



INCLUSIVE LEARNING ACROSS THE LIFECYCLE WORLD VISION'S EDUCATION PROGRAMME

Our Promise to Children

We believe every child, no matter their circumstances, has a right to thrive and learn. We are relentless in ensuring no child is deprived of this right so that they can experience life in all its fullness and help lead the way to a peaceful and sustainable world. **In 2024 alone, World Vision supported 43,000+ children with disabilities.** We believe that educating a child with a disability cannot be done solely in schools. To support learners with disabilities, World Vision implements a community-based approach embedded in our lifelong learning programmes. Through these program models we work together with parents, community members, teachers, service providers, faith-based organisations and organisations of persons with disabilities (OPDs). Each partner has a specific responsibility to improve the well-being and functionality for children with disabilities enabling them to thrive in learning environments without barriers. Case management and advocacy activities complement these programmes to ensure children with disabilities receive quality services, understand and advocate for their rights.

Delivering Quality Inclusive Education Programmes



**Ages 0 – 6 years
Project Models: Go Baby Go,
Learning Roots**

We strengthen the capacity and confidence of parents, caregivers and teachers to support the social, emotional and cognitive development of young children, including children with disabilities, through play-based learning, in secure and stimulating environments.

In **Malawi**, less than 7% of caregivers of children with disabilities who were surveyed felt they had the skills, information, resources or medical support needed to care for their child. To address this, World Vision initiated parent support groups focused on caregiver efficacy, well-being and peer support.



**Ages 6 – 12 years Project Models:
Unlock Literacy, Catch Up
Programme**

We ensure that children in primary school attain foundational skills, and that all children access safe and nurturing schools.

In **Rwanda**, we support **20,000+ children with disabilities**. At school they receive individual education plans, assistive devices braille/sign language support if needed. In the community, children attend reading clubs and community libraries, supported by facilitators trained in UDL and sign language, and read accessible digital books available via NABU and Bloom Libraries. Parents have support groups, training in braille, sign language and using assistive devices.



**Ages 12–18 years Project Models:
IMPACT+, Safe & Nurturing Schools,
Youth Ready, Empowered World View**

We enhance adolescent well-being using Positive Youth Development approaches to prepare adolescents for life and work. We empower adolescents to become active citizens with competencies, confidence, and connection by helping them develop life and protective skills that are key to the pursuit of their educational and life goals.

In **Guatemala**, through the Puentes project, World Vision's Positive Youth Development (PYD) programmes, improved mechanisms of support for vulnerable youth. Youth with disabilities developed Life Plans which set goals for their future. Many completed training courses to become teachers, nurses, cooks, mechanics and entrepreneurs.

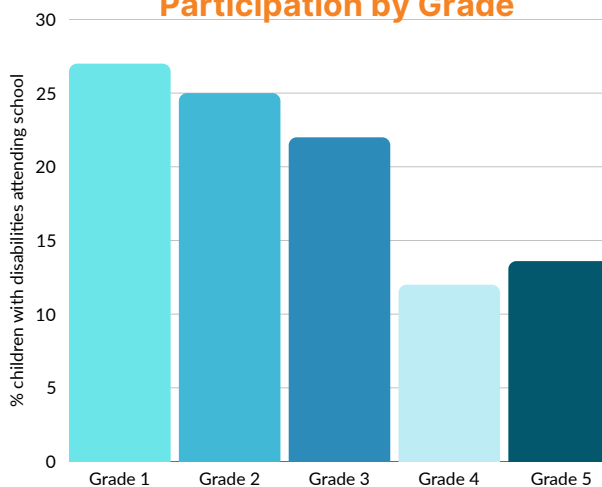
Spotlight on MALAWI

World Vision launched the **Able to Thrive** programme in Malawi in 2023 to support the **holistic needs of 10,000 children with disabilities over four years**. Able to Thrive will meet a variety of needs including health, rehabilitation, assistive devices, information and education.

Data from five programme sites in **2024 indicates that of the children with disabilities aged 36+ months, 498 (38%) never attended school** or any early childhood development (ECD) programme. The 641 children who do attend school face significant challenges:

- Missing early identification and early intervention.
- Delayed start to school / over age.
- High rates of repetition.
- High drop out rates during primary school.
- Very limited progression to secondary school
- Bullying & Discrimination

Children with Disabilities School Participation by Grade



To address these barriers to effective school participation, World Vision:

Mobilised caregivers, teachers, OPDs, community members and service providers to identify specific barriers to participation in school and addressed them.

Developed **Learning Passports** to empower children with disabilities to identify their learning goals and to get the support from parents, teachers and other community members to achieve their goals.



I am so happy that I was selected to be among the children who received the Learning Passport. By setting my own goals, it has motivated me to work more so that I can achieve them. The information about what I like and dislike, things I found hard helped my parents to know how they can support me. I was able to set my own goals helped by my brother and I am working hard to achieve them” -
Rosine, a 9 year old girl participant



<https://www.wvi.org/our-work/education>



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