:00 a.m. to 10:15 a.m.</td>
<td><strong>Global Give Back Circle: Stories and Exploration</strong> Facilitated by Global Give Back Circle: Agnes Kavila, Wilkista Akinyi, Naom Oganga Location: Main Room – Basketball Hall</td>
<td>Scholars The MasterCard Foundation Staff</td>
</tr>
<tr>
<td>9:00 a.m. to 10:15 a.m.</td>
<td><strong>Focus Groups Interviews</strong> Facilitated by Mathematica Policy Research Location: Breakout Room 1</td>
<td>Partner Staff Teacher Mentors</td>
</tr>
<tr>
<td>10:15 a.m. to 10:45 a.m.</td>
<td><strong>Juice/Coffee Break</strong> Location: Break Area</td>
<td>Scholars Staff</td>
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<tr>
<td>10:45 a.m. to 12:00 p.m.</td>
<td><strong>Developing My Give Back Goals and Sharing My Messages with Others</strong> Facilitated by Global Give Back Circle: Agnes Kavila, Wilkista Akinyi, Naom Oganga Location: Main Room – Basketball Hall</td>
<td>Scholars Staff</td>
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<tr>
<td>TIME</td>
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| 12:00 p.m. to      | Lunch  
Location: Food and Beverage Area                                | Scholars Staff     |
| 12:50 p.m.         | Shuttle to Kigali Genocide Memorial Centre  
Location: Car Park                                                    | Scholars Staff     |
| 1:00 p.m. to 5:30 p.m. | City Tour, Cultural Excursion to Kigali Genocide Memorial, and Reflection  
Facilitated by counseling team  
Location: Kigali Genocide Memorial Centre and Rose Garden | Scholars Staff     |
| 5:30 p.m.          | Shuttle to Gorilla Hotel                                              | Scholars Staff     |
| 6:00 p.m. to 8:30 p.m. | Dinner with Live Music  
Location: Gorilla Hotel                                                | Scholars Staff     |
| 8:30 p.m.          | Shuttle to Grand Legacy Hotel                                         | Staff              |
| 8:30 p.m.          | Shuttle to Lycée de Kigali                                            | Scholars           |
| 8:30 p.m. to 9:30 p.m. | Indaba Time  
Facilitated by Youth Mentors  
Location: School Grounds                                               | Scholars           |
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<td>Shuttle Bus Departs for Lycée de Kigali</td>
<td>Staff</td>
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<td></td>
<td>Location: Lobby of Grand Legacy Hotel</td>
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<tr>
<td>8:00 a.m. to 9:00 a.m.</td>
<td>Breakfast</td>
<td>Scholars, Staff</td>
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<td></td>
<td>Location: Food and Beverage Area</td>
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<td>9:00 a.m. to 10:15 a.m.</td>
<td>Scholars Community</td>
<td>Scholars, Staff</td>
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<td>Facilitated by Judith Kaitesi Katabarwa, and Teta Stella Kayitaba</td>
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<td></td>
<td>Location: Main Room – Basketball Hall</td>
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<tr>
<td>10:15 a.m. to 10:45 a.m.</td>
<td>Juice/Coffee Break</td>
<td>Scholars, Staff</td>
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<td></td>
<td>Location: Break Area</td>
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<tr>
<td>10:45 a.m. to 12:00 p.m.</td>
<td>The Stories of Our Peers: Pathways to Further Education, Work and/or Entrepreneurship</td>
<td>Scholars, Staff</td>
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<td></td>
<td>Facilitated by Faith Biyapo and James McIntyre</td>
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<td>Moderator: Noela Aime Angelique Akayezu</td>
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<td>Panelists: Robert Mugabo, Nelson Ndungutse, Rosine Ndayishimiye</td>
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<td>Location: Main Room – Basketball Hall</td>
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<tr>
<td>12:00 p.m. to 1:00 p.m.</td>
<td>Lunch &amp; Continued Discussion on Transitions and Pathways</td>
<td>Scholars, Staff</td>
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<td></td>
<td>Location: Food and Beverage Area</td>
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<td>1:00 p.m. to 2:15 p.m.</td>
<td><strong>Exploring My Path &amp; Making Healthy Choices</strong>&lt;br&gt;Facilitated by Ivy Mwai and Karen Meyer&lt;br&gt;Location: Main Room – Basketball Hall</td>
<td>Scholars</td>
</tr>
<tr>
<td>1:00 p.m. to 2:15 p.m.</td>
<td><strong>Charting a Course for the Scholars Program Moving Forward</strong>&lt;br&gt;Facilitated by Partner Staff&lt;br&gt;Location: Breakout Room 1</td>
<td>Staff</td>
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<tr>
<td>2:15 p.m. to 2:45 p.m.</td>
<td><strong>Convening Feedback Session</strong>&lt;br&gt;Location: Main Room – Basketball Hall</td>
<td>Scholars</td>
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<tr>
<td>2:45 p.m. to 3:30 p.m.</td>
<td><strong>Indaba Practice Time</strong>&lt;br&gt;Facilitated by Youth Mentors&lt;br&gt;Location: School Grounds</td>
<td>Scholars</td>
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<tr>
<td>2:45 p.m. to 3:30 p.m.</td>
<td><strong>Leveraging Technology for Learning</strong>&lt;br&gt;Facilitated by Arizona State University&lt;br&gt;Location: Breakout Room 1</td>
<td>Staff</td>
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<tr>
<td>3:30 p.m. to 4:30 p.m.</td>
<td><strong>Wellness Time: Organized Football Game, Drawing, Board Games</strong>&lt;br&gt;Location: School Grounds</td>
<td>Scholars</td>
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<tr>
<td>3:30 p.m.</td>
<td><strong>Shuttle Bus Departs for Hotel</strong>&lt;br&gt;Meeting Location: Car Park</td>
<td>Staff</td>
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<tr>
<td>5:30 p.m.</td>
<td><strong>Shuttle Bus Departs for Lycée de Kigali</strong>&lt;br&gt;Meeting Location: Lobby of Grand Legacy Hotel</td>
<td>Staff</td>
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| 6:00 p.m. to 7:15 p.m. | **Dinner**  
Location: Food and Beverage Area | Scholars  
Staff |
| 7:15 p.m. to 9:00 p.m. | **Indaba Collective Presentations and Closing Ceremony**  
Scholars/Youth Mentors  
Location: Main Room – Basketball Hall | Scholars  
Staff |
| 9:00 p.m. | **Shuttle Bus Departs for Hotel Grand Legacy Hotel**  
Location: Car Park | Staff |
| 9:00 p.m. Onwards | **Pack and Prepare for Departures**  
Relaxation/Board Games Available | Scholars  
Staff |

**DEPARTURE DAY**  
Friday, August 14

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<tr>
<th>TIME</th>
<th>EVENT</th>
<th>PARTICIPANTS</th>
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</table>
| 8:00 a.m. to 9:00 a.m. | **Breakfast**  
Location: Food and Beverage Area | Scholars  
Samantha Fazackerley |