



Championing every child's right to an inclusive and quality education

Inside Sightsavers' inclusive education strategy

Our vision is a world where no one is blind from avoidable causes and where people with disabilities can participate equally in society.

We have developed five thematic strategies to deliver our overarching vision:

1. Inclusive education
2. Eye health
3. Neglected tropical diseases
4. Social inclusion
5. Refractive error

Our principles

1. Leave no one behind
2. Coherence
3. Sustainability
4. System strengthening
5. Quality
6. Evidence-based
7. Partnership and participation
8. Alliances
9. Safeguarding

Global frameworks that guide our education strategy



Sustainable Development Goals: 'Transforming Our World: the 2030 Agenda for Sustainable Development' was adopted by 193 countries in 2015 and commits governments to deliver 17 goals. Goal 4 calls for "inclusive and equitable quality education and...lifelong learning opportunities for all by 2030".



UN Convention on the Rights of Persons with Disabilities: Article 24 of the convention states that all children with disabilities have the right to a full course of free primary and secondary education of good quality "within the general education system". When required, children with disabilities should access "reasonable accommodation", "effective individualised support measures", "alternative modes, means and formats of communication" and "peer support and mentoring".

Our approach

We follow a system strengthening approach in education. We analyse education systems to identify the factors that prevent children from accessing inclusive education. This allows us to promote 'joined-up' approaches that strengthen an education system's elements and the links between those elements. We apply our approach to all levels of education systems:



Institutional: regulatory frameworks (such as laws, policies and budgets) that govern education systems



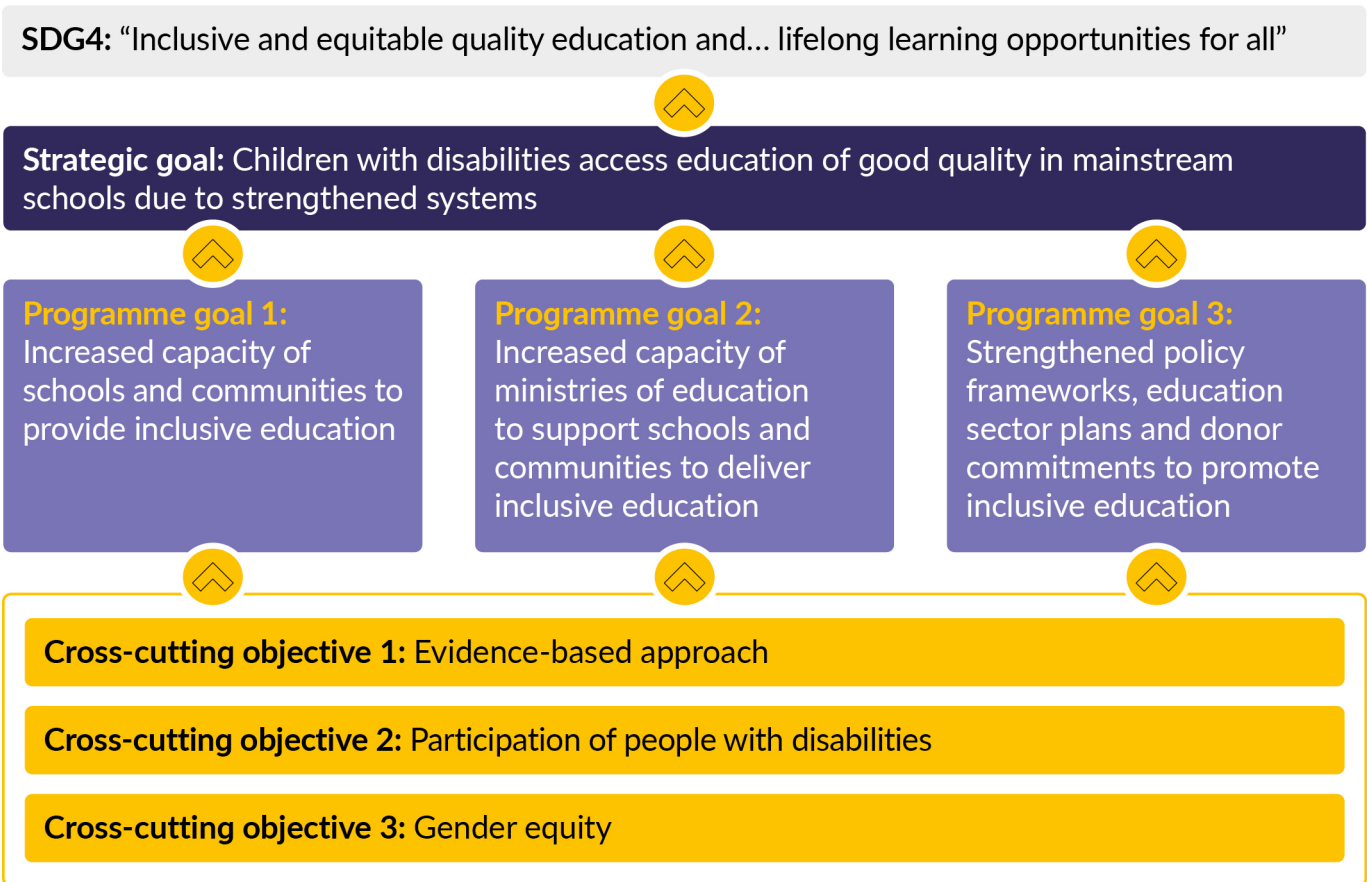
Organisational: agencies and institutions, across government and non-government sectors, that are responsible for supporting schools and other centres of learning



School and community: the direct providers and facilitators of education for children with disabilities

Our goals

Our education strategy is steered by Sustainable Development Goal 4 (SDG4). To achieve this, we have one strategic goal that is driven by three programme goals and three cross-cutting objectives.



Cover image: Primary school students supported by our European Union funded education project in Bombali District, Sierra Leone. ©Sightsavers/Michael Duff

Programme goal 1: Increase the capacity of schools and communities to provide inclusive education

We make sure that schools, working closely with their local communities, provide safe, supportive and stimulating environments for children with disabilities. We also pilot innovative practices that can be scaled up across education systems.

Programme goal 2: Increase the capacity of ministries of education and other agencies to support schools and communities to deliver inclusive education

We work with government and non-government agencies and institutions to promote inclusive education – through monitoring schools, training teachers, collecting disability disaggregated data and providing children with disabilities with assistive devices.

Programme goal 3: Strengthen policy frameworks, education sector plans and donor commitments to promote inclusive education

We ensure that government policies, plans and budgets promote inclusive education for children with disabilities. We also encourage the international development community to prioritise inclusive education.

Cross-cutting objective 1: High-quality data and evidence inform education analysis and decision-making

We make sure all education policymakers and implementers can access high-quality data and information so they can make evidence-based decisions.

Cross-cutting objective 2: Adults, children and youth with disabilities actively contribute to policymaking and implementation at all levels of the education system

Mindful of the principle ‘nothing without us’, people with disabilities should play a leading role in decision-making. Within schools, children with disabilities should be provided with meaningful opportunities to shape their education provision.

Cross-cutting objective 3: Education plans, policies and programmes are gender equitable and address the specific needs of girls and boys with disabilities

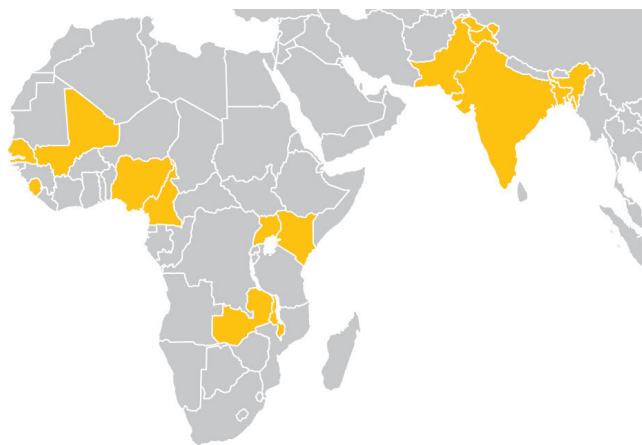
Girls with disabilities are often doubly disadvantaged because of the intersection between disability and negative gender attitudes and practices. Policymakers and implementers must identify the barriers that prevent the presence, participation and achievement of girls in education, and take specific measures to overcome them. The challenges faced by boys with disabilities should also be addressed.

Climate change and the environment

We recognise the effects of climate change on the communities we work with. We also know the potential negative impact that our programmes may have on the environment. It's our responsibility to monitor and limit our

environmental impact while supporting the communities with which we work, to increase their resilience and adaptability to the effects of climate change.

Our portfolio



Bangladesh: strengthening systems for the enrolment, retention and support of children with disabilities at primary level of mainstream education.

Cameroon: helping the Ministry of Education with the design of their inclusive education policy, scaling up our inclusive school model in the 10 regions of the country and the development of an inclusive education module for teacher training colleges.

India: ensuring children with visual impairments across eight states are able to develop their potential, particularly through acquiring literacy, numeracy and ICT skills.

Kenya: developing the capacity of the government's national network of assessment centres to support children with disabilities, their teachers and parents. We are also supporting pre-primary education for children.

Malawi: assisting 50 community-based childhood care centres to include young children with disabilities.

Mali: making PASEC, a numeracy and literacy assessment, accessible for children with sensory impairments and take this to scale in at least 10 Francophone countries in West Africa in close collaboration with CONFEMEN.

Nigeria: responsible for the disability component of the Partnership for Learning for All in Nigerian Education (PLANE) programme, which will benefit up to two million children

in three states. We are also piloting a locally-driven model of inclusive education that can be scaled up state-wide and nationally and supporting the federal ministry of education with a review of its inclusive education policy.

Pakistan: adapting the International Common Assessment for Numeracy (ICAN), so it is accessible for children with sensory impairments. We are supporting the development of a compulsory accredited course on inclusive education for the Federal College of Education.

Senegal: assisting the Ministry of Education to include children with disabilities in schools in three regions and supporting the development of an IE policy.

Sierra Leone: assisting the government to implement its Radical Inclusion strategy, making teacher-training more disability-inclusive and supporting ways to collect disability disaggregated education data.

Uganda: supporting the Ministry of Education to provide disability-inclusive continuous professional development for primary school teachers.

Zambia: establishing a continuum of education provision from early childhood onwards for children and youth with disabilities.

Thanks to our donors who make this work possible: Irish Aid, UK aid, USAID, the European Union, and UNICEF.

Our strategies have been developed through robust consultation with a range of partners, including ministries, organisations of people with disabilities and international development agencies.

QR code link to our full education strategy

