



CIYOTA
EDUCATE. UNITE. GROW

Our Vision
Build united, developed, and peaceful communities in Africa.

Our Mission
Educating conflict-affected children and youth to lead and rebuild communities.

By educating one child, we are empowering a family and uplifting a community

CIYOTA is committed to inclusive learning ensuring refugee and disadvantaged youth from the host community receive quality education and equal opportunities to thrive.



EDUCATION CANNOT WAIT | **CIYOTA** | **STREET CHILD**

ECW Multi Year Resilience Plan II (MYRP II)



Distribution of learning materials to girls

CIYOTA is increasing Access to Quality Education and Skills Training for Refugee and Host communities, girls and boys in Kyangwali Refugee settlement. We improve access and retention to Inclusive and Gender Transformative Learning and Training opportunities



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EDUCATE. UNITE. GROW

QUARTERLY REPORT- 03

2025





WELCOME FROM THE EXECUTIVE DIRECTOR

As we close the third quarter of 2025, I extend heartfelt thanks to the CIYOTA team, our partners, and the communities we serve for their unwavering dedication to education, leadership, and empowerment.

Despite limited resources and changing refugee dynamics, CIYOTA continued to deliver inclusive, transformative education both in Uganda and Democratic Republic of Congo (DRC) and directly reached 7,602 individuals. 4,815 in ECD and Primary education, 85% refugees, 15% host community) were supported. While 1,318 secondary students benefited from enhanced learning environments, mentorship, and agribusiness programs.

The University Access Program supported 52 students, with 7 earning scholarships to top universities and 4 graduating from USIU-Africa, including a male student with a disability, a strong example of inclusive education. Currently, 43 students are enrolled in university. Through the Breaking Education Barriers projects, learners in five other primary schools were supported in developing literacy and numeracy skills, and 279 adolescents, primarily girls, received education on Sexual and Reproductive Health and Rights (SRHR). The new Family Business for Education Project identified 150 caregivers for mentorship and start-up support, directly connecting family income to the education of their children.

CIYOTA supported 999 individuals in the skills program. This included 150 caregivers in the FBE, 432 youth in Entrepreneurship and Leadership in DRC, and 417 youth in three secondary schools in Kyangwali refugee settlement in Uganda, resulting in the launch of 218 small businesses in DRC. Additionally, 118 pastors and church leaders completed leadership and biblical training, leading to a humanitarian outreach that supported 26 vulnerable households in DRC.

Looking ahead, CIYOTA stays committed to sustainability, innovation, and scaling impact. With our partners, we continue to promote education as a foundation for peace, resilience, and prosperity. I am deeply grateful to all contributors; your dedication transforms the lives of children, youth, and families. You are invited to explore the detailed report in the document to learn more about our programs and achievements.



Ntakamazé Nziyonvira
Executive Director



WHO WE ARE

We are a refugee-led, community-driven non-profit organisation dedicated to empowering refugees, Internally Displaced Persons (IDPs), and marginalised youth in Uganda and the Democratic Republic of Congo (DRC). We believe that education, leadership, and entrepreneurship are the keys to transforming conflict-affected communities into thriving, self-reliant societies.

Everything we do is to support refugees and disadvantaged young people within the host community to access quality education



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WHERE WE WORK

UGANDA

Our programs are dedicated to delivering high-quality education to refugees and disadvantaged young children and youth within the host community. We strive to provide comprehensive support for Early Childhood Development (ECD) and primary school pupils, secondary education, university preparation, and skilling programs, ensuring all individuals have access to opportunities for academic advancement and personal growth.

DEMOCRATIC REPUBLIC OF CONGO

Our programs center on offering scholarship support to young children and youth while concurrently training the community in socially responsible leadership, social entrepreneurship, and active non-violence. Through these initiatives, we aim to empower individuals, foster positive community development, and cultivate a sustainable environment for growth and prosperity.



1,016

ECD and Primary Education



735

Secondary Education



52

University Preparation



218

Small businesses launched / Enterprises



849

Youth Empowerment/Skillling program



1,280

Child Friendly Space



583

Accelerated Education (EAP)



26

Humanitarian Outreach / Household



150

Family Business for Education Project



2,069

Catch-up programs/TaRL



450

Primary education through FBE



174

Sponsorship Program impact

IMPACT



UGANDA

Our programs are dedicated to delivering high-quality education to refugees and disadvantaged youth within the host community. We strive to provide comprehensive support for Early Childhood Development (ECD) and primary school pupils, secondary education, university preparation, and skilling programs, ensuring all individuals have access to opportunities for academic advancement and personal growth.



CIYOTA runs a model Early Childhood Development (ECD) and Primary School, a framework that has been successfully replicated in seven other refugee schools. The school provides refugee and host community learners with essential academic knowledge, following the Ministry of Education and Sports' standard curriculum. Beyond academics, CIYOTA has maintained strong enrollment and retention, with 1,016 learners as of Quarter 3, reflecting active parental involvement and community support. The ECD program emphasizes play-based learning with trained caregivers, while the primary section integrates academics with nutrition, psychosocial care, and co-curricular activities to foster holistic growth. Committed staff and strong school-community partnerships ensure an inclusive, safe, and dignified environment, supporting children with special needs to thrive alongside their peers.

- **Enrolment:** In Quarter 3, CIYOTA ECD and Primary School maintained stable enrollment with 1,016 learners, 363 in Early Childhood Development and 653 in Primary. Of these, 85% are refugees and 15% from the host community, with a balanced gender distribution of 474 girls (47%) and 542 boys (53%). Attendance varied slightly, at 88% in July, 95% in August, and 83% in September, highlighting the need to sustain consistent learner engagement throughout the term.



- **Staffing:** CIYOTA ECD and Primary School is supported by 42 staff members—24 teaching and 18 non-teaching; comprising 26 males and 16 females, including 19 refugees. This diverse and dedicated team delivers high-quality instruction, ensures smooth operations, and upholds CIYOTA's values of inclusivity and excellence, playing a key role in empowering learners from refugee and host communities through holistic education.

Highlights of Key Activities

- CIYOTA ECD & Primary School maintained strong academic performance with an 89.8% pass rate, supported by syllabus completion, exams, and structured revision programs. Teachers showed dedication and used innovative approaches, while administrative systems ensured smooth operations.
- Community and stakeholder engagement remained active through parents' meetings, School Management Committee (SMC) and Parent-Teacher Association (PTA) sessions, new PTA elections, and visits from partners like Anzisha, Love Africa, and Partners for Equity, strengthening collaboration and potential partnerships.
- Teacher and learner capacity-building included the "Play 2.0" workshop, learner-centered teaching discussions, remedial programs, holiday support initiatives, and menstrual hygiene training, boosting academic readiness, confidence, and inclusion.
- Students participated in classroom activities, assemblies, debates, the My Home Stars Challenge, sports competitions, educational tours, and First Aid training, promoting holistic development, teamwork, confidence, discipline, and moral growth.



CIYOTA Child Friendly Spaces

- During Q3 2025, the Maratatu Child Friendly Space remained central to CIYOTA's child protection and psychosocial programs. In July, 926 children participated in literacy, numeracy, creative arts, sports, and emotional support activities, with average monthly attendance of 343 in August and September as seasonal duties affected participation. Instructors consistently provided play-based learning and psychosocial support, helping children build social confidence, emotional balance, and a renewed sense of safety in a supportive environment. Many children reported feeling more secure and valued compared to the crowded conditions of their homes.
- In addition, 11 home visits reached highly vulnerable households, including a child-headed family of four siblings, offering psychosocial care, education advocacy, and guidance to caregivers. Through these efforts, the Child Friendly Space program directly reached over 1,280 children and caregivers, fostering emotional well-being, school engagement, and a strong foundation for future learning.



BREAKING EDUCATION BARRIERS PROJECT



In collaboration with Street Child Uganda, CIYOTA is in the third year of implementing the “**Breaking Education Barriers**” project across five primary schools in Kyangwali Refugee Settlement (Kasonga, Planning for Tomorrow, CIYOTA, IQRA and Community Development Association Primary Schools). The project adopts a holistic, inclusive and gender-responsive approach designed to enhance learning outcomes and ensure equitable access to quality education for all learners. It emphasizes foundational learning through the Teaching at the Right Level (TaRL) methodology, girls’ empowerment through dedicated clubs and community engagement to foster ownership and sustainability of educational gains. During this reporting period, CIYOTA worked closely with community leaders, school management teams, parents and Kikuube District officials to strengthen collaboration and promote an enabling environment for children’s learning and development.



Highlights of Key Activities

- Teacher Capacity Building: 23 teachers trained in phonics, comprehension, and MEAL reporting; staff transfers were addressed promptly across 5 schools to ensure instructional consistency.
- Learner Enrollment: 2,069 learners (1,852 refugees, 217 host; 1,071 females, 998 males) enrolled in the Teaching at the Right Level (TaRL) program to strengthen literacy and numeracy.
- TaRL Implementation: Conducted successfully across 5 schools, with Kasonga Primary recording the highest participation; learners showed improved reading, writing, and confidence.
- Girls' Empowerment Clubs (GECs):
 - 61 girls trained in leadership and safeguarding.
 - 276 learners (200 females, 76 males) participated in debates on gender and education issues.
 - 279 learners (240 females, 39 males, 10 with disabilities) attended SRHR sessions, improving hygiene awareness and reducing absenteeism.
- Community Mobilization: 319 participants (187 females, 132 males, 2 with disabilities) engaged through school-community meetings promoting girls' education, parental involvement, and child protection.





SECONDARY EDUCATION



CIYOTA operates a model Secondary School in Kyangwali Refugee Settlement and supports three additional secondary schools to expand access to quality education for both refugee and host community learners. This initiative strengthens post-primary education and promotes inclusive, transformative learning opportunities for young people.

The school reflects CIYOTA's commitment to academic excellence, life skills, and values that prepare learners for higher education, employment, and leadership. Investments in classrooms, teacher housing, and learner-centered facilities have created a safe and dignified learning environment.

Beyond academics, CIYOTA integrates psychosocial support, leadership, and entrepreneurship training, empowering students, including those with special needs, to become confident and self-reliant. The school currently enrolls 735 learners and maintains a strong 90% attendance rate, demonstrating the dedication of both students and staff to holistic success.



- **Enrolment:** The school currently enrolls 735 learners, including 294 females (40%) and 441 males (60%). Of these, 203 (28%) are in Advanced Level and 532 (72%) in Ordinary Level. The 472 learners (64%) are refugees, and 263 (36%) are from the host community. The school upholds a strong average attendance rate of 90%.
- **Staffing:** CIYOTA Secondary School is supported by a committed team of 52 staff members, including 33 teaching and 19 non-teaching personnel. The team comprises 39 males and 13 females, with 13 refugee staff who bring valuable lived experience and resilience to the school community. This diverse workforce underpins the school's academic and operational success. Teaching staff ensure the effective delivery of a learner-centered curriculum that promotes academic excellence and character development, while non-teaching staff provide essential support in administration, security, welfare, and maintenance. Collectively, they sustain CIYOTA's mission of delivering inclusive, high-quality education that empowers both refugee and host community learners to reach their full potential.



Highlights of Key Activities

During the third quarter, CIYOTA Secondary School made notable progress in infrastructure, academics, and student development. The new girls' dormitory was completed and painted, providing a safer boarding facility, while the Accelerated Education Program block was renovated to improve learning spaces. Campus hygiene and appearance were maintained through thorough cleaning and regular slashing.

Learners participated in agricultural and work-study programs, including weeding, planting, and fish pond maintenance, promoting practical skills and food sustainability. Academic activities covered Beginning-of-Term assessments for S1–S5, continuous assessment updates in the UNEB system, and practical sessions for Art and Design candidates. Field trips in Geography and Agriculture enriched learning, while a career guidance session by St. Ambrose Institute inspired future ambitions.

Capacity-building focused on both staff and learners. Education Cannot Wait workshops promoted entrepreneurship and life skills through poultry, piggery, and fish farming clubs. Counselling sessions supported students' mental health and career planning, while teachers received training in safeguarding, child protection, and partner-led professional development.

Student leadership was enhanced through prefect and class counsellor elections, supported by general assemblies and departmental meetings that encouraged accountability. Administrative priorities included staff coordination meetings and academic reviews to address gaps identified in WAKISSHA mock exams. Health and welfare efforts continued to ensure a safe and supportive school environment.



CIYOTA, in partnership with Street Child Uganda and Save the Children under the Uganda Education Consortium Management Unit, is implementing the three-year Multi-Year Resilience Programme II (2023–2025) funded by Education Cannot Wait. The project is delivered in collaboration with partners including AVSI Foundation, CSU, and HAF Uganda, and equips youth with education, entrepreneurship, and leadership skills through a holistic approach. CIYOTA implements the Entrepreneurial and Leadership Curriculum in three secondary schools: Kyangwali Secondary, Planning For Tomorrow Secondary, and CIYOTA Secondary, supported by a Center Focal Person at each school. The schools host 15 active student clubs (417 members in Q3), which provide hands-on learning through student-led enterprises, leadership sessions, teamwork activities, and back-home projects, strengthening practical business skills, financial literacy, and household livelihoods. By promoting self-reliance, innovation, and economic resilience, the program not only enhances personal growth but also contributes to sustainable community development, aligned with Uganda’s Education Response Plan II for Refugees and Host Communities.



Highlights of Key Activities

- **Teacher Engagement:** 25 teachers across three secondary schools received monthly stipends and support from Centre Focal Persons, enhancing curriculum delivery and interactive learning.
- **Learner Participation:** 416 learners took part in leadership and entrepreneurship sessions; 15 active clubs engaged 417 members (up from 353), promoting teamwork, decision-making, and financial management skills.
- **Club Resources & Infrastructure:** Distribution of asset-financing materials (poultry, baking, farming, soap-making), construction of club structures, and installation of an irrigation system strengthened sustainability. Each club appointed a safeguarding focal person.





Highlights of Key Activities

- **End-of-Project Reviews:** Meetings at Kyangwali and Planning For Tomorrow Secondary Schools with PTAs, Boards, and club leaders reviewed achievements and developed sustainability plans.
- **Monitoring & Safeguarding:** Hosted Education Cannot Wait consortium monitoring visit; conducted safeguarding and child protection training for PTAs and Boards to enhance safe learning environments.
- **Disability Inclusion:** Supported Washington Group Questionnaire data collection, training 17 teachers and reaching 480 learners to identify and support learners with disabilities.





BRIDGED PROJECT - ACCELERATED EDUCATION PROGRAM (AEP)



CIYOTA, in partnership with War Child Canada and the Mastercard Foundation, is implementing the 'Bridge: From Secondary Education and Skills Development to Job Opportunities for Refugee and Host Community Youth in Uganda' program to tackle youth unemployment in Kikuube District, particularly within the Kyangwali Refugee Settlement.

The program promotes inclusive and gender-sensitive education, empowering young people as agents of change while collaborating with education agencies and government stakeholders to achieve a sustainable impact. It also engages 90 community members (30 Youth Education Committee, 30 Community Education Committee, and 30 Mother-to-Mother group members) who mentor girls, offer peer support, and mobilize out-of-school youth to return to learning.

Across three learning centers, 583 youth (151 Refugee Male, 130 Refugee Female, 145 Host Male, and 147 Host Female) are enrolled in two academic levels: Level 1 (Senior 1–2) and Level 2 (Senior 3–4), before transitioning into mainstream education or vocational training.



Highlights of Key Activities

- **Community Awareness on GBV & Parental Engagement:** Sessions in four villages reached 462 people, promoting Gender-Based Violence (GBV) prevention and stronger parental involvement in education.
- **Male Youth Awareness on Accelerated Education:** Engaged 164 youth to champion girls' education and advocate for safe, inclusive learning spaces.
- **Feminist MEAL Training:** 38 participants from CIYOTA and partners trained on gender-responsive monitoring and accountability, developing inclusive action plans.
- **Committees and M2M Groups Strengthened:** Validated and oriented Youth and Community Education Committees and Mother-to-Mother(M2M) groups in three centers to enhance learner retention and community engagement.
- **Community Mobilization for Out-of-School Learners:** Local leaders and education committees mobilized parents and youth to re-enroll dropouts into the Accelerated Education Program.
- **Partnership and Coordination Meetings:** CIYOTA worked with the Office of the Prime Minister and partners like War Child Canada and NRC to align education interventions and strengthen collaboration across centers.





SPONSORSHIP STATUS IN Q3, 2025

ECD & PRIMARY
EDUCATION
1,016 Pupils

Only 63 sponsored (6.2%)

SECONDARY
EDUCATION
735 Students

Only 111 sponsored (15.1%)



1,577 children and youth need your support!

Over 90% of CIYOTA students are still in school but are at serious risk of dropping out soon without immediate sponsorship support.

The CIYOTA Sponsorship Program continues to make a meaningful impact by supporting children and youth from refugee and disadvantaged backgrounds in Uganda and the DRC to access quality education.

Many of these learners face financial hardship, displacement, or have lost parental support. Through the generosity of individual sponsors, more students are remaining in school and working toward brighter futures, with a continued focus on keeping girls in education.

In Primary Education, 61 out of 1,016 students in Uganda and 2 in the DRC are currently supported by sponsors; 36 boys and 27 girls, all 100% forcibly displaced persons (FDPs).

In Secondary Education, 111 out of 735 students are under sponsorship; 51 boys and 60 girls, including 86 FDPs and 25 host community learners.

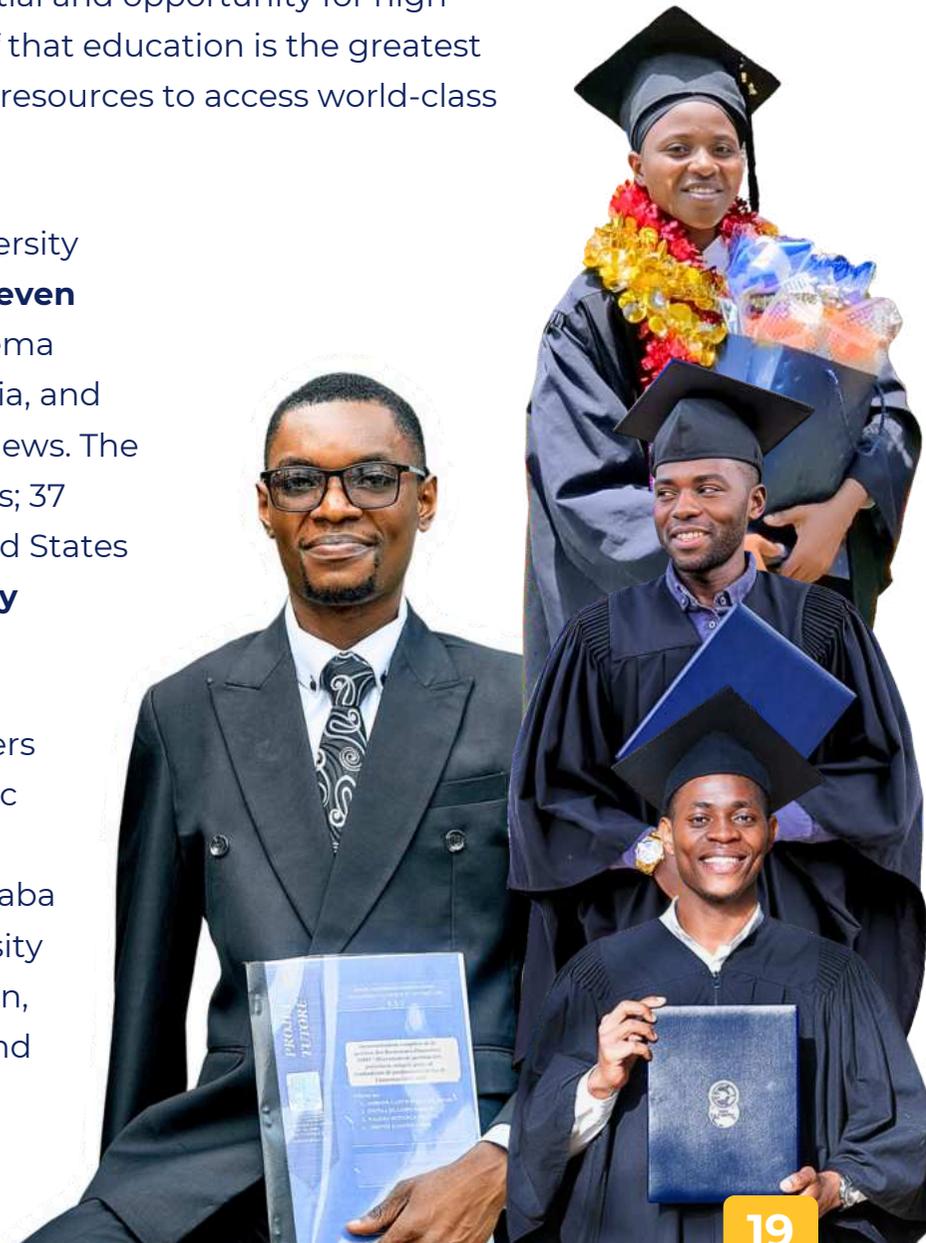


The CIYOTA University Access Program bridges the gap between potential and opportunity for high-achieving youth from refugee and host communities. Built on the belief that education is the greatest equalizer, the program equips students with the skills, mentorship, and resources to access world-class higher education.

Between July and September 2025, CIYOTA supported students in university preparation, scholarship applications, and documentation. As a result, **seven students secured prestigious scholarships**: five to Makerere and Bugema Universities (through War Child Canada), one to the University of Pretoria, and one to Ashesi University, while three others await responses after interviews. The program currently supports 43 students in Uganda (16 females, 27 males; 37 refugees, 6 hosts). In September, **three students graduated** from United States International University–Africa, while **one male student with a disability graduated** from ISIG-GOMA in the Democratic Republic of Congo.

Beyond scholarships, CIYOTA assists with travel documentation and offers ongoing mentorship and skills training to prepare students for academic and personal success.

From September 7–12, 2025, CIYOTA participated in the HALI Access Indaba in Naivasha, Kenya, a gathering of 41 member organizations and university partners from 32 African countries. The conference fostered collaboration, shared learning, and co-created solutions to improve access, funding, and mental health support for high-achieving, low-income students across Africa.





Family Business for Education Project - FBE

In September 2025, CIYOTA, in partnership with Street Child Uganda, commenced the Family Business for Education Project in Maratatu and Nyamiganda within Kyangwali Refugee Settlement, marking a strategic initiative to empower refugee families through sustainable livelihoods. Over a 10-month implementation period, the project seeks to ensure that household income directly supports children's education, tackling poverty as a key barrier to schooling. The Family Business for Education approach combines economic empowerment with social support, enabling families to develop small, sustainable businesses while receiving mentorship and guidance on effective parenting. Through this intervention, 150 caregivers are expected to achieve financial resilience, ensuring that 450 children can access and remain in school, while broader awareness campaigns and inclusive practices will indirectly benefit over 4,000 children in the settlement. Three Family Business Officers (field-based project staff) have been recruited and trained to implement the program in the settlement and expected outcomes to ensure effective delivery and meaningful impact.



Highlights of Key Activities

- Caregiver Assessment for FBE Project (15–19 Sept): CIYOTA assessed 230 caregivers in Maratatu (150) and Nyamiganda (80) to identify the most vulnerable families for the Family Business for Education program, targeting at least 150 beneficiaries.
- Data Collection & Household Profiling: Family Business Officers conducted one-to-one interactions, gathering detailed information on children's education status, family expenditures, vulnerability levels, and household locations to ensure accurate targeting and effective follow-up.



- Support & Next Steps: Selected caregivers will receive mentorship on group dynamics and business development, start-up capital for establishing businesses, and active participation in village savings and loan activities, all under close guidance and supervision from Family Business Officers.



Faith-based engagement and leadership development

The Community Engagement Department promotes holistic development through spiritual, social, and physical enrichment, now also including nutritional knowledge. Its mission is to create inclusive spaces for growth and wellness. During this reporting period, the program emphasized faith, health, and psychosocial support, implemented collaboratively with Love Africa Mission, churches, educators, and community partners, fostering moral growth, resilience, and leadership while strengthening community cohesion.

Key activities conducted in Q3 included:

Highlights of Key Activities

- **Vacation Bible School (July):** Engaged 120 children in interactive scripture learning, storytelling, songs, and creative arts, helping them find hope and purpose amidst displacement.
- **Pastoral Leadership Seminar:** Hosted a five-day training with 40 pastors (35 refugees, 5 nationals from Jinja), focusing on trauma-informed ministry, ethical leadership, and discipleship practices. Participants reported renewed confidence in serving their congregations with empathy and spiritual clarity.
- **Community Mobilization for Upcoming Missions:** Prepared for a four-day Marriage Conference (35 couples) and a Youth Bible Conference (500+ youth), while continuing weekly children's Bible sessions to nurture values of obedience, compassion, and faith.

These initiatives collectively strengthened spiritual well-being, leadership grounded in integrity, and overall community cohesion.



Livelihoods - Women's Fish Farming Initiative

Since February 2025, CIYOTA, in collaboration with African Initiatives for Relief and Development (AIRD), has been implementing the fish farming project “Enhancing Livelihood Opportunities among Refugee Families in Kyangwali Settlement”, targeting 75 former AEP learners (30 women and 45 youth). The project aims to develop practical aquaculture skills, diversify income sources, improve household nutrition, and increase resilience.

During this quarter, the women’s fish farming initiative showed significant progress. Three women led daily pond management, including feeding, water regulation, and hygiene practices, under the technical guidance of AIRD specialists, resulting in improved fish growth rates and pond conditions. The group also established a self-initiated savings association, contributing US\$1.5 monthly, which supported both operational costs and personal savings.

By the end of the quarter, the initiative had directly benefited 12 women and indirectly supported over 60 household members through improved food security and shared income. The project not only strengthened household nutrition but also promoted economic empowerment, leadership, and community cohesion, serving as a model for other livelihood groups in Kyangwali Refugee Settlement.



DR CONGO

Our programs center on offering scholarship support to young children and youth while concurrently training the community in socially responsible leadership, social entrepreneurship, and active non-violence. Through these initiatives, we aim to empower individuals, foster positive community development, and cultivate a sustainable environment for growth and prosperity.



CIYOTA conducted follow-ups for 16 scholarship-supported learners across primary (8), secondary (4), and university (4) levels to assess their academic and personal progress. The exercise aimed to track academic performance, verify school fees and tuition payments, and offer psychosocial and additional support where needed.

Findings from school and university records show consistent academic progress and strong learner engagement across all education levels.

- Primary Level: Eight learners were assessed; six (75%) were promoted, while two (25%) did not advance, emphasizing the need for continued academic and psychosocial support.
- Secondary Level: All four learners (100%) were promoted, reflecting the positive impact of effective teaching, mentorship, and consistent motivation.
- University Level: Of the four students, one (25%), a learner living with disabilities, successfully completed their studies, marking a significant milestone in CIYOTA's long-term education pathway. The remaining three students are continuing with their programs.

Through its established education support structures, CIYOTA remains committed to continuously following up with all sponsored learners to ensure they receive the guidance and resources necessary for their academic success. This ongoing support focuses on addressing learners' individual needs, promoting steady academic progression and facilitating smooth transitions between different levels of education, ultimately strengthening their potential for long-term achievement and self-reliance.

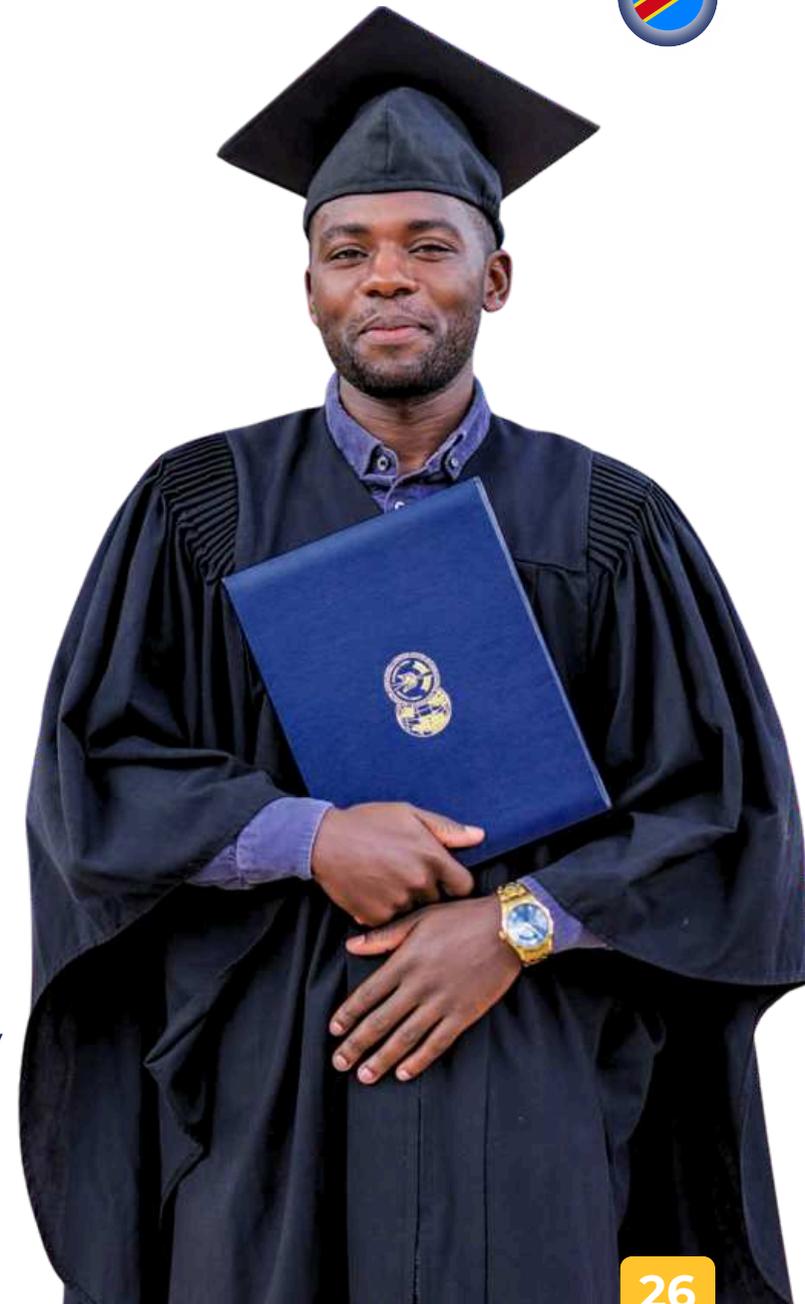


CIYOTA's University Access Program in the Democratic Republic of Congo equips secondary school graduates with the knowledge, skills, and confidence needed to transition successfully into higher education. The program currently supports **32 candidates: 19 females** and 13 males, who receive intensive training in English language proficiency, computer literacy, scholarship application writing, and essential life skills for university life.

This comprehensive preparation not only strengthens academic readiness but also nurtures independence, adaptability, and global awareness, enabling students to thrive in diverse university environments.

Through this initiative, CIYOTA has established strong partnerships with leading international institutions and scholarship programs, including **Sciences Po, the University of Cambridge, and other partners of the Mastercard Foundation Scholars Program**. Selected students benefit from mentorship, coaching, and personalized guidance on academic pathways, application processes, and personal growth.

Ultimately, the program serves as a bridge between secondary education and higher learning, empowering young scholars, particularly those who are internally displaced and marginalized, to access world-class educational opportunities and become transformative leaders in their communities.





Leadership and entrepreneurship training.

Training women, youth and church leaders in social responsible leadership and entrepreneurship. In Quarter 3, CIYOTA, in partnership with the **Love Africa Mission Team**, successfully organized and conducted a three-day training for 118 (38 female and 80 male) pastors and other church leaders in Kinshasa. The training, led by a team of four missionaries, centered on Leadership Development and Biblical Studies, combining structured teachings, dynamic discussions and communal fellowship. Its core aim was to enhance leadership skills, deepen spiritual insight and provide practical guidance for effective ministry and impactful community engagement. Emphasis was placed on personal discipline, servant leadership and applying biblical principles to contemporary social and moral issues. By the conclusion of the program, participants were equipped and motivated to act as transformational leaders, driving positive change, fostering unity and upholding moral integrity both within their congregations and across the broader community.



Food Distribution to Vulnerable Households



The final day of the pastors' training was dedicated to a humanitarian outreach, combining acts of service with prayer and encouragement. During this session, participants engaged in supporting the most vulnerable members of the community, demonstrating compassion and solidarity. A total of 26 vulnerable households received essential household items and food supplies, including kilograms of rice, kilograms of maize flour, liters of cooking oil, tins of sardines and bars of soap. The initiative not only provided material support but also uplifted the spirits of the beneficiaries, who expressed deep gratitude for the care, attention and encouragement they received. This outreach highlighted the practical application of biblical teachings, reinforcing the importance of service, empathy and community support.



Youth Empowerment in social entrepreneurship, social leadership, responsible and active non-violence.

As part of CIYOTA's Youth Empowerment initiatives in the Democratic Republic of Congo, three comprehensive training and assessment sessions were held at Adventist Churches in Birere and Ndosho, and in Chamahame. The sessions equipped young people with the knowledge, mindset, and practical tools to become responsible, socially conscious, and economically self-reliant citizens.

Trainings covered topics such as understanding poverty in the African context, entrepreneurship and business development, mindset transformation ("Problem = Project"), 10 secrets to sustainable income, and the seven principles of social entrepreneurship. A total of **432 participants** (264 females, 168 males, including 4 people with disabilities) took part, resulting in the **launch of 218 small businesses**. Many women started ventures in vegetable resale, poultry, piggery, duck farming, and small-scale trade, enabling participants to meet essential needs like food, education, and household expenses. This demonstrates how skills development drives personal and community transformation.



KEY SUCCESS AND LEARNINGS



Integrated Education and Community Engagement

Linking education with community structures such as Youth and Community Education Committees and Mother-to-Mother groups has strengthened learner attendance, retention, and protection. Active community involvement promotes ownership, accountability, and long-term sustainability of programs.

Entrepreneurship and Skills Training

Youth trainings in social entrepreneurship, leadership, and mindset change in Uganda and the DRC led to strong livelihood outcomes. Over 218 small businesses were launched in the DRC alone. Equipping youth with practical skills and mentorship fosters self-reliance and a smooth transition from education to employment.

Gender-Responsive and Inclusive Programming

Through initiatives like Girls' Empowerment Clubs, feminist trainings, and male youth engagement, CIYOTA has advanced gender equality and inclusion. These efforts have broken socio-cultural barriers, creating safer and more supportive learning environments for all.

Partnerships and Collaboration

Strategic partnerships and joint initiatives have expanded CIYOTA's reach and credibility. Collaborative monitoring, training, and exposure visits have strengthened staff capacity and enriched shared learning in refugee education and youth empowerment.



Challenges Affecting Programming in Uganda

Refugee education programming continues to face structural, financial, and socio-cultural barriers that limit learning outcomes and program sustainability. Addressing these challenges will require donor support, teacher retention efforts, strategic infrastructure investment, and strong community engagement to ensure inclusive and resilient education systems.

- Refugee education programming in Uganda continues to face several challenges, including funding gaps and implementation delays caused by short-term funding cycles and the upcoming closure of key programs, which threaten sustainability, teacher retention, and infrastructure support.
- Inadequate learning facilities, such as overcrowded classrooms, limited furniture, and a lack of disability-friendly WASH and safe boarding facilities, further hinder effective and inclusive learning.
- Additionally, socio-cultural and gender barriers rooted in deep-seated norms continue to restrict open dialogue on sexual and reproductive health, safeguarding, and girls' education.

To address these challenges, CIYOTA continues to advocate for flexible and sufficient funding, while strengthening gender awareness, community engagement, and partnerships that promote equity, safety, and inclusion.



Challenges Affecting Programming in the DRC

A major challenge affecting CIYOTA's programs in the Democratic Republic of Congo is limited funding, which constrains the organization's capacity to fully address the needs of the communities it serves. This limitation reduces the scope and reach of critical interventions such as entrepreneurship and leadership training, leaving some vulnerable groups underserved. Additionally, ongoing volatility in certain operational areas hampers consistent access to target populations, disrupts program continuity, and undermines the overall effectiveness of humanitarian interventions. Frequent population movements in these unstable zones further complicate outreach and sustained engagement with beneficiaries.

Mobility challenges also significantly impact program implementation. The remoteness and difficult terrain of many locations, combined with poor road infrastructure and limited transport options, make it difficult for staff to reach communities efficiently. These conditions increase travel time and operational costs, delay service delivery, and hinder effective monitoring and follow-up. During the rainy season or periods of adverse weather, some communities become completely inaccessible, further restricting the reach and impact of CIYOTA's interventions.



UPDATE - RECRUITMENT AND NEW STAFF



CIYOTA continues to strengthen its mission through youth engagement, mentorship, and inclusive recruitment. The organization engages individuals from partner universities, local communities, and its alumni network to contribute across departments, gaining valuable experience while supporting CIYOTA's vision. In Quarter 3, **three Family Business Officers** (all refugees, two former CIYOTA scholars) were onboarded to lead the Family Business for Education Project in Kyangwali, enhancing community-based mentorship and family empowerment.

Three former CIYOTA scholars also returned as interns (two in DRC and one in Uganda) under the Give-Back Initiative, applying their skills in education, ICT, and safeguarding to uplift others. Additionally, **two Ugandan interns joined the Monitoring & Evaluation and Finance departments**, gaining practical experience and contributing to CIYOTA's operations.

CIYOTA strengthened its Communication Department by onboarding an Information Systems Officer (ISO), a beneficiary of the University Access Program. The ISO oversees IT infrastructure, systems projects, digital data retention, and systems, boosting CIYOTA's digital presence, data management, and operational efficiency while supporting a diverse and empowered workforce.



Mazirane Gisèle Grace

A 28-year-old Congolese female refugee grew up facing poverty, instability, and limited opportunities. Orphaned and raised by a struggling single mother, she had little hope of advancing beyond secondary school. In 2012, while attending Kimbilio High School, Grace was selected for CIYOTA's Social Entrepreneurship and Leadership Training, opening a door that would change her future.

After high school, Grace joined CIYOTA as a volunteer Welfare Manager at the Kyangwali Branch, supporting over 25 youth from diverse nationalities. She also started a small business selling doughnuts and fried cassava to sustain the hostel and assist fellow members. In 2015, through CIYOTA's partnership with the Mastercard Foundation Scholarship Program and the University Access Program, she received a fully funded scholarship to study International Business Administration at USIU-Africa in Nairobi, Kenya. She used her business proceeds to support herself and contribute to the wellbeing of fellow scholars, reinforcing her sense of responsibility and self-reliance.

Today, Grace is a self-employed entrepreneur running **SAMASA Class, a fashion business training and employing young women,** and **Riverside Farm, a contract-farming enterprise producing sweetcorn, peas, and vegetables.** She continues to empower youth, especially girls, and remains grounded in perseverance, innovation, and giving back. Reflecting on her journey, she says, **"CIYOTA didn't focus on my imperfections but believed in my potential. It taught me that the impossible doesn't exist."**





Pascal Kasongo

Pascal Kasongo's journey is a story of resilience and vision. With a disability and experiencing his parents' divorce at age 12, he faced years of uncertainty and hardship. Despite completing secondary school, financial constraints made higher education seem impossible, yet his determination to make a difference never waned.

In 2022, Pascal was awarded a three-year CIYOTA scholarship to study Computer and Management at ISIG University in Goma. This opportunity enabled him to pursue his academic dreams while connecting with mentors and peers who encouraged his vision for social change. On September 2, 2025, he graduated with distinction (74.85%), a remarkable achievement reflecting his dedication and perseverance.

Empowered by education and mentorship, Pascal founded **New Generation in Action (GA)**, a non-profit impacting over **2,900 beneficiaries in Goma, including orphans, internally displaced persons, youth, and prisoners**. Through his initiative, he provides food, psychosocial support, and entrepreneurship training, turning his challenges into a platform for change. Pascal's journey exemplifies how education and mentorship can nurture young leaders who transform lives.



INCOME					
Description	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Uganda	Tired grants and donations	\$49,592	\$188,135	\$198,944	
	Untired grants	\$45,255	\$82,899	\$248,806	
	Income from charitable activities (School income)	\$185,528	\$177,701	\$488,382	
	Sub-Total	\$280,375	\$448,735	\$936,132	
DR Congo	Income generating activities	\$520	-	\$625	
	Untired grants	\$48,277	-	\$19,102	
	Tired grants and donations	\$19,102	-	\$58,467	
	Sub-Total	\$67,899	-	\$78,194	
Total Income		\$348,274	\$448,735	\$1,014,326	
EXPENSES					
Uganda	ECD & Primary Education	\$41,461	\$41,076	\$112,838	
	Secondary Education	\$45,805	\$84,748	\$192,550	
	Other programs	\$72,457	\$73,582	\$199,307	
	Administration	\$41,315	\$62,065	\$163,827	
	Sub-Total	\$201,038	\$261,471	\$668,522	
DR Congo	Administration	\$14,662	\$7,331	\$25,693	
	Education	\$3,090	-	\$5,290	
	Income generating activities	\$392	-	\$1,127	
	PMC	\$587	-	\$587	
	Other programs	\$10,870	\$5,435	\$20,595	
	Sub-Total	\$29,601	\$12,766	\$53,292	
Total Expenses		\$230,639	\$274,237	\$721,814	
Q3 BALANCES		UGANDA	DR Congo		
		\$267,610	\$24,902		





To ensure that CIYOTA continues transforming the lives of children and young refugees, and the host community, we aim to raise **USD 243,000** by year-end.



Q3 GALLERY



Collaboration
Faith, health, and psychosocial support sessions, implemented collaboratively with Love Africa Mission



Family Business for Education
caregivers sessions



ECW Project
Reflections set the stage for the upcoming ECW Project Exhibition



Organization/partners Visit
Street Child visiting CIYOTA



Organization/partners Visit
African Collaborative Visiting CIYOTA Projects



The Launch of the FBE Project
Induction Meeting in Kyangwali Refugee Settlement



Skilling
Students proudly harvesting fish from their campus aquaculture project.



Education
AEP students actively participating in their daily class sessions.



Entrepreneurial and Leadership Curriculum
Girls from a partner school crafting table and chair cloths with skill and creativity



GET IN TOUCH

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Roundabout, towards Virunga
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Click the button to support conflict-affected
children for their educational needs.

@ciyotaofficial

