



2025 EAST AFRICA REGIONAL CHILD PARTICIPATION IN WORLD VISION DECISION-MAKING REPORT

East Africa Region

World Vision Burundi, Ethiopia, Kenya, Rwanda,
Somalia, South Sudan, Tanzania, Uganda

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World Vision staff in each of the countries of this region also worked diligently to gather the data and findings for each of the FO reports and strive each day to engage children meaningfully in World Vision programming, advocacy, and decision making.



Introduction

World Vision is committed to supporting and strengthening children's meaningful participation in all decisions that affect their lives, including and especially in World Vision's own decision-making processes that affect children at local, national, regional and global levels. Ensuring that children have a say in projects and programmes that affect their lives and empowering them to take action on issues that they care about is a cornerstone of World Vision's identity and child-focused programming.

¹Due to on-going conflict in Sudan which has impacted the office's engagement with children, World Vision Sudan was exempt from 2025 reporting.

This regional report provides high-level insight on the child participation reporting and data from the countries in the East Africa Region who submitted their annual FO report in 2025 (Burundi, Ethiopia, Kenya, Rwanda, Somalia, South Sudan, Tanzania, Uganda¹). These FO reports are produced annually as part of the organisation's Operational Requirements for Child Participation in World Vision Decision-Making, summarising an office's local and national level child participation practices, data, and perspectives from boys and girls. It also digs deeper into how child participation is making an impact on children, local communities, and World Vision, giving the Region and FOs more insight into what practices to strengthen and what areas to target for improvement.

Note: Please note that the following sections draw only from data and examples that were reported in the office's annual child participation in decision-making report from FY25. Each office report follows the same general structure, but some offices provide more or less information about their child participation efforts at their discretion. Therefore, this regional report may not capture the breadth of the region's child participation work in full.

Section 1: What do children think is going well in World Vision programming?

Based on 8 country reports, children across East Africa highlight several areas where World Vision programming is significantly improving their lives. The following themes are ranked by the frequency of their mention across the eight country-specific reports provided.

1. Education support and scholastic materials

Times Mentioned: 8 out of 8 reports

Children consistently report that provision of materials and infrastructure has made learning more accessible and inclusive, removing financial barriers for vulnerable families and creating a more conducive environment for studying.

South Sudan: *"We are very happy for World Vision because they provided us with exercise books, pens, and chalk and established a water point. They even gave dignity kits to girls."* - **Natalia**

Burundi: Children in Burundi appreciated that *"the Programme planned an activity of supporting most vulnerable children with copybooks before the start of a New School Year"* to prevent dropouts.

2. Meaningful child participation and leadership

Times Mentioned: 8 out of 8 reports

Children feel empowered when they are given a "seat at the table" through Junior Councils, Children's Parliaments, and clubs. These opportunities build self-confidence, public speaking skills, and allows children to influence community decisions, such as lobbying for new school latrines or maternity blocks.

The **East Africa Advisory Group** is also a regional platform that provides meaningful opportunities for children to shape the work that World Vision does at a regional level and gain authentic leadership skills. Their [FY25 Child-Friendly Impact Report](#) was developed with and for children across East Africa, bringing to light what East African children expressed as their hopes, challenges, and recommendations for the future of their region.



Ekrem speaking at the Africa Girls Summit

South Sudan: *"World Vision has done a great job by giving me the opportunity to express myself in the community and to help protect the rights of children."* - **Elizabeth**

Burundi: In Ethiopia, 18-year-old Ekrem explained that child-friendly legal versions help because *"it helps children understand their rights and what safety looks like... they speak up, seek help, and feel more protected"*.

3. Access to clean water, sanitation, and hygiene (WASH)

Times Mentioned: 7 out of 8 reports

The construction of boreholes, water supply systems, and school latrines is a major highlight. It reduces the distance children must travel to fetch water, preventing water-borne diseases and allowing more time for schoolwork.

Ethiopia: *"Now we have got water point near to our homes unlike the previous times where we had to travel more than three hours to fetch water from the river,"* stated a group of children sharing in a focus group discussion.

Somalia: A student in Somalia shared, *"When there was no rain, we still had water at school. That helped us stay in class"*.

4. Child protection and rights advocacy

Times Mentioned: 7 out of 8 reports

Children value training on child rights, which helps them identify and report abuse, including early marriage and FGM. It also creates a culture of safety and transforms gender norms, such as boys taking on household responsibilities.

South Sudan: *"I am happy because they run child protection programmes in our community and train our teachers and parents to respect the rights of children."*
Child from Juba County

Rwanda: In Rwanda, children reported that protection clubs helped them *"bring back to school 6 boys and 5 girls who had dropped out"*.

5. Nutrition and school feeding programmes

Times Mentioned: 6 out of 8 reports

Regular school meals are cited as a critical factor in child well-being, as meals improve physical health, concentration in class, and school attendance for adolescent girls. These kits help girls remain in school during their periods and improve their self-esteem.



South Sudan: A child from South Sudan noted, *"Eating makes us healthy and gives our bodies nutrients, so we don't fall sick"*.

7. Economic support and productive assets

Times Mentioned: 5 out of 8 reports

Gifts of livestock (sheep, goats, pigs) and cash transfers to parents are highly valued. These assets improve family income and allow parents to support their children's needs independently.

Rwanda: Children mentioned that World Vision's support for families through *"financial literacy, improved savings, sustainable agricultural practices and small livestock including chicken, pigs and goats"* changed their wealth status.

6. Health services and menstrual hygiene (Dignity Kits)

Times Mentioned: 6 out of 8 reports

Support includes health clinic access and the distribution of "dignity kits" for adolescent girls. These kits help girls remain in school during their periods and improve their self-esteem.

Tanzania: Girls in Tanzania highlighted that *"menstrual hygiene supplies, feeding programmes, and safe latrines"* were key reasons for improved school attendance.

Kenya: Children emphasized the *"importance of dignity kits for menstrual hygiene"* as a top priority that was going well.

8. Psychosocial support and child friendly Spaces (CFS)

Times Mentioned: 4 out of 8 reports

Safe spaces for play and counselling are vital, especially in conflict or protracted crises. They provide a "safe haven" in humanitarian responses where children can recover from trauma and socialize with peers.

South Sudan: Daniko shared that peace clubs taught him *"how to avoid conflict and live peacefully...before, I used to fight whenever conflicts arose. They are also teaching me to be a good leader in the future so that my country can be peaceful and free from war."*

Section 2. What do children say could be improved about World Vision programming?

Based on the reports from eight countries, children in East Africa provided detailed feedback on how World Vision's programming and operations can be improved. The following themes are ranked by the frequency of their mention across the field offices.

1. Education infrastructure, materials, and quality

Times Mentioned:
8 out of 8 reports

The most frequent recommendation is to address the remaining gaps in school facilities and scholastic support to improve learning environments. Children highlighted overcrowded classrooms, a lack of desks/benches, and the need for digital learning materials. They also called for scholarships for those who still cannot afford fees.

South Sudan: Children requested infrastructure improvements: "Children indicated that they do not have benches in schools. They request that World Vision South Sudan consider providing or supporting schools with benches".

2. Social inclusion (disability, gender, and marginalized groups)

Times Mentioned: 8 out of 8 reports

Children emphasized that certain groups—particularly those with disabilities, intersex children, and those from minority clans—are still being left behind generally in programming. The need for assistive devices (wheelchairs, hearing aids), sign language training for teachers, and inclusive school facilities (accessible latrines).



Inclusive education, WV Tanzania.

Uganda: "Children with special needs are sometimes not catered for in schools... children still want to see more being done for children with disabilities supported in schools," said **Jackson**, 13.

South Sudan: Children noted that: "Children with disabilities do not get the support required. This includes not only materials but also giving them an opportunity for inclusive education."

3. Strengthening feedback loops and child-led participation

Times Mentioned: 8 out of 8 reports

While children appreciate being consulted, they often feel "participation" ends after the planning stage and lack information on the final decisions.

Children want to know why their suggestions were or were not taken up. They also want to move from being "consulted" to leading their own projects. Efforts to improve feedback loops and advisory spaces are noted (Kenya, Burundi).



Consultation with children in Burundi on the EARO report.

Uganda: "Sometimes we as children are told what to do and why we are participating, other times we are not told. Sometimes the Programme is shared with the participants and other times it is not shared. Hence, we just follow," complained **Patricia**, 14, from Uganda. "Sometimes we are mobilized but we do not know what we are going to do" **Eric**, 14.

Insight: In Burundi, children were consulted on the draft child-friendly version of the East Africa Regional Office (EARO) Annual Report. Children raised a series of questions which reveals a disconnect between what World Vision report on, and children's understanding of World Vision's work and their experience on the ground.

4. WASH and menstrual hygiene management (MHH)

Times Mentioned: 6 out of 8 reports

Despite significant progress, children report that water access remains inconsistent and sanitation facilities are often insufficient for the number of students. More hand-washing stations, consistent water during dry seasons, and private menstrual hygiene rooms for girls.

South Sudan: *"They have to improve on bringing more hand-washing facilities and things for washing our toilets, and we even want you to continue with the same work for 100 years."* -Natalia

Tanzania: In Tanzania, children expressed concerns about school infrastructure, including the need for clean water, hand-washing facilities, and improved toilets.

5. Expansion of School Feeding and Nutrition Programs

Times Mentioned: 5 out of 8 reports

Regular school meals are cited as a critical factor in child well-being, as meals improve physical health, concentration in class, and school attendance.



Ethiopia: Children identified with issues raised by WVE during a National Policy Landscape event, especially critical gaps existing between the policy and practices related to school feeding... many children in the rural and urban settings are coming to school without food: *"When we get meals at school, we feel strong, happy, and ready to learn."*

Teketel, 17-year-old student (see photo).

Kenya: Children in Kenya called for "school feeding programs for primary schools" as a key area for improvement.

6. Safe spaces and response to abuse

Times Mentioned: 4 out of 8 reports

Children expressed a need for more physical "Safe Spaces" and faster, more reliable responses when abuse is reported. Construction of rescue centres or improved services for survivors of GBV and ensuring that volunteers are friendly and trained in child-friendly interactions.

Tanzania: In Tanzania, girls specifically called for *"stronger child protection, more peer training, and increased adult responsiveness to reported cases. They emphasized persistent challenges such as sexual exploitation, child marriage, and the need for more follow-up on reported incidents."*

Kenya: Children recommended the *"establishment of safe spaces and rescue centres"* for survivors of gender-based violence.

7. Recreation and sports facilities

Times Mentioned: 4 out of 8 reports

Children, particularly boys, feel that recreational needs are often overlooked in favour of hard infrastructure. More footballs, volleyballs, playground equipment, and organized inter-school tournaments.

Tanzania: Boys in Somalia *"expressed interest in more extracurricular activities, such as sports and vocational training, to support their personal development"*.

Section 3: How are children participating in advocacy?

Children across East Africa are actively participating in advocacy through various formal platforms, successfully influencing national laws, government budgets, and the quality of local services. Based on the reports, their participation is ranked by advocacy impact and frequency below.

1. Climate change and environmental policy

Level: Local, National, and Continental. **Spaces/Type:** African Climate Summit, National Children's Climate Dialogues, and Children's Assemblies. Children have become key voices in environmental advocacy, presenting formal declarations to heads of state and high-level officials.

- **Kenya:** The president of the **Kenya Children Assembly** participated in the African Climate Summit in Addis Ababa, presenting the "**Children's Climate Summit Declaration and Call to Action**" to government ministers.
- **Uganda:** Children organized a **National Children Climate Dialogue** with the Ministry of Water and Environment, where they called for "sustained investment in programs to end harmful social and cultural norms" exacerbated by climate shocks.
- **Ethiopia:** Children at the **African Climate Change Summit (ACCS2)** amplified collective voices asking leaders to "*rescue children from the adversities induced by climate change by enforcing laws against pollution*".



Children engaging decision makers at the African Climate Summit.

2. National budgeting and resource allocation

Level: National and County/District. **Spaces/Type:** Public Sector Budget Hearings, Parliamentary Public Participation, and Local Council Meetings. Children are successfully lobbying for increased government spending on child-sensitive services.

- **Kenya:** 38 children participated in **Public Sector Hearings** for the national budget. The Government of Kenya granted the children's requests and voices through Executive Order 1 of 2025, which established 'The state department of children services' under the Ministry of Gender, Culture, and Children Services, with a budget of **Kes12.1Billion in the approved FY25/27 Annual budget**.
- Leading the government to establish a **State Department of Children Services** with an approved budget of **Kes12.1 billion**.
- **Tanzania:** Children's advocacy directly contributed to the construction of the **Makawa Maternity Block** and the reintegration of out-of-school learners.
- **Rwanda:** Children from the Nyungwe Cluster participated in a national dialogue advocating for **Inclusive Safe Play Spaces**, requesting that line ministries "dedicate a budget and allocate spaces for play".



Child on a panel discussion advocating for safe spaces to play, WV Rwanda.

3. Shaping laws and legal frameworks

Level: National and Continental. **Spaces/Type:** African Girls Summit, National Child Participation Technical Working Groups, and Policy Landscape Review Forums. Children are helping to draft documents that govern their rights.

- **Ethiopia:** During the **African Girls Summit**, World Vision launched a child-friendly version of the African Union Convention on ending violence against women and girls, which was developed with child input to ensure the legal language was accessible.
- **Quote:** *"It helps children understand their rights and what safety looks like in daily life. That's the real meaning of accessibility... when children know what they're entitled to, they speak up,"* noted **Ekrem**, 18, from **Ethiopia**, regarding the new legal guides.
- **Uganda:** Children provided technical expertise and views to the Ministry of Gender to help develop the **new National Child Participation guide** and **Standard Operating Procedures** for child participation as well as facilitated consultations for the development of the first ever **National Safeguarding Standards for Children**.

Note about World Vision Sudan: Despite on-going conflict in programming areas, World Vision Sudan was able to gather feedback from children during the development of the African Union's Child-Friendly version of the Convention on Elimination of Violence against Women and Girls.

4. Nutrition and school feeding policy

Level: National and Regional. **Spaces/Type:** Policy Landscape Review Forums and National Children's Dialogues. Children are challenging the "gap between policy and practice" regarding hunger.

- **Ethiopia:** Children at the **National Nutrition Policy Landscape** forum provided "living testimony" on how many students come to school without food, challenging decision-makers to expand school feeding programmes.
- **Quote:** *"They weren't just there to listen. They spoke from the heart, courageously shared their lived experiences with hunger and the school feeding programme... challenging all of us to do better,"* reflected the National Director of **Ethiopia**.
- **Uganda:** At a national children's climate dialogue in preparation for the African Climate Summit in Ethiopia, children asked the government to *"develop nutrition programmes with climate adaptation strategies by strengthening school feeding programmes using locally produced food and climate-smart gardens to ensure resilient food systems"* (Children's call to action).

5. Service quality and accountability

Level: Local (Community and School).

Spaces/Type: Junior Councils, Children's Parliaments, and School Clubs (WASH, Peace, Health). At the local level, children use parliamentary structures to hold service providers accountable.

- **Uganda:** A child from the **Morngatuny Area Programme** shared how their children's parliament was used to **lobby the government to construct a new latrine block** for their school.
- **South Sudan:** Children in **Peace Clubs** advocate for non-violent conflict resolution, while **Health Clubs** monitor school cleanliness and advocate for better sanitation.
- **Quote:** *"In our school, they dug a borehole after we participated in a planning meeting organised by World Vision and we raised the problem of lack of water,"* shared **Ismael**, 15, from **Uganda**.

WV South Sudan established health clubs that provided training on environmental cleanliness and health practices, empowering children to contribute to healthier schools and communities. *"I have also joined the Health Club, where World Vision trained us on how to protect our school environment and our communities. World Vision does not only talk, but they also take action."* A boy in Juba County.

Section 4: How are children participating in decision-making?

Children across East Africa are participating in decision-making through a variety of structured platforms and creative methods, leading to significant personal and community-level changes.

How children are participating in decision-making

Children participate at multiple levels, from local households and schools to national parliaments and international summits. Their involvement spans all stages of the program cycle:

- **Needs Identification and planning:** Children identify the most vulnerable in their communities and help set strategic priorities.
- **Implementation:** They lead community awareness campaigns and manage their own clubs.
- **Monitoring and evaluation:** Children review programme progress, assess multi-year impacts, and provide feedback on whether interventions reached the most vulnerable.
- **Strategy development:** Their voices directly informed the new national strategies for across all 8 FOs in 2025.

Most common child participation methods and approaches

Children utilize both formal structures and informal creative engagement tools to voice their opinions:

- **Representative platforms: Children's Parliaments and Junior Councils** are the most prominent formal structures for lobbying government and community leaders.
- **Thematic clubs:** Children engage through specialized groups such as **WASH clubs, Peace clubs, Child Rights clubs,** and **Girls' clubs** to address specific issues like hygiene, conflict, or protection.
- **Review and planning meetings:** The **Annual Community Review and Planning (ACRP)** meetings are a primary method for children to provide annual feedback to World Vision staff.
- **National and regional dialogues:** Children participate in high-level forums such as **National Children Climate Dialogues, budget hearings,** and the **East Africa Children's Advisory Group.**
- **Creative and interactive tools:** Younger children or those in marginalized contexts use **drawing, storytelling, participatory theatre,** and **play** to express their needs and vision for the future.

What is working and why?

The reports identify several key factors that make child participation in decision-making effective:

- **Safe and supportive environments:** Adult facilitators are described as "kind" and respectful, creating a "safe haven" where children can speak freely without fear.
- **Commitment from Senior Leadership:** Direct interaction between children and **National Directors or Boards** ensures that children's views reach the highest levels of decision-making.
- **Closing the feedback loop:** When staff provide clear, age-appropriate feedback explaining *why* certain suggestions were or were not adopted, it builds transparency and trust.
- **Capacity building:** Training for staff, volunteers, and parents on child rights and participation standards has reduced adult-centric mindsets and improved the quality of engagement.

Section 5: What could be done to make children's participation in decision-making more effective?

To make their participation even more effective, children across East Africa emphasize the need for **closing the feedback loop, inclusive infrastructure, capacity building for adults, and more autonomy in leadership.**

1. Closing the feedback loop and enhancing transparency

Children frequently report that they are consulted during planning but often lack information on the final outcomes of their suggestions. To improve this, they request:

- **Clear explanations:** They want to know why certain proposals were not adopted and why specific items were selected over others.
- **Early preparation:** Children in Uganda noted that they need to be informed of meeting agendas and required materials (like writing tools) well in advance so they can prepare properly.
- **Accountability in budgeting:** Children who participate in high-level events ask for better communication regarding the financial support they are promised, noting that they are often not told how much to expect.

2. Strengthening inclusion for marginalized groups

Children highlighted that participation is not yet fully inclusive, particularly for those with unique needs. They recommend:

- **Support for disabilities:** This includes training teachers in **sign language**, providing assistive devices like wheelchairs and hearing aids, and ensuring school facilities (latrines and playgrounds) are physically accessible.
- **Diverse engagement platforms:** In Kenya and Somalia, children suggested moving beyond traditional meetings to include **digital platforms (E-assemblies)**, STEM clubs, and creative methods like drawing and storytelling to engage younger or marginalized children.
- **Religious and age sensitivity:** Children in Uganda called for religious respect to ensure spiritual nurture activities are inclusive of Muslim faith needs and that sponsorship activities are age-appropriate for adolescents.

3. Capacity building and mindset shifts for adults

Children identify adult attitudes as a primary barrier to effective participation. They suggest:

- **Training for parents and caregivers:** Many children report that parents dismiss their voices or refuse to let them participate because they only value direct material gains. *"If World Vision staff go and bring the parents together and tell them about children's rights, they might take it more seriously than when we tell them,"* shared a child from South Sudan.
- **Child-friendly service providers:** Children noted that some volunteers only act friendly when senior staff are present. They call for increased training for all community volunteers and service providers on how to interact with children respectfully.



4. Transitioning to child-led leadership and autonomy

While collaborative participation is high, child-led participation remains limited (recorded as only 4.24% in Ethiopia). Children need:

- **Leadership training:** They request formal training in **public speaking**, **negotiation**, and **project management** to feel confident in decision-making spaces.
- **Resources for micro-projects:** Children want the independence to set their own agendas and manage their own community initiatives through dedicated resources, such as the Impact+ model.
- **Support for teachers:** In South Sudan, children uniquely noted that their own education—and thus their ability to participate—is hindered by teacher turnover, requesting **incentive payments for teachers** to ensure quality and consistency in schools.

5. Essential infrastructure as a foundation for participation

Children consistently argue that they cannot participate effectively if their basic needs are unmet. They prioritize:

- **WASH and Menstrual Hygiene:** Girls emphasize that **private menstrual hygiene rooms** and consistent water supply are essential for them to remain in school and participate in clubs.
- **Safe Spaces and Nutrition:** Children call for the establishment of **safe spaces and rescue centres** for survivors of abuse, as well as the expansion of **school feeding programmes** to ensure they have the energy to concentrate and engage.

Section 6: The impact of child participation on children, communities and World Vision

Child participation across East Africa is driving significant transformations at the individual, community, and organizational levels. By providing children with "a seat at the table," World Vision programming has moved beyond viewing children as passive recipients to recognizing them as active change agents.

1. Impact on children

Children report increased confidence, leadership, and self esteem through participation. They actively understand and defend their rights, improve communication and relationships, develop life skills, and feel safer, respected, and empowered as role models within their communities.

2. Impact on local communities

Children's advocacy has led to concrete improvements in services, infrastructure, and social norms. Their participation has influenced school and health facilities, challenged gender roles, supported education access, and shaped national policies and budgets that respond more effectively to community needs.

3. Impact on World Vision as an organisation

Child participation has fundamentally changed how World Vision operates, plans, and holds itself accountable.

- **Strategic alignment:** Children's voices are now a primary data source for strategy. **Across all 8 FOs**, children's perspectives directly informed the newest five-year national strategies, ensuring priorities reflect children's "*lived realities*".
- **Improved accountability and feedback:** Listening to children has forced the organization to close "feedback loops." In **Burundi**, World Vision adapted its logistics after children complained about long distances to distribution sites and delays in school materials. In **Somalia**, staff use visual boards and suggestion posters to show children exactly how their ideas were implemented.
- **Staff and leadership mindsets:** There is a growing "*appreciation of the role of child participation*" among senior leaders. In several countries, National Directors and Boards now hold triennial field visits to interact directly with children, allowing for "*honest insights about programme gaps*".
- **Programmatic relevance:** By listening to children, the organization identifies the "*real most vulnerable*" who might otherwise be missed. In **Burundi**, children helped identify marginalized groups and in **Ethiopia**, 84% of children confirmed that their participation enhanced the organization's commitment to strengthening child inclusion.

Conclusions

These findings demonstrate that child participation is a strategic investment with measurable benefits for children, communities, and World Vision's effectiveness. While progress is evident, children clearly identify where practice must deepen, particularly in accountability, inclusion, and child led leadership. Sustained impact will depend on institutionalising what works, responding credibly to children's feedback, and continuing to strengthen systems that enable participation to be transparent, inclusive, and genuinely influential in decision making.

Appendix: Consolidated child participation and impact data

The following table consolidates data from the sources regarding child participation in various clubs, parliaments, and other decision-making spaces across the eight East African countries.

Country	Spaces & Participation Platforms	Membership / Participation Numbers	Key Impacts & Achievements
Uganda	Children's Parliament, Child Development and Participation Centres (CDPC), Peace Clubs, Literacy classes, and the IMPACT+ model.	24 children from 14 Area Programmes (50% boys/girls) participated in national forums. Over 5.1 million children are targeted for well-being by 2030.	Successfully lobbied government for new school latrine blocks; influenced the national child participation guide; secured school boreholes.
Ethiopia	School clubs, Child Parliament platforms, Child Friendly Spaces (CFS), and the Girls Shine Curriculum.	160 children engaged in program evaluations; 40 in design activities. 33 children provided detailed feedback via the national dashboard.	Construction of water points near homes; launch of child-friendly versions of AU legal conventions; influenced national nutrition policy on school feeding.
Kenya	Kenya Children Assembly (KCA), 4K Clubs, Child Rights Clubs, and the digital "E-assembly".	174,219 children, adolescents, and youth supported. 1,983 children participated specifically in public budget forums.	Lobbied for the establishment of a State Department of Children Services with a Kes 12.1 billion budget; increased birth registrations; informed the FY26-30 strategy.
South Sudan	Child Rights Clubs (e.g., Kings Academy), Peace Clubs, Health Clubs, and School Reading Clubs.	40,854 total children reached (17,066 boys and 23,788 girls).	Transformation from violent behaviour to non-violent conflict resolution; improved concentration through school feeding; distribution of thousands of dignity kits.
Somalia	Adolescent Power Groups, Psychosocial Support (PSS) sessions, CHAST (Hygiene training), and recreational activities.	24,075 total children reached; 13,515 in PSS; 7,248 in recreation; 3,312 in hygiene training.	Boys began sharing household chores (cooking); introduction of mental health counselling; school infrastructure improvements including clean water access during droughts.
Tanzania	National Junior Council, Girls' Clubs, Learning Clubs, and specialized WASH/ Nutrition clubs.	101,704 Registered Children reached; 300+ children involved in 32 community review and planning sessions.	Election of a World Vision child to the Vice Chair of the National Junior Council; construction of the Makawa Maternity Block; reintegration of out-of-school learners.
Rwanda	Child Protection Clubs, Strategy Consultations (Simbi AP), and Dialogues for Safe Play Spaces.	67,735 total children reached. 20 children (10 boys/10 girls) participated in high-level leadership sessions.	Reintegrated 11 school dropouts (6 boys, 5 girls); secured commitments for inclusive playground infrastructure and additional classrooms.
Burundi	Community Review and Planning Meetings (CRMP), Accountability meetings, and the EARO Children Advisory Board.	1,031 children consulted total; 719 children from 30 Area Programmes participated in CRMPs.	Distribution sites moved closer to villages; scholastic materials provided before school terms start to prevent dropout; construction of preschool classrooms.



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