**Brief: the DIDIF programme’s Inclusive Education portfolio**

Sightsavers and the International Disability Alliance (IDA) lead FCDO’s flagship Disability Inclusive Development – Inclusive Futures (DIDIF) programme, supporting FCDO’s [disability inclusion and rights strategy 2022 to 2030](https://www.gov.uk/government/publications/fcdo-disability-inclusion-and-rights-strategy-2022-to-2030/fcdo-disability-inclusion-and-rights-strategy-2022-to-2030-building-an-inclusive-future-for-all-a-sustainable-rights-based-approach). The programme works in six countries, Bangladesh, Kenya, Nepal, Nigeria, Tanzania, and Uganda, and has ten consortium partners, ADD, BBC Media Action, BRAC, Humanity and Inclusion, Institute of Development Studies, International Disability Alliance, Light for the World, Sense International, Sightsavers and Social Development Direct. It innovates and scales disability inclusive development approaches in health, education, and livelihoods, and tackles negative stereotyping and discrimination through partnership with Organisations of Persons with Disabilities (OPDs), [local and national governments](https://inclusivefutures.org/how-can-building-collaborative-alliances-support-disability-inclusion/), International Non-Governmental Organisations (INGOs), private sector social enterprises and research institutes.

The programme generates research, evidence and learning on what works to include people with disabilities in the global development and humanitarian response. Sightsavers and IDA lead the DIDIF consortium to influence the global community and governments to increase action and investment. Our partnerships with research institutes such as the London School of Hygiene and Tropical Medicine (through [PENDA](https://www.lshtm.ac.uk/research/centres-projects-groups/penda)), [Institute of Development Studies](https://www.ids.ac.uk/projects/inclusive-futures/) and [Sightsavers Research Centre](https://research.sightsavers.org/) ensure that our programme adapts and uses what it evidences and learns to achieve better outcomes for people with disabilities. Finally, through our [Disability Inclusion Helpdesk](https://www.sddirect.org.uk/project/disability-inclusion-helpdesk) and Secondment programme, we provide research and advice to FCDO and other UK government departments on disability inclusion in policy, programming and across FCDO’s five minimum standard on disability inclusion

In its a fifth year of implementation, the programme is an [A+-rated FCDO programme](https://devtracker.fcdo.gov.uk/projects/GB-GOV-1-300397/summary). In 2021, it achieved an A+ rating for its ground-breaking work on implementing and evidencing our £1.41m [disability-inclusive humanitarian response](https://inclusivefutures.org/learning-from-covid-19/) to the COVID-19 pandemic. In 2023, [our work on inclusive education in partnership with OPDs](https://www.sightsavers.org/blogs/2024/02/the-key-to-inclusive-education-is-engaging-opds/) received a [2024 Zero Project award](https://zeroproject.org/view/project/0c5aed52-a72b-486b-838d-07fa1d84251f). Also in 2023, we reached over 3m people with disabilities and 13.5m people without disabilities.

The DIDIF programme’s committed over [£12m to fund nine inclusive education projects](https://inclusivefutures.org/inclusive-education/) in Bangladesh, Kenya, Nepal, Nigeria, and Tanzania. By 2023, we supported near to 1,700 children with disabilities to access education via our innovation phase. By the end of the programme’s scale phase in 2026, we aim to support over 4,500 children with disabilities. Our current scale portfolio consists of three inclusive education projects:

* **Bangladesh:** We work to strengthen the systems for enrolling, retaining, and providing quality primary education for children with disabilities, with a focus on girls and boys aged 5 – 10 years, with multiple and complex disabilities.
	+ **Target:** Reach over 500 children with disabilities – in and out of school - and support children with multiple and complex disabilities to transition to school. Wider community reach will be even more significant – with an estimated 20,000 people in targeted districts improving their awareness of educational inclusion for children with disabilities.
* **Nepal:** We work in Kalika Municipality and Bharatpur Metropolitan City in Bagmati Province - communities with a high level of need and high percentages of marginalised ethnic groups.
	+ **Target:** Support 154 schools to sustainably improve their education provision for almost 2,500 children with disabilities through improving school accessibility, training 610 teachers and supporting 875 parents and guardians to demand access to the services and support they are entitled to for their children.
* **Tanzania:** We work to develop and roll out a locally led model for inclusive education in government primary schools that will have nationwide impact. We work with 47 schools in the Shinyanga rural, Shinyanga Municipal Council and Misungwi districts of Tanzania to improve access to education for children with disabilities.
	+ **Target:** Support the sustainable improvement of education provision for 1,800 children with disabilities in 47 schools through training 30 Trainers of Trainees, 1,167 teachers, and school management committees and through accessibility improvements.

Our innovation work in Nigeria and Kenya closed in 2023. Key achievements include:

* Nigeria:
	+ In eight primary schools, over 120 teachers were trained and increased their knowledge and understanding on inclusive education - including on how to identify children with functional difficulties using the Washington Group Questions.
	+ 280 children with additional needs were identified among newly enrolled students.
	+ Qualitative evidence highlighted that this significant number of enrolments was also thanks to the project’s strong parental and community engagement, with insights shared in this blog.
	+ The project presented at the 65th National Council on Education meeting – the highest policy making body in education in Nigeria.
* Kenya:
	+ Locally led community engagement achieved increased enrolment at our nine partner pre-primary schools - with almost 600 children with disabilities under five years old accessing inclusive early education.
	+ Seventy teachers, school managers and education officials were trained in disability inclusion and how to support learners with different needs. These professionals subsequently formed school-based inclusion teams, raising the profile of inclusive early education at all partner schools.
	+ Over 1,500 children with disabilities aged over five years also indirectly benefitted from project activities.
	+ thanks to effective advocacy led by OPDs, we were excited to see active involvement of government officials at Educational and Assessment Resource Centres resulting in increased government ownership of the project.