



What guides our IE Practice and Intervention in Afghan?

- SCA Vision and Mission Statements

Vision: An Afghanistan free from poverty, violence and discrimination where human rights are respected and all live in dignity, enjoy equal opportunity and social justice.

Mission: To empower individuals, communities and local organizations, primarily in rural areas and with particular focus on women, girls and boys and vulnerable groups such as people with disabilities, so that they may participate fully in society and influence their own development.

- The SCA Vision and Mission Statements and its Three Pillar of Programmatic Development - Service Delivery, Advocacy and Capacity Development
- Sensitivity to the insecure environment, conflicting interests, culture and respect for human rights
- Monitoring and evaluation of our IE implementation process



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Innovative Practices in IE

SCA strived to carry out:

- Early identification (0-5 yr. olds)
- Early assessment by the CBR Workers
- Early intervention through physiotherapy, referrals to health facilities, placement in Community Based Rehabilitation Centres (CRDCs) and finally mainstreaming in public schools

Initially SCA targeted children in the urban areas.



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Restructuring IE Approaches

In 2014), SCA changed the first approaches in order to reach out more children in the rural areas.

- Restructuring of I.E was deemed mandatory
- In Jan. 2015 IE shifted from Disability Programme to Education Programme
- This shift would see expansion of service delivery to more children and more training of Community Based Education Teachers



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Defining Our Understanding of IE

A position paper to guide SCA was adopted and informed by:

- International instruments advocating for the rights of children
- The Afghan Law and
- SCA's 2014 – 2017 Strategic Objectives
- TEN POINTS understanding and belief was drafted and agreed upon.



TEN POINTS understanding and belief

I.E must:

- Be accessible to all children regardless of background
- Remove all forms of barriers to education: social, cultural, economic or political in nature
- Accept the fact that children learn differently
- Challenge discrimination against any child
- Take place in a school setting that prepares and allows learners to participate fully in life
- Provides equal opportunities for all learners including girls



TEN POINTS understanding and belief

- Enhances social cohesion and stimulates cordial relationship between and amongst learners
- Embraces innovative teaching, research in pedagogy and challenges our teaching methods
- Identifies children's individual strengths and weaknesses and then works towards bettering their performances
- Embraces early identification early assessment and early intervention



Mainstreaming Approaches

- Children with disabilities are prepared in CRDCs and Sub-Centres for 2 – 3 years
- They then transition to public Schools for mainstreaming
- Teachers in the mainstream school schools are prepared in advance or while on the job
- New innovation is to establish Resource Centres (RCs) in operational areas and reach out to more teachers in the Community Based Schools
- RCs will act as teaching and learning materials development and training centres



Staff capacity development

The main focus is to train:

- Inclusive Education Resource Persons who then assist mainstream teachers in writing and conducting lessons
- Special Education Resource Persons (To assist special education teachers in CRDCs and Sub-Centres)
- Special Education Teachers (To introduce children from the home based education to formal literacy)
- Master Trainers in the Education Programme to cascade training to CBS Teachers in the rural areas
- Very soon we will be focusing on developing IEPs and Curriculum Modification techniques



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Relationship with stakeholders

- Ministry of Education: SCA was a key developer of the Inclusive and Child Friendly Education Policy which came into force in December 2014
- Line Ministries e.g. Health and Ministry of Labour, Social Affairs, Martyrs and the Disabled
- INGOs (Save the Children, Child Fund, Agha Khan Foundation, JIKA, NAC, NRC etc. AND UN Agencies such as UNESCO and UNICEF)
- Provincial and District Education Directors
- Parents, teachers and local leaders
- Children with disabilities
- Disabled Peoples Organisations



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Relationship with experts

- Inter-Agency Network for Education in Emergencies (INEE)
- Enabling Education Network (EENET)
- Universities e.g. Karlstad University (Sweden); University of Manchester (UK; On-line training on deafness and sign language); Education University Kabul;
- Global Network for Children with Disabilities

THANK YOU!