



SOLIDACT FOUNDATION
Educate Vulnerable Children for Social Impact



EPC
Africa

Ellel Ministries
United Kingdom



Global Family Succour



RABAGIRANA
MINISTRIES
Partners of Mercy Ministries International

RISE & SHINE SUMMER CAMP REPORT

20 25





SOLIDACT FOUNDATION

Educate Vulnerable Children for Social Impact



ACRONYMS & DESCRIPTIONS

SAF: SOLIDACT FOUNDATION

EPCA: ENGINEERING, PROCUREMENT, AND CONSTRUCTION AFRICA

UNICEF: UNITED NATIONS CHILDREN'S FUND

ECD&F: EARLY CHILDHOOD DEVELOPMENT AND FAMILY

SDGs: UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

NST2: SECOND NATIONAL STRATEGY FOR TRANSFORMATION



TABLE OF CONTENTS

The Purpose Behind Rise & Shine Summer Camp:	0
Acknowledgements	I
Executive Summary	II
Rationale And Strategic Justification	III
Session Objectives And Strategic Focus	IV
Session Summaries	V
Key Achievements (Outcomes)	VI
Participant Testimonials	VII
Challenges Encountered	VIII
Strategic Recommendations To The Government: Advancing Youth And Children's Development	IX
Conclusion	X
References	XI

A group of children in blue shirts are gathered around a table, looking at a drawing. The drawing shows a scene with people and structures. One child's shirt has 'SOLID FOUND' written on it. A green vertical bar is on the left side of the image.

THE PURPOSE BEHIND RISE & SHINE SUMMER CAMP



THE PURPOSE BEHIND RISE & SHINE SUMMER CAMP

SolidAct Foundation organized the Rise & Shine Youth Summer Camp to awaken the immense potential within every child and youth, helping them rise above personal, social, and academic challenges. The camp was envisioned as a sanctuary where students could heal from emotional wounds, embrace their unique God-given talents, and cultivate resilience, faith, and leadership.

By providing an immersive environment of mentorship, creativity, and spiritual guidance, the initiative inspires participants to dream boldly, pursue excellence, and become transformative leaders who will positively impact their families, schools, and communities.

This camp is more than a holiday program it is a movement to nurture a generation of confident, visionary, and empowered young people ready to shine and contribute meaningfully to the nation.





I ACKNOWLEDGMENTS



ACKNOWLEDGMENTS

SolidAct Foundation extends its deepest gratitude to all partners and contributors whose invaluable support made the Rise & Shine Youth Summer Camp a resounding success.

We are especially thankful to EPC Africa, Ellel Ministries, Global Family Succour Organization and Rabagirana Ministry for their steadfast collaboration and commitment. Your contributions were instrumental in creating an inclusive, engaging, and transformative experience for children and youth who participated in this initiative.

Through your partnership, we were able to provide a safe and nurturing environment where young people could reflect, heal, grow, and discover their unique talents. The camp's focus on emotional well-being, Talents Discovery, personal development and Visioning the future was realized because of your dedication to youth empowerment.

This program reflects our shared vision of equipping the next generation with the values, skills, and confidence needed to thrive. SolidAct Foundation looks forward to continued collaboration with all partners in building a future where every child and young person is empowered to reach their full potential.



A photograph of several young children in a classroom, wearing blue shirts. They are sitting at a wooden table, looking at a large sheet of paper with a drawing. The text 'II EXECUTIVE SUMMARY' is overlaid on the image in white, bold, sans-serif font. A yellow rectangular block is visible on the left side of the image.

II EXECUTIVE SUMMARY



EXECUTIVE SUMMARY



The Rise & Shine Youth Summer Camp was organized by SolidAct Foundation in partnership with EPC Africa, Global Family Succour Organization, Rabagirana Ministry, and Ellel Ministry. The camps were conducted in two locations:

- GS Sanzare, Rubavu District (July 25–27, 2025): 92 primary school children (ages 7–14).
- SOS Kagugu, Kigali (August 7–10, 2025): 78 participants, including 52 secondary school students (Senior 1–Senior 6) and 26 primary school students (P1–P6).

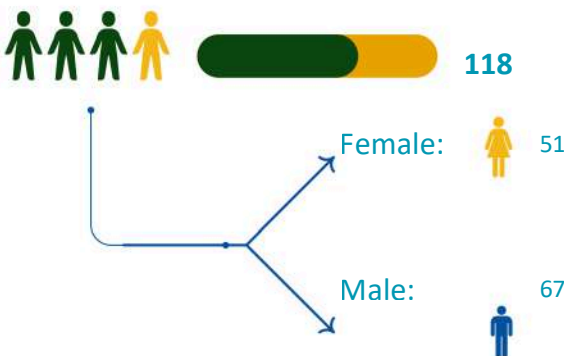
In total, 170 children and youth directly benefited, all fully supported by SolidAct Foundation.

The camps emphasized emotional healing, talent discovery, value clarification, and personal empowerment through interactive, creative, and faith-based sessions. Participants developed stronger self-awareness, confidence, and resilience. Through interactive sessions, group discussions, creative arts, and sports, participants:

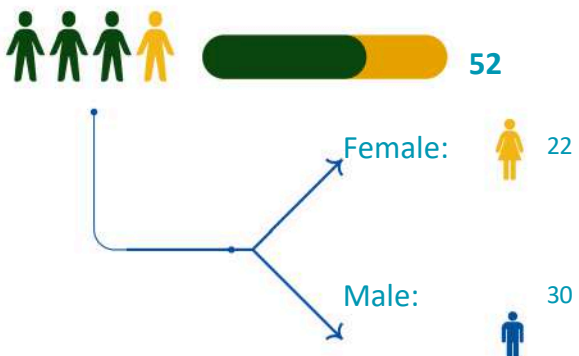
- ✓ Reported increased self-confidence and resilience.
- ✓ Identified and expressed talents in music, sports, art, storytelling, journalist, comedians, narrator, Preachers, and leadership etc.
- ✓ Gained clarity on values and human sexuality, enabling them to make informed and faith-driven life choices.
- ✓ Initiated personal journeys of forgiveness, healing, and positive identity formation.

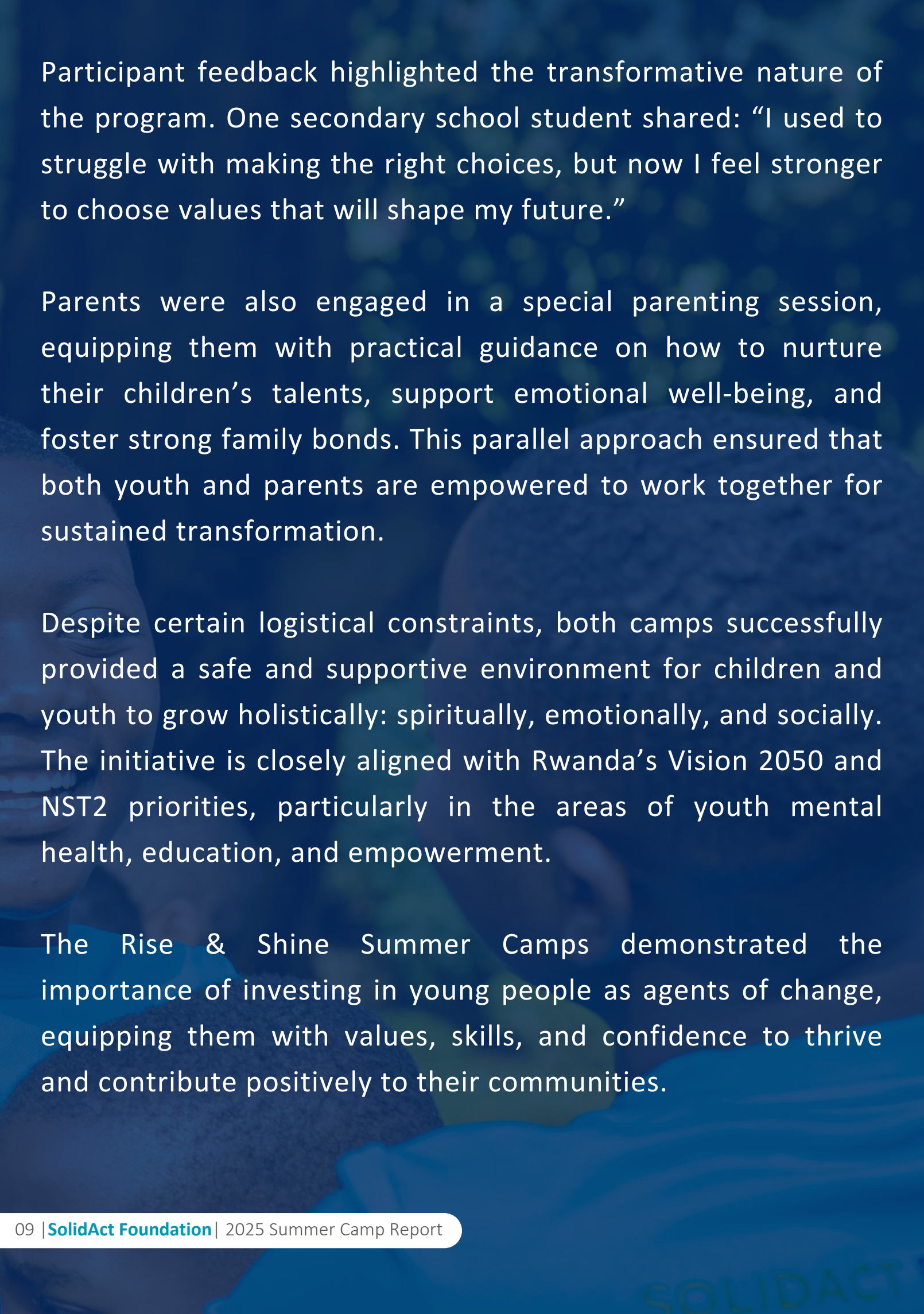
Participates

Primary School Students



Secondary School Students





Participant feedback highlighted the transformative nature of the program. One secondary school student shared: “I used to struggle with making the right choices, but now I feel stronger to choose values that will shape my future.”

Parents were also engaged in a special parenting session, equipping them with practical guidance on how to nurture their children’s talents, support emotional well-being, and foster strong family bonds. This parallel approach ensured that both youth and parents are empowered to work together for sustained transformation.

Despite certain logistical constraints, both camps successfully provided a safe and supportive environment for children and youth to grow holistically: spiritually, emotionally, and socially. The initiative is closely aligned with Rwanda’s Vision 2050 and NST2 priorities, particularly in the areas of youth mental health, education, and empowerment.

The Rise & Shine Summer Camps demonstrated the importance of investing in young people as agents of change, equipping them with values, skills, and confidence to thrive and contribute positively to their communities.

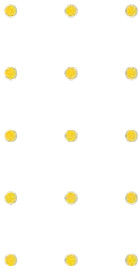
A photograph of a group of young children, likely students, wearing green school uniforms. The child in the foreground is wearing a patterned backpack. The background is slightly blurred, showing other children and an outdoor setting. A semi-transparent teal box is overlaid on the image, containing the section header text. A solid yellow rectangle is on the left side of the image.

III. RATIONALE AND STRATEGIC JUSTIFICATION



III.

RATIONALE AND STRATEGIC JUSTIFICATION



1. Emotional, Social, and Developmental Challenges

Rwandan youth including both primary school students (ages 7–14) and secondary school students (S1–S6, ages 14–21) face multiple emotional, social, and developmental challenges. Many grapple with family instability, including parental separation and domestic conflict, leading to grief, identity struggles, and diminished self-esteem (UNICEF, 2024). Limited access to positive role models and talent development opportunities exacerbates these challenges.

For primary-aged children (7–14), creative, engaging, and movement-based programming is crucial to sustain motivation and participation. However, irregular school attendance often due to household responsibilities disrupts continuity in both learning and personal development. Among secondary school students (14–21), these challenges often intensify due to academic pressures, identity transitions, and uncertainty about future careers.



2. Emotional and Mental Health Needs

Mental health challenges are an increasing concern among Rwandan youth. According to a national survey, one in ten adolescents in Rwanda experience significant mental health challenges, yet only 23% have access to mental health services (UNICEF, 2024).

Further, a recent study conducted during the COVID-19 pandemic revealed alarming rates of psychological distress among secondary school students:

- 51% showed symptoms of depression
- 67.3% experienced anxiety
- 30.3% reported significant stress levels (Mukantwali et al., 2024).

Global research further highlights that emotional disorders remain the leading causes of disability among adolescents (World Health Organization [WHO], 2023). Without early intervention, these conditions correlate strongly with poor academic outcomes, social difficulties, and reduced long-term life prospects.

3. Faith-Based Healing and Counseling as an Intervention

The Rise & Shine Youth Summer Camp addresses these needs through faith-based emotional healing, combining counseling, prayer, forgiveness workshops, and identity-affirming activities rooted in Christian values. Research indicates that faith-integrated mental health interventions can improve adolescent well-being by up to 25% (WHO, 2023).



4. Talent Discovery and Personal Empowerment

Opportunities for talent development among Rwandan youth remain limited:

- Only 38% of youth participate in extracurricular programs,
- Over 40% report feeling disconnected from school activities aligned with their personal interests (UNICEF, 2022).

Compounding this, Rwanda faces high youth unemployment rates. As of early 2025, youth unemployment stands at 13.6%, following rates between 17% and 20% in 2024 (National Institute of Statistics of Rwanda [NISR], 2025).

The Rise & Shine Camp offers workshops in music, arts, sports, drama, and leadership, providing both primary and secondary students with a platform for self-discovery, skill development, and career readiness. Evidence shows that participation in talent-oriented programs boosts self-esteem and motivation by up to 30%, leading to enhanced academic and personal outcomes (UNICEF, 2022).



5. Leadership Development and Visioning the Future

Leadership exposure and mentorship opportunities remain insufficient in Rwanda:

- Only 24% of secondary students report having access to mentors or role models,
- A mere 18% participate in school or community leadership activities (UNICEF, 2022).

The Rise & Shine Camp incorporates leadership training designed to foster vision, confidence, and civic engagement. Studies indicate that 45% of youth participating in similar leadership-focused programs demonstrate increased community involvement and leadership capacity (UNICEF, 2022).



6. Alignment with National and Global Priorities

The Rise & Shine Youth Summer Camp is strategically aligned with Rwanda's Vision 2050 and the Second National Strategy for Transformation (NST2: 2024–2029), which prioritize:

- Youth empowerment
- Education and employable skills
- Mental health and social inclusion

Additionally, the camp supports key United Nations Sustainable Development Goals (SDGs):

- SDG 3: Good Health & Well-being by addressing youth mental health needs
- SDG 4: Quality Education through creative, holistic, and inclusive educational programming
- SDG 5: Gender Equality by ensuring equitable access for both male and female participants

By promoting emotional healing, value formation, talent discovery, leadership development, and future visioning, the Rise & Shine Camp addresses both immediate psychosocial needs and fosters long-term resilience among Rwandan youth.



**IV.
SESSION OBJECTIVES AND
STRATEGIC FOCUS**





IV. SESSION OBJECTIVES AND STRATEGIC FOCUS

The Rise & Shine Youth Summer Camp was designed to address the emotional, social, and developmental needs of Rwandan children and youth through faith-based healing, talent discovery, and leadership development. The camp brought together primary school children (ages 7–14) and secondary school students (S1–S6, ages 14–21) for a three-day immersive program.

Day 1 Objective :Emotional Healing and Restoration

To help participants recognize and process emotional pain caused by trauma such as loss, heartbreak, betrayal, or grief. The session aimed to guide children and youth in releasing these burdens to regain emotional resilience, restore inner peace, and open their hearts to healthy relationships and personal growth.



Day 2 Objective :Discovering God-Given Gifts and Talents

To support participants in identifying and appreciating the unique gifts and talents that God has placed within them. Children and youth explored practical ways to use their abilities to glorify God through actions at home, performance in school, and service to their communities.



Day 3 Objective :Developing Talents and Planning for the Future

To guide participants in developing their discovered talents, build self-confidence, and connect personal strengths to long-term career paths and life goals. Participants created monthly goals broken into four weekly action steps to begin intentionally using their talents.



V
SESSION SUMMARIES



V.

SESSION SUMMARIES

Day 1: Emotional Healing and Restoration

Content Overview

- Understanding God’s intention for emotional well-being
- Exploring the roots of prejudice and its effects on personal identity
- Candle Workshop: Symbolizing pain and healing
- Understanding the relationship between suffering and God’s love
- Identifying personal emotional wounds and God’s response
- Forgiveness practice and letting go of past pain
- Blessing ceremony: Speaking hope, purpose, and restoration

Methodologies Used

- Facilitator presentations and reflective discussions
- Question-and-answer sessions
- Group conversations and personal sharing
- Symbolic activities (candles, stones, and bricks representing burdens)
- Interactive games and songs to reinforce healing themes

Learning Materials

- Banners and illustrated teaching aids
- Candles, stones, and bricks
- Bibles and Munyamahoro books
- Sticky notes for reflections

Day 2: Discovering God-Given Gifts and Talents

Content Overview

- Differentiating between gifts (God-given) and talents (developed through practice)
- Biblical foundations: Honoring God with our abilities
- Identifying personal talents such as creativity, leadership, kindness, sports, and music
- Encouraging participants to use their talents to serve others and bring positivity to their communities

Methodologies Used

- Interactive and visual presentations
- Guided discovery activities and peer discussions
- Role plays and group showcases
- Simple games to demonstrate practical applications

Learning Materials

- Banners and illustrated teaching aids
- Illustrated banners and thematic posters
- Bible verses and inspirational quotes
- Sticky notes, reflection cards, and writing materials



Day 3: Developing Talents and Planning for the Future

Content Overview

- Defining talent and its personal and social significance
- A step-by-step process for talent development
- Setting monthly personal goals broken into weekly action steps
- Learning how school activities (e.g., debate clubs, cultural nights, and Isuku clubs) nurture talents
- Drawing inspiration from real-life role models
- Emphasizing joy, purpose, and faith in using one's gifts

Methodologies Used

- Interactive storytelling and facilitator testimonies
- Breakout group discussions and brainstorming sessions
- Agaseke k'lyishimo ("Basket of Joy") creativity session
- Singing, talent showcases, and open mic sharing

Learning Materials

- Illustrated slide decks, and Bible-based content
- Talent mapping worksheets
- Large drawing papers, crayons, and coloring supplies



PARTICIPANT ENGAGEMENT

1. Participation Levels

- Total participants: 150 across all three days
- Age groups:
 1. Primary: 7–14 years
 2. Secondary: 14–21 years
- Overall participation: High throughout sessions

2. Engagement Techniques

- Group talent showcases: Drama, music, art, and sports etc
- Personal reflection and drawing: Expressing emotions and dreams
- Praise and worship sessions: Uplifting songs promoting unity
- Breakout discussions: Boys' and girls' sessions for deeper dialogue
- Storytelling and testimonies: Facilitators shared real-life journeys
- Team presentations: Proposals on how to serve communities using talents





**VI
KEY ACHIEVEMENTS
(OUTCOMES)**



VI.

KEY ACHIEVEMENTS (OUTCOMES)

1. Emotional Healing

- Children and youth openly shared personal struggles, such as family conflict, abuse, and grief.
- Participants embraced forgiveness, restored hope, and found emotional release.
- Stories like Gad's, who faced parental mistreatment, and Bertine's, who overcame feelings of worthlessness, illustrate deep emotional transformation.

3. Building Vision and Confidence

- Participants created personal action plans and weekly goals to intentionally develop their skills.
- Through testimonies, children realized the value of their talents and committed to using them for God's glory and personal growth.

2. Talent Discovery and Development

- Participants identified personal talents they were previously unaware of.
- Talents revealed included football, singing, tennis, comedy, storytelling, leadership, and music.
- Facilitators linked talents to school performance, career opportunities, and community service.

4. Breaking Barriers and Forming Healthy Habits

- Sessions addressed sexual purity, substance abuse, emotional boundaries, and relationships.
- Several participants reported breaking harmful habits and committing to personal transformation.



A photograph of a group of young people, likely students, sitting outdoors. They are wearing bright green t-shirts. One person in the foreground is wearing blue jeans. The background shows trees and a bright, sunny day. A semi-transparent teal rectangle is overlaid on the center of the image, containing the text 'VII PARTICIPANT TESTIMONIALS' in white, bold, sans-serif font. A solid yellow rectangle is visible on the left side of the image.

**VII
PARTICIPANT
TESTIMONIALS**



VII.

PARTICIPANT TESTIMONIALS

1. Fils Gisubizo

from a personal talk with one student (a boy) he mentioned how these issues of masterbation are real and he has been doing that for a long time and it is sad that he has failed to quit, we had some time to talk but also to pray! he promised to find an accountability partner plus that i would follow him up until he is able to quit We grew up in a poor family that my father is so violent, he beats everyone and as a firstborn i really feel so bad and ask God why me and why us! Today i understood that these are effects of sin and has nothing to do with God, i understood that God loves me and wants to help me and is already doing that!

2. Gad

one of the children who attended the healing session, shared a painful story about his home life. He spoke about how his parents often mistreat him, denying him the chance to play with other children and subjecting him to harsh words and beatings. This treatment has deeply affected his confidence, making him shy, withdrawn, and struggling in school. We took time to help Gad understand his feelings and build his self-worth. We also reached out to his mother, encouraging her to show him more care and affection.

3 Nicole

I found out that my talent is a precious gift and i need to develop and give it more value because i did not really see much value in it before! i am going to start working on it and i know it will pay back

4. Christian From Bumbogo,

I always find myself having bad grades at school, my parents are always fighting and they give me alot of work at home that i do not find time to concetrate on my studies. This hurts me so much and i hate my father, i dont want to become like him. i do not know how i will save my mother but that is exactly what i want to do, today i blv that God is on my side and he sees what i go through, with prayer i will make it and build a house for my mother

5. Yannick

a young boy, shared that whenever he has conflicts with others, he refuses to ask for forgiveness. During the teaching session, he realized the importance of changing this behavior. He decided to let go of this habit and embrace a culture of forgiveness. Yannick also committed to apologizing to a friend he had wronged

6. Bertine

shared during the session that she doesn't feel appreciation for anything—neither like nor dislike—because her parents never believed anything she did was good enough. They often spoke hurtfully to her, and as the firstborn, she was blamed for everything, making her feel responsible for all mistakes. Over time, this led her to believe she was worthless and didn't belong in this world. During the session, Bertine opened up, shared her pain, and chose to forgive her parents. Her parents also acknowledged their mistakes and committed to improving the way they raise her and her siblings.

7. Cyubahiro

"Impano yanjye nubwo yaba nziza gute ariko ngomba kuyikoresha mpa Imana yanjye "(I learned that my talent can help me do good things like worship and praise the Lord)

8. Innocent (Football)

"Nari nzi ko gukina ari ukwinezeza gusa, ariko ubu menye ko nshobora gukoresha umukino mu gushimisha Imana." "I used to think playing was just for fun, but now I know I can use it to glorify God."

9. Hyugette (Service-Oriented)

"Naratekerezaga ko ntacyo nshoboye, ariko uyu munsu menye ko gufasha abandi ari impano." "I used to think I had nothing special, but today I learned helping others is a gift."

10. Pamela (Traditional Dancer)

Iyo dukoresheje impano zacu neza, tuba dusobanuriye abandi Imana uko iri." "When we use our gifts well, we are explaining God's nature to others."



11. xxx Student

"Namenye ko impano yanjye ishobora kumfasha kubona akazi ejo hazaza." "I learned that my talent can help me get a job in the future." "Iyo turi hamwe, tumenya byinshi no ku bandi kandi bituma twishimira impano zacu." "When we are together, we learn more about others and celebrate our talents." "Nishimiye uburyo twaririmbye hamwe n'abarimu, byanshimishije cyane." "I enjoyed how we sang together with the teachers—it made me really happy."

12. Josiane

"I felt ashamed because my mother and father were separated. After sharing my story, being prayed for, and learning about God's love, I now know I am not alone."

12. xxx Student

"Nubwo insengero zacu zifunze, si byo bigapfukirana impano zacu, kandi ibyo dukunda akenshi bishobora kudutunga." (Even though our churches are closed due to government policy, this should not hide our talents; what we love can often sustain us.)"

13. Fiston

"Nishimiye uburyo twaririmbye hamwe n'abarimu, byanshimishije cyane." (I enjoyed how we sang together with the teachers; it made me really happy.)"



**VIII.
CHALLENGES
ENCOUNTERED**



SOLIDARITY FOUNDATION





VIII. CHALLENGES ENCOUNTERED

1) The Rise & Shine Youth Summer Camp faced several practical challenges related to the age and circumstances of the participants. Irregular attendance due to family responsibilities affected session continuity, with many children arriving late or leaving early. Behavioral challenges common among primary school children (7–14 years), including restlessness, distraction, and shyness, required increased facilitator support and engagement strategies.



2) To address these challenges, the camp incorporated solutions such as increasing facilitator numbers for better supervision, enriching hands-on creative materials, incorporating movement breaks, and planning follow-up mentorship programs to sustain engagement and support.

3) Primary School Participants (Rubavu): Children coming from Rubavu had to travel long distances from their homes to attend the camp. This often caused late arrivals or missed sessions, affecting their continuity and engagement in activities.



4) Facilitators (Soso Kagugu): Some facilitators were coming from Soso Kagugu and had no on-site accommodation, which made it challenging to arrive on time and provide consistent support throughout the camp.

Mitigation Measures:

- On-site accommodation :campers and facilitators shall stay together during the camp.
- Increased the number of facilitators



**IX.
STRATEGIC
RECOMMENDATIONS TO
THE GOVERNMENT:
ADVANCING YOUTH AND
CHILDREN'S DEVELOPMENT**



IX. STRATEGIC RECOMMENDATIONS TO THE GOVERNMENT: ADVANCING YOUTH AND CHILDREN'S DEVELOPMENT

In alignment with Rwanda's Vision 2050 and the National Strategy for Transformation (NST2), the following recommendations are proposed to strengthen national efforts targeting the holistic development of children and youth:

1. Integrate Mental Health Services in Education

Deploy trained school counselors and establish mental health programs in primary and secondary schools to address emotional trauma, stress, and behavioral issues among learners.

2. Institutionalize Holiday-Based Development Programs

Support and formalize youth-focused holiday camps that offer psychosocial healing, leadership training, and talent discovery for vulnerable children and adolescents across all districts.

3. Promote Early Talent Identification and Development

Incorporate creative arts, sports, music, poetry, and entrepreneurship into the national curriculum and establish local talent hubs to nurture giftedness from an early age.



5. Strengthen Collaboration with Community Organizations

Facilitate partnerships with community-based actors delivering impactful youth programs by providing technical guidance, recognition, and funding support for their grassroots initiatives.

6. To improve attendance, engagement, and group cohesion, future camps should consider hosting all participants on-site for the duration of the program, enabling them to live together and fully participate in all activities.

A man in a blue long-sleeved shirt and glasses is leaning over, showing a map to a group of children. The children are wearing blue shirts with "SOLIDACT FOUNDATION" printed on the back. The scene is outdoors on a grassy area with trees and a building in the background. A semi-transparent blue rectangle is overlaid on the image, containing the text "X. CONCLUSION".

X. CONCLUSION

CONCLUSION

The Rise & Shine Youth Summer Camp successfully addressed critical emotional, social, and developmental needs of primary school children in Rubavu District. Through targeted sessions

on healing, talent discovery, and empowerment, the camp fostered increased self-confidence, creativity, and personal growth among the 170 participants. Despite challenges related to resources and logistics, the collaborative efforts of Solidact Foundation and its partners—including EPC Africa, Global Family Succour, and Rabagirana Ministry ensured a positive and impactful experience.



Aligned with national development priorities outlined in Rwanda’s Vision 2050 and NST2, this initiative demonstrates the importance of holistic youth programs that integrate emotional well-being, skill development, and leadership. Continued investment, improved resource allocation, and strengthened partnerships with government and community stakeholders are essential to sustain and scale such impactful youth interventions, ultimately contributing to a resilient and empowered generation ready to lead Rwanda’s future.



A man in a blue long-sleeved shirt and glasses is leaning over, showing a map to a group of children sitting on the grass. The children are wearing blue shirts with "SOLIDACT FOUNDATION" printed on the back. The background shows a green lawn and a building. A semi-transparent blue rectangle is overlaid on the image, containing the text "XI. REFERENCES".

XI. REFERENCES



XI. REFERENCES

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SOLIDACT FOUNDATION
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**"Empowered to Rise, Inspired to Shine
Shaping Tomorrow's Leaders Today."**

