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# UK AID DIRECT

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Community Partnership Application 6ZNR-CQ4P-NY

Raising Aspirations: Disabled Youth Make the  
Sustainable Development Goals a Reality in Rwanda

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## Eligibility

1.1 **Are you a registered not-for-profit organisation?**

Yes

1.2 **Which country are you registered in?**

1.3 **In which country will your project be implemented?**

Rwanda

1.4 **Do you have an average annual income of less than GBP 1 million over the past three years?**

Yes

1.5 **Does total DFID funding from grants over the last 3 years represent less than 40% of your income over the same period?**

Yes

1.6 **Can you confirm that you are NOT a governmental or an inter-governmental organisation?**

Yes

1.7 **Can you confirm that your organisation does not:**

Yes

1.8 **Do you currently hold 0, 1 or 2 live Impact grants from UK Aid Direct?**

Yes

1.9 **Do you currently hold 0 or 1 live Community Partnership grants from UK Aid Direct?**

Yes

**1.10 Does your organisation or your family of organisations hold 0, 1, 2, 3, 4 or 5 live grants from UK Aid Direct?**

Yes

## Introduction

### 2.1 What is the name of your project?

Raising Aspirations: Disabled Youth Make the Sustainable Development Goals a Reality in Rwanda

### 2.2 Please describe your proposed project.

This project contributes to the SDGs aspiration to 'leave no one behind' in Rwanda by empowering children and young people with disabilities to demand inclusion in the SDGs. This project uses a tested and new youth-led model whereby young PWDs are trained to mentor CWDs and are the main drivers for inclusion at a community and government level. The project aims to find youth-led solutions for meaningful inclusion and creates mechanisms whereby disabled youth can communicate evidence of best practice to policy makers. The project has been developed jointly with UWEZO, a youth led DPO in Rwanda, and AbleChildAfrica. The inspiration for the project was learning from a baseline completed by UWEZO in 2014 and outcomes of a 2 year pilot project.

### 2.3 What is the proposed duration of your project (in months)?

36

### 2.4 Do you hold any other funding from DFID?

No

## Organisation Details

- 3.1 Please enter the details of your organisation and those of your implementing partners and matched funding partners.

### AbleChildAfrica

Grant Holder - GB-CHC-326859

Registered Address: Unit 3, Graphite Square, , Vauxhall Walk, London, London, SE11 5EE, United Kingdom (Great Britain)

Postal Address: (As above)

### UWEZO

Implementing Partner - RW-CR-401/2014

Registered Address: Rwanda

Postal Address: Rwanda

- 3.2 Please provide details of the primary contact for this application.

**First Name**

Lauren

**Second Name**

Watters

**Phone Number**

02077934144

**Skype ID**

lauren.watters8

- 3.3 Please provide details of a secondary contact for this application.

**First Name**

Jane

**Second Name**

Anthony

**Phone Number**

02077934144

**Skype ID**

ablechildafrica

**3.4 Please upload your Organisational Strategy (i.e. your organisation's strategic plan or equivalent.)**

**Current Strategy Files**

- DOCX
- Ablechildafrica References Uwezo April 18, 2017 21 Kb
- PDF
- Ablechildafricas Toc Final January 31, 2017 2.6 Mb
- PDF
- Ablechildafrica Strategy 2013 2016 Final April 17, 2017 2.6 Mb

**3.5 Please upload your organogram.**

**Current Organogram Files**

- PDF
- Letter Of Good Standing From Bank April 18, 2017 210 Kb
- DOCX
- Ablechildafrica Organogram April 17, 2017 40 Kb

**3.6 Please upload the following fiduciary documents:**

**Current Fiduciary Files**

- XLSX
- Dfid Uwezo Budget Final At Stage 2 To Supplement Online Version April 18, 2017 24 Kb
- PDF
- Letter Of Good Standing From Bank April 18, 2017 210 Kb
- DOCX
- Ablechildafrica References Uwezo April 18, 2017 21 Kb
- PDF
- Ablechildafrica Proof Of Registered Address April 18, 2017 440 Kb
- DOCX
- Update To Strategy 2017 2019 April 18, 2017 13 Kb
- PDF
- Registrationcertificate 326859 April 17, 2017 7.6 Mb

**3.7 Which Global Goal is your primary focus?**

10. Reduced inequalities

**3.8 Which Global Goal is your secondary focus?**

17. Partnerships for the goals

**3.9 What is the geographic coverage of your organisation?**

- Sub-Saharan Africa

**3.10 Within the regions you have identified above which countries do you work in?****Sub-Saharan Africa**

- Kenya
- Rwanda
- Tanzania
- Uganda

**3.11 How would you describe your organisation?**

- International NGO
- Registered charity / trust

**3.12 How would you describe your organisation in terms of its core business?**

- Service delivery
- Advocacy
- Organisation working with disabled people
- Organisation for Socially Excluded Groups
- Youth organisation/working with youth

**3.13 Are you applying on behalf of a consortium?**

No

**3.13.1 What are the names of the other organisations in your consortium?**

**3.14 Whether in a consortium or not please provide a list of your proposed implementation partners.**

UWEZO: UWEZO Youth Empowerment is a youth organisation driven by building the capacities of children and youth with impairments and other disadvantages in Rwanda.

**3.15 Please provide a list of acronyms.**

UN SDGs – United Nations Sustainable Development Goals PWDs- Persons with Disabilities DPOs – Disabled Persons Organisations Proposed project CWDs- Children with Disabilities NIO SR – National Institute of Statistics Rwanda WHO –World Health Organisation NUDOR- National Union of Disabilities Organisations of Rwanda USDC - Uganda Society for Disabled Children IE – Inclusive Education ACA - AbleChildAfrica

**3.16 If you wish to add more acronyms, please enter them here.**

UWEZO acronyms (1388 characters of 3000) CBO – Community based organisations Bond CRG – Bond Child Rights Group Bond DDG – Bond Disability and Development Group DFID – UK Department for International Development DPO – Disabled People's Organisation EDP RS – Economic Development and Poverty Reduction Strategy GPAF – Global Poverty Action Fund GwD – Girls with disabilities IATI – International Aid Transparency Initiative IDDC – International Disability and Development Consortium INGO – International Non-Governmental Organisation JADF – Joint Action Development Forum KAP – Knowledge, Attitudes and Practice LYDA – Lead Youth Disability Advocates MDGs – Millennium Development Goals MEL – Monitoring evaluation and learning MINECOFIN – Ministry of Economic and Finance Planning MoE – Ministry of Education NGOs – Non-Governmental Organisations RNYC – Rwandan National Youth Council SDGs – Sustainable Development Goals ToC – Theory of Change UN – United Nations UNCRC - United Nations Convention on the Rights of the Child UNCRPD – United Nations Convention on the Rights of Persons with Disabilities UNDP – United Nations Development Programme UNESCO – United Nations Educational, Scientific and Cultural Organisation USDC – Uganda Society for Disabled Children UWEZO – UWEZO Youth Empowerment VfM – Value for Money VSO – Voluntary Service Overseas WG – Washington Group WGSS – Washington Group Short Set WGQ – Washington Group Questions YDA – Youth Disability Advocates YwD – Youth with Disability

## Proposed Project

### 4.1 Please tick all the DFID strategic objectives that your project addresses

- Tackling extreme poverty and helping the world's most vulnerable

### 4.2 In which country is the project to be implemented?

Rwanda

### 4.3 What regions will the intervention cover within the country or countries of implementation?

In Rwanda, this project will be delivered across 3 districts in Kigali City (Gasabo, Kicukiro and Nyarugenge) in addition to Musanze in the Northern Province and Nyanza in the Southern Province. Kigali City is strategically important to advocacy efforts and also affords the opportunity to reach 3 districts without an increase in costs, offering VfM. Existing work with youth advocates in Musanze provides a foundation whilst a new district of Nyanza was chosen for its strong links to disability.

### 4.4 Describe the process of preparing this project proposal.

In 2014, a baseline assessment and situational analysis of YwD in Kigali conducted by UWEZO concluded that there 'remain significant barriers for YwD to access their basic rights'. Access to government programmes (education, health, etc.) was identified as a particular challenge by 97% of respondents and the report concludes a need for UWEZO to advocate on a range of issues impacting YwD in Rwanda (24). This, particularly when coupled with UWEZO's mission to 'serve as a platform for children and youth with disabilities', was a springboard in the conception of the current project. During a partner consultation in October 2015, UWEZO requested support from AbleChildAfrica in building the capacity and capabilities of a network of YwD and particularly in designing programmes to support their strategic aim to "build the organisation's skills, knowledge and membership to enable UWEZO to deliver evidence based advocacy for the equal rights of CwD and YwD" (24). In 2016, AbleChildAfrica and UWEZO began a pilot 2 year programme whereby a network of YwD mentors provide practical and emotional support to CwD and their families to facilitate the inclusion of CwD in formal and informational education. Initial learning from this project demonstrates the potential for catalytic change in the next generation of CwD through this innovative approach of empowering YwD themselves to act as role models and change makers. The process for further developing initial work with youth mentors into a scale up in the proposed project is marked by strong collaboration between both partners. UWEZO's leadership developed a road map for the project, which included primary information from the baseline conducted on the socio-economic situation for YwD. Participatory project design was further facilitated through consultation with key stakeholder groups. The 'road map' was Select YwD representatives from Kigali City and Musanze District were asked for feedback on the 'road map' with particular insight on how to ensure

YwD could be facilitated to access relevant information and empowered to participate in decision making. In addition, current youth members of UWEZO sought feedback on project activities from an initial 10 school teachers in Musanze District. UWEZO then further identified a number of key strategic partners, many of whom have written letters of support (attached). AbleChildAfrica have worked with UWEZO to ensure project activities are consistent with priorities articulated in their strategic plan and target identified stakeholder groups and key actors in the country; this is consistent both with AbleChildAfrica's partnership approach and complements DFID 'do no harm' approach. The project proposal, budget, ToC, logframe, risk register, beneficiary numbers and workplan have all been designed collaboratively between both project partners in a continual process of iterative drafting. This provides a strong foundation for collaborative project implementation.

#### 4.5 **What lessons have you drawn on (from your own and others' past experience) in designing this project?**

As with all of AbleChildAfrica's projects, activities have been directly informed by evidence and learning to date, alongside participatory consultation of key stakeholders. Our organisational ToC recognises the barriers to inclusion of CwD are complex and multi-faceted. This project has been designed to address them in a holistic way. In particular, policy makers have informed us that they need to be taught to recognise barriers that exclude CwD and understand successful interventions in order for them to prioritise national commitments, their decision making or resource allocation. As such, UWEZO and AbleChildAfrica have developed a ToC, which includes the mobilisation of civil society in order to inform and encourage behaviour change among policy implementers who affect the lives of Children with Disabilities in Rwanda. This project has developed and built upon the learning and successes from previous projects by incorporating youth-led community and school engagement and the development of a Case of Evidence to document and demonstrate best practices in disability inclusion, which will guide youth advocates in their strategic engagement with governing bodies beyond the life of the project. The capacity building of beneficiaries in addition to our implementing partners, frontline staff and project stakeholders is central to our programmatic approach and our experience of empowering CwD in this way has transformed the way they feel as well as how they are perceived and treated by those around them. Our Sport for Change project in Kenya highlighted the need for advocacy and policy influence at different levels as an integral part of AbleChildAfrica's programming design. Through Child Rights Clubs, CwD were able to build competence, gain confidence, expand their aspirations and become empowered to evaluate and make decisions, speak out on issues important to them and protect themselves from violence and exploitation. This project is also informed by research conducted by UWEZO on the socio-economic status of YwD in Kigali which highlights the limited involvement of YwD in policy planning and implementation with 97% of respondents noting access to government programmes as a challenge (24). Significant learning from previous experience has been incorporated into the design of the proposed project. Integration into existing Government structures was found to be efficient, effective and sustainable. As such, the current project provides opportunities for YwD to participate in Rwanda's National Youth Council and Joint Development Action Forum. Learning also reaffirmed the need to and successful ways of, ensuring buy in from Government

Officials; they will be consulted at all stages of the project through the Steering Committee and included in key trainings. Learning also demonstrated that varied approaches to engaging officials, a strong presence of CwD in advocacy activities and the need for continual training is crucial to project success.

#### 4.6 What is the context in which your proposed project will work?

In Rwanda a staggering 41% of people with disabilities are under 35 (2012 Census). CWDs are 3 times less likely to access education (NloSR, 2014) and only 31% of young PWDs are in employment (UWEZO, 2014). The total loss from exclusion of PWDs from the labour market is between 3 and 7% of GDP. A baseline study by ACA's partner UWEZO, identified that a lack of education, leading to high rates of unemployment, isolation from social networks and extreme poverty is the key issue facing CwD in Rwanda. Moreover, UWEZO identified that young PWDs and CWDs have little or no awareness of their rights; with little evidence of good practice for inclusion they remain unequipped to hold government to account to unfulfilled commitments to disability.

#### 4.7 Please provide a more in-depth explanation of the context in which your proposed project will work.

Rwanda is a small densely populated landlocked country in East Africa marred by a troubled history. Rwanda has maintained political stability since the genocide of 1994 and achieved the majority of the MDGs, including the attainment of near-universal primary school enrolment. The highest enrolment rate for primary school in Africa (97%) earned it recognition from UNESCO as one of the top 3 countries globally for improving access to education during the MDGs (6). Advances in education mirror strong economic growth and significant improvements across human development indicators. But whilst Rwanda is one of the fastest growing economies in Africa, more than 60% of the 11.6 million still live on less than \$1.25 a day. Still recovering from the genocide of 1994, two thirds of Rwanda's population are under 25 years old. On the back of this horrific tragedy, Rwandan children are now born into a culture that strongly discourages using or identifying with divisive labels and schools educate children to be active citizens in the building of a common Rwanda. Whilst this is most commonly linked to tribal association, the resulting tolerance for all people creates an opportunity ripe for YwD to educate their communities on disability rights and inclusion. There are 182,338 CwD and YwD (5 to 34 years old) in Rwanda. This equates to 4% of that aged population and a staggering 41% of PwD in the country being under 35 (8). The genocide left children with both physical and psychological impairments both of which are highly prevalent amongst YwD in Rwanda today. There is strong political will in Rwanda to ensure the inclusion and realisation of rights for PwD. Rwanda passed a law in 2001 banning discrimination of PwD and ratified the UNCRPD in 2008. Its Constitution stipulates equality whilst the Vision 2020 Umurenge Programme and EDPRSII both mainstream disability. Despite strong political will, PwD remain less educated, less likely to be employed and more likely to be living in poverty than people without disabilities. CwD are 3 times less likely to access education (8) and only 31% of young PwD are in employment (24). Data from Kigali

suggests girls are more likely to leave school after primary level as compared to boys (42%, compared to 33% of boys) (24). Unsurprisingly then, results from a situational analysis conducted by UWEZO in 2014 identified that access to education resulting in underemployment and poverty were key issues identified by YwD and PwD in Kigali are acutely aware of harmful attitudes surrounding disability, which exclude them. Whilst commending laudable advancements there is still much to be done to ensure YwD are able to realise their full potential in Rwanda. This project aims to equip YwD in Rwanda with the skills, resources and agency needed for them to take charge of their own future, advocate for the fulfilment of their rights and equitable service provision and create a catalytic change as role models for the next generation

#### 4.8 **Please explain who else works in this context (other organisations, government, UN agencies) and how your project adds value to what is already being done.**

One of the fundamental players in Disability rights advocacy in Rwanda is The National Union of Disabilities Organisations of Rwanda (NUDOR), of which AbleChildAfrica's local implementing partner UWEZO is a key member. NUDOR represents civil society DPOs and the National Council of PwD to ensure representation during implementation of government programmes. This project seeks to complement and strengthen the civil society movement behind NUDOR's work. In the Ministry of Local Government's strategy, they outline that to achieve effective community development, "there is a need for the population to participate in local development issues and [to allow] them to have an upper hand in determining their social, economic and political destinies" (27). The strategy discusses marginalised groups as a whole but fails to consider the additional barriers that PwD face. The Rwanda 2020 Vision (28) and Rwanda's Ministry of Economics and Financial Planning's 'Approach to Implementing the SDGs' (29) also both overlook the specific requirements of and the need to consult with PwD. Through national advocacy this project will seek to unpack and challenge these omissions. Rwanda's National Youth Council and Joint Action Development Forum work with youth and disability respectively, (30) yet have no official representation of YwD within them. If YwD continue to be excluded in youth and disability structures designed to promote active citizenship and give individuals a voice, Rwanda will fail to deliver effective and inclusive SDGs. Engaging with these structures supports a 'do no harm approach' to add value to existing SDG or policy implementation advisory structures. There are a number of INGOs delivering disability inclusive programming in Rwanda with whom we have consulted. Chance for Childhood is carrying out an extensive education project and community mapping process across Rwanda, which has identified in excess of 8,000 YwD (31). Rwanda Aid continues their flagship 'Come To Us' programme whereby 60 children with a wide range of disabilities are provided with care and health services in a 'village' for CwD. VSO's has also recently completed a DFID-funded disability rights awareness raising programme which UWEZO was a key Civil Society partner on and assisted with the design of this programme. Stakeholder mapping established no significant cross-over with INGO work but identified some key collaboration opportunities (see 6.20). This project recognises key work being delivered by UN agencies such as UN Women, UNDP, and the United Nations Children's Fund where Rwandan CwD and YwD are benefiting through programmes. However, there is an opportunity for YwD to become involved in the design and

implementation of these country wide interventions to provide better outcome for CwD or YwD and this project seeks to build the capability of YwD in Rwanda to demand their inclusion in these processes.

#### 4.9 **What is your strategy to address the contextual needs?**

The SDGs, adopted by the Rwandan government, include a commitment to “leave no one behind.” This project seeks to equip young PWDs in Rwanda to become drivers for this commitment by establishing a nationwide youth network of PWDs trained to actuate disability inclusion both locally and nationally. Drawing on creative arts and a tried and tested mentoring approach, young PWDs will engage and coach civil society, communities and schools on inclusive techniques, whilst building the capacity of young PWDs and CWDs at the grassroots level. Young PWDs will then share knowledge and provide training for district and national government and produce an evidence base of best practice to guide inclusive policy implementation for CWDs in Rwanda.

#### 4.10 **Please provide more detail on your strategy to address the contextual needs.**

This project will create a National Network of Youth Disability Networks who will use a multifaceted approach to combat various barriers to inclusion and ensure meaningful and sustainable change for PwD. This underpins our organisational theory of change and our overarching programmatic approach. Poverty is both a cause and consequence of disability and formal and informal education is a critical tool in breaking the poverty cycle for PwD through skills development (10). To strengthen the capabilities and capacity of the Youth Disability Network, our multifaceted approach includes expert knowledge and skills exchange workshops led by international experts who are YwD themselves, mentoring from the UN Youth Leader for the SDGs, disability rights and child protection training, advocacy training and YwD to CwD mentoring. Building the capacity of our implementing partner's frontline staff in addition to the Youth Disability Advocates will ensure high impact long-lasting results. UWEZO's baseline study identified that YwD and CwD in Rwanda have little or no awareness of their rights due to a lack of resources or alternate formats that PwD require to access information (24). Through our disability inclusive approach, our projects address the low expectations teachers, parents, community members and peers have in relation to the abilities of PwD to learn and develop resources to ensure CwD and YwD are well informed. By enabling YwD to research and collect data to produce child-friendly materials in braille, audiovisual and pictorial forms, and build a Case of Evidence, Youth Disability Advocates (YDA) will be empowered to distribute learning on inclusion on a national scale. Ingrained social stigma and misconception around disability hinders CwD access to services, education, recreational activities and their inclusion in society (9). Our proven approach of enabling YwD to be at the forefront of advocacy activities ensures we identify and address the specific needs of YwD as outlined by them, and allows YwD to demonstrate their abilities to change the way disability is understood by the wider public. By targeting entire communities through cost-effective participatory activities (radio, theatre and outreach events), this project will facilitate YwD-led community sensitisation, enable CwD and PwD access to formal and informal education and create sustainable attitude change in communities. Disability has a disproportionate effect on women, with gender inequality

impacting on PwD susceptibility to poverty (11). Our project strategy recognises that GwD often face double discrimination, which will be addressed by ensuring their equal participation to enable GwD to take into account the specific barriers they face. Gender issues are embedded in our project design and both AbleChildAfrica and UWEZO will work closely with INGOs, government, health sector and other actors in development across Rwanda to identify GwD for Youth Disability Advocates recruitment.

#### 4.11 **How do you know this is the right response to the need? What other strategies did you consider?**

Poverty is both a cause and consequence of disability; exclusion results in substantial costs to countries as well as economic burdens for PwD and their families. It is estimated that the total loss from exclusion of PwD is between 3 and 7% of GDP. Conversely, inclusion leads to human capital formation, greater participation in the labour market, increased tax revenue and a decreased dependence on social services. The SDGs, UK Aid commitments and expert analysis all underline the essentiality of the project's chosen strategy of empowering the participation of PwD in policies, poverty alleviation and development programmes (1, 9, 12, 13 & 15) and reaffirms that this project is the right response to the stated need. The project approach was designed alongside local stakeholders, including UWEZO, and considered a range of possible interventions to reach the project's intended outcome. YwD-led engagement with schools, communities and government supports the development of an advocacy strategy specific to their needs and those of government. Other strategies, such as activities led by parents and teachers to combat stigma and realise the rights and needs of CwD were considered. However, the approach of empowering YwD to facilitate their own change was deemed to have a greater impact, VfM and potential sustainability. Learning from previous projects has demonstrated the need for AbleChildAfrica to facilitate skill and knowledge of stakeholders in both the process and implementation of activities to ensure YwD and service providers are able to sustain activities and build momentum. To date, limited participation of YwD in the advocacy space has resulted in the majority of government ministries, development agencies and CBOs lacking understanding or practical knowledge of how to make projects inclusive. Without implementing agencies having the motivation, knowledge and understanding to include PwD, there will be little constructive engagement as they remain left out through intent or lack of accessibility. Our previous successful advocacy activities have influenced policy, but wider project impact and dissemination of learning has been hindered by a lack of strong evidence demonstrating our rights-based advocacy model. As such, the project will develop a Case of Evidence and engage with government through the project's youth-led advocacy strategy. Information generated by YwD themselves has in the past proven to have more resonance with governments. The project has also been designed with an eye supporting girls with disabilities to overcome the double discrimination they face and to demonstrate how their contribution to society changes the way that both disability and gender is understood. Evidence and experience has shown that giving girls with disability particular support to express opinions, and confidence and self-esteem built through participation, are powerful tools in allowing girls to protect themselves from violence, abuse and exploitation

#### 4.12 How does your project fit with the UK Aid Direct theory of change?

There are over 440,000 CWDs and young PWDs in Rwanda who represent the most marginalised and vulnerable in the country. Disability, as interpreted by the social model, arises from complex social and environmental barriers that cause and exacerbate the cycle of poverty. This project provides a holistic set of outputs and outcomes that directly combats these barriers and links to the wider UK Aid Direct ToC. These include creating a network of young, better informed PWDs who hold government to account whilst improving access to educational services and removing debilitating attitudes of disability in communities. Through this, young PWDs in civil society will themselves deliver effective solutions for addressing disability poverty in Rwanda.

#### 4.13 Please detail a recent example that demonstrates your organisation's track record and capability in engaging in and contributing to bringing about a similar type of change in the past five years.

AbleChildAfrica and our partner USDC recently completed a DFID GPAF Innovation project (INN-014, 2013-2016) "Promoting Inclusive Education for Disabled Children in Uganda using a Participatory 'Child-to-Child' Approach." The project trialled a child-led, multi-faceted intervention to tackle complex barriers to education for CWDs. The success of the project was unprecedented as all outputs exceeded expectations. The project was rated A++ in its final evaluation which demonstrated an impressive 279% increase for every £1 spent of UK AID money, a pound plus ratio well above sector averages. Its success led to 5 year scale up funded by Comic Relief and the national rollout of our IE Teachers Guide funded by UNICEF and the Ugandan Government.

#### 4.14 What is the value added of your organisation in delivering the proposed intervention? What is your organisation's track record in delivering similar interventions in similar contexts for a similar cost?

For over 30 years, AbleChildAfrica's work in partnership with locally registered and independent organisations has been transformative, both by breaking down local barriers to inclusion and providing direct services for CwD, YwD and their families in Africa. Our rights based approach, commitment to collaboration and VfM efficiencies have seen us play a strong role as members of relevant consortia in lobbying for the inclusion of disability into the SDGs, providing evidence for the Select Committee Enquiry on Disability and Development and in supporting DFID in the development of its Disability Framework (15). We are extremely proud our long standing Youth Ambassador, a disabled advocate himself, is one of only 17 UN Young Leaders for the SDGs. We have significant experience utilising the MGDs, UNCRC, UNCRPD, African Charter and SDGs as frameworks, active participation in policy and campaign consortia in the UK (IDDC, Beyond 2015, Bond DDG, Action2015) as well as in supporting our partners locally to hold Governments to account to their stated

obligations. Our local partner, UWEZO ('Ability' in Swahili) is a DPO, established by and for YwD to take charge of their own lives, share experiences and join together to advocate at a national level. UWEZO is an active member of NUDOR, a highly effective national network with a proven track record of both challenging and collaborating with the Rwandan Government in support of rights and services for persons with disabilities across Rwanda. AbleChildAfrica benefits from strong governance systems and a diverse range of skills and expertise on its Board of Trustees ([ablechildafrica.org/our-people](http://ablechildafrica.org/our-people)) and has recently formed an African Advisory Council and a UK based Youth Advisory Council. The majority of members on both councils identify as having a lived experience of disability, ensuring AbleChildAfrica is able to live our values of African and beneficiary led development, putting the people who matter most at the heart of decision about our work and strategic direction. AbleChildAfrica has a proven track record of quality grant management across East Africa for similar costs. Our results are evidenced by donor feedback, including the A++ rating from DFID (see 4.13) and an all 'green' scorecard from our most recent Comic Relief evaluation. We have a proven track record with a wide range of donors including Jersey Overseas Aid, Guernsey Overseas Aid, Commonwealth Foundation, British & Foreign Schools Society and numerous trusts/foundations. Our track record with Comic Relief is well evidenced across both our 3 'live' grants (total value £1.2 million) and historic grants such as a 5 year investment (£795,113) and 4 year education (£320K) project, amongst others. The independent evaluation of our GPAF grant highlighted and commended AbleChildAfrica's transparency, VfM results, strength of partnerships, impact of capacity building approaches and our ability adapt to changes and anticipate and mitigate risk.

#### 4.15 **If your organisation has not delivered this type of intervention before, what learning/evidence underpins your proposal?**

AbleChildAfrica has extensive expertise and experience understanding the complex and interconnected barriers to inclusion and access to education for CwD as well as the systemic impact this has on families and communities. Our ToC is based on the social model of disability, which recognises that social, institutional and environmental barriers to inclusion must be combated concurrently alongside individual challenges to influence change. Deep social stigma can lead to a belief that education is not necessary or appropriate for CwD resulting in children kept at home. Once a CwD is enrolled into school, ingrained discrimination from teachers and peers often compound with a lack of expertise on child-centred learning and poorly resourced schools, leading to poor educational outcomes or high drop-out rates for CwD. A lack of understanding or commitment from policy makers can exasperate the situation and result in laudable policies failing to be resourced or implemented in practice. Over 30 years, AbleChildAfrica has developed and refined a multifaceted approach to programming; simultaneously targeting multiple barriers and combating exclusion in a holistic way. Experience shows that attitude change around disability is not only crucial to meeting other project outcomes but is also sustainable when children or youth themselves are empowered to both defend disability rights and take charge of initiatives that impact their own lives. It has also shown us the need for significant training, ideally repeated over multiple years, on disability rights, mainstreaming and safeguarding as well as on IE practical skills. External evidence clearly shows that the earlier CwD are reached, the greater the change in their lives.

AbleChildAfrica's experience suggests the value of reaching children and youth as young as possible goes even further; VfM (particularly effectiveness and equity) and sustainability of interventions is clear when they have a catalytic impact on the next generation of thought leaders. 'The Big Conversation' facilitated by Restless Development analysed the views of nearly 5000 people across 64 countries and concluded that youth must be "empowered with the knowledge, values and life skills" in order to take up a leadership role in their communities. This is reinforced by demonstrated success of AbleChildAfrica's own child empowerment approach, reaffirmed by the results of a recent DFID GPAF IE project in Uganda and a Comic Relief funded Sports for Change project in Kenya. Learning from both projects underpin our strategic approach to supporting PwD as agent of change to advocate for their own rights and hold Governments to account.

#### 4.16 What would a UK Aid Direct grant enable you to do that you aren't currently doing?

This project will support Rwanda to realise stated development ambitions and priorities. Critically, it will allow AbleChildAfrica and UWEZO to join the Rwanda Government on a journey towards ensuring the power of YwD are utilised in its development. AbleChildAfrica aims to support the creation and implementation of plans to realise the 2030 Agenda for Sustainable Development and the African Union Agenda 2063 (14). SDG 10 emphasises the social economic and political inclusion of PwD whilst Agenda 2063 envisions "an Africa whose development is people-driven... All citizens will be actively involved in decision making in all areas...Africa shall be an inclusive continent where no child, woman or man will be left behind or excluded..." Rwanda's own long-term development goals are laid out in their 'Vision 2020', which articulates a commitment to equity and equality of opportunity, whilst the Economic Development and Poverty Reduction Strategy (32) identifies PwD as a cross cutting issue in the strategy to achieve these goals. To date, UWEZO have refined a youth-led approach to inclusive programming. Their 'UWEZO Connect' initiative was developed with DFID funding in partnership with VSO to deliver livelihoods support to YwD and saw 45 young people with secure employment. Using learning from that project, UWEZO has designed a mentoring programme whereby YwD work with other youth and CwD to build confidence skills and knowledge of disability rights. This UK Aid Direct grant would enable UWEZO take these innovative and effective approaches to disability inclusion and share them through the creation of a National Youth Disability Network to deliver sustainable policy change for YwDs and CwDs. This project also has the potential to create a step-change in our local implementing partner UWEZO not only by creating an active and sustainable network of youth advocates through which they can continue to deliver their organisational mission but through internal shifts in capability and capacity. Organisational development in increased advocacy skills and knowledge will go alongside further emergence of UWEZO as a powerful voice for YwD with clear consistent messaging. Development is also expected in key areas such as transactional financial reporting, commitments to IATI, utilisation of the WG questions as well as in increased profile within key partnerships and government structures. Sharing and disseminating learning across other local UK Aid Direct grant holders and local DFID staff would also be welcome. Experience with DFID's GPAF grant demonstrated the transformative nature of UK Aid funding on our local partner's capacity when they were upskilled by AbleChildAfrica to implement their first bilateral donor funds. We also anticipate further learning

and improvements within AbleChildAfrica's internal policies, procedures and efficiencies as well as in strengthening of the partnership with UWEZO.

**4.17 Which of the following UK Aid Direct approaches will your proposed project contribute to?**

- Demonstrate partnerships with youth as agents and advocates for change
- Strengthen the ability of existing and new advocacy actors to enable decision makers to be held to account
- Show positive behaviour change in targeted groups as a result of the interventions

**4.18 Please explain your rationale for choosing the three (maximum) UK Aid Direct approaches you will take; how will they help you to achieve your programme goals and why are they needed?**

Our ToC is rooted in empowering youth with disabilities with the skills, confidence and opportunities to advocate for and take part in key policy decisions and initiatives that impact their lives. This is not only a moral imperative but is mandated in international legislation (UNCRPD & CNCRC) and echoed in DFID's Disability Framework (15), Youth Agenda (16) and Leave No One Behind pledge, as well as Rwanda's Vision 2020 and EDPRS. Far too often, well-meaning adults— including policy-makers, service providers, parents and caregivers— make decisions on behalf of children and youth with disabilities without involving them. Article 7.3 of the UNCRPD specifically mandates the right of PwD to express their views freely on all matters affecting them, as well as the provision of any supports necessary to ensure they are able to realise this right (5). Yet, to date meaningful participation of children and youth with disabilities is rare, particularly for those with intellectual, behavioural or communication challenges who are almost always omitted and typically become the most severely excluded within an already marginalised group. The approach of creating partnerships with youth in order to strengthen their ability to enable decision makers to be held to account is rooted throughout the project design. Youth with disabilities are given the opportunity to be agents of change and influence key policy decisions, both those with immediate impact upon their lives and those within the wider policy and service delivery arenas. 20 Lead Disability Youth Advocates will identify and upskill a further 60 Youth Disability Advocates with an eye to ensuring opportunities for engagement from those with complex or multiples challenges, often the most excluded. Positive behaviour change will be evidenced in youth advocates improved knowledge, skills, and self-efficacy as well as in their ability to inspire the next generation of thought leaders as role models and mentors of CwD in their communities. Positive behavioural change for CwD includes increased self-confidence and enrolment in schools whilst breaking down attitudinal barriers, stigma and fear surrounding disability will result in positive attitudinal and behaviour change for community members and secondary beneficiaries. In implementing these approaches AbleChildAfrica is also committed to DFID's 'do no harm' approach; utilising, supporting and improving existing structures has been central to project design and sustainability consideration. AbleChildAfrica's fundamental values (17) include the social model of disability, African led development and the empowerment of CwD/YwD to advocate for, and take charge of, their own

future.

#### 4.19 Please number and list any references you have used in your proposal.

Value for Money 1. BOND: Leaving No One Behind: The Value for Money of Disability-Inclusive Development (2016) 2. DFID: DFID's Approach to Value for Money (2011) 3. IDDC: Costing Equity (2016) Global Policy 4. UN: UN Convention on the Rights of Persons with Disabilities (2006) 5. UN: UN Convention on the Rights of the Child (1989) 6. UN: The Millennium Development Goals Report 2015 (2015) 7. UN: Global Goals; Transforming our world: the 2030 Agenda for Sustainable Development International Context 8. UNESCO: Global Education Monitoring Report (2016) 9. CBM: Inclusion Made Easy: Disability in Development (2012) 10. Nora Groce: Poverty and Disability (2011) 11. International Labour Office: The Price of Exclusion (2009) 12. IDDC: The Forgotten Children of the Millennium Development Goals: The Right to an Education for Children with Disabilities (2012) 13. WHO and World Bank: World Report on Disability (2011) 14. AUC: Africa Union Commission's Agenda 2063: The Africa We Want (2015) 15. DFID: Disability Framework: Leaving No One Behind (2014) 16. DFID: DFID's Youth Agenda (2016) 17. AbleChildAfrica: Strategic Plan 2013-16 and Theory of Change (2013) 18. DFID: UK Aid: Tackling Global Challenges in the National Interest (2015) 19. UN: Addis Ababa Action Agenda (2015) 20. DFID: A New Strategic Vision for Girls and Women (2011) 21. Send All My Friends to School: Global Campaign for Education (2014) 22. CSCF: Learning from the Civil Society Challenge Fund: Gender Equality and Women's Empowerment (2015) 23. UNESCO: Education for All 2000-2015: Achievements and Challenges (2015) Local Context 24. UWEZO: Socio-Economic Circumstances of Youth with Disabilities in Kigali: A Baseline (2014) 25. UWEZO: Strategic Plan 2014-2019 (2014) 26. MINECOFIN: Fourth Population and Housing Census, Rwanda (2012) 27. Ministry of Local Government: National Strategy for Community Development and Local Economic Development 2013-2018 28. The Republic of Rwanda: Rwanda 2020 Vision (2012) 29. MINECOFIN: Rwanda's Approach to Implementing the SDGs (2016) 30. Rwanda Governance Board: Joint Action Development Forum (JADF)(2017) 31. Chance for Childhood: 'Education, Equality and Empowerment Project' (2017) 32. Republic of Rwanda: Economic Development and Poverty Reduction Strategy 2: 2013-2018 (2013) 33. UN Rwanda: UN Agencies in Rwanda (2014-2017) 34. UNICEF Rwanda: UNICEF in Action, Education (2009) 35. UNDP: UNDP in Rwanda: Overview (2016) 36. Education Development Trust: A Study on Children with Disabilities and their Right to Education: Republic of Rwanda MINEDUC Rwanda & UNICEF (2016) 37. National Union of Disabilities' Organisations of Rwanda (NUDOR) 38. VSO: VSO Rwanda Strategy 2012-17(2012) 39. DFID Rwanda: Operational Plan 2011-2016 (2014) 40. DFID Rwanda: Summary of DFID's work in Rwanda 2011-2016 (2015) 41. Republic of Rwanda: The Constitution Of The Republic Of Rwanda (2013) 42. African Child Policy Forum: The African Report on Children with Disabilities (2014)

## Monitoring and Evaluation

### 5.1 What is your proposed approach to monitoring? What methodologies, tools and approaches will you use? How will you measure change? Who will be involved? What training is required for partners to monitor and evaluate the project?

Robust M&E and strong data is central to the intended project outcome as it will allow Youth Disability Advocates to evidence and strengthen lobbying work. In order to ensure that data collected is valid an Advocacy Officer with MEL skills will be employed to ensure validity of MEL tools. During past projects with UWEZO we have designed and tested data collection tools and AbleChildAfrica has also worked with various partners to test and design disability inclusive tools. Learning from these operative and effective MEL frameworks has informed the design of this evaluation strategy. Any new data collection tools will be checked for both reliability and validity through pre-testing in year 1 with adaptations made prior to year 1 data collection and inter-rater reliability measures employed to minimise the risk of objectivity. To ensure data collected is reliable and consistent, multiple data collection methods will be used to triangulate and corroborate results, for example KAP surveys will be verified and supported by, focus groups, observations and interviews. A key aspect of our organisation and project level ToC is that multiple barriers to inclusion need to be broken down concurrently in order to witness real change in lives of YwD (17), as such the logframe measures change in knowledge and behaviour of not only CwD and YwD but also government officials and community members. AbleChildAfrica has over 4 years' experience of designing and implementing KAP surveys including in a 2013 GPAF grant and most outputs include indicators where attitude change is measured through KAP surveys. All monitoring indicators will be disaggregated by gender and impairment type and project activities will actively seek to include those most marginalised such as children with intellectual impairments and girls with disability. This project ensures that data collected from CwD and YwD is self-reported and adapted to suit a range of accessibility needs. Child friendly and disability inclusive MEL tool design is a strength of AbleChildAfrica and a youth-empowering and child-led approach is central to living our values through our approach. As the lead applicant, AbleChildAfrica affirms here responsibility for oversight of all project activities, holding and distribution of funds and financial management of the grant. AbleChildAfrica will oversee and spot check data collection, data entry and ensure the logframe developed is used to monitor progress against the indicators and milestones. Storage of data will be secure and password protected on external encrypted hard drives (included in budget) and where appropriate, internet storage to back up data. As robust evaluation strategy is central to the intended project outcome AbleChildAfrica have invested in MEL training for UWEZO staff with ongoing support by AbleChildAfrica. Child protection training, including aspects of data collection has also been included in year 1 (detail below).

### 5.2 How will you measure disability within your project?

To date, efforts to realise the rights and inclusion of PwD have been hindered by a lack of reliable and relevant data on their lives. Reliable, valid and comparable data that is disaggregated by disability has the potential to

enable YwD to hold their governments to account and shift power dynamics between PwD and their governments. Both project partners commit to using the Washington Group Short Set of Questions on Disability without changes, using both the detailed guidance available by the WG and the approach outlined in DFID's 'guide to disaggregating programme data by disability'. In addition to the short set of WG questions, during the grant start-up phase AbleChildAfrica will explore the extent to which the project can also incorporate the UNICEF/Washington Group supplementary 'Module on Child Functioning'. Finalised in late 2016, this module covers children from 2-17 years; devoid of labels/diagnosis it focuses on measuring degrees of functional difficulty across various domains (hearing, learning etc.). Incorporating data collection into existing programme activities, such as home visits, will ensure efficiency and VfM. Using the WG Short Set and the Module on Child Functioning will allow AbleChildAfrica to contribute to and compare across international data as well as build the capacity of PwD to support their Government to fulfil monitoring requirements established by the SDGs and UNCRPD beyond the project lifecycle. The project budget includes consultancy support for AbleChildAfrica to familiarise the project team with the WG questions and to set up its internal systems as well as local provision for additional data collectors and annual roll down training from AbleChildAfrica for WG enumerators. This consultancy support allocation can also be utilised to facilitate the translation of the WG short set into Kinyarwanda (using the WG guidelines) if necessary. Notes from the 16th meeting of the Washington Group on Disability Statistics indicate that Rwanda has previously utilised the WG short set; with further research during project set up it will be possible for AbleChildAfrica and UWEZO to incorporate the same procedures/language used by the Rwandan Government and learn from their experience. To the extent translation is necessary the project team will work with the Government and/or other stakeholders to ensure buy-in and cost sharing as appropriate. The WG short set is intended to supplement other project data collection. As a disability inclusion project, data sources will be designed accordingly and all relevant indicators will be disaggregated by disability (alongside age and gender). Annual learning reports and the Case for Evidence will allow for the analysis and dissemination of learning, both with regards to project results as well as the process of collecting and disaggregating data by disability in Rwanda.

### 5.3 **Please explain the budget allocated to M&E. Please ensure there is provision for baseline, on-going data collection and an end of project independent evaluation.**

Baseline: Costs have been included for the Advocacy Officer and Youth Advocates complete Baseline Assessment in year 1. 3 UWEZO Lead Youth Disability Advocates will travel to organisations and data sources to collect information on the current state of SDG implementation for CwD in Rwanda and complete a KAP survey and disability/child inclusive data in line with outputs and indicators outlined in the logframe. Costs include 15 days of car hire and food allowance for 3 Youth Advocates and the UWEZO Advocacy Officer to collect data information. Annual data collection: Annual Data collection included for 2 people 4 days per year. 2 data collectors will be employed during heavy monitoring and evaluation periods at the end of each year. Data collectors will carry out a KAP survey, implement child participatory MEL tools and analyse data. Data storage and data protection: 1 hard drive and 3 laptops for the UWEZO project team have been included to backup and

analyse data collected. The hard drive will be encrypted to ensure data is fully protected. Professional accountancy package and included to ensure financial data is adequately collected and analysed by staff.

Evaluations: An internal mid-term evaluation will provide the project team with an opportunity to reflect on progress and areas for improvement and is included in staff time. A final external will allow partners to disseminate lessons from the project. Including 2 days prep, 7 days travel and 5 days write up. Project Steering Committee (including key SDG implementers): UWEZO will host 4 Stakeholder meetings per year to collate data and feedback from key stakeholders and inform adaptations implementation approaches. Our experience has demonstrated that these meetings are essential for assessing buy-in. Meetings to be held at UWEZO Offices to save costs and budget includes food, travel, sign language interpreters and materials (details below).

UWEZO Director Project MEL Support: UWEZO Director will join project activities in communities (such as outreach in schools or DPO visits) once per month to monitor activities. Costs include transport and communications.

DATA, IATI and WGQ support for UK project staff: 10 days support in year 1 on IATI system, WGQ methodologies and support setting up data templates and transparent systems. Followed by 3 days refresher in year 2 and 2 days refresher in year 3.

Washington Group Questions Training: 1 day training for UWEZO in all 3 years to train enumerators in how to use the WG Short Set with ongoing field supervision by AbleChildAfrica.

Training for partners: In year 1 UWEZO staff and Lead Youth Advocates will be provided with a 4 day IATI and MEL training led by AbleChildAfrica (including 2 sign language interpreters) alongside child protection. Year 2 and 3 there will be 2 day refresher training. This contributes to one of our outputs to improve the MEL capacity as part of our partnership approach.

#### 5.4 **What mechanisms will be in place to capture feedback from stakeholders and beneficiaries and feed it back into the system? How will you be able to adapt and respond flexibly to changes in context?**

Feedback will be collected continually through structured mechanisms such as a Project Steering Committee, district beneficiary meetings, team meetings or feedback sessions following activities from various stakeholder groups including YwD, CwD, parents, community champions, government officials and project staff. Feedback will be collected incrementally during project inception, following events or trainings, annually, and during the midterm and final evaluations, allowing for use of learning in real time. Youth with Disabilities will lead the majority of feedback session and have multiple opportunities to feed into project design and the process of giving and valuing feedback will empower beneficiaries. Examples tools for collecting feedback include, questionnaires, communication maps, drawing tools, theatre and drama, interviews and focus groups; many designed by beneficiaries themselves. Evidence and lessons learned will be shared regularly, including to policy makers through meetings, project visits and a project events. A summary of key beneficiary feedback will be a statutory requirement in the quarterly reports UWEZO provide to AbleChildAfrica with a section included planned responses and child protection issues. Due to budgetary limitations and issues of disability accessibility, feedback mechanisms that use technology have been avoided. Face-to-face and image based tools are preferred when working with CwD and in areas of lower literacy and high poverty. The provision of

multiple feedback tools also aids the inclusion of different disabilities and different age groups. Feedback will be logged in a project and organisational level learning matrix that will be used by UWEZO and project staff. This learning matrix is a live document that is updated weekly with learnings categorised by type. The learning matrix is reviewed in regular team meetings and collates feedback and identifies modifications or amendments to project implementation strategies to increase impact or efficiency. Responding to feedback regularly gives space for flexibility and innovation in responding to issues and discussing solutions in team meetings allows for quick decision making and clear referral pathways for next steps taken. A review on the learning matrix itself will take place at the end of year 1 and the project team will discuss necessary adaptations needed to mechanisms to collect and analyse feedback. Steering Committee Meetings including key SDG implementers is a key feedback mechanism that has been fully is budgeted for. UWEZO will host 4 Stakeholder meetings per year, bringing together representatives from, Ministry of Economics and Financial Planning, Ministry of Education, Gender, Disability authorities and key players in SDG implementation (including UNICEF, UNDP) and the African Monitoring Centre to reflect on project approaches for ensuring inclusion of children and youth with disabilities in SDG implementation.

**5.5 Please explain how the learning from this project will be incorporated into your organisation and disseminated, and to whom this information will be targeted.**

One of the overarching objectives of this project is to provide evidence of best practice for inclusion of youth and children with disabilities. As such, sharing learning and disseminating results is a critical component of the current project and project staff will ensure that the correct and relevant information is available at the right time for the right people. As mentioned above, a learning matrix is a key mechanism that will be used regularly in this project to assess and disseminate contextual learning and MEL approaches as well as internal and ongoing learning to inform adjustments to project activities. Learnings that have been identified will also be used to inform the content of annual learning reports and the Case of Evidence to be produced in year 3. The learning matrix will also focus on the two learning questions: 1) What lobbying mechanisms are most successful for Youth with Disabilities when influencing national level government bodies? 2) What low-cost inclusive practices already exist in the localities we work in and how can these be replicated? The case of evidence is a key learning document that will be produced. Each year an annual report based on data collected at schools and homes with CwD, teachers, parents and YwD will collate evidenced examples of inclusion best practice, both at a school and community level. In year 1 and 2 50 copies of an annual report will be designed and printed and in year 3 150 copies of a 'Case of Evidence' will be disseminated that combines annual learning into a case for support for disability inclusion and provides coherent and realistic recommendations for government level SDG implementation. The report will be designed and printed in accessible formats, including a budget for braille and large print copies. Data generated will allow for publication of results, and presentation of finding to mainstream and special interest groups. Planned collaboration with the MINECOFIN, MoE, DPOs, and schools will naturally support shared learning across INGO's and key government bodies. VSO, a main actor in disability rights in Rwanda, has been a strong supporter of the project and been involved in the needs

assessment and local partnership planning for this project and will be key recipients of learning and evidence gathered (see letter of support attached). Data will be shared through 1:1 and public meetings, project visits and a project close event. Results will also be disseminated through IATI, USDC and ACA websites, blogs, newsletters, social media, publications and ACA involvement in groups such as the International Disability & Development Consortium (IDDC) Bond Disability & Development Group (DDG) and Bond Child Rights Group (CRG). ACA will further share lessons learned through their annual partner's forum. ACA has begun initial discussions with a partner in Kenya who would be interested in learning to support replication of the project if it proves to be a success.

## Results

### 6.1 Please upload your theory of change

### 6.2 Please explain the theory of change for your proposed project

Disabled youth in Rwanda are not currently equipped to advocate for inclusion in the implementation of the SDGs in Rwanda. However, without this group holding government to account, national level implementation of the SDGs will be insufficient for PWDs and CWDs. This project seeks to fill this gap and build the capacity of young PWDs to engage with government, communities and schools to collect evidence for, and drive, IE in Rwanda. The project uses a multi-faceted approach to tackle multiple barriers to IE. This reflects a tested and evidenced ToC employed by AbleChildAfrica that stipulates that barriers to inclusion must be tackled holistically and concurrently in order to realise meaningful and sustainable change for PWDs and CWDs.

### 6.3 If desired, please upload an updated theory of change.

#### Current Theories of Change Files

- XLSX
- Uwezo Theory Of Change Stage 2 Final April 18, 2017 15 Kb
- DOCX
- Update To Strategy 2017 2019 April 18, 2017 13 Kb

### 6.4 Please explain the theory of change for your proposed project in more depth.

Youth with disabilities in Rwanda are marginalised and disempowered and as such, lack the knowledge, skills and resources to advocate for their rights and their inclusion in SDG implementation. This ostracism is a result of multifaceted and compounding barriers that PwD face including, a lack of disability representation in Rwandan government structures, a lack of access to inclusive education, a lack of social capital, exclusion from public life and deep rooted prejudice ingrained in all aspects of society. Children and youth with disabilities in Rwanda know what interventions are most effective at giving them access to their rights and without their inclusion in the policy making process, it is likely that they will continue to be the most 'left behind' in developmental initiatives. In response to this issue this project seeks to empower and build the capacity of young PwD to effectively lobby and engage with government and communities to collect evidence for, and drive forward effective and evidenced approaches to disability inclusion in Rwanda. We believe that by empowering 80 youth with disabilities with skills and knowledge to influence change and counsel others on disability rights these individuals can create a National Youth Disability Network who can ensure that 'children and young people with disabilities are fully included in the 2030 Agenda for Sustainable Development in Rwanda' (Logframe impact). By giving young disabled people a voice demands will be placed on policy makers to be

more accountable to PwDs or CwDs and inclusive in data collection for generations. The project uses a multifaceted approach to tackle multiple barriers to inclusion. This reflects a tested and evidenced hypothesis by AbleChildAfrica that stipulates that barriers to inclusion must be tackled holistically and concurrently in order to realise meaningful and sustainable change for PwD and CwD (17). This follows a globally accepted social model of disability mainstreamed into SDG thinking. Following this logic this project seeks to improve the knowledge and practices in implementing disability inclusive approaches of 4 key groups, children and youth with disabilities, communities, local and national government bodies and UWEZO. This is reflected in the 4 main changes (outputs) we expect to see in this project (see ToC for more detail). This ToC resonates with global objectives that place youth at the heart of development (see 4.18). The SDGs are framed around a strategy of 'leave no one behind' emphasising the political inclusion of PwD alongside the importance of disaggregating disability data. The 2014 DFID disability framework recognises that PwD need to have central role in policy making as 'there is a risk that we will design programmes that may even actively exclude them.' This project echoes this hypothesis; by excluding PwD in policy making from the start we are at serious risk of institutionalising exclusion and wasting huge resources.

## 6.5 Who are your primary beneficiaries?

People with disabilities (PWD)		- 5 - 14 years - 15 - 24 years - 25 - 49 years	- Female - Male
Orphans and vulnerable children		- 5 - 14 years - 15 - 24 years	- Female - Male
Extreme poor	- 5 - 14 years	- Female - Male	
	- 15 - 24 years		
	- 25 - 49 years		
Urban	- 25 - 49 years	- Female - Male	
	- 50 - 64 years		

## 6.6 What is the total number of primary beneficiaries you intend to reach?

480

## 6.7 Please break down the total number of primary beneficiaries into each population group below:

Urban

100

Extreme poor

200

Orphans and vulnerable children

100

**People with disabilities (PWD)**

80

**6.8 Who are your secondary beneficiaries? How many secondary beneficiaries in total will benefit from your project?****Number of People**

1471

Orphans and vulnerable children	- 5 - 14 years - 15 - 24 years	- Female - Male
Extreme poor	- 5 - 14 years - 15 - 24 years - 25 - 49 years - 50 - 64 years - Over 65 years	- Female - Male
Urban	- 15 - 24 years - 25 - 49 years - 50 - 64 years	- Female - Male

**6.9 Please demonstrate how you are identifying and including the most vulnerable and marginalised groups of beneficiaries. How will the project include those with a disability?**

AbleChildAfrica works exclusively with and for CwD and their families. Our organisational and project ToC is based on the social model of disability, which recognises the social, institutional and environmental barriers to inclusion CwD face in their daily lives and a fundamental objective of our organisation and this project is to ensure CwDs in Africa are fully included as equal members of society (17). Through AbleChildAfrica's membership of various sector consortiums and close partnerships with local implementing organisations, we have established interventions that identify the most vulnerable and hard to reach CwD by considering individual barriers and the different circumstances each project works in; ensuring that our multifaceted approach is tailored to specifically match each context. A key aspect of this project's ToC is that the deep social stigma, discrimination and negative attitudes towards disability are a significant barrier to the identification and inclusion of CwD. In addition to membership in new and existing local sustainable structures to overcome this, such as the JADF, NYC and Steering Committee, Youth Disability Advocates will design a variety of activities to facilitate attitudinal change within society beyond the project and ensure their inclusion in SDG implementation. UWEZO was established by YwD and serves primarily as a platform for identifying and meeting the needs of vulnerable CwD and YwD and does this through their extensive knowledge of disability and strong relationships with civil society and governing bodies as a result of their membership of NUDOR. The project will work in remote districts in northern and southern Rwanda and YwD recruited as Lead Youth Disability Advocates will be supported by AbleChildAfrica and UWEZO to identify youth with undiagnosed,

learning and/or multiple complex disabilities when establishing their additional network of 60 advocates to ensure the most marginalised YwD are included in each context. In AbleChildAfrica's current BFSS-funded pilot project with UWEZO YwD conducted home visits and provided psychosocial and educational support to CwD in order to identify those most in need. This strategy was highly successful in this and will be duplicated in this project to identify those PwD and CwD that are most 'hard to reach.' UWEZO also will use strong partnership with primary health services to ensure the safeguarding of particularly vulnerable CwD identified with complex medical needs. Crucially, UWEZO project staff alongside the Lead Youth Disability Advocates will be provided with disability focused child protection training which will be passed on to newly recruited Youth Disability Advocates through annual roll down training. This training will highlight how Identifying and including the most vulnerable CwD in project activities is central to best-practice child safeguarding and give everyday strategies to ensure these children are included.

#### 6.10 **What is the project's approach to empowerment and gender equality and what are the linkages to DFID's 'leave no one behind' agenda?**

Ultimately, this project will enable those most often left out of development interventions to be aware of their rights and demand equitable access to services. AbleChildAfrica stands with DFID in a strong commitment to addressing gender inequality and the empowerment of girls and young women, particularly those doubly disadvantaged with disability. This project aims to give them "voice, choice and control" as a goal itself and as an integral part of their safeguarding and protection. Longer term they will grow up to be active citizens with the knowledge, skills, agency and enabling environment to participate fully and equally in political, economic and social life. The 'leave no one behind' agenda is intended to target those most often left excluded; the widespread exclusion of PwD from society is simply unacceptable from a moral, rights and social justice perspective. Recent evidence also unequivocally supports this from an economic perspective and reaffirms bi-directional link between poverty and disability (9). These equity considerations are critical to the Leave No One Behind Agenda and contribute to the project's VfM (see 6.17). This project will support DFID's Strategic Vision for Girls as it a) directly contributes to enrolment of GwD into school, b) supports the economic empowerment of female youth advocates as they gain the skills and confidence needed to break out of the poverty cycle and c) contributes to the ability of girls, particularly those disabilities, to 'live free from violence' by empowering them to protect themselves and through child protection training. UWEZO staff and youth advocates will receive training and technical support to fully embed both disability and gender mainstreaming across project activities. Gender parity will be maintained across recruitment of youth advocates and the project Steering Committee; giving women equitable opportunities for decision-making within the project. Learning from previous projects as well as acute awareness of gendered power dynamics in the local context has informed project design and the calculation and mitigation of risks (see 8.1). Resistance to the empowerment and education of GwD in particular is anticipated; AbleChildAfrica's training and approach addresses the double discrimination girls face. For example, women are used as role models in mentoring and positive discrimination ring-fences provision of stipends/individual supports for GwD who need an extra helping hand to access education. MEL approaches

will disaggregate all data by disability, gender and age as well actively record and share learning on the specific conditions necessary for success in the empowerment of girls and young women with disabilities. Annual learning reports will reflect on the opportunities, barriers, perceptions and priorities of girls, the interconnectedness of multiple exclusions and the degree to which these differ from their male counterparts.

**6.11 Please provide more detail on the three (maximum) UK Aid Direct approaches you will take.**

This project will demonstrate partnerships with young people as advocates and agents for change. Young people played a key part in shaping the ambitious 2030 priorities and now young PWDs and CWDs must be included as agents of change in the realisation of the “leave no one behind” commitments made by Rwanda and DFID. This project will work with a core group of young PWDs across Rwanda to set up networks of youth advocates for disability inclusion and ensure that people and children with disabilities are able to generate and influence solutions that affect their own lives. Through partnership with youth advocates this project will develop young PWDs and UWEZO as new advocacy actors to enable decision makers to be held to account. Young PWDs are an overlooked and unused mechanism to hold governments to account for their commitments to disability inclusion in the SDGs and UN Convention on the Rights of Disabilities; ratified in Rwanda in 2008. This project adopts the ‘do no harm approach’ whereby we seek to strengthen relations between the state and Disabled People Organisations (DPOs). We believe these groups are best positioned to equip government with the evidence and approaches needed to fulfil the expectations that disabled populations have of the state in delivering global goals 1, 3, 4 and 10. Finally, through using PWDs as agents of change, we will break down stigma and attitudes surrounding disability in the three districts of Kigali, Musanze and Nyanza and show positive behaviour change in these targeted groups as a result of our project interventions. Through using creative media, radio, and inclusive theatre, this project seeks to breakdown the complex attitudinal barriers to inclusion that young PWDs and CWDs face in Rwanda and thus improve life outcomes for these marginalised and vulnerable groups.

**6.12 Which of the following outcome areas will your project contribute to?**

- Income generation and poverty reduction
- Women and Girls empowerment
- Education support

**6.13 What is your outcome statement?**

The outcome for this project states: ‘80 youth and children with disabilities in Rwanda have improved capability and capacity to hold their government to account for disability inclusion and SDG implementation in Rwanda.’ As described above this project adopts a ToC that hypothesises that without this group holding government to account national level implementation of the SDGs will be inadequate and insufficient for children and youth with disabilities. Given the youth-led and multifaceted strategy to break down a number of disabling barriers

concurrently, this outcome is realistic and achievable given the context and approach. In order to realise this outcome four changes have been identified and indicators for these changes have been included at outcome level in the logframe. Firstly, we need a national network of Youth with Disabilities (YwD) to be recruited as youth advocates. Initially we will identify 20 Lead Youth Disability Advocates (LYDAs) and they will in turn recruit an additional 60 Youth Disability Advocates (YDAs) in 5 districts. This National Youth Disability Network will need to have the knowledge, skills and confidence to advocate on behalf of YwD and CwD and build up the confidence and skill of the next generation of CwD advocates. AbleChildAfrica, alongside our Youth Council and the UN Young leader for SDGs will deliver multiple trainings and support on advocacy, disability rights child protection and facilitate regular meetings for the creation of an effective youth network. This network will also need an accessible and enabling political environment through which they can harness their advocacy skills to deliver inclusive policy for PwD. Involvement of YwD in the Rwandan National Youth Council (RNYC) and the role of the RNYC in the implementation of SDGs is a fundamental way in which Youth Disability Advocates can do this. Furthermore, commitment from the MINECOFIN and other SDG implementing bodies to consult YwD or bodies such as the RNYC when designing SDG related activities is an ambitious but achievable goal given Rwandan stated commitments to disability and youth driven SDG implementation (see 4.7 for details). This strategy follows the 'do no harm' approach by building upon and strengthening existing political to deliver project outcomes. It assumed there is an appetite for a nationwide Youth Disability Network among the population of YwD in Rwanda. This assumption is based on ongoing consultation and partner INGO's have completed with YwD in Rwanda and is low risk. However assumptions have also been made on the flexibility of ensuring ring-fenced disability membership in RNYC and willingness of government bodies to consult youth on issues of disability inclusion. This assumption is included in our risk register but through discussion with National Union of Disabled Organisations Rwanda (NUDOR), other INGOs, interviews with ministry officials and a review of stated commitments the risk is deemed manageable.

#### 6.14 **What will the impact of your project be?**

Overall this project seeks to improve the lives of PWDs & CWDs in Rwanda, some of the most vulnerable people in the world, by strengthening the ability of young PWDs to hold policy makers to account on commitments to inclusive policy. Through training and mentoring with civil society organisations, communities, parents and schools a nationwide network of 80 young PWDs will tackle grassroots attitudinal barriers to inclusion and collect evidence of disability inclusive practices to guide policy implementation. Young PWDs will be given knowledge, skills and resources to engage meaningfully with government whilst providing training and evidence on the SDGs, ultimately ensuring that delivery of global goals 1, 3, 4 & 10 in Rwanda are inclusive.

#### 6.15 **If your project includes capacity building, empowerment or advocacy aspects, please comment on why they are needed and how they are expected to contribute to change.**

Capacity building, empowerment and advocacy are all central components of this project; they are grounded in

AbleChildAfrica & UWEZO's own theories of how to drive change as well as in UK Aid commitments and lessons from the sector. The UK Aid Strategy (18) makes clear commitments to supporting the economic development of countries, a key driver in another of its commitments, eradicating poverty. Both commitments require the inclusion of PwD, which in turn requires capacity building of YwD and advocacy to Governments. Reports highlight the costs of exclusion for PwD, both on moral and economic grounds (3 & 15). An analysis of data from low-middle income countries concludes that exclusion of PwD also slows national economic growth (9), whilst the Addis Ababa Action Agenda provides a global framework for financing the SDGs, requiring ring fencing of resources for inclusion of PwD. It is clear capacity building and empowerment of YwD to drive advocacy are essential to creating change. Consultation with YwD during design has informed decisions regarding training topics, whilst learning from previous projects led to the incorporation of annual 'refresher' trainings and regular mentoring to ensure buy-in and embedding of learning. Indicators have been designed with an eye to measuring change in participants rather than outputs/activities. Where possible, training has both included and/or utilised local stakeholders and a knowledge exchange with AbleChildAfrica's DPO partner in Kenya will encourage collaboration and south-south learning. Empowering CwD/YwD as agents of change is with an eye to long term impact, as is the identification of community 'champions' in breaking down attitudinal barriers to inclusion. Buy-in of Government Officials is essential to the project's success; improvements in disability knowledge and commitment are expected and annual learning reports will further identify capacity building needs and opportunities within local government. We recognise that, if successful, this is only the second time our local partner UWEZO will be implementing a DFID grant (see 6.20) and that they will need support, training and mentoring from AbleChildAfrica to ensure the step change required in MEL, smooth production of transactional financial data, transparent IATI reporting and use of WG questions. AbleChildAfrica is confident in the readiness of UWEZO and has a proven track record of developing our local partners through this evolution, most recently evidenced by the A++ final evaluation score with our partner in Uganda implementing their first DFID funded grant. This evaluation also concluded that the time invested in working collaboratively and building the capacity of our local partners contributed to higher impact and increased sustainability. However, learning has taught us the time commitment required by both partners, particularly early in the grant lifecycle and final evaluation; the budget reflects this.

#### 6.16 Please fill in the draft logframe.

### Current Planning Files

- XLSX
- Uwezo Logframe Final April 18, 2017 39 Kb
- DOCX
- Update To Strategy 2017 2019 April 18, 2017 13 Kb

#### 6.17 How do the proposed activities achieve overall value for money? Show how the project

### **demonstrates economy, efficiency, effectiveness and equity.**

ACA and DFID recognise that programmes inclusive of CwD/YwD can have a higher cost per beneficiary; this is mitigated when viewed alongside effectiveness and equity components of VfM (1, 2, 3 & 14). Whilst the VfM components of effectiveness and equity are most salient for the proposed project (see 4.10), design has ensured economy and efficiencies as well. Where appropriate, ACA will deliver trainings, reducing the need for expensive consultants. Where local expertise is essential, support from a regional DPO partner has been costed, offering economy and efficiency savings. Trainings at District level will keep costs down and ensure greater effectiveness through smaller groups and tailored learning. Utilising existing structures, such as the National Youth Council and JADF, and collaboration with key actors (see letters of support) is consistent with the 'do no harm approach' and offers efficiency savings due to minimal start-up costs. Robust procedures for procurement of capital items and regular suppliers are planned. Efficiencies of scale are deemed appropriate for budget available within the Community Partnership track of UK Aid Direct. However, some economy considerations are consistent with DFID's recognition that costing for equity is essential. Where ACA's Youth Ambassador/UN Young Leader travels to Rwanda to deliver training, it has been necessary to budget for 2 personal assistants to accompany him. Similarly, accessible car hire and sign language interpretation are included to ensure inclusion. Staff costs from both partners offer high VfM to DFID as compared to other NGOs and careful consideration has gone in to time allocations. Overhead recovery for ACA is based on the % of total income a this grant would represent apportioned to eligible overhead expenditure- of this 25% is requested from DFID and 75% contributed by ACA. UWEZO cost recovery is consistent across their current donor portfolio. ACA has a proven ability to leverage DFID funding and ensure efficiency. The final evaluation of a recent GPAF project utilised a 'pound plus' model to demonstrate that for every £1 of UK AID money spent an additional £2.79 was leveraged. The report further highlighted the wide range of sources of this additional funding, reflecting the strength of partnerships established over the life of the project, further contributing to VfM and sustainability. ACA believes in an iterative approach to the monitoring and measurement of VfM. Regular team meetings, both within and across partners, will ensure VfM considerations stay 'live.' More formal analysis will occur as needed (procurement of capital items, etc.) as well as in monthly transactional financial and quarterly narrative reporting from UWEZO, learning matrixes and reports to DFID. Effectiveness will be measured against the log frame and ToC on quarterly basis. Learning will be disseminated in published annual learning and final 'case of evidence' reports produced within the project.

#### **6.18 Please explain the project's approach to sustainability.**

UWEZO has strong existing relationships with government structures at all levels, civil society groups, and is a member of the National Union of Disabilities Organisations of Rwanda (NUDOR). The project adopts the 'do no harm approach' and seeks to leverage and strengthen existing networks to ensure longevity of project outputs. Support for young PWDs networks is designed for sustainability and based on beneficiary feedback to ensure self-sufficiency beyond intervention. Monthly meetings will allow PWDs to share learning and recruit into the network thus giving the network durability. The evidence base collected throughout the project will remain an

essential resource for inclusive policy design and implementation beyond implementation.

**6.19 Please elaborate on the project's approach to sustainability. How does your project demonstrate efforts towards achieving social, economic and environmental sustainability?**

This project is inherently designed to ensure benefits for the beneficiary population will be sustained. A central component of this project is building capacity of YwD and CwD through upskilling, confidence building, and access to education and facilitating networking opportunities, with the fundamental aim of creating a new generation of disability advocates who can effectively lobby for inclusion and pass on their skill to the next cohort. Additionally, by involving YwD in SDG implementation we will help break the cycle of poverty (or prevent future poverty as a result of their impairment) by increasing sustainable marketable skills, peer networks, self-confidence and self-efficacy. Changing negative attitudes of disability forms a core part of the sustainability strategy as challenging misconceived stigma around disability is proven to have the most transformative and sustainable impact on inclusion (see AbleChildAfrica ToC). To break down barriers of attitude this project empowers YwD to become self-confident advocates and in doing so demonstrates to the wider public their competence and challenges preconceived notions of disability limitations. To support this, training on disability awareness has been included for key stakeholders (see indicators 1.3, 2.2, 3.1 and 3.4). Over time then, this project has the potential to effect catalytic and sustainable change in the attitudes towards, and treatment of YwD and CwD. UWEZO has strong existing relationships with government structures, which the project will both leverage and strengthen for sustainability of outputs (see 4.6). Partnership with government follows the 'do no harm' approach by building upon existing structures we ensure change becomes institutionalised. The project partners with key ministries or government bodies including the Ministry of Economy and Financial Planning, Ministry of Education, Joint Action Development Forum and National Youth Council to formalise inclusive mechanisms for consultation with YwD on SDG implementation. Partnerships with other development actors are also central to the approach (see VSO letter of support) and UWEZO has included budget for consultation and printing of a Case of Evidence that will be shared for further impact and sustainability of recommendations. UWEZO will also form relationships with key health service providers to limit the risk of community expectations of health support threatening sustainability of outputs and use the Washington Group short set of questions to ensure that data collected can for part of wider national statistics and has sustainability beyond the project. Finally, this project aims to serve as highly replicable model specifically intended to support sustainability by involving more Youth Disability Advocates in a national network overtime. AbleChildAfrica and UWEZO have engaged in initial discussions indicating that upon the successful delivery of this project, we would seek funds to scale up the project

**6.20 How will you coordinate project implementation with other development actors and ensure no duplication of effort (including with other DFID funded activities)? How will you work with local/national government and private sector providers?**

VSO is the leading INGO delivering youth disability programmes in Rwanda. UWEZO have partnered with VSO since 2013 to deliver a DfID funded grant aimed at promoting disability rights. The grant also supported the organisational development of UWEZO including development of a strategic plan and the relationship between these two organisations is extremely strong. VSO have been involved in project design since inception and have committed to technical support alongside collaboration with UWEZO in national level advocacy activities, including strengthening networks and government relationships and contributing to content for annual learning reports and the 'Case of Evidence' (see letter of support). On further assessment of other DfID funded projects there is an evident disability gap in DFID government and civil society and social infrastructure and services' projects currently active in Rwanda. AbleChildAfrica will also work closely with Chance for Childhood in recruiting Youth Disability Advocates through an extensive YwD identification survey they completed in their Education Equality and Empowerment project in northern Rwanda. Furthermore, AbleChildAfrica's liaison with Rwanda Aid through their BFSS funded "Come To Us" project creates further opportunities for Youth Disability Advocate recruitment through INGO partnership. Through UK networks AbleChildAfrica will also engage with Handicap International's 2 flagship disability projects dealing with sexual violence towards CwD in Rwanda and building accessible school environments. AbleChildAfrica will ensure HI are engaged in national level advocacy work and take learning from their projects around CwD safeguarding approaches in rural districts. The objectives of this project necessitate focused and strategic collaboration with a number of government bodies. Firstly, this project will engage with The National Union of Disabilities Organisations of Rwanda (NUDOR) for joint national level advocacy activities, introductions into relevant working groups or advisory committees and for the NUDOR validation of the National Youth Disability Advocate Network. The project will also coordinate priorities for advocacy work with The Rwanda's National Youth Council and National Council for Persons with Disabilities whilst lobbying for disabled and youth representation in these bodies respectively. Finally this project creates a pincer effect to influence SDG delivery by gaining access to grassroots and national level structures involved in SDG implementation, through membership with the Joint Action Development Forum and national level engagement with the Ministry of Economics and Financial Planning (MINECOFIN). UWEZO will also strengthen relationships with private media outlets including 'The New Times Rwanda', 'Thrwanda Newspaper' and 'Radio Rwanda'. These media houses have strong relationship with NUDOR and UWEZO will work with them to ensure media coverage of Youth Disability Advocates activities.

## Financial details

### 7.1 Please complete the workplan and budget.

**DFID Funding**

249887

**Match Funding****Total Funding**

249887

### 7.2 Please detail the annual income of your organisation, for the past three years.

**Income for 2016 (£)**

370290

**Income for 2015 (£)**

481817

**Income for 2014 (£)**

496856

### 7.3 Please upload your three most recent sets of audited accounts

#### Current Account Files

- PDF
- Audited Accounts 2014 2015 Ablechildafrica January 31, 2017 5.3 Mb
- PDF
- Audited Accounts 2015 2016 Ablechildafrica January 31, 2017 12 Mb
- PDF
- Audited Accounts 2013 2014 Ablechildafrica January 31, 2017 5.2 Mb

### 7.4 Has a Financial Management Assessment (or other due diligence assessment) been completed on your organisation in the past three years by an international donor?

Yes

#### 7.4.1 Would you be willing to share that with UK Aid Direct should your application be successful?

Yes



## Risk

### 8.1 What are the key risks associated with your proposed project and how will you mitigate against them? Please enter any additional risks that you have considered.

Level	Risk descriptions
Extreme	<p><b>Negative attitudes, and stigma surrounding disability and gender</b> Negative attitudes around disability, particularly towards those with intellectual challenges and girls with disabilities may make work with communities difficult and recruitment of young PWDs advocates problematic in rural areas.</p> <p><b>Mitigations</b> Positive messages about disability through local campaigns and community engaged through demonstration of potential with existing youth advocates. Home visits by existing youth advocates have proven to tackle this risk also.</p>
High	<p><b>Community expectations of the project beyond budgeted activities</b> We have found that projects with similar approaches can create expectations within communities that the project will take care of their children's needs, particularly medical issues beyond fighting stigma and working with government.</p> <p><b>Mitigations</b> UWEZO form relationships with health providers ( private and public) to involve officials in primary health in project activities. UWEZO worked in districts for a year and prepared ground for project. Clear communication at start for expectations.</p>
High	<p><b>Indifference to disability inclusion and bureaucracy with gov't</b> Indifference to disability, bureaucracy and even corruption may delay statutory processes required for government engagement with young PWDs and project activities.</p> <p><b>Mitigations</b> Build on existing relationships with trustworthy and reputable officials. Carry out government training and home visits with officials. Keep officials informed of all national advocacy activities and involve in stakeholder meetings.</p>
High	<p><b>RNYC unwilling to ring-fence or prioritise disability membership</b> There isn't an appetite to address issues of disability amongst RNYC members and membership is not equitably accessible for YwD. The organisational structure of RNYC is not flexible enough to include ring-fenced membership and budgeting for YwD.</p> <p><b>Mitigations</b> UWEZO will continue to use its strong relationships and links to advocate for ring-fenced disability membership and have indications from past conversations around a project of this kind being a good opportunity to widen its membership.</p>

High	<p><b>Government bodies not open to consulting YwD</b></p> <p>Decision making individuals and Governmental organisations do not value the input of youth, particularly in the context of disability inclusion, and are unwilling to debate these issues with them.</p> <p><b>Mitigations</b></p> <p>Build on existing relationships with trustworthy and reputable officials in ministries that work with networks such as NUDOR. Carry out government training. Involve in stakeholder meetings.</p>
High	<p><b>Community not willing to champion disability rights/ inclusion.</b></p> <p>Stigma and a culture of discrimination towards people with disabilities in communities may result in community leaders wanting to distance themselves from engaging in disability inclusive projects.</p> <p><b>Mitigations</b></p> <p>Build on existing relationships with trustworthy and reputable community leaders already involved in some disability movements if possible. Carry out community training and home visits with community leaders. Involve in stakeholder meetings.</p>
High	<p><b>YwD not motivated to create nationwide Youth Disability Network</b></p> <p>Population of YwD do not see the benefits of establishing a nationwide Youth Disability Network, or don't have the time to commit to regular meetings and advocacy activities.</p> <p><b>Mitigations</b></p> <p>UWEZO has strong methodologies and district level links to identify YWDs and engage communities with positive messages about disability through local campaigns. Need assessments prior to project demonstrated interest.</p>
High	<p><b>Disability &amp; I.E. concept within Rwandan context remains unclear</b></p> <p>The disability movement in Rwanda is relatively young and therefore understanding and consensus around key concepts and definitions on disability and inclusion are still unclear.</p> <p><b>Mitigations</b></p> <p>Use locally agreed terms; work with existing disability networks to create accessible definitions. Ensure project definitions are clear with steering committee. Train gov and community. Rwanda signed up to VNR and HLPF giving details on disability.</p>

**Summary Budget Total: £249,887**