



Sightsavers Ireland Development Education Strategy 2026



Executive Summary

Since 2003, Sightsavers Ireland has worked in partnership with Sightsavers, through an affiliate agreement, to eliminate avoidable blindness and promote equality and inclusion for people with disabilities in low- and middle-income countries. As part of its mission to create a more inclusive and equitable world, Sightsavers Ireland has developed this comprehensive Development Education Strategy.

The strategy outlines three primary areas of focus:



Education for Disability Awareness and Inclusion

Developing and delivering accessible educational materials and activities that promote disability rights, positive representation, and inclusive practices. This includes a particular emphasis on empowering women and girls with disabilities.



Building Cooperative Partnerships

Fostering collaborative relationships with peer organisations, organisations of persons with disabilities (OPDs), and other stakeholders in Ireland and West and Central Africa. These partnerships aim to provide opportunities for knowledge sharing, authentic learning experiences, amplify the voices of persons with disabilities, and support disability-inclusive development.



Embedding Development Education (DE) and Global Citizenship Education (GCE) Principles

Ensuring that the principles of DE and GCE, as outlined in the IDEA (Irish Development Education Association) Code of Good Practice for Development Education, are integrated across all teams and activities within Sightsavers Ireland. This includes promoting inclusive communication, using ethical and rights-based approaches, and continuously reflecting on and improving practices.

The strategy aligns with international frameworks such as the United Nations Sustainable Development Goals (SDGs) and Irish Aid's policies on DE and GCE. It is guided by a commitment to accessibility, universal design, and the meaningful inclusion and participation of persons with disabilities.

Through this strategy, Sightsavers Ireland aims to increase awareness, understanding, and action towards disability inclusion and the realisation of disability rights. By engaging the public, educators, policymakers, and communities, the organisation strives to contribute to a more equitable and sustainable future for all.

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Attendees of the National Ploughing Championships 2024 using the virtual reality headsets.



Our Vision

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

About Us

Sightsavers Ireland is an independent affiliate of the Global Sightsavers organisation founded in 1950, a leading international non-governmental organisation (NGO) operating in over 30 countries across Africa and Asia, dedicated to eliminating avoidable blindness, treating eye diseases, and promoting equal opportunities for people with disabilities in low- and middle-income countries.

Sightsavers Ireland, operating for over 20 years, has a longstanding relationship with Irish Aid. This vital collaboration with Irish Aid, through the Irish Civil Society Programme (ICSP) grant supports our mission in West and Central Africa, as well as raising awareness for these issues in Ireland. Sightsavers Ireland's small team

works tirelessly combating avoidable blindness and visual impairment, which remain major public health issues in many parts of the world.

In addition to its eye health initiatives, Sightsavers Ireland focuses on promoting the rights and inclusion of people with disabilities, ensuring they have equal access to education, employment, and social services. We work closely with local communities, governments, and other partners to raise awareness, advocate for policy changes, and implement sustainable solutions.

Introduction to the Development Education Strategy

As an international development organisation, we recognise the role that education plays both through our project activities and within our organisation.

In a rapidly changing and increasingly conflicted and unjust world, knowledge and understanding of human rights and the global issues which affect all our lives alone, is insufficient. Education which explores multiple perspectives and develops critical thinking, which challenges values and attitudes and is reinforced with skills, abilities, confidence, and conviction to act is essential. Educational opportunities which address the structural causes of poverty, injustice, and inequality is required to empower learners to act towards social change.

Sightsavers Ireland is committed to quality education that strives to not only raise awareness of disability rights and issues but empower those who are excluded or experiencing prejudice or injustice because of disability.

Sightsavers Ireland's Development Education Strategy incorporates three primary areas of work:

- 1 Education for disability awareness and inclusion** through educational materials and activities which aim for the realisation of disability rights. The strategy emphasises the use of accessible and universally designed materials, incorporates a disability-rights based approach, and promotes positive role models of individuals with disabilities. It aims to foster empathy and understanding between targeted audiences in Ireland and in West and Central Africa through the inclusion of appropriate resources and activities.
- 2 Building of Cooperative Partnerships** both in Ireland and in West and Central Africa to enable collaboration with advocacy groups and OPDs, to provide authentic learning experiences widening awareness and support for disability rights and disability inclusive development with the Irish public and policy makers.
- 3 DE and GCE principles are embedded into the wider work of Sightsavers Ireland** using the IDEA Code of Good Practice for Development Education to guide us.

Rationale



As we look forward, we aim to build our education programme to deliver accessible, high-quality education and resources on disability awareness and inclusion.

Disability awareness and inclusion of women and girls will be a particular focus in line with the United Nations SDGs. Women and girls with disabilities often face multiple layers of discrimination and marginalisation due to the intersection of gender and disability. They are more likely to experience poverty, lack of access to education and healthcare, and higher rates of violence and abuse. Promoting disability inclusion while prioritising women and girls helps address these compounded challenges.

The SDGs aim to “leave no one behind” and ensure that development efforts are inclusive and accessible to all segments of society, including persons with disabilities. By focusing on disability inclusion and empowering women and girls with disabilities, Sightsavers Ireland contributes to several SDGs, such as SDG4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). These efforts directly promote a more inclusive, equitable, and sustainable future for all.

Sightsavers Ireland’s education programmes will encourage people living in Ireland to be active global citizens committed to lifelong engagement with global issues.

Establishing a diverse range of strategic educational partnerships will help us deliver and achieve our innovative and ambitious programmes.

Lack of knowledge and resources on disability mainstreaming and inclusion (especially relating to women and girls) has been highlighted by many, including the Dóchas Disability Working Group. Sightsavers Ireland is ideally placed to assist others to embed a disability inclusive lens into their existing DE and GCE activities.

Our commitment to quality DE and GCE is guided by IDEA’s Code of Good Practice. By signing up to the Code we have taken some significant steps and are committed to fulfilling the principles outlined.

Policy Context

Internationally, the SDGs guide and encourage active GCE, in the creation of a fairer, more just, more secure, and more sustainable world for all.

In Ireland, Irish Aid recognises that 'development education contributes to the realisation of our vision for a sustainable and just world, by providing an opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens and by encouraging people to take action for a fairer and more sustainable future for all.'¹

Irish Aid view GCE as 'an umbrella term which includes both development education and education for sustainable development



"Reuben the Entertainer" engaging with a child at the Junior Painter of the Year 2025 competition awards ceremony.



Attendee of the National Ploughing Championships 2025 trying out our Braille Lego.

(ESD)' which 'builds a sense of belonging to a common humanity and fosters respect for all. It plays a critical role in equipping learners with the necessary knowledge, competencies, and values to take informed decisions and assume active roles locally, nationally, and globally.'²

Sightsavers Ireland's education programmes aim to increase public understanding of and commitment to disability inclusive development.

Our goal is to foster public engagement on disability and inclusion issues through highlighting our work with partners in Ireland and in West and Central Africa.

Our work aligns closely with Irish Aid's GCE strategy outputs to reach a wide variety of learners and build capacity of other stakeholders and educators to mainstream disability inclusion in their development education and GCE delivery.

¹Irish Aid (2017). Irish Aid Development Education Strategy Plan 2017-2023. Department of Foreign Affairs, Ireland; p.8. Available at: <https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf>

²Irish Aid (2017). Irish Aid Development Education Strategy Plan 2017-2023. Department of Foreign Affairs, Ireland; p.9. Available at: <https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf>

Our Progress So Far

Our GCE work aims to cultivate the knowledge, skills, values, and attitudes needed for securing a just, sustainable, tolerant, and peaceful world by promoting awareness of the need for disability inclusion in development. Using case studies from our Irish Aid funded work in West and Central Africa, our materials focus on disability inclusive development covering issues relating to the SDGs, human rights, social justice, and cultural diversity amongst other themes.

Our work focuses on formal education at primary level, with potential use in post primary and third level; informal education through public engagement opportunities and nonformal activities with members of OPDs in Ireland and in West and Central African programme countries. Other audiences include the wider Irish public, policy makers, and government actors who are engaged through sharing of information and public actions.

Screenshot from Put Us in the Picture website.

Put Us in the Picture

The award-winning³ online resource 'Put Us in the Picture' has proved popular and is updated as needed.

We have also been successful in our collaboration with other development NGOs through the Global Solidarity Hub.

Established strategic relationships formed with other NGOs continue to allow us to increase our impact.



³<https://www.sightsavers.org/news/2022/02/put-us-in-the-picture-wins-web-award/>

Sightsavers Ireland is committed to strengthening and promoting quality DE and GCE through adherence to the IDEA Code of Good Practice. We embrace the 12 core principles laid out in the code, including contributing to public knowledge on global development issues, exploring root causes of injustice, encouraging critical thinking, using participatory approaches, and advocating for DE and GCE. Our organisational strategy, educational practices, resource development, and overall operations actively reflect and uphold the values and good practices defined in this code.

We are also committed to upholding the Dóchas Guide to Ethical Communications in all our messaging and visual communications related to development and humanitarian work. We adhere to the core values of respect for human dignity, belief in equality, and promoting solidarity, fairness, and justice. Our processes prioritise authentic representation, the inclusion of contributor-led narratives with fully informed consent which conform to human rights standards to uphold the principle of “do no harm”⁴.

Strategy Goal

Our long-term goal is that our education work will contribute to increasing awareness and full inclusion of people living with disabilities.

Strategy Outcome

The intended outcome of the strategy is an increase in the quality, effectiveness, and reach of our education work.

Strategy Outputs

To achieve our intended outcome, we intend to deliver outputs in respect of the following four areas:

Output 1:

Education for Disability Awareness and Inclusion

Output 2:

Building Cooperative Partnerships

Output 3:

DE and GCE Principles are Embedded into the Wider Work of Sightsavers Ireland

⁴The “do no harm” (DNH) principle, in Latin *primum non nocere*, is drawn from the ethos of the Hippocratic Oath of physicians and it now extends to other areas, including international development, humanitarian aid and peacebuilding. It is typically interpreted to mean that actions of organisations or individuals should not cause injury or injustice to others.



Output 1: Education for Disability Awareness and Inclusion

Existing financial and technical support dedicated to our DE and GCE programmes promotes disability rights and disability inclusive development. Our DE and GCE materials will seek to educate primary school pupils directly and post-primary informally. As stated in the ‘Sightsavers Ireland Influencing Strategy (2024-2026)’, our work aims to increase knowledge of diverse types of disabilities, promote understanding of the experiences of people with disabilities, and ensure the rights and dignity of persons with disabilities are protected. Our education work will assist us to reach this goal by promoting the awareness and understanding of disability inclusive development for students, schools, and their wider school communities. We aim to ensure a deeper understanding of the need for disability inclusive education and social inclusion. We are building on existing relationships and partnering with schools in Ireland and schools in our A Better World (ABW) countries.

Working with these partners in West and Central Africa, we have developed appropriate materials which raise awareness of DE and GCE through disability inclusion topics highlighting their potential benefits in-country.

Our GCE programme will deliver accessible, high quality education opportunities on disability inclusion, with a focus on women and girls, in the context of reaching the SDGs.

Accessibility and Universal Design Considerations

The design of our education materials and activities are accessible to students with diverse abilities and needs in line with Sightsavers Ireland’s commitment to the principle of universal design to ensure equal participation for all. To achieve accessibility and universal design for our materials we ensure that:

- text is accessible for people with visual impairments, offering materials in alternative formats such as large print, braille, or audio versions.
- multimedia materials provide closed captions, audio descriptions, and transcripts that are compatible with assistive technologies like screen readers.
- materials are cognitively accessible through the breaking down of complex concepts, using visual aids and providing practical applications to reinforce learning.
- inclusive language that avoids stereotypes, biases, or discriminatory terminology is used.
- accessible evaluations are carried out to continuously improve user experience.

Disability Rights and Advocacy Considerations

Our education work:

- is informed by a rights-based approach to disability, under the guidance of the United Nations Convention on the Rights of Persons with Disabilities.
- incorporates disability rights as an important cross-cutting dimension in efforts to achieve the SDGs.
- raises awareness and understanding of disability rights, empowering children, and their communities to act for positive change, promoting equality and social justice.
- aims to end discrimination, stereotypes, stigma, and negative attitudes about disability whilst increasing inclusion of people with disabilities and their families.
- reflects the achievements of disability rights movements both locally, nationally, and internationally, sharing examples of good practice in advocacy.

Disability Representation Considerations

Our work will continue to highlight the achievements of individuals with disabilities in various fields, highlighting positive role models and challenging stereotypes – using our real-world case studies.

Our education work in targeted schools will:

- explore the concept of disability, providing insights into the lives of children and young people living with disabilities in Ireland and West and Central Africa using real-life case studies, reflecting the reality for young people with disabilities, sharing their own experiences.
- consider how disability may or may not impact opportunities and quality of life and highlight measures to improve the lives of people with disabilities.
- provide opportunities for children and young people to reflect on their own attitudes towards disability challenging negative attitudes and stereotypes.



Sightsavers Equal World Global Youth Champion James Casserly speaking at the Junior Painter of the Year 2025 competition awards ceremony.



Irish Aid Education Officer Emer Carney with Junior Painter of the Year (JPOY) 2025 winner Elina from County Tipperary and Sightsavers Ireland CEO Ciara Smullen.

Empathy and Peer Support Considerations

Our education work will:

- foster empathy and understanding between children and their communities in targeted schools in Ireland and West and Central Africa.
- use common lessons to promote shared learning on disability rights and inclusion issues with peers in partner schools.
- enable educators, children, and young people to collaborate on activities supporting each other's learning.
- use creative participatory approaches to enhance learning about each other's context.

We will encourage our education partners to increase the scale and scope of work to promote disability rights and inclusion year on year.



Attendee at All Together Now Festival 2025 using the virtual reality headset.

Actions to support Output 1:

Our education work will:

- 1 We will launch and disseminate bespoke Disability and Inclusion primary school resources for teachers and their students. These resources will integrate disability and inclusion perspectives across the primary curriculum subjects in Ireland.
- 2 We will promote and disseminate new resources through the Education Support Centres in Ireland (ESCI), through teacher training colleges, and selected OPDs.
- 3 We will organise learning events⁵ to promote disability and inclusion education with other Irish NGO's, OPDs and teachers.
- 4 We will continue to promote our flagship 'Put Us in the Picture' website to explore inclusive education and disability with primary school children in both Ireland and West and Central Africa. We commit to regular website updates and additions to deepen engagement and critical reflection.
- 5 In West and Central Africa our resources will be disseminated and promoted through our partnerships and country offices.

⁵For example through Global Village.ie (the Global Citizenship Education (DE and GCE) programme for primary schools in Ireland).



Output 2: Building Cooperative Partnerships

In line with our 'Sightsavers Ireland Influencing Strategy (2024-2026)', our education activities will include partnership with other stakeholders, seeking alliances with other like-minded organisations and institutions to maximise our impact in the DE and GCE space in Ireland.

Actions towards Output 2:

- 1 We will explore potential DE and GCE collaboration opportunities to promote our educational offerings in Ireland.
- 2 We will reach out to national organisations to discuss opportunities for collaboration for example to share and promote our Put Us in the Picture website; new education resource and our Junior Painter of the Year competition.
- 3 We will explore how our Put Us in the Picture and the Disability Inclusion Champion award can be adapted for other contexts and sectors, such as the non-formal education sectors.
- 4 We will work with NGOs, and OPDs to co-create a 'Toolkit for Disability Inclusion in GCE' to support the mainstreaming of disability inclusion, reach marginalised communities and improve their access to GCE. Cascading this learning into operational contexts within other organisations, we will also expand our reach.
- 5 We will continue to collaborate with partner organisations to further engage the Irish public in global development issues and Ireland's overseas development programme through the Global Solidarity Hub at events such as the National Ploughing Championships and other public engagement opportunities.
- 6 We will continue to work closely with members of OPDs internationally, regionally, and nationally to ensure our education programme addresses their interests and concerns. Specifically, we will collaborate with Irish, West, and Central African OPD umbrella organisations, advocacy groups, and individuals to provide authentic learning experiences and connect teachers and their students with real-world disability-related issues and initiatives. We want to learn and partner with advocacy groups and educational policy makers doing important work in this space.



Deaf activist Lydia Gratis speaking on the Sightsavers Ireland "Inclusion" panel discussion at All Together Now Festival 2025



Output 3: DE and GCE Principles are Embedded into the Wider Work of Sightsavers Ireland

Our GCE Programme Manager, CEO, Head of Communications and Public Affairs, and Communications Officer are leading on DE and GCE for Sightsavers Ireland. Guided by the principles in the IDEA Code of Good Practice, they will work across departments to ensure that development education principles are embedded in the wider work of Sightsavers Ireland.

Inclusive Communication and Language Considerations

Our staff and associated education partners in Ireland and West and Central Africa will be supported to ensure they have the confidence, knowledge, and skills to facilitate and ensure the engagement of people with disabilities. All our education work will adhere to the IDEA Code of Good Practice and the Dóchas Guide to Ethical Communications.

Our education work will:

- promote the use of inclusive and respectful language when discussing disability related issues.
- ensure materials used by all schools will be suitably adapted and available in appropriate and accessible formats.

Actions towards Output 3:

- 1** Through staff training and development, key Sightsavers Ireland staff will ensure that the IDEA Code of Good Practice is embedded across all departments.
- 2** We will support strategic social media campaigns and participate in public engagement events to raise awareness of disability inclusion in development.
- 3** Through our internal Monitoring, Evaluation, and Learning (MEL) processes, we will critically analyse, reflect, and learn from our own DE and GCE practice.

Appendix

Acronyms

ABW	Irish Aid's A Better World Policy
DE	Development Education
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
MEL	Monitoring, Evaluation, and Learning
NGO	Non-Governmental Organisations
OPD	Organisations of People with Disabilities
SDG	Sustainable Development Goals
ICSP	Irish Civil Society Partner

Development Education and Global Citizenship Education as Defined by Irish Aid

Irish Aid defines Development Education as:

“Development Education is an educational process aimed at increasing awareness and understanding of the rapidly globalizing world. It is about supporting people in understanding, and acting to transform the social, cultural, political, and economic structures which affect their lives and others at personal, community, national and international levels.”⁶

Irish Aid's A Better World: Ireland's policy for International Development⁷, is a whole of government policy which describes development education as:

“Action focused engagement that empowers people to understand the root causes of poverty and global inequality” who's challenges can only be “solved by collective action.”

Irish Aid defines Global Citizenship Education as:

“A lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world.”⁸

Irish Aid's Strategy for Development Education (2017-2023) sees development education as a means to achieving active global citizenship to create a more equitable world, expressing that their “long term goal or intended impact is that through the provision of development education, people in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, inequality, injustice and climate change, inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all.”

⁶Irish Aid (2017). Irish Aid Development Education Strategy Plan 2017-2023. Department of Foreign Affairs, Ireland; p.22. Available at: <https://www.irishaid.ie/media/irishaid/allwebsitemedia/20newsandpublications/publicationpdfsenglish/Development-Education-Strategy-2017-2023.pdf>

⁷Irish Aid (2019). A Better World: Ireland's Policy for International Development. Department of Foreign Affairs and Trade, Ireland; XX. Available at <https://assets.ireland.ie/documents/A-Better-World-Ireland's-Policy-for-International-Development.pdf>

⁸Irish Aid (2021). Irish Aid Global Citizenship Education Strategy 2021-2025. Department of Foreign Affairs, Ireland; p.4. Available at <https://www.developmenteducation.ie/wp-content/uploads/2022/09/Global-Citizenship-Education-Strategy-2021-2025.pdf>

Output Alignments

Output Action	IDEA Code Journey (12 Principles of good Practice)
<p>O1-1</p> <p>We will launch and disseminate a bespoke Disability and Inclusion primary school resource for teachers and their students. This resource will integrate disability and inclusion perspectives across the primary curriculum subjects in Ireland.</p>	<p>1: Knowledge 2: Root Causes 3: Ethos of DE 4: Critical Thinking 5: Participatory Creative Approaches 6: Quality Resources & Materials 7: Knowledge, Skills & Attitudes for informed action 8: Imagine & Explore Solutions</p>
<p>O1-2</p> <p>We will promote and disseminate our new resource through the Education Support Centres in Ireland (ESCI), through teacher training colleges, and selected OPDs.</p>	<p>5: Participatory Creative Approaches 12: Advocate for Quality Development Education</p>
<p>O1-3</p> <p>We will organise a learning event to promote disability and inclusion education with other Irish NGO's, OPDs and teachers.</p>	<p>5: Participatory Creative Approaches 12: Advocate for Quality Development Education</p>
<p>O1-4</p> <p>We will continue to promote our flagship 'Put Us in the Picture' website to explore inclusive education and disability with primary school children in both Ireland and Cameroon. We commit to regular website updates and additions to deepen engagement and critical reflection.</p>	<p>1: Knowledge 4: Critical Thinking 5: Participatory Creative Approaches 6: Quality Resources & Materials 12: Advocate for Quality Development Education</p>
<p>O1-5</p> <p>In West and Central Africa our resources will be disseminated and promoted through our partnerships and country offices.</p>	<p>1: Knowledge 3: Ethos of Development Education 6: Quality Resources & Materials 7: Knowledge, Skills, & Attitudes for Informed Action 11: Key Values of Development Education 12: Advocate for Quality Development Education</p>

Public Engagement	Partnerships	Global Citizenship Education (GCE)	Development Education Internal Cascading (DE)	Development Education External Engagement
	✓	✓		✓
✓	✓	✓		✓
✓	✓			✓
✓	✓	✓	✓	✓
✓	✓	✓	✓	✓

Output Alignments

Output Action	IDEA Code Journey (12 Principles of good Practice)
<p>O2-1</p> <p>We will explore potential DE and GCE collaboration opportunities to promote our educational offerings in Ireland.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O2-2</p> <p>We will reach out to peer organisations to discuss opportunities for collaboration for example to disseminate and promote our Put Us in the Picture website; new education resource and our art competitions.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O2-3</p> <p>We will explore how our Put Us in the Picture and the Disability Inclusion Champion award can be adapted for other contexts and sectors, such the non-formal education sectors.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O2-4</p> <p>We will work with NGOs, and OPDs to co-create a 'Toolkit for Disability Inclusion in GCE' to support the mainstreaming of disability inclusion, reach marginalised communities and improve their access to GCE. Cascading this learning into operational contexts within other organisations, we will also expand our reach.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O2-5</p> <p>We will continue to cooperate with partner organisations to further engage the Irish public in global development issues and Ireland's overseas development programme at events such as the Global Solidarity Hub at the National Ploughing Championships and other public engagement opportunities.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O2-6</p> <p>We will continue to work closely with OPDs internationally, regionally, and nationally to ensure our education programme addresses their interests and concerns. Specifically, we will collaborate with Irish and Cameroonian OPD umbrella organisations, advocacy groups and individuals to provide authentic learning experiences and connect teachers and their students with real-world disability-related issues and initiatives. We want to learn and partner with advocacy groups and educational policy makers doing important work in this space.</p>	<p>3: Ethos of Development Education 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for Informed Action 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>

Public Engagement	Partnerships	Global Citizenship Education (GCE)	Development Education Internal Cascading (DE)	Development Education External Engagement
✓	✓	✓		✓
✓	✓	✓	✓	✓
	✓	✓		✓
✓	✓		✓	✓
✓	✓			✓
✓	✓			✓

Output Alignments

Output Action	IDEA Code Journey (12 Principles of good Practice)
<p>O3-1</p> <p>Through staff training and development, key Sightsavers Ireland staff will ensure that the IDEA Code of Practice is embedded across all departments.</p>	<p>1: Knowledge 2: Root Causes 3: Ethos of DE 4: Critical Thinking 5: Participatory Creative Approaches 6: Quality Resources & Materials 7: Knowledge, Skills & Attitudes for informed action 8: Imagine & Explore Solutions 9: Reflect & Learn 11: Key values of Development Education 12: Advocate for Quality Development Education</p>
<p>O3-2</p> <p>We will support strategic social media campaigns and participate in public engagement events to raise awareness of disability inclusion in development.</p>	<p>1: Knowledge 5: Participatory Creative Approaches 7: Knowledge, Skills & Attitudes for informed action 9: Reflect & Learn 12: Advocate for Quality Development Education</p>
<p>O3-3</p> <p>Through our internal MEL processes, we will critically analyse, reflect, and learn from our own DE and GCE practice.</p>	<p>4: Critical Thinking 9: Reflect & Learn</p>



Panellists at the Sightsavers Ireland Solas na mBan event for International Women's Day 2025.

Public Engagement	Partnerships	Global Citizenship Education (GCE)	Development Education Internal Cascading (DE)	Development Education External Engagement
			✓	
✓				✓
			✓	



Theory of Change

Impact statement: The Irish public are enabled to take action in support of disability inclusive development in LMICs, with a special focus on women and girls with disabilities

Effective GCE leads to the Irish public having increased solidarity with, understanding of and support for disability inclusive development including Irish Aid's role in realising the SDG commitment to reach the furthest behind



An attendee of the National Ploughing Championships immersed in the virtual reality headset.



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Sightsavers

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We work with partners in low and middle income countries to eliminate avoidable blindness and promote equal opportunities for people with disabilities.

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