

Interim Narrative Report

Contract number:
NDICI/CSO/2023/450-171

Twubake Umuryango Twita ku bana bafite ubumuga

Reporting period:
From 15 December 2023 to
15 December 2024

Funded by the European Union

AHR
"Servir premier le plus souffrant que soi."

SOS CHILDREN'S VILLAGES

Annex VI

Interim Narrative Report

- *This report must be completed and signed by the contact person of the coordinator.*
- *The information provided below must correspond to the financial information that appears in the financial report.*
- *Please complete the report using a typewriter or computer* ***(you can find this form at the following address <specify>).***
- *Please expand the paragraphs as necessary.*
- ***Please refer to the special conditions of your grant contract and send one copy of the report to each address mentioned.***
- *The contracting authority will reject any incomplete or badly completed reports.*
- *The answer to all questions must cover the reporting period as specified in point 1.6.*

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List of acronyms used in the report

AGHR	Association Generale des Handicapes du Rwanda
AIDS	Acquired Immuno-Deficiency Syndrome
CHWs	Community Health Workers
CISS	Children in Street situation- Seruka
CSOs	Civil Society Organizations
CYWDs	Children and Youth with Disabilities
DAC	Day of African Child
DDPs	District Development Plans
ES	Ecole Secondaire
ETAG	Ecole Technique Automobile de Gisenyi
EU	European Union
FBO	Faith based Organizations
GS	Groupe Scolaire
HIV	Human Immunodeficiency Virus
IDPD	International Day of People with Disabilities
MHPSS	Mental Health Psycho Social Support
N/A	Not Applicable
NCPD	National Council of People with Disabilities
PM+	Problem management Plus
PSHEA	Prevention and Protection against Sexual Harassment, Exploitation and Abuse
PWDs	Persons with Disabilities
SACCA	The Street Ahead Children's Centre Association
SH+	Self Help Plus
SOS CV	SOS Children's Villages
SMC	School Management Committees.
TOFs	Training of facilitators
TOTs	Training of Trainers
TVET	Technical and Vocational Education Training
UNCRC	United Nations for Convention of Child Right
UNCRPD	United Nations for Convention of Right of People with disabilities
VSLAs	Village Saving and Loan Associations

1 Description

1.1 *Name of coordinator of the grant contract*: **SOS Children's Villages Rwanda**

1.2 *Name and title of the contact person*: **Jean Bosco KWIZERA**

1.3 *Name of beneficiary(ies) and affiliated entity(ies) in the action:*

- **SOS Children's Villages (SOS CV) Rwanda**
- **SOS Villagi dei Bambini Onlus (SOS Children's Villages Italy)**
- **Association Generale des Handicapes du Rwanda (AGHR)**

1.4 *Title of the action*: **Twubake Umuryango Twita ku bana bafite ubumuga**

1.5 *Contract number*: **NDICI/CSO/2023/450-171**

1.6 *Start date and end date of the reporting period*: **From 15 December 2023 to 15 December 2024**

1.7 *Target country(ies) or region(s)*: **Rwanda**

1.8 *Final beneficiaries &/or target groups [1] (if different) (including numbers of women and men):*

Table 1: Final project beneficiaries/target group

Final Ben. description	*Target FY 24*			*Achieved FY 24*			*Comment*
	M	*F*	*Total*	*M*	*F*	*T*	
CYWDs experiencing stigma	***245***	***255***	***500***	***290***	***244***	***534***	***Achieved. support continues***
Ccaregivers of CYWDs who face stigma and are at risk of physical and psychological violence,	***100***	***400***	***500***	***154***	***322***	***476***	***Activity Support continues***
C&Y/student's, volunteers in schools and communities who disseminate the rights of C&YWDs	***200***	***200***	***400***	***236***	***176***	***412***	***Achieved. Collaboration continues***
Local government officials including district and sector health officers who sensitize communities on the rights of CYWDs	***20***	***20***	***40***			***22***	***Activity continues***

Final Ben. description	*Target FY 24*			*Achieved FY 24*			*Comment*
	M	*F*	*Total*	*M*	*F*	*T*	
Members of Civil Society Organizations (CSOs),	***25***	***25***	***50***	***12***	***8***	***20***	***Activity continues for the following years***
Representatives of Faith Based Organizations (FBOs) and churches,	***20***	***20***	***40***	***3***	***1***	***4***	***Activity continues for the following years***
Representatives of local women and youth structures,	***40***	***40***	***80***	***0***	***0***	***0***	***Activity planned for the following years***
Teachers from 20 inclusive schools who will sensitize schools on inclusion	***50***	***50***	***100***	***27***	***15***	***42***	***Activity continues***
Community health workers providing psychosocial support services	***50***	***50***	***100***	***39***	***47***	***86***	***Activity continues***
Members of National Council of Persons with Disabilities (NCPD) who ensure the rights of children to inclusive and timely services	***10***	***10***	***20***	***10***	***7***	***17***	***Activity continues***
Finally, the media will be engaged to raise awareness on the rights of CYWDs.							***Activity to be implemented for the following years***

1.9 *Country(ies) in which the activities take place (if different from 1.7):* **N/A**

2 Assessment of the implementation of action activities and its results

2.1 Executive summary of the action

Please give a global overview of the action's implementation for the reporting period (no more than ½ page)

Referring to the updated final logical framework matrix[1] (see point 2.3. below), please describe and comment for each level of the result(s) chain the progress towards their level of achievement (if relevant at this stage) and the likelihood of reaching the final target (s) related to the result (s) by the end of the action.

Please explain briefly if any change should be or have been brought to the intervention logic and to the Logical framework matrix, giving the justification for such changes (complete explanation should be placed in the 2.2 Section under the relevant level considered: impact, outcomes, outputs, and activities).

The EU-funded project aims to improve the rights and living conditions of children and youth with disabilities in Rwanda, with a focus on Kayonza, Nyagatare, Musanze, and Rubavu Districts. In the first year of implementation, significant progress was made, keeping the project on track to achieve its four-year goal of ensuring that 80% of 500 C&YWDs access rights-based services.

Key achievements include training 258 caregivers (147 women, 111 men) in child rights, positive parenting, and inclusive care, enhancing their ability to create safe and supportive family environments. Additionally, 175 children and youth with disabilities (85 boys, 90 girls) were empowered with knowledge of their rights and advocacy, enabling their active participation in the community. Efforts toward economic empowerment included training 103 youth (47 boys, 56 girls) in vocational and entrepreneurial skills, while 476 caregivers (322 women, 154 men) were mobilized and managed to form 26 savings groups, strengthening both youth economic independence and caregivers' capacity to meet basic needs. Furthermore, community and institutional support was reinforced by training 86 individuals (47 men, 39 women) in psychosocial support and counseling, 54 government and civil society representatives in disability policies, and 42 teachers (27 men, 15 women) in inclusive education practices.

Despite this progress, resource limitations prevented the project to meet some of the key needs particularly ensuring education and specialized health services for C&YWDs. However, given the achievements so far, there is a high likelihood of reaching the final targets by the end of the project with no major changes in intervention logic aside from refining impact and outcome indicators.

2.2. Results and activities

A. RESULTS (IMPACT, OUTCOMES, OUTPUTS)

The narrative report should be based on the monitoring and evaluation system set up using as a basis the Logical framework matrix. As such, narrative report must inform all the indicators defined in the logical framework. Monitoring and/or evaluation reports relating to the performance of the Action shall be used and mentioned in the narrative reports.

What is your assessment of the results of the action so far? Include observations on the performance and the achievement of outputs, outcomes and impacts and whether the action has had any unforeseen positive or negative effects.

Explain how the Action has mainstreamed cross-cutting issues such as promotion of human rights, gender equality, democracy, good governance, children's rights and indigenous peoples, youth, environmental sustainability[5] and combating HIV/AIDS (if there is a strong prevalence in the target country/region).

Following the hierarchy of results spelled out in the final updated logframe matrix (see point 2.3. below) please comment on each level of the results chain (outputs, outcomes, impact) the level of achievement during the reporting on the basis of the corresponding current Value of indicators against the baseline and target values provided in the Logframe.

In case of underperformance, please explain the reasons and the corrective measures

Impact – "<Title of Impact >"

<comment on current status of indicators associated to the impact — if any progress is relevant to be mentioned for the reporting period>

Outcome (Oc) – "<Title of the Outcome>"

<comment on current status of indicators associated to the outcome 1 and explain any change, especially any underperformance; refer to assumptions in the Logframe>

(if available in the Logframe) intermediary Outcome 1 - "<Title of intermediary

Outcome1>"

<…..>

Output 1.1. (Op 1.1.)

<…..>

Impact: To improve the rights of Children and youth with disabilities (CYWDs) in Rwanda
Impact indicator: % of CYWDs with improved access to rights-based services
4-year project target: 80% of 500 CYWDs

During this last 12 months, the progress achieved in the project's outcome and outputs highlights significant contributions toward the overall impact of improving the rights of children and youth with disabilities (C&YWDs) in Rwanda, particularly in the districts of Kayonza, Nyagatare, Musanze, and Rubavu. By empowering caregivers in parenting, economic resilience, and inclusive skills, empowering C&YWDs with knowledge of their rights, advocacy, and vocational skills, and strengthening community and teacher support systems, the project is creating a caring, inclusive and supportive community for children and youth with disabilities. These efforts are building a strong foundation towards achieving the 4-year goal of ensuring 80% of 500 CYWDs access rights-based services.

Outcome 1. Independence and decent living conditions of children and youth with disabilities in Musanze, Kayonza, Nyagatare, and Rubavu districts are enhanced.

Outcome indicator1: % of CYWD with access to basic health and inclusive services (disaggregated by sex, district, disability status)

4-year outcome target: 80% of 500 CYWDs

Outcome indicator 2: % of youth acquired vocational skills and are in employment or/and started small businesses

4- year outcome target: 20% of 500 CYWDs

The project is making strong progress in enhancing the independence and living conditions of children and youth with disabilities (CYWDs) in Musanze, Kayonza, Nyagatare, and Rubavu, directly contributing to improved access to basic health and inclusive services. Training 258 caregivers (147 females, 111 males), including 48 males in positive masculinities, has fostered more inclusive and supportive family environments, ensuring better care for CYWDs. Empowering 175 CYWDs (85 boys, 90 girls) with child rights/advocacy skills and training 103 youth (47 boys, 56 girls) in vocational and entrepreneurship skills is equipping them with the tools to participate actively in society and become more self-reliant.

Financial empowerment initiatives, such as engaging 476 caregivers (322 females, 154 males) in Village Savings and Loans Associations (VSLAs), are strengthening economic resilience, enabling caregivers to provide for their children's needs. Additionally, strengthening community support by training 86 childcare structure members (47 males, 39 females) in mental health and psychosocial support is ensuring holistic care for CYWDs and their families. Lastly, training 42 teachers (27 males, 15 females) in inclusive teaching is improving access to quality education, creating more accessible learning environments. These achievements demonstrate significant progress toward the project's outcome of increasing CYWDs' independence and access to essential services.

Output 1.1. "Knowledge and skills of caregivers too care and support children and youth with disabilities (C&YWDs) are improved.

Output indicator: Number of caregivers trained by the EU-funded intervention with increased knowledge and/or skills on the rights of C&YWDs (disaggregated by sex and district).

4-year Output target: 500

First-year progress achievement: 258 with 147 females and 111 males

The monitoring results show good progress toward improving caregivers' knowledge and skills to support children and youth with disabilities (C&YWDs). The baseline survey and beneficiary identification activities provided good foundation for targeted interventions. So far, 210 caregivers incuding 147 females and 63 males in Kayonza, Nyagatare, Musanze, and Rubavu have been trained in C&YWDs' rights, positive parenting, nutrition, and hygiene, enhancing their ability to create safe and inclusive environments. Additionally, 48 male caregivers trained on positive masculinities through the Men Engage approach are fostering shared caregiving responsibilities.

Output 01.2."Knowledge and skills of C&YWDs to actively participate and influence decision making on matters affecting C&YWDs lives are strengthened".

Output Indicator 1: Number of CYWD trained by the EU-funded intervention with increased knowledge and/or skills on child rights and child advocacy (disaggregated by sex, district and disability status).

4-year target: 500

First-year progress achievement: 175 with 85 boys and 90 girls

Output Indicator 2: Number of C&YWDs advocacy-led initiatives conducted with the support of the EU (disaggregated by district).

4-year target: 100 (M 50, F 50)

First-year progress achievement: in progress

Under Output 01.2; 175 children and youth with disabilities (85 boys and 90 girls) from Kayonza, Nyagatare, Musanze, and Rubavu districts have facilitated to participate in decision-making processes. Through trainings on child rights and advocacy using a tailored manual, they gained practical tools to understand their rights and advocate for them. Again, 41 YWDs who are in inclusive psychosocial clubs contribute to raise awareness, promote inclusion, and combat stigma. Last the facilitation of 85 CYWDs to attend national and international events amplified their voices and showcased their talents.

Output 1.3: "Entrepreneurial and employability skills of young people with disabilities are boosted"

Output indicator: Number of Young people with disabilities (YWD) trained by the EU-funded intervention with increased knowledge and/or skills on entrepreneurial initiatives (disaggregated by sex, age and district)

4-year output target: 200

First- year progress target: 103 CYWDs with 47 boys and 56 girls

Over the past 12 months, the project significantly enhanced the entrepreneurial and employability skills of 103 young persons with disabilities (47 boys and 56 girls) from the targeted districts, achieving 51.5% of the output target. In partnership with the SOS Children's Villages Rwanda Youth Can Growth project and in close collaboration with local leaders, schools, and disability support groups, these young people were identified, grouped, and trained in VSLA methodologies, marketing, business planning, accounting, and bookkeeping. The training sessions equipped them to manage savings, access loans, and invest in income-generating activities. As a result, 60 YWDs formed four savings groups, while 43 enrolled in vocational training, gaining practical skills to improve their employability and economic independence.

Output 1.4: "Capacity of community childcare structures, para-social workers and teachers to respond to psychosocial needs of C&YWD have expanded".

Output indicator: Number of community childcare structures members trained by the EU-funded intervention with increased knowledge and/or skills on psychosocial needs of C&YWDs (disaggregated by entity and district)

4-year Output target: 268

First-year progress achievement: 86 with 47 males and 39 females

Activities under Output 1.4 have strengthened the capacity of community childcare structures including para-social workers, community health workers, representatives of PWDs,and teachers to address the psychosocial needs of children and youth with disabilities (CYWDs). In partnership with SOS Children's Villages Italy and 2 local projects (CISS-Seruka and Kura umenye) 36 participants (16 men and 20 women) were trained as Trainers of Trainers (TOTs) and Facilitators in SH+ and PM+ methodologies, creating a strong foundation for mental health support. Additionally, 50 community child protection structures (31 males and 19 females) were trained in PM+ counseling, building sustainable community-based support systems.

Output 01.5: "Access to new income generating opportunities to the vulnerable caregivers and parents of C&YWDs is enhanced"

Output indicator: Number of caregivers trained by the EU-funded intervention with increased knowledge and/or skills on VSLA (Village Savings and Loans Association) management (disaggregated by sex and district)

Output 4-year target: 500

First- year progress achievement: 476 with (322 women and 154 men)

Significant progress has been made toward Output 01.5, which aims to enhance income-generating opportunities for caregivers of C&YWDs. Intensive mobilization sessions on VSLA methodologies reached 476 caregivers (322 women, 154 men), leading to the successful formation of 26 Village Savings and Loan Associations (VSLAs). However, due to budget constraints, only 149 caregivers (122 women, 27 men) from nine groups received training on the approach. Despite this limitation, the trained groups have shown promising results where within just one month, they saved 571,600 FRW and issued 236 loans, marking a strong step toward financial stability and economic empowerment.

Output 1.6: Key government childcare structures and CSO representative's awareness on disability policies knowledge and rights of PWDs is improved.

Output indicator: # of state and non-state representatives trained by the EU-funded intervention with increased knowledge and/or skills on disability policies (disaggregated by entity and Districts)

Output 4-year target: 44

First -year progress value: 54

The project made significant progress in raising awareness among key government childcare structures and CSO representatives about disability policies and the rights of persons with disabilities (PWDs). It trained 54 participants (122.7% achievement) composed of representatives from CSOs, FBOs, and the social workforce from Kayonza, Musanze, Nyagatare, and Rubavu districts on the UNCRC and UNCRPD. This overachievement was due to the inclusion of additional structures, such as youth volunteers and representatives of persons with disabilities (NCPDs), in the training. These additions were made based on the advice of district leaders due to their important role in the community. Complementary activities included accessibility audits in 10 government institutions to identify barriers for children and youth with disabilities (C&YWDs), collecting evidence on the socio-economic conditions of C&YWDs' families for advocacy, and stakeholder meetings to promote inclusiveness in district development plans. These efforts have laid a strong foundation for advocating C&YWDs' rights and building an inclusive society.

Output 01.7: "Teacher's knowledge and skills on inclusive learning principles are developed".

Output indicator: Number of teachers trained by the EU-funded intervention with increased knowledge and/or skills on inclusive learning principles (disaggregated by sex and district)

4 year-Output targets: 100

First year-progress achievement: 42 with 27 males and 15 females

Activities under Output 1.7 have improved teachers' knowledge on inclusive learning. A total of 42 participants (27 men and 15 women), including teachers, school leaders, and district education officials from 10 inclusive schools in Kayonza and Rubavu districts, received training. This training equipped them with the skills and knowledge to adapt teaching methods, create inclusive environments, and advocate for rights of children and youth with disabilities (C&YWDs).

As a result, the trained participants established 10 inclusive clubs with 412 children and youth, including 41 C&YWDs. These clubs will help raise awareness of C&YWDs' rights through community campaigns, school-based debates, and public events for children.

Mainstreaming of crosscutting issues

- **Promotion of Human Rights and Children's Rights**

  The project promoted the fundamental human and children's rights through training C&YWDs, caregivers, local authorities, NCPDs, CSOs, teachers and other community structures on child rights, advocacy, UNCRC, and UNCRPD.

- **Gender Equality**

  The project ensured gender balance by involving men and women in some of the implemented project activities like 258 caregivers (149 females, 111 males) trained on child rights and positive parenting, 48 males on positive masculinities, and 90 boys among 175 CYWDs trained in child-led advocacy. This indicates the project focus on gender considerations.

- **Youth Empowerment**

  The project made significant efforts to empower youth with disabilities through entrepreneurship training, enrollment in vocational schools, and participation in national and international events, demonstrating its strong focus on youth empowerment.

- **Democracy and Good Governance**

  Initiatives such as training government officials and CSO representatives on disability policies, conducting accessibility audits, establishing district steering committees, and holding stakeholder meetings were all aimed at promoting democracy and good governance.

- **Environmental Sustainability**

  Practices such as mobilizing and forming VSLA groups and youth enrollment in vocational schools ensure a long-term and sustainable impact while preserving the environment.

- **Combating HIV/AIDS**

  In general, the project focused on inclusive care that contributes to a broader understanding of all health issues including HIV/IDS.

B. ACTIVITIES

Please describe how the activities implemented in the reporting period supported the achievement of the output to which they are related to.

Activity 1.1.1. related to Output 1.1

<(if applicable) please explain any problem (e.g. delay, cancellation, postponement of activities) which have arisen and how they have been addressed>

<(if applicable) please list any risk that might have jeopardised the realisation of some activities and explain how they have been tackled>

Activity 1.1.1. related to Output 1.1: Conduct Baseline Survey

A baseline survey was conducted in Kayonza, Nyagatare, Musanze, and Rubavu and assessed the challenges of children and youth with disabilities. Key issues included limited access to education and healthcare, inaccessible infrastructure, lack of specialized medical knowledge, economic struggles, social stigma, and weak policy enforcement. The findings from the baseline are guiding the development of targeted interventions to address these challenges effectively.

Activity 1.1.2. related to Output 1.1: Identification of beneficiaries

Direct beneficiaries were identified in nine sectors across Kayonza, Nyagatare, Musanze, and Rubavu districts, selected with local leaders based on the existing people with disabilities. A total of 500 children and youth with disabilities were chosen, categorized by sex, age, and district.





Table 2: CYWDs identified as project direct beneficiaries in the 4 targeted

District	Sector	Category	Target Boys	Target Girls	Total Target	Achieved Boys	Achieved Girls	Total Achieved
Kayonza	Kabare	Youth	10	10	20	18	14	32
	Ruramira	Children	10	10	20	8	8	16
		Youth	5	5	10	8	6	14
	Mukarange	Children	10	10	20	10	9	19
		Youth	9	9	18	11	8	19
Nyagatare	Matimba	Children	20	20	40	28	17	45
		Youth	13	13	26	19	17	36
	Karangazi	Children	35	35	70	42	28	70
		Youth	15	15	30	17	13	30
Musanze	Cyuve	Children	20	20	40	17	10	27
		Youth	9	10	19	16	16	32
	Muhoza	Children	10	10	20	13	11	24
		Youth	10	10	20	7	13	20
Rubavu	Gisenyi	Children	8	10	18	14	8	22
		Youth	8	9	17	6	7	13
	Rugerero	Children	25	30	55	33	23	56
		Youth	15	16	31	8	22	30
Total Children			**151**	**158**	**309**	**180**	**128**	**308**
Total Youth			**94**	**97**	**191**	**110**	**116**	**226**
Grand Total			**245**	**255**	**500**	**290**	**244**	**534**

The process involved collaboration with local leaders, parents, caregivers, community childcare structures, and NCPD representatives. The beneficiaries have various disabilities, including physical, visual, hearing, intellectual, albinism, and multiple disabilities. This data is essential for planning and implementing targeted support interventions for CYWDs and their families.

Activity 1.1.3. related to Output 1.1: Train 500 caregivers on the rights of CYWDs

This activity did not have an allocated budget; therefore, it was combined with Activity 1.1.4 and implemented concurrently.

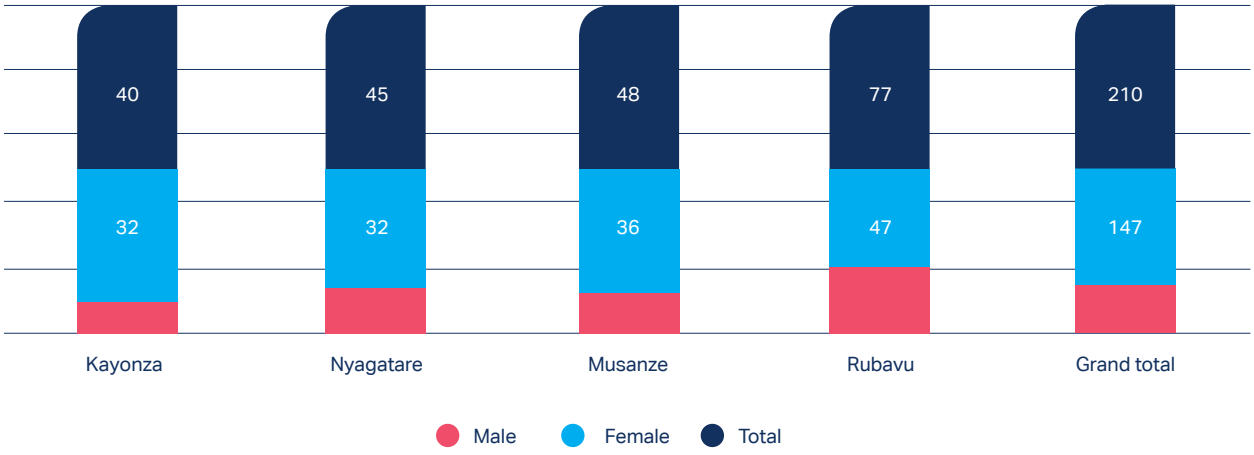
Activity 01.1.4 related to output 1.1: Train caregivers of children with disabilities on positive parenting, nutrition, and hygiene

Across four targeted districts namely Kayonza, Musanze, Nyagatare, and Rubavu, the project facilitated trainings of caregivers on the rights of CYWDs and positive parenting. A simplified manual encompassing the components of children's rights, positive parenting, nutrition and hygiene for children and youth with disabilities was developed and used during the training.





Figure 1: CYWDs caregiver's training on children's rights and positive parenting



A total of 210 caregivers of CYWDs (147 females and 63 males) out of 500 targeted for 4 years were trained on children's rights and positive parenting. This training improved their understanding of children's rights and parenting skills, promoting the health, well-being, and development of their children.

Activity 1.1.6 related to output 1.1: Train 100 male caregivers on positive masculinities to increase male involvement (Men-Engage approach) to care for CYWDs.

To increase the involvement of male caregivers in raising children and youth with disabilities, the project trained 25 caregivers from Kayonza District and 23 from Musanze District in positive masculinity using the Men Engage approach..





The training equipped participants with knowledge and skills to adopt positive attitudes and caregiving practices. It fostered a shift in mindsets regarding their roles, encouraged reflection on the social exclusion of people with disabilities, and enabled participants to share experiences and testimonies, highlighting significant positive changes in perceptions, attitudes, and caregiving responsibilities.

Activity 1.2.1 related to output 1.2: Customize the training module on child rights and child led advocacy

In response to the challenges faced by children and youth with disabilities (CYWDs), SOS CV Rwanda collaborated with AGHR adapted a child rights and advocacy manual. The manual covers topics such as the UN Convention on the Rights of the Child (UNCRC) and effective advocacy skills, providing a contextualized tool to support CYWDs. It has been used to train CYWDs, empowering them to understand and advocate for their rights.

Activity 1.2.2 &1.2.3 related to output 01.2: Train C&YWDs on child rights and protection & Conduct training for children on Child led advocacy and support their initiatives

With the support from the project, SOS CV Rwanda, in partnership with AGHR organized training sessions for 175 youth with disabilities (85 boys and 90 girls) from the four target districts: Kayonza, Nyagatare, Musanze, and Rubavu. The session aimed to raise awareness and equip youth with disabilities with the skills and knowledge needed to understand and advocate for their rights. Participants gained a deeper understanding of their rights and the importance of advocating for them.

Activity 1.2.4 related to output 1.2: Support the initiation and operationalization of inclusive clubs in schools and TVET.

The project established 10 inclusive psychosocial support clubs in collaboration with teachers and headteachers from 10 schools in Kayonza and Rubavu districts. These clubs, are composed of 412 youth members with 236 boys and 276 girls (including 41 with disabilities). These clubs will help to raise awareness, promote CYWDs' rights and inclusion while combating stigma through the activities like debates, campaigns, and peer-to-peer engagements.

Activity 1.2.5 related to output 1.2: Establish and run project steering committee at district level

To ensure the needs and challenges of children and youth with disabilities (CYWDs) are addressed in a holistic and coordinated manner, the project established three district-level steering committees in Kayonza, Musanze, and Rubavu Districts. Each committee includes approximately 12 members, comprising district leaders, technical staff responsible for child protection, representatives from civil society organizations (CSOs), people with disabilities, children, and community structures. These committees act as a platform for collaboration, identifying and addressing the specific needs of CYWDs effectively. This inclusive approach ensures that all key stakeholders actively participate in decision-making processes, with CYWDs prioritized in policies, programs, and service delivery.

Activity 01.2.6 related to output 01.2: Support CYWDs participate in child and youth international days (Day of African child, international day for youth, IDPD)





With the commitment to ensure the active participation of children and youth with disabilities (CYWDs), the project facilitated 85 CYWDs to attend and participate in various national and international events, including the Day of the African Child (DAC), International Youth Day, and International Day of Persons with Disabilities (IDPD). These events provided an inclusive platform for CYWDs to engage with their peers, voice their perspectives, showcase their talents, and advocate for their rights.

Activity 01.3.1 related to output 01.3: Group 100 YWDs according to their specific needs

Recognizing the challenges that youth with disabilities face in accessing employment and entrepreneurial opportunities to achieve economic independence, the project grouped 103 youth from four target districts based on their specific needs. This activity aimed to identify their unique challenges, capabilities, and needs to provide tailored support that enhances their skills, fosters independence, and strengthens economic capacity.

Table 3: YWDs grouped according to their specific needs

District	target			Achieved		
	boys	girls	total	boys	girls	total
Kayonza	11	12	23	16	13	29
Nyagatare	13	13	26	11	17	28
Musanze	14	14	28	11	14	25
Rubavu	11	12	23	9	12	21
Total	49	51	100	47	56	103

After a capacity assessment with local leaders, school leaders, and disability support groups, 60 youth were organized into savings groups, while 43 youth were enrolled in vocational trades such as tailoring, hairdressing, and welding. This approach promotes social inclusion and provides opportunities for youth with disabilities to contribute to their communities and improve their well-being and economic prospects.

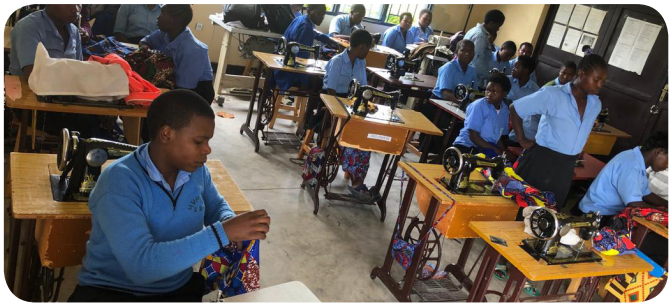
Activity 1.3.3 & 1.3.5 related to output 1.3: Train 200 YWDs on VSLAs management and support the formation of VSLAs& Train 200 YWDs on entrepreneurships skills; marketing, drawing business plans, simple accounting and book keeping.

In collaboration with the SOS CV Rwanda Youth Can Growth project, this EU-funded initiative trained 103 youth with disabilities (47 males and 56 females) from the four target districts on entrepreneurship skills. The training focused on developing saving habits, financial literacy, and accessing small loans to start income-generating activities. These efforts are equipping participants with skills to achieve financial independence and contribute to their communities.

Activity 1.3.4 related to output 1.3: Enroll 100 YWDs on different trades (carpentry, welding, hairdressing, tailoring & knitting, etc.)

In collaboration with local leaders, vocational schools, and disability support groups, the project identified and enrolled 43 youth with disabilities (19 boys and 24 girls) from Kayonza, Nyagatare, Musanze, and Rubavu in vocational training programs.





These trainees were enrolled in tailoring, hairdressing, and welding based on their skills, interests and physical capacity. The project provided support including school equipment, career guidance sessions and monitoring visits. Upon graduation, the trainees will receive start-up kits with essential tools to help them start businesses or find employment.

Activity: 1.4 2: Build the capacity of 12 Trainers on MHPSS approaches (Team Up, PM+, SH+ for stress management)
This activity encompasses the following sub-activities: 1.4.4, 1.4.5, 1.4.6, 1.4.7

In partnership with SOS CV Italy, and other SOS CV Rwanda projects namely CISS- Seruka and Kura Umenye; the EU funded Children and youth with disabilities project organized different sessions for Organizational and community staff on Problem management Plus (PM+) and Self Help Plus (SH+); two of the Mental Health and Psychosocial Support approaches (MHPSS) designed by World Health organization to improve mental health and well-being of individuals facing adversity.





Table 4: Participants trained on MHPSS

	PM+ TOT			PM+ToF			SH+TOT			Total participants trained on PM+&SH+ methodologies		
Location	M	F	T	M	F	T	M	F	T	M	F	T
Kayonza	0	0	0	3	1	4	3	1	4	3	1	4
Musanze	0	0	0	3	1	4	3	1	4	3	1	4
Rubavu	0	0	0	1	3	4	1	3	4	1	3	4
Nyagatare	0	0	0	1	3	4	1	3	4	1	3	4
Gasabo	0	0	0	0	1	1	0	1	1	0	1	1
Nyarugenge	0	0	0	0	1	1	0	1	1	0	1	1
Kicukiro	0	0	0	0	1	1	0	1	1	0	1	1
Bugesera	0	0	0	1	0	1	1	0	1	1	0	1
AGHR	0	0	0	0	1	1	0	1	1	0	1	1
SOS CV Rwanda	6	7	13	1	1	2	6	7	13	7	8	17
Grand total	6	7	13	10	13	23	13	21	34	16	20	36

Although the initial target was to train only 12 lay professionals, the synergy of the various projects mentioned above allowed to reach a total of 36 participants (16 males and 20 females) to be trained in PM+ TOT, PM+ ToF, and SH+ TOT. This demonstrates the project's strong commitment to enhancing mental health support for

children and youth with disabilities (CYWDs) and their communities. However, due to budget constraints, some planned MHPSS activities related to Team UP approach (1.4.8 and 1.4.9), were postponed to the project's second year.

Activity 1.4.3 related to output 1.4: Contextualize and adapt the SH+materials by translating them into kinyarwanda

Due to budget constraints, this activity was postponed to the next fiscal year.

Activity 1.4.10 related to out 1.4: Train 268 MHPSS facilitators on community counselling including Team Up, PM+, SH+

To address the psychological and social challenges faced by children and youth with disabilities (CYWDs) and their caregivers, the project trained 50 community representatives (31 males and 19 females) from Rubavu and Nyagatare districts on counselling PM+ approach. This training established a sustainable support system, enabling the representatives to provide counseling services through safe space groups, helping caregivers feel less isolated and more empowered to support their children.

Activity 1.4.11 related to output 1.4: Train the existing Child Protection community structures on child protection, disability right, safeguarding and reporting mechanism

Recognizing the gaps and challenges faced by children and youth with disabilities (CYWDs) in accessing adequate protection and support services, the project trained 124 community representatives (80 males and 24 females) from the four targeted districts of Kayonza, Nyagatare, Musanze, and Rubavu. The training focused on child protection, disability rights, safeguarding, and reporting mechanisms for child protection issues. Participants included local leaders, community health workers, Friends of the Family, parasocial workers, youth volunteers, and other stakeholders. This initiative aimed to enhance the capacity of community childcare structures to effectively address the psychosocial needs of CYWDs, ensuring their rights are protected and upheld.

Activity 01.4.13 related to output 01.4: Conduct home visits to 500 families with CYWDS

During this reporting period, the project has been able to conduct home visits to 434 families of children and youth with disabilities in the district of Rubavu, Musanze and Kayonza and Nyagatare. Through the initial assessment survey, comprehensive data on the social-economic and psychosocial living conditions were gathered and this information will help to identify the gaps in services and resources and will be critical for developing targeted interventions that can improve their quality of life promote their social inclusion.

Activity 1.4.14 related to output 1.4: Support Community structures to hold 3 community disability awareness outreaches/campaign at district level

Due to budget constraints, this activity was postponed to the next fiscal year.

Activity 1.4.15 related to output 1.4: Hold bi-annual coordination meetings for 30 community child care structures to monitor progress and share experiences of CYWDs.

A bi-annual coordination meeting was held in Musanze and Kayonza Districts, bringing together 118 community members (89 females and 29 males), parents of CYWDs, CHWs, friends of family, local leaders, and representatives from various community structures. The meeting served as a platform for networking, collaboration, and experience-sharing on the well-being of CYWDs, where participants discussed achievements, challenges, and best practices in providing care and support. Moving forward, the feedback and recommendations from this meeting will help improve future interventions and strengthen support for CYWDs in the community.

Activity 1.4.16 related to output 1.4: Conduct peer group supervision to 24 para-social workers and 200 IZUs

Due to budget constraints, this activity was postponed to the next fiscal year.

Activity 01.5.1 related to output 01.5: Mobilize and sensitize 500 Parents of Children with disabilities on the VSLAs methodology.

The project mobilized 500 families of CYWDs across the four targeted districts Kayonza, Nyagatare, Musanze and Rubavu on VSLAs approaches with the goal of creating a sustainable strategy to save, borrow, and engage in income-generating activities. As result, 476 caregivers of them (322 women and 154 men) formed 30 Savings and Loan Associations. However, due to budget constraints, only 176 caregivers (149 women and 29 men) from nine groups have started savings and loan activities. Despite these challenges, the initiative shows positive results, with plans to expand involvement next year to enhance economic stability and support for children with disabilities.

Activity 1.5.2 related to output 1.5: Link formed VSLAs with micro finance institutions

This activity is relevant to be implemented in the upcoming year.

Activity 1.5.3 related to output 1.5: Provide livestock support (pigs, goats, sheep and others) support to families of CYWDs.

Due to budget constraints, this activity was postponed to the next fiscal year.

Activity A.6.1 related to output 1.6: Train social workforce 20, 20 CSOs and 4 FBOs on Convention of the rights of children (UNCRC) and Convection on the rights of persons with disabilities (UNCRPD).

To address the challenges that children and youth with disabilities face in accessing education, healthcare, and social services due to limited awareness of their rights; the project, in partnership with AGHR, trained 54 participants (36 males and 18 females) from CSOs, FBOs, CHWs, Friend of family, NCPDs, youth volunteers and social workforce on the UNCRC and UNCRPD. The training, conducted in Kayonza, Musanze, Nyagatare, and Rubavu, strengthened advocacy networks and improved awareness of disability policies, promoting the rights and inclusion of persons with disabilities including children Children and youth.

Activity A.6.2 related to output 1.6: Conduct disability accessibility audit of 5 government institutions (schools, TVET, Government offices, churches, health facilities) with CSOs, FBOs, based on NCPD checklist and recommend inclusion strategies.

To build a society where children and youth with disabilities can access services and opportunities without barriers, the project conducted an accessibility audit of 10 government institutions in Kayonza and Musanze Districts. The audit was conducted with various stakeholders including government officials, project partners, representatives of persons with disabilities, civil society organizations, and other stakeholders committed to advancing disability rights.

The audited institutions included schools, markets, health facilities, car parks, banks, and public markets.





The audit identified barriers and provided recommendations to improve access to services. Some institutions have begun implementing these changes, while others have prioritized them in their plans, fostering inclusion and empowerment for persons with disabilities.

Activity A6.3 related to output 1.6: Generate evidence to inform advocacy for policy change and implementation

During this reporting period, the project successfully collected evidence-based data to support advocacy for policy change and implementation. Due to limited budget, the initially planned policy survey did not occur. Therefore, the project utilized data from activities such as the baseline survey, accessibility audits, and household assessments. This source of data highlighted key challenges and barriers faced by children and youth with disabilities and their families, informing targeted interventions, raising awareness, and fostering collaboration to drive sustainable inclusion and well-being.

Activity A6.4 related to out 1.6: Conduct stakeholders' meetings instreaming inclusiveness in District Development Plans

During this reporting period, in collaboration with other SOS CV Rwanda projects particularly the Seruka Project, the project organized and conducted stakeholder meetings in Kayonza, Musanze, Nyagatare, and Rubavu districts that aimed to mainstream inclusiveness in District Development Plans (DDPs). These meetings which were attended by around 50 participants composed by technical and administrative district staff provided a valuable platform to share the project's objectives and plans, align them with district priorities, and incorporate inclusiveness into district strategies, ensuring the needs of children and youth with disabilities are effectively addressed.

Activity A.7.1 related to output 1.7: Identify 20 inclusive schools for project support

Inclusive schools play s big role in ensuring equitable education and full participation of children and youth with disabilities (CYWDs). During this reporting period, the project, in collaboration with district education leaders, identified 10 inclusive schools in Kayonza and Musanze districts, including both formal and vocational institutions. Focal teachers from these schools were trained and established inclusive clubs to promote disability rights, inclusion, and advocacy, fostering supportive educational environments.

Activity A.7.2 related to output 1.7: Train at least 2 inclusive Education Focal Teacher's per school in inclusive pedagogies

Teachers are key to creating inclusive learning environments. During this reporting period, the project trained 42 participants (27 males and 15 females) including teachers, head teachers, and district education leaders from Kayonza and Rubavu districts on inclusive methodologies. The two-day training covered inclusive education principles, adaptive teaching strategies, fostering inclusive school environments, and awareness of CYWDs' rights. Trained teachers later established inclusive clubs in their schools that are raising awareness and promote a supportive learning environment for CYWDs' rights and well-being.

Activity A.7.3 related to output 1.7: Establish inclusive psychosocial support clubs in 20 schools to support CYWDs.

During this reporting period, the project collaborated with teachers and headteachers from 10 schools in Kayonza and Rubavu Districts to establish 10 inclusive psychosocial support clubs.

Table 3: School clubs established to raise awareness on disability inclusion

District	Identified school	# of clubs	M	F	T	CYWDs
Rubavu	GS SHWEM	1	23	27	50	1
	St Martin	1	6	4	10	
	ETAG	1	42	0	42	4
	Ecole des Science de Gisenyi	1	40	25	65	0
	GS GITEBE	1	10	15	25	4
Kayonza	SACCA TVET	1	18	12	30	0
	GS Mukarange Catholique	1	10	15	25	12
	GS Rushenyi	1	50	50	100	0
	ES Ruramira	1	17	18	35	14
	GS Adelaide	1	20	10	30	6
Total		**10**	**236**	**176**	**412**	**41**

These clubs, with 412 youth members (236 boys, 176 girls, including 41 youth with disabilities), aim to raise awareness about the rights and inclusion of CYWDs while combating stigma and discrimination. Through activities like debates, campaigns, and peer engagements, the clubs promote positive attitudes and foster a supportive environment in schools and communities.

Activity A.7.4 related to output 1.7: Train School Management Committees- (SMCs) head teachers, Parent representative on CYWDs rights

The project trained 42 school management committee members (27 males, 15 females) from Kayonza and Rubavu Districts on inclusive education and the rights of children and youth with disabilities. The two-day training covered inclusive education principles, the UNCRPD, and strategies to address stigma and foster inclusive school environments. This initiative equips SMCs to remove barriers, ensuring equal learning opportunities for CYWDs.

2.3. Logframe matrix updated

The Logical framework (logframe) matrix should be used as a reporting tool of the expected results (impact, outcomes, outputs) during implementation. Values on indicators aimed at measuring the results will be regularly updated in the column foreseen for monitoring and reporting purposes (see "Current value"). Columns for intermediary targets could be added, if needed.

The logframe can be revised as necessary (in line with the provisions defined in Article 9.4 of the General Conditions, Annex E3h2).

Results	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be updated in the interim and final reports)	Sources of data	Assumptions
Impact (Overall objective)	*As per OECD-DAC definition, the impact is "the overall objective of the Action entailing positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."* *The impact is the long-term expected effect of the action fulfilling the overall objective to which the action contributes at country, regional or sector level, in the political, social, economic and environmental global context which will stem from interventions of all relevant actors and stakeholders.* *Please delete this row once the Logframe is completed.*	*Quantitative and/ or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result* *To be presented, when relevant, disaggregated by sex, age, urban/ rural, disability, etc.*	*The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made.* *(Ideally, to be drawn from the partner's strategy)*	*The intended final value of the indicator(s).* *(Ideally, to be drawn from the partner's strategy)*	*The latest available value of the indicator(s) at the time of reporting.* *(* to be updated in interim and final reports)*	*Ideally to be drawn from the partner's strategy.*	*Not applicable*
	Copy/paste the impact statement as per original Logframe or as formally amended during implementation.	*Impact indicator 1:*	*Baseline for impact indicator 1*	*Target for impact indicator 1*	*Current value for impact indicator 1*	*Sources of data for impact indicator 1*	*Not applicable*
		Impact indicator 2:	*Baseline for impact indicator 2*	*Target for impact indicator 2*	*Current value for impact indicator 2*	*Sources of data for impact indicator 2*	
		Impact indicator #:	Baseline for impact indicator #	Target for impact indicator #	Current value for impact indicator #	Sources of data for impact indicator #	

Results	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be updated in the interim and final reports)	Sources of data	Assumptions
Outcome (s) (Specific) objective(s))	*As per OECD-DAC definition, the outcomes are "The likely or achieved short-term and medium-term change and effects of intervention outputs."* *The main medium-term effect of the intervention focusing on behavioural and institutional changes beneficial to the target group and resulting from the related outputs of the Action.* *It is good practice to limit the number of specific objectives (often one is enough), however for large Actions, other outcomes can be included.* *Please delete this row once the Logframe is completed.*	*Quantitative and/ or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result* *To be presented, when relevant, disaggregated by sex, age, urban/ rural, disability, etc.*	*The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made.*	*The intended final value of the indicator(s).*	*The latest available value of the indicator(s) at the time of reporting* *(* to be updated in interim and final reports)*	*Sources of information and methods used to collect and report (including who and when/how frequently).*	*External, necessary and positive conditions for implementing the intervention that are outside of its management's control.*
	Copy/paste the Outcome 1 statement as per original Logframe or as formally amended during implementation	*1.1 – Indicator 1 to Outcome 1*	*1.1 – Baseline for indicator 1.1 (same unit of measure)*	*1.1 – Target for Indicator 1.1*	*1.1 – Current value for indicator 1.1*	*1.1 – Source of data for indicator 1.1 (values)*	
		1.2 – Indicator 2 to Outcome 1	*1.2 Baseline for indicator 1.2 (same unit of measure)*	*1.2 – Target for Indicator 1.2*	*1.2 – Current value for indicator 1.2*	*1.2 – Source of data for indicator 1.2 (values)*	
		(…)	(…)	(…)	(…)	(…)	

Results	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be updated in the interim and final reports)	Sources of data	Assumptions
	Copy/paste the Outcome 2 statement as per original Logframe or as formally amended during implementation.	*2.1 – Indicator to outcome 2*	*2.1 – Baseline for indicator 2.1 (same unit of measure)*	*2.1 – Target for Indicator 2.1*	*2.1 – Current value for indicator 2.1*	*2.1 – Source of data for indicator 2.1 (values)*	
		2.2 - Indicator to outcome 2	*2.2 – Baseline for indicator 2.2 (same unit of measure)*	*2.2 – Target for Indicator 2.2*	*2.2 – Current value for indicator 2.2*	*2.2 – Source of data for indicator 2.2 (values)*	
	Copy/paste the Outcome # statement as per original Logframe or as formally amended during implementation.	*(…)*	*(…)*	*(…)*	*(…)*	*(…)*	
Outputs	*As per OECD-DAC definition outputs are "the products, capital goods and services which results from development interventions."* *Outputs are the direct/tangible products (infrastructure, goods and services) delivered/ generated by the action. They may also include changes resulting from the action which are relevant to the achievement of outcomes. These changes relate to improved capacities, abilities, skills, systems, policies of a group of people or an organisation, and are generated by the EU action.*	*(same as above)*	*(same as above)*	*(same as above)*	*(same as above)*	*(same as above)*	*External, necessary and positive conditions for implementing the intervention that are outside of its management's control.*

Results	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be updated in the interim and final reports)	Sources of data	Assumptions
Outputs	*Outputs should be linked to corresponding outcomes through clear numbering.* *Please delete this row once the Logframe is completed.*						
	Copy/paste the 1.1 Output 1 related to Outcome 1 statement as per original Logframe or as formally amended during implementation.	*1.1.1 Indicator 1 to Output 1*	*1.1.1 Baseline for indicator 1.1.1 (same unit of measure)*	*1.1.1 Target for Indicator 1.1.1*	*1.1.1 Current value for indicator 1.1.1*	*1.1.1 Source of data for indicator 1.1.1 (values)*	
		1.1.2 Indicator 2 to Output 1	*1.1.2 Baseline for indicator 1.1.2 (same unit of measure)*	*1.1.2 Target for Indicator 1.1.2*	*1.1.2 Current value for indicator 1.1.2*	*1.1.2 Source of data for indicator 1.1.2 (values)*	
		(…)	*(…)*	*(…)*	*(…)*	*(…)*	
	Copy/paste the 1.2 Output 1 related to Outcome 1 statement as per original Logframe or as formally amended during implementation.	*1.2.1. Indicator 1 to Output 2*	*1.2.1. Baseline for indicator 1.2.1 (same unit of measure)*	*1.2.1. Target for Indicator 1.2.1*	*1.2.1. Current value for indicator 1.2.1*	*1.2.1. Source of data for indicator 1.2.1 (values)*	
		1.2.2 Indicator 2 to Output 2	*1.2.2 Baseline for indicator 1.2.2 (same unit of measure)*	*1.2.2 Target for Indicator 1.2.2*	*1.2.2 Current value for indicator 1.2.2*	*1.2.2 Source of data for indicator 1.2.2 (values)*	
		(…)	*(…)*	*(…)*	*(…)*	*(…)*	

Results	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be updated in the interim and final reports)	Sources of data	Assumptions
	Copy/paste the 2.1 Output 1 related to Outcome 2 statement as per original Logframe or as formally amended during implementation.	*2.1.1 Indicator 1 to Output 1*	*2.1.1 Baseline for indicator 2.1.1 (same unit of measure)*	*2.1.1 Target for Indicator 2.1.1*	*2.1.1 Current value for indicator 2.1.1*	*2.1.1 Source of data for indicator 2.1.1(values)*	
		2.1.2 Indicator 2 to Output 1	*2.1.2 Baseline for indicator 2.1.2 (same unit of measure)*	*2.1.2 Target for Indicator 2.1.2*	*2.1.2 Current value for indicator 2.1.2*	*2.1.2 Source of data for indicator 2.1.2 (values)*	
		(…)	*(…)*	*(…)*	*(…)*	*(…)*	
	Copy/paste the 2.2 Output 2 related to Outcome 2 statement as per original Logframe or as formally amended during implementation.	*2.2.1 Indicator 1 to Output 2 related to Outcome 2*	*2.2.1 Baseline for indicator 2.2.1 (same unit of measure)*	*2.2.1 Target for Indicator 2.2.1*	*2.2.1 Current value for indicator 2.2.1*	*2.2.1 Source of data for indicator 2.2.1(values)*	
		2.2.2 Indicator 2 to Output 2 related to Outcome 2	*2.2.2 Baseline for indicator 2.1.2 (same unit of measure)*	*2.2.2 Target for Indicator 2.2.2*	*2.2.2 Current value for indicator 2.2.2*	*2.2.2 Source of data for indicator 2.2.2 (values)*	
		(…)	(…)	(…)	(…)	(…)	
	(…)						

2.3 Logframe

Results	Results chain	Indicator	Baseline (value & reference year): 2024	Target (value & reference year): 2027	Current value* (reference year): 2024	Sources of data	Assumptions
Impact	To improve the rights of children and youth with disabilities (CYWD) in Rwanda.	**Impact indicator 1** % of CYWDs with improved access to rights-based services	15%	80% of 500 CYWDs	In progress	Annual project; partners reports; and evaluation reports	*Not applicable*
	Outcome 1. Independence and decent living conditions of children and youth with disabilities in Musanze, Kayonza, Nyagatare and Rubavu districts are enhanced.	1.**1: Indicator 1 to Outcome 1:** % of CYWD with access to basic health and inclusive services (disaggregated by sex, district, disability status	1.1: 19.5%	1.1. 80% of 500 CYWDs	1.1 – In progress	1.1: Baseline and endline surveys conducted and budgeted by the EU-funded intervention	The Government of Rwanda (GoR) prioritizes disability issues and active participation by persons with disabilities
		1.**2 Indicator 2 to Outcome 1:** % of youth acquired vocational skills and are in employment or/ and started small businesses	1.**2:** 5%	**1.2 20% of 500 CYWDs**	1.**2** **9 %**	1.2: Baseline and endline surveys conducted and budgeted by the EU-funded intervention	The Government of Rwanda (GoR) prioritizes disability issues and active participation by persons with disabilities

Results	Results chain	Indicator	Baseline (value & reference year): 2024	Target (value & reference year): 2027	Current value* (reference year): 2024	Sources of data	Assumptions
	Output 1 related to Outcome 1: Knowledge and skills of caregivers to care and support children and youth with disabilities (CYWD) are improve	**1.1.1:** Number of caregivers trained by the EU-funded intervention with increased knowledge and/ or skills on the rights of CYWDs (disaggregated by sex and district)	1.1.1:	1.1.1: 500 caregivers M: 100 F: 400	**1.1.1:** **258 caregivers** M: 111 F: 147	1.1.1: Pre- and post-training test reports; Attendance & training records	Good collaboration with local leaders and ownership of project interventions by the families and communities
	Output 2 related to outcome 1: Knowledge and skills of CYWD to actively participate and influence decision making on matters affecting CYWD lives are strengthened.	**1.2.1.** Number of CYWD trained by the EU-funded intervention with increased knowledge and/or skills on child rights and child advocacy (disaggregated by sex, district and disability status).	1.2.1: 0	1.2.1: 500 CYWD M: 250; F: 250	**1.2.1:** **175 CYWDs** **M: 85** **F: 90**	1.2.1. Pre- and post-training test reports. Attendance training records	Good collaboration with local leaders and ownership of project interventions by the families and communities
		1.2.2 Number of CYWD advocacy-led initiatives conducted with the support of the EU (disaggregated by district).	**1.2.2** **0**	1.**2.2** **0** M: 100 F: 100	1.**2.2** In progress	1.**2.2** Progress reports for the EU-funded intervention.	Good collaboration with local leaders and ownership of project interventions by the families and communities

Results	Results chain	Indicator	Baseline (value & reference year): 2024	Target (value & reference year): 2027	Current value* (reference year): 2024	Sources of data	Assumptions
	Output 3 related to outcome 1: Entrepreneurial and employability skills of young people with disabilities are boosted.	**1.3.1:** Number of Young people with disabilities (YWD) trained by the EU-funded intervention with increased knowledge and/or skills on entrepreneurial initiatives (disaggregated by sex, age and district)	0	**1.3.1:** 200 M:100; F:100	**1.3.1:** **103** **M: 47** **F: 56**	**1..3.1** Pre- and post-training test reports. Attendance training records	Good collaboration with local leaders and ownership of project interventions by the families and communities
	Output 4 related to outcome 1: Capacity of community childcare structures, para-social workers and teachers to respond to psychosocial needs of CYWD have expanded	**1.4.1:** Number of community childcare structures members trained by the EU-funded intervention with increased knowledge and/or skills on psychosocial needs of CYWDs (disaggregated by entity and district)	**1.4.1** 0	**1.4.1:** 268	**1.4.1:** 86 M: 47 F: 39	**1.4.1** Pre- and post-training test reports. Attendance training records	Good collaboration with local leaders and ownership of project interventions by the families and communities

Results	Results chain	Indicator	Baseline (value & reference year): 2024	Target (value & reference year): 2027	Current value* (reference year): 2024	Sources of data	Assumptions
	Output 5 related to outcome 1: Access to new income generating opportunities to the vulnerable caregivers and parents of CYWDs is enhanced	**1.5.1:** Number of caregivers trained by the EU-funded intervention with increased knowledge and/ or skills on VSLA (Village Savings and Loans Association) management (disaggregated by sex and district)	**1.5.1** 0	**1.5.1:** 500 M: 100; F: 400	**1.5.1:** **476** **M: 154** **F: 322**	**1.5.1** Pre- and post-training test reports. Attendance training record	Good collaboration with local leaders and ownership of project interventions by the families and communities
	Output 6 related to outcome 1: Key Government childcare agents and CSO representatives' awareness on disability policies knowledge and rights of PWDs is improved.	**1..6.1:** Number of state and nonstate representatives trained by the EU-funded intervention with increased knowledge and/or skills on disability policies (disaggregated by entity and district) (OPSYS core indicator)	**1.6.1** 0	**1.6.1:** **44**	**1.6.1:** **54** **M: 36** **F: 18**	**1.6.1** Pre- and post-training test reports. Attendance training record	Good collaboration with local leaders and ownership of project interventions by the families and communities

Results	Results chain	Indicator	Baseline (value & reference year): 2024	Target (value & reference year): 2027	Current value* (reference year): 2024	Sources of data	Assumptions
	Output 7 related to outcome 1: Teachers' knowledge and skills on inclusive learning principles are developed.	**1.7.1:** # of teachers trained by the EU-funded intervention with increased knowledge and/or skills on inclusive learning principles (disaggregated by sex and district)	**1.7.1** 0	**1.7.1** 100 M: 50 ; F: 50	**1.7.1:** **42** **M: 27** **F: 15**	**1.7.1** pre-and post-training test reports. Attendance training record	Good collaboration with local leaders and ownership of project interventions by the families and communities

2.4. Activity matrix

What are the key activities to be carried out to produce the intended outputs? *(*activities should be linked to corresponding output(s) through clear numbering)*	***Means*** *What are the political, technical, financial, human and material resources required to implement these activities, e.g. staff, equipment, supplies, operational facilities, etc.* ***Costs*** *What are the action costs? How are they classified? (Breakdown in the Budget for the Action)*	***Assumptions*** *External, necessary and positive conditions for implementing the intervention that are outside of its management's control.*

2.4. Activity matrix

Activities to be carried out to produce the intended outputs	*Means*	
Output 1.1: Knowledge and skills of caregivers too care and support children and youth with disabilities (C&YWDs) are improved	**Political means** The project will need to establish collaboration networks and partnership with local governments, national disability councils, CSOs and other community structures. **Technical means** The project will need technical and staff experienced in child rights and inclusive interventions. Contextualized manuals and tools will also be needed for successful project implementation. **Financial means:** The project will need the budget to cover the cost for training sessions, (transport refund, refreshments, community support, logistics, equipment, and salary for the personnel. and supplies. **Human resources**; The project will need various personnel: Project officer, Field officers, accountant, partners staff and other supporting staff for the successful implementation of project activities	The success of these activities relies on strong collaboration with stakeholders such as local government, the National Disability Council, technical partners, CBOs, FBOs, CSOs, and other community structures. The commitment and participation of CYWDs and their caregivers are also crucial for the project's success.
Activities linked to output 1.1		
1.1.1 Train caregivers of children with disabilities on positive parenting, nutrition, and hygiene		
1.1.3 Train male caregivers on positive masculinities to increase male involvement (Men-Engage approach) to care for CYWD		
Output 1.2 Knowledge and skills of C&YWDs to actively participate and influence decision making on matters affecting C&YWDs lives are strengthened		
Activities linked to output 1.2		
1.2.1 Train C&YWDs on child rights and protection		
1.2.2 Conduct training for children on Child led advocacy and support their initiatives		
1.2.3 Support CYWDs participate in child and youth international days and other project events		
Output 1.3: Entrepreneurial and employability skills of young people with disabilities are boosted		
Activities linked to output 1.3		
1..3.1 Train YWDs on VSLAs management and support the formation of VSLAs		
1.3.2 Enroll YWDs on different trades (carpentry, welding, hairdressing, tailoring & knitting, etc.)		
1.3.3 Train YWDs on entrepreneurships skills; marketing, drawing business plans, simple accounting and book keeping.		
1.3.4 support the graduation ceremony and provide start-up kits to CYWDs graduants		
1.3.5. Link YWDs to finance institutions for savings and loans		
Output 1.4: Capacity of community childcare structures, para-social workers and teachers to respond to psychosocial needs of C&YWDs have expanded		
Activities linked to output 1.4		
1.4.1 Contextualize and adapt the SH+materials by translating them into kinyarwanda		
1.4.2: Build the capacity of trainers on MHPSS approaches (Team Up approaches)		
1..4.3 Train MHPSS facilitators and CBOs members on community counselling including Team Up, PM+, SH+, trauma informed care,		
Output 1.5: Access to new income generating opportunities to the vulnerable caregivers and parents of C&YWDs is enhanced		
Activities linked to output 1.5		

Activities to be carried out to produce the intended outputs	*Means*	
1.5.1 Train Parents of Children with disabilities on the VSLAs methodology and support with relevant toolkits	**Action Cost:** 1. Human resources: 57,042.28 Euro 2. Travel (internation and local public transportation: 6400 euro 3. Project office (vehicle cost, consumables',) 10,200 Euro 4. Other cost: (visibility actions, bank charges.)2780 Euro 5. Project activities: 110,460 euro 6. Indirect cost: 13,081.76 euro **Total action cost: 199,964.04 Euro**	
1.5.2 Link formed VSLAs with micro financial institutions		
1.5.3 Provide livestock (pigs, goats, sheep) to support families of Children and youth with disabilities		
Output 1.6: Key government childcare structures and CSO representative's awareness on disability policies knowledge and rights of PWDs is improved		
Activities linked to output 1.6		
1..6.1 Conduct disability accessibility audit of government institutions (schools, TVET, Government offices, churches, health facilities) with CSOs, FBOs, based on NCPD		
1.6.2 support staff and stakeholder's review meetings		
Output 1.7: Teacher's knowledge and skills on inclusive learning principles are developed		
Activities linked to output 1.7		
1.7.1 Establish inclusive psychosocial support clubs in schools and support them to conduct awareness campaign		
1.7.2 Train School Management Committees- (head teachers, Parent representative) on CYWDs rights& and inclusive education- (head teachers, Parent representative) on CYWDs rights		
1.7.3 Train at least 2 inclusive Education Focal Teacher's per school in inclusive pedagogies		
1.7.4 Equip 1 inclusive model school per District with disability-adapted teaching and learning material.		

2.5. Please provide an updated action plan for the future activities of the project

Year													
	Half- ear I						*Half- ear 2*						
Activity	*month I*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*'10*	*11*	*12*	*Implementing body*
Example	*example*												*Example*
Preparation Activity 1 (title)													*Beneficiary or affiliated entity 1*

Execution Activity 1 (title)													*Beneficiary of affiliated entity 1*
Preparation Activity 2 (title)													*Beneficiary or affiliated entity 2*
Etc.													

An updated action plan for the future activities of the project[1]

Year 2025													
	Half year 1						**Half year 2**						
Activity	**Month I**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Implementing body**
Activity: 1.1.1 Train 500 caregivers of children with disabilities on positive parenting, nutrition, and hygiene													SOS CV Rwanda
Activity 1.1.2. Facilitate the establishment of community safe spaces for peer support of 500 caregivers													AGHR
Activity 1.1.3. Train male 25 caregivers on positive masculinities to increase male involvement (Men-Engage approach) to care for CYWD													SOS CV Rwanda
1.2.1 Train 200 C&YWDs on child rights and protection													AGHR
1.2.2 Conduct training for children on Child led advocacy and support their initiatives													SOS CV Rwanda
1.2.3 Support CYWDs participate in child and youth international days and other project events													AGHR
1.3.1 Train 100 YWDs on VSLAs management and support the formation of VSLAs													SOS CV Rwanda
1.3.2 Enroll 40 YWDs on different trades (carpentry, welding, hairdressing, tailoring & knitting, etc.)													SOS CV Rwanda

[1] This plan will cover the financial period between the interim report and the next report.

Year 2025													
	Half year 1						Half year 2						
Activity	**Month**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Implementing body**
1.3.3 Train YWDs on entrepreneurships skills; marketing, drawing business plans, simple accounting and book keeping.													SOS CV Rwanda
1.3.4 support the graduation ceremony and provide start-up kits to CYWDs graduants													SOS CV Rwanda
1.3.5 Link YWDs to finance institutions for savings and loans.													
1.4.1 Contextualize and adapt the SH+materials by translating them into Kinyarwanda													SOS CV Rwanda
1.4.2 Build the capacity of 20 Trainers on MHPSS approaches (Team Up for stress management)													SOS CV Italy
1.4.3 Train 100 MHPSS facilitators and CBOs members on community counselling including Team Up, PM+, SH+, trauma informed care,													SOS CV Rwanda
1.4.4 Conduct home visits and monitoring to 500 families with CYWDs													CBOs
1.4.5 Support Community structures to hold community disability awareness outreaches/campaign at district level													CBOs
1.5.1 Train Parents of Children with disabilities on the VSLAs methodology and support with relevant toolkits													CBOs
1.5.2 Link formed VSLAs with micro financial institutions													CBOs
1.5.3 Provide livestock (pigs, goats, sheep) to support families of Children and youth with disabilities													SOS CV Rwanda
1.6.1 Conduct disability accessibility audit of government institutions (schools, TVET, Government offices, churches, health facilities) with CSOs, FBOs, based on NCPD checklist and recommend inclusion strategies													AGHR
1.6.2 Conduct stakeholders' meetings at district level for mainstreaming inclusiveness in District De 1.6.3 velopment Plans													SOS CV Rwanda

Year 2025													
	Half year 1						Half year 2						
Activity	**Month**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Implementing body**
1.7.1 Establish inclusive psychosocial support clubs in schools and support them to conduct awareness campaign													AGHR
1.7.2 Train School Management Committees- (head teachers, Parent representative) on CYWDs rights& and inclusive education- (head teachers, Parent representative) on CYWDs rights													AGHR
1.7.3 rain at least 2 inclusive Education Focal Teacher's per school in inclusive pedagogies													AGHR
1.7.4 Equip 1 inclusive model school per District with disability-adapted teaching and learning material.													SOS CV Rwanda

2.6 Where relevant, please provide any update to the self-evaluation questionnaire on SEA-H and related list of envisaged measures to improve the SEA-H policy within the organisation.

SOS Children's Villages Rwanda is committed to ensuring that its staff, operations, and programs do no harm. A PSHEA (Prevention and Protection Against Sexual Harassment, Exploitation, and Abuse) workshop trained staff and partners on prevention, reporting, and response to SEA-H incidents. The organization upholds integrity by maintaining safeguarding teams, implementing safer recruitment practices, raising awareness, conducting risk assessments, and establishing reporting mechanisms. It also ensures that the code of conduct is regularly updated and followed by all staff. Both staff and participants are responsible for reporting any SHEA incidents or concerns.

3 Beneficiaries/affiliated entities, trainees and other cooperation

3.1. How do you assess the relationship between the beneficiaries/affiliated entities of this grant contract (i.e. those having signed the mandate for the coordinator or the affiliated entity statement)? Please provide specific information for each beneficiary/affiliated entity.

3.2. How would you assess the relationship between your organisation and State authorities in the action countries? How has this relationship affected the action?

3.3. Where applicable, describe your relationship with any other organizations involved in implementing the action:

Associate(s) (if any)

Contractor(s) (if any) o Final beneficiaries and target groups o Other third parties involved (including other donors, other government agencies or local government units, NGOs, etc.)

3.4. Where applicable, outline any links and synergies you have developed with other actions.

3.5. If your organisation has received previous EU grants in view of strengthening the same target group, in how far has this action been able to build upon/complement the previous one(s)? (List all previous relevant EU grants).

3.6. Where applicable, include a traineeship report on each traineeship which ended in the reporting period to be prepared by the trainee including the result of the traineeship and assessment of the qualifications obtained by the trainee with a view to his/her future employment

3.1. Assessment of the relationship between the beneficiaries/affiliated entities of this grant contract

1. **Relation with SOS CV Italy:** Sharing the same vision and mission, the relationship with SOS CV Italy was strong and effective. Communication was consistent, and both parties worked closely together to resolve challenges in some project activities. This entity successfully carried out its roles and responsibilities as defined in the partnership agreement.

2. **Relation with AGHR**: As an experienced and technical entity in disability and inclusion, the relation with this entity was positive and collaborative. Activities were shared daily, staff capacity was built, and regular review meetings ensured smooth, results-based implementation.

3.2. Assessment of the relationship between organization and State authorities in the action

The relationship between the organization and State authorities has been very positive and collaborative. It began with inception meetings at different levels, where the organization secured the support of local authorities, building a strong foundation for partnership. This has led to full local engagement and cooperation, which has greatly streamlined project implementation.

3.3. Relation with other organization involved in implementing the action (associate, contractors,) N/A

3.4. Links and synergies developed with other actions.

The project created synergies with other organization's actions such as Ciss- seruka, Kura umenye, Youth Can growth projects, enabling the smooth implementation of unbudgeted activities. Linkages with technical working groups enhanced knowledge exchange, technical capacity, and stakeholder collaboration.

3.5. N/A

3.6. NA

4 Visibility

- ***How is the visibility of the EU contribution being ensured in the action?***

EU logos were displayed on banners, posters, reports, and brochures to show the EU's support. Again, the EU's funding role was highlighted at events like African Child Day, Disability Day, stakeholder meetings, and training sessions through speeches, presentations, and shared materials.

The European Commission may wish to publicise the results (impact, outcomes, outputs) of actions. Do you have any objection to this report being published on the EuropeAid website? If so, please state your objections here: ***We do not have any objections to this report being published on the EuropeAid website.***

SUCCESS STORIES FROM PROJECT INTERVENTIONS

Anitha's & Elisa's Journey to Self-Reliance: Stories of Hope and Transformation



1. **Anita.**

Anitha, a 21-year-old single mother with disabilities from Kayonza District, grew up in a struggling family that relied on farming and casual labor. Financial hardships forced her to drop out of primary school, leaving her feeling hopeless about her future and that of her young son. In April 2024, Anitha's life changed when the EU funded project that supports children and youth with disabilities was introduced in her community.

"One evening, my father brought good news". **Said Anitha.** ***The community leader invited children and youth with disabilities from vulnerable families to a meeting at the Sector Office. The next morning, I went there with my parents to learn more."***

At the Sector Office, Anitha was selected to join the program as she met all the requirements. A few days later, she was enrolled in a vocational training program through the project support. By September 2024, she began tailoring classes at HVP Gatagara Technical School.

"That's when my life started to have meaning. In just three months, I have learned valuable skills and can now make dresses, skirts, and other clothes. I am excited to finish my training and build a better future."

For Anitha, vocational training is more than learning a skill it's a path to self-reliance. She dreams of opening her own tailoring workshop in her village, a business that will provide for her son and support her family.

***"My goal is to create a tailoring workshop that will allow me to provide for my child and my family,"* she says with determination".**

Anitha's story is a powerful example of how empowering vulnerable youth with disabilities can transform lives. Her dreams are turning into reality, proving that with the right opportunities, anyone can rise above their challenges.







2. Elisa

Elisa Mugisha, born in Uganda in 2007, faced many challenges. Born with disabilities, he had a tough childhood. His parents often fought, and due to frequent domestic violence, he separated with his parents and came in Rwanda to live with his grandmother.

*"I **was separated from my parents when I was very young,"*** Elisa says sadly. "***My father often fought with my mother. After they separated, my mother brought me to Rwanda to live with my grandmother and left. I don't even remember her face."***

Although his grandmother cared for him, she couldn't provide for his basic needs like education and medical care. ***"I felt hopeless, depressed, and sad,"*** Elisa said

In May 2024, hope came when the CYWDs project, funded by the EU and implemented by SOS Children's Villages Rwanda and AGHR, was launched to support children and youth with disabilities. During a community meeting, Elisa was selected as a participant. By September 2024, he joined a vocational hairdressing program.

"Since September 2024, I've been attending a hairdressing program at Gatagara TVT School. This has opened a new chapter in my life. The training has helped me discover my talents and gain skills. In just four months, I've mastered manicures and pedicures, showing my determination," Elisa shared proudly.

Elisa is grateful for the support he's received, which has given him hope and purpose. Despite challenges, including medical needs, he remains optimistic. He dreams of reuniting with his parents and building a better future.

Name of the contact person for the action: Mr Jean Bosco KWIZERA

Signature• 

Location•: KIGALI- RWANDA

Date report due: 15th February 2025

Date report sent: 12th February 2025

SOS CHILDREN'S VILLAGES

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