

Policy influencing 2025 annual summary

Key achievements in influencing policy
relating to inclusive education

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Introduction

This report is a summary of the key successes in policy influencing achieved across Sightsavers' country offices in 2025 which relate to the thematic area of inclusive education, with support from the Policy and Global Advocacy team, Campaigns team, Global Technical Leads and other teams. The report aims to provide an overview of the most significant achievements, although it is not exhaustive and there are many other examples of progress made towards Sightsavers' inclusive education policy influencing goals which have not been included to keep the summary at a manageable length. Sightsavers recognises that policy change requires long-term investment from multiple actors including government, civil society and international NGO partners, and it is important to note that these achievements are not solely attributed to the input of Sightsavers. For a comprehensive overview of Sightsavers' work on policy influencing please refer to the [Policy influencing data hub](#).

Key achievements

- Development of the new primary education programme in Bangladesh
- Finalisation of an inclusive Early Childhood Development policy in Malawi
- Implementation of the national inclusive education policy in Cameroon
- Progress towards the development of a national inclusive education policy in Mali
- Domestication of the national policy on inclusive education in Kano State, Nigeria
- Validation of the inclusive education policy in Senegal
- Integration of the inclusive education module into all bachelor-level teacher training programmes in Pakistan

Bangladesh

Development of the new primary education programme

In 2025, Sightsavers continued to support the development of the new primary education programme (PEDP-5). Activities included organising high-level workshops in Sirajganj and Narsingdi, effectively translating grassroots evidence from the old PEDP-4 programme to influence the development of the new framework. Sightsavers engaged District Primary Education Officers, Social Service officials, and the Deputy Director of PEDP-4, to demonstrate practical inclusive classroom strategies. This bottom-up approach ensured that local stakeholders' insights reached central authorities, becoming a crucial factor in national policy discussions. The ideas from these local workshops were integrated into the national dialogue, resulting in their formal inclusion in the PEDP-5 draft. This success formalises inclusive education achievements into a nationwide, rights-based, scalable model for

disability-specific interventions. Sightsavers organised a series of high-level national policy dialogues that effectively integrated the "triangulated model" developed in Sightsavers' consortium Disability Inclusive Development programme into Bangladesh's core education strategy.

Benin

Progress towards ratification of the Marrakech Treaty

Building on the completion of the Marrakech Treaty adoption process by the Ministry of Social Affairs in 2024, in 2025 Sightsavers had further engagement with the Ministry of Justice as well as Federation of Associations of People with Disability in Benin (FAPHB), to advocate for the formal ratification of the treaty. The Marrakech Treaty facilitates access to published works for persons who are blind or visually impaired through the removal of copyright barriers which prevent the sharing of books and printed materials in accessible formats. Beyond this, Sightsavers participated in a mapping of legislation to identify how the implementation of the Marrakech Treaty would impact copyright law. Sightsavers will continue its advocacy work in 2026 to encourage formal ratification of the treaty by the government of Benin.

Cameroon

Implementation of the national inclusive education policy

Following the launch of the national inclusive education policy in 2024, 2025 saw some encouraging examples of the implementation of the policy. The Ministry of Basic Education prepared a budget for its resourcing of the policy, and the inclusive education policy has been implemented to inform the training of teachers, identification of children with disabilities, and development resources for inclusive education. Sightsavers played an important role through the provision of technical and financial support with the guide for teachers, and a reference guide for disability which is used to inform the procurement of assistive devices.

Malawi

Finalisation of an inclusive Early Childhood Development policy

The Early Childhood Development and Education policy was finalised in 2025. Sightsavers has been involved throughout the process, providing technical and financial assistance, facilitating the input of OPDs, and ensuring that the policy includes provisions for children with disabilities to access inclusive education.

Mali

Progress towards the development of a national inclusive education policy

In 2025, significant progress was made in the development of the inclusive education policy. The process was launched in accordance with the procedures of the Ministry of National Education. After several meetings of the drafting committee and the technical working group, the theoretical framework of the document was defined. A consultant was recruited to support the process. Data was then collected using the tools developed by the consultant, as well as through regional consultative workshops, in order to inform the policy's strategic framework. The production of a first draft is expected in the first quarter of 2026.

India

Development of inclusive guidelines on conducting competitive written public examinations

In 2025, Sightsavers took forward an advocacy initiative to develop inclusive guidelines for persons with disabilities in written public examinations for employment or admission to professional or technical courses. This emerged following concerns raised by key national institutions such as the Department of Personnel and Training, and the National Recruitment Agency, regarding the credibility and transparency of examinations taken by persons with disabilities using scribes. Examining bodies have reported instances of malpractice, including collusion between candidates and privately arranged scribes, undermining the credibility of examinations. This has resulted in confusion and harassment of genuine students and youths with disabilities during their appearance for the competitive examinations. It was in this context that Sightsavers engaged with OPD and government partners, to develop a detailed guideline students with disabilities and for the institutions who are conducting such competitive examinations. Following stakeholder consultations, to draft guideline was produced in mid-2025, with Sightsavers India presenting recommendations to make it more inclusive for candidates with blindness and low vision. The draft is expected to be finalised by the end of February 2026 and will benefit more than 7 million students with disabilities in the country in their higher professional education and employment related competitive exams.

Nigeria

Domestication of the national policy on inclusive education in Kano State

Nigeria has a national level policy on inclusive education, with responsibility for implementation devolved to state level. In 2025, the Kano state government reviewed and validated its state inclusive education policy, to align with the provisions of the national inclusive education policy. The next step is for the policy to be endorsed by the Kano state governor.

Pakistan

Integration of the inclusive education module into all bachelor-level teacher training programmes

In 2023, Sightsavers' technical experts developed a foundation course for the Federal College of Education on inclusive education, for a four-year bachelor's degree teacher training programme, to introduce trainee teachers to the concepts of inclusive education for children with disabilities. In 2024, Sightsavers consulted with different universities and training institutes to develop a training on inclusive education for pre-service and in service teachers. In 2025, the course was officially approved by the curriculum wing of the Higher Education Commission of Pakistan and National Accreditation Council of Teachers Education (NACTE). This paves the way for the inclusive education module to be integrated into all bachelor-level teacher training programmes in Pakistan.

Senegal

Validation of the inclusive education policy

In 2025, Sightsavers in collaboration with the Ministry of Education carried out the review of the inclusive education policy considering the recommendations from the technical review sessions for social validation involving OPDs, parents' associations, teachers and teachers' unions. A second review was organised, involving the ministries of health, local government, finance, justice and transport). These meetings enabled the Ministry of Education to align the policy with Senegal's VISION 2050 before proceeding to institutional validation. The validation of the policy marks an important step forward for the delivery of inclusive education for children with disabilities.