

Education strategy

2013-2018
Summary



Sightsavers

Education – inequality in numbers:

Children living with disabilities:¹

Estimated between

93 to 150
million

up to the age of 14



World shortfall of
8.4 million
school teachers
by 2030²



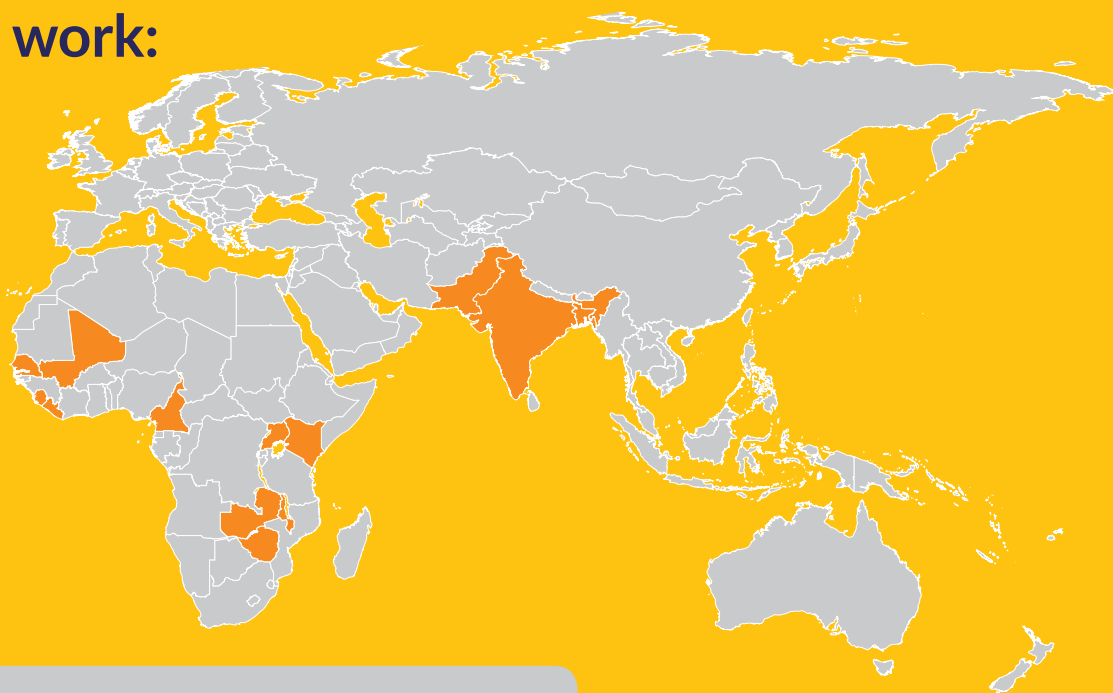
Globally, one in eleven children is out of school³



59 million
in
2013

Where we work:

Bangladesh
Cameroon
India
Kenya
Liberia
Malawi
Mali
Pakistan
Senegal
Sierra Leone
Uganda
Zambia
Zimbabwe



Sightsavers education strategy 2013-2018 can be downloaded in full from
www.sightsavers.org/policy-and-research/education/

Sightsavers' education strategy

Sightsavers' education strategy provides a clear vision of our programmatic approach to education for the next five years (2013-2018), including where we will invest resources and how we will work with a variety of stakeholders to achieve our goals.

Programme goals

The fourth Sustainable Development Goal of Agenda 2030 is

“inclusive and equitable quality education and... lifelong learning opportunities for all”.

The Agenda states this goal applies to everyone, including children and youth with disabilities.

This goal provides the focus for Sightsavers' work in education. We develop the capacity of ministries of education to provide education which is:

Accessible – both free of charge and physically accessible

Equitable – including all young people with disabilities, especially those who are particularly disadvantaged and discriminated against

Continual – extending from early childhood onwards

Sustainable – demonstrating significant levels of community participation and securely funded by state or non-state actors

The education of children with visual impairments is a central focus of our education programmes, but we also support the education of other children with disabilities whenever possible and feasible.



Devilal (right) has been severely visually impaired since birth. He was referred to the inclusive education project in Rajasthan after being examined at another project and before this had never attended school.

Footnotes:

¹ UNESCO Institute for Statistics (UIS) and United Nations Children's Fund (UNICEF) (2015). Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children.

² UNESCO EFA Global Monitoring Report, "Teaching and learning: achieving quality for all." January 2014.

³ UNESCO Institute for Statistics and EFA Global Monitoring Report, Policy Paper 22 / Fact Sheet 31, "A growing number of children and adolescents are out of school as aid fails to meet the mark." July 2015.



With continuous support from inclusive education facilitators, Devikal now attends school and has been trained in sensory and mobility techniques. He enjoys playing games with his friends and has won prizes for his performance in singing, sports and term exams.

Programme approach

Our programmatic approach is guided by the principle of inclusive and equitable quality education and lifelong learning opportunities for all.

Our programmes address both supply and demand side challenges in each national context. They do this through interventions that include: mobilising community members; strengthening disabled people's organisations; developing education support systems; and promoting child-centred, contextually appropriate approaches to teaching and learning for children and youth with disabilities.

We recognise that governments are the primary duty-bearers in education, so ministries of education are our primary partners in each of the countries where we work. But we also draw on the vitality and creativity of civil society, and work closely with non-governmental organisations (NGOs), community-based organisations (CBOs) and disabled people's organisations (DPOs) around the world.

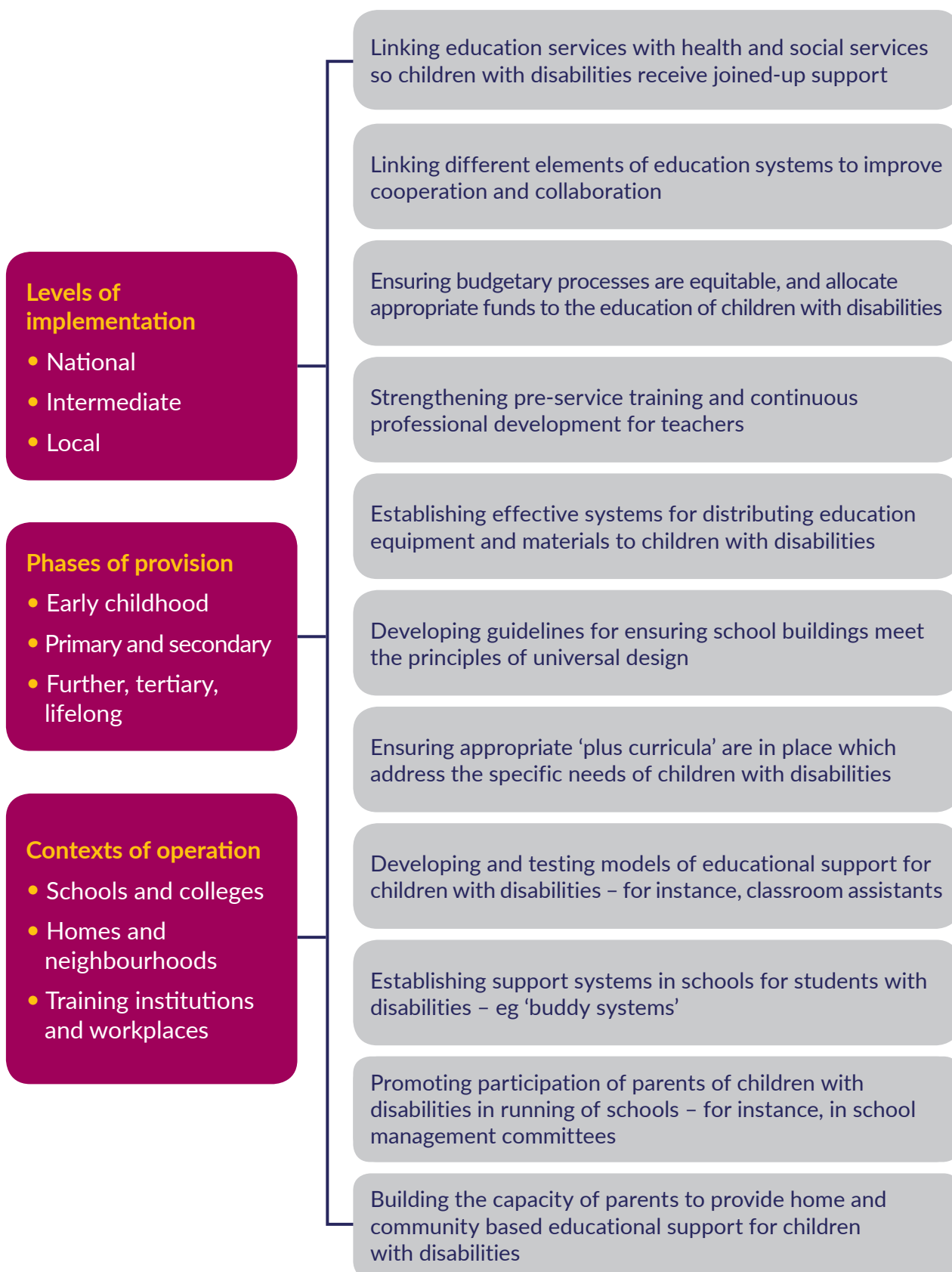
We seek to maximise the participation of local stakeholders in the design, development, and monitoring and evaluation of our programmes. As a result, local stakeholders feel a strong sense of ownership of these programmes, which are also informed by local expertise.

We follow a 'twin track' approach in the field of education. On one hand, we acknowledge that children with disabilities possess many of the same educational needs as other children. On the other hand, we recognise that children with disabilities also have specific needs, which must be addressed by education providers.

We follow a systems strengthening approach which seeks to build the capacity of government education systems at all levels to meet the needs of children and youth with disabilities (see diagram).

Figure 1.

Illustrative examples of Sightsavers' system-strengthening approach in education



Specific programmatic interventions

Teacher development:

In Uganda, we are working to develop the capacity of the national system of primary teachers colleges (PTCs) to provide high quality initial training for trainee teachers. Our principal partner is the University of Kyambogo, a national university.

Early childhood development and education (ECDE):

With funding from Comic Relief, we are developing the capacity of community-based childcare centres (CBCCs) in two districts of Malawi to include young children with disabilities. We focus on demonstrating a cost-effective, participatory model of ECDE which can be scaled up nationally by the government.

Educational assessment:

In Kenya, we are working with the nationwide network of Education Assessment and Research Centres. We are developing their capacity to provide high quality assessments for children with disabilities and to provide outreach support for homes, schools and communities.

Pilot programmes in West Africa:

Funded by Irish Aid, we have established inclusive education programmes in schools in five West African countries. These programmes have shown that children with disabilities can be included successfully in mainstream primary schools with minimal external support.

National Inclusive Education Programme for children with visual impairments:

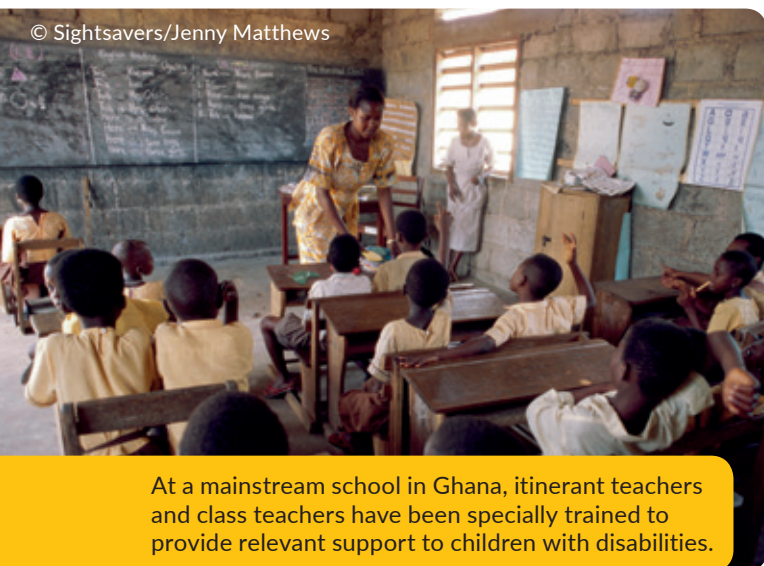
In India, we are working in five States to strengthen education provision for children with disabilities, with a special focus on children with visual impairment. We work with State governments and voluntary agencies to strengthen teacher training systems, to build the capacity of classroom teachers, to utilise existing funding as effectively as possible, to maximise the accessibility of school environments, and to ensure children with visual impairments develop necessary literacy, numeracy and ICT skills.

Our education programmes also have the following cross-cutting themes:

- Supporting the most vulnerable children and youth with disabilities
- Gender equity
- Engaging with civil society
- Accessible technology
- Maximising sustainability

For further information on our approach to education and on programme activities visit: <http://www.sightsavers.org/policy-and-research/education/>

© Sightsavers/Jenny Matthews



At a mainstream school in Ghana, itinerant teachers and class teachers have been specially trained to provide relevant support to children with disabilities.

Evidence generation

High quality research is essential for the successful delivery of our education strategy and programmes. Gathering and disseminating sound evidence is the best way of ensuring Sightsavers-supported programmes are demonstrating scalable and cost-effective approaches that are meeting the needs of the people they are designed to serve.

Research evidence is also a strong tool for advocating with governments and policymakers for improved policies and environments. These improvements can not only lead to increased inclusion of children and youth with disabilities in education systems, but also promote broader

social inclusion. Through gathering and disseminating findings from our research, we can also contribute to global learning.

As an organisation we have rigorous monitoring and evaluation systems in place which are applied to all our programmes. This ensures high quality learning is generated and utilised in real time.

Sightsavers' research strategy 2014-2019 sets out key objectives to guide decision-making around research.

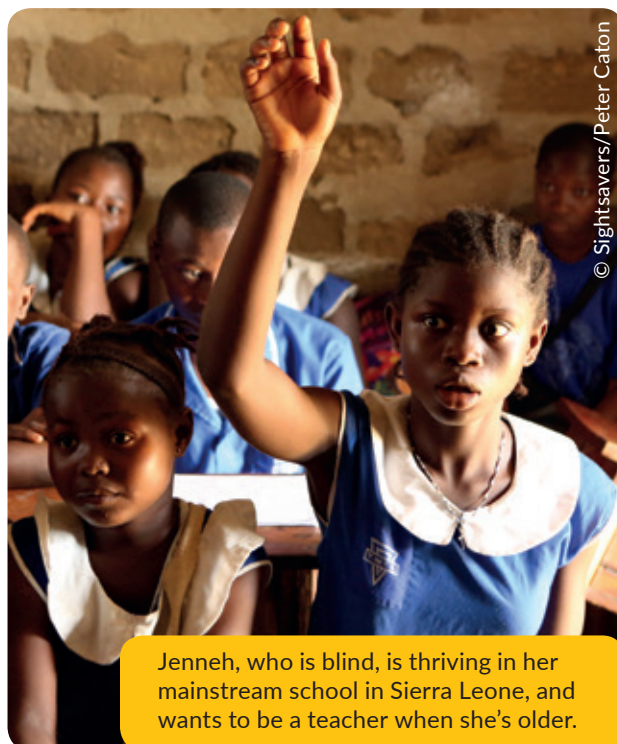
Policy and advocacy

Our global policy and influencing work focuses on promoting genuinely inclusive education that:

- Addresses barriers to education presented by stigma and discrimination.
- Promotes a 'life-cycle' approach to education that includes early childhood development, vocational training and lifelong learning.
- Supports both the principles and programmatic examples of 'universal design'.

At a global level, we have identified potential targets such as the World Bank and The UK Department for International Development (DFID) as those that we believe have the greatest influence on shaping an inclusive education agenda. We are working to influence their mandate to ensure an inclusive and equitable quality education, while promoting lifelong learning in line with Agenda 2030 and the Sustainable Development Goals.

At the national level, Sightsavers engages with governments, and other stakeholders, to support the rights of children with disabilities to inclusive and equitable quality education.



Jenneh, who is blind, is thriving in her mainstream school in Sierra Leone, and wants to be a teacher when she's older.

We work with partners
in developing countries to
eliminate avoidable blindness
and promote equal opportunities
for people with disabilities

www.sightsavers.org

 Share **SightsaversUK**

 Follow **@Sightsavers**

 Watch **SightsaversTV**

2a Halifax Road,
Melksham,
SN12 6YY
UK

+44 (0)1444 446 600

info@sightsavers.org



Registered charity numbers 207544 and SC038110