



## Project Overview:

The Realising Inclusive and Safe Education (RISE) project is a five-year initiative (July 2024 – March 2029) funded by the Scottish Government and implemented in Malawi, Zambia, and Rwanda. Led by Link Education International, the project works in Burera, Gakenke and Gicumbi Districts in the Northern province of Rwanda to strengthen inclusive and safe education systems for children with disabilities, particularly girls, through partnerships with government, regional and local organisations.

## Context:

The Education Sector Strategic Plan (ESSP) 2024–2029 and the Education Sector Statistical Yearbook 2023/2024 show progress in access to education and implementation of inclusive education policies. However, challenges remain in early identification and assessment systems, accessibility of school infrastructure, availability of assistive devices, and teacher capacity in inclusive pedagogy, as well as need to strengthen referral and rehabilitation services, learning support mechanisms, and community awareness to ensure meaningful participation and retention of children with disabilities in education.



## Key interventions:

1. Supporting identification, screening, assessment, referral, and assistive device provision.
2. Support teacher and leader professional development.
3. Community engagement and governance.
4. Strengthening safeguarding systems.



## Achievements 2025/2026:

- 7,936 learners screened, 2,213 assessed using Multi-Disciplinary Assessment Teams, 253 learners provided with specialized services, 331 assistive devices distributed.
- One teacher training manual on special needs and inclusive education reviewed.
- 1,754 teachers trained in inclusive education practice
- 57 model schools supported with accessible learning materials and inclusive education clubs; 19 schools enhanced accessibility through ramps, inclusive toilets, and pathways.
- Strengthened inclusion in National Examination and School Inspection Authority through improved inspection tools, accessible infrastructure assessments, and data collection on candidates requiring accommodations.
- 317 teachers trained as Inclusive Education Focal Teachers; 471 teachers received Braille, mobility and orientation training; 153 teachers trained in Rwandan Sign Language.
- 23,421 community members engaged in awareness campaigns to improve attitudes toward disability and increase demand for education and rehabilitation services.
- 139 caregivers received coaching on assistive device use
- 2,850 parents improved psychosocial wellbeing and household resilience through income-generating activities within 57 parents support groups created at model schools.

## Key activities 2026/2027:

- Screen, identify and assess 600 children with disabilities.
- Procure 300 and provide 350 assistive devices; and train 600 parents in repair/use.
- Minor infrastructure repairs in 21 schools.
- Professional Development for 1,400 teachers, 63 trainer of trainers, 57 school heads, and 45 NESA staff.
- Community Engagement through 57 school clubs, 57 parent groups, 6 sensitization events, 111 mother groups.
- Governance & Learning via 4 national advocacy meetings, 3 MEL workshops, 2 international learning visits.

## Key partnerships:

- Ministry of Education; Rwanda Basic Education Board; National Examination and School Inspection Authority (NESA)
- District authorities in Burera, Gakenke, and Gicumbi districts
- University of Rwanda – College of Education (UR-CE)
- National council of Persons with Disabilities; Organizations of Persons with Disabilities: Rwanda Union of the Blind and Rwanda National Union of the Deaf; URUNANA Development Communication; Rwanda Education NGOs Coordination Platform
- Teachers, headteachers, Inclusive Education focal teachers, parents, caregivers, and local communities
- Health services providers: District hospitals, referral hospitals, Specialized hospitals (Kabgayi, Rwanda charity eye hospital, University Teaching Hospital of Kigali /CHUK; King Faisal hospital, Clinique International orthopedique Rwanda/CIO

## Contact:

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