

REPUBLIC OF GHANA



MINISTRY OF EDUCATION

**DRAFT
INCLUSIVE EDUCATION POLICY**

LIST OF ACRONYMS

CBRs	Community based rehabilitation Centers
CBRP	Community based rehabilitation Programmes
CFS	Child Friendly Schools
CBRs	Community Based Rehabilitation
CSOs	Civil Society Organizations
DPs	Development Partners
ECE	Early Childhood Education
EFA	Education For All
ESP	Education Strategic Plan
FBOs	Faith Based Organizations
GES	Ghana Education Service
IE	Inclusive Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoF	Ministry of Finance
MoGCSP	Ministry of Gender, Children and Social Protection
M&E	Monitoring and Evaluation
PACID	Parents Association of Children with Intellectual Disability
PWDs	Persons with Disabilities
NGOs	Non- Governmental Organizations
SEN	Special Educational Needs
UDL	Universal Design for Learning
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural

FOREWORD

The Inclusive Education Policy defines the strategic path of the government for the education. This policy builds upon sections in the 1992 Constitution, the National Development Agenda, the Education Strategic Plan and International Commitments to achieve national as well international goals for creating an environment for addressing the diverse education needs of Ghanaians.

This policy is the outcome of series of discussions and consultations between numerous stakeholders in the education sector, particularly the Ghana Education Service, the Girls Education Unit and the Early Childhood Education Unit of the Basic Education Division and the contribution of other state actors like the Ministry of Health, the National Council for Persons with Disability and the Ministry of Gender and Social protection.

The involvement of non-state actors such as the Ghana Blind Union, the Ghana Federation of the Disabled, the Ghana National Education Coalition Campaign, the World Education and the International Council for Education of people with Visual Impairment in the various stages of the development of this policy cannot be over emphasized

This policy will respond to changing priorities and national aspirations as well as international development trends in provisions for inclusive education.

I therefore wish to thank my senior officials and technical staff in the MoE and all those who took part for their committed efforts during the preparation stages.

I wish to take this opportunity to commend this Inclusive Education Policy to all those who support education development in Ghana.

Prof. Naana Jane OpokuAgyemang

Minister for Education

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EXECUTIVE SUMMARY

The Inclusive Education Policy is the result of series of consultations and workshops among key stakeholders in the delivery of education in Ghana.

The Policy document takes its source from national legal documents including the 1992 Constitution of the republic of Ghana; the Ghana shared Growth and Development Agenda (GSGDA), the Education Strategic Plan (2010-2020), the disability Act, the Education Act. Among others.

The document is founded on the premise that every child has the right and can learn. Hence, the Universal Design for Learning (UDL) model is the super structure upon which the policy is expected to deliver quality equitable education to all. The UDL is complemented by the Child Friendly Schools (CFS) model.

Under the UDL and the CFS model, the strategic focus of the policy has the overarching goal “to redefine the delivery and management of education services to respond to the diverse needs of all pupils/students within the framework of Universal design for learning”. The strategic focus includes improving equitable access to quality education for all children of diverse educational needs; provision of requisite teaching and learning materials; capacity development for professional and specialised teachers and managers as well as improvements in education service delivery.

The institutional arrangement defines the parameters for implementation, monitoring and evaluation of the policy with emphasis on cross-sectoral coordination. The financing section of the document presents varied modalities for ensuring sustainable funding.

The policy comes in five sections. Section one provides the introduction and conceptual framework. In sections two and three, the policy basis and strategic framework respectively. Section four defines the institutional framework coordination and implementation as well as monitoring and evaluation. Financing parameters of the policy are presented in section five.

SECTION ONE

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Education delivery in Ghana is a right for all citizens of school age. Hence no person of school age is to be denied of education. This policy recognizes the varied learning needs of various categories of children of school age.

The Inclusive Education Policy provides an opportunity for all stakeholders in the education sector to address the diverse learning needs of various categories of citizens in the Ghanaian education system under the universal design for learning and within a learner friendly environment for all.

Inclusion is seen as the wider reform of the education system to create a more effective education system and society.

The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn.

IE is based on the value system which holds that all persons who attend an educational institution are entitled to equitable access to quality teaching and learning, and which transcends the idea of physical location but incorporate the basic values that promote participation, friendship and interaction¹.

The IE policy at the national level, confirms government pronouncements in the constitution to ensure that every Ghanaian is afforded equitable opportunity in terms of access to quality education.

This policy is also a step towards government commitment to international declarations across the globe to ensure that person with special educational needs that are of school-going-age are given the opportunity to realize their potentials.

Inclusive Education Philosophy

¹Act 778, Section 5: Ghana Government, 2008 p.5

Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (UNESCO, 1994). Addressing the diverse learning needs of all pupils and students under a universal approach and within a learner friendly environment fortifies the quest of this document

What are Special Educational Needs?

Generally, the concept *special educational needs* (SEN) is defined variously in different documents. For example, a child with special educational needs is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual impairments.

However, in this document, children with special educational needs extend beyond those who may be included in disability categories to cover those who are failing in school, as well as a wide variety of reasons that are known to be barriers to a child’s optimal progress in learning and development.

Whether or not this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils.

There are various categories of persons with varied educational needs in our society. These persons include but not limited to:

1) Persons with Hearing Impairment	13) Persons with other health impairment (asthma, etc)
2) Persons with Visual Impairment	14) Children displaced by natural catastrophes and social conflicts
3) Persons with Intellectual Disability	15) Nomadic children (shepherd boys, fisher-folks’ children and domestic child workers)
4) Persons with physical disability	16) Children living in extreme social and economic deprivation
5) Persons with Deaf-blindness	17) Children exploited for financial purpose
6) Persons with Multipledisabilities.	18) Orphans and children who are not living with their biological parents
7) Persons with Speech and Communication disorders	19) Children living with HIV\AIDS
8) Persons with Attention Deficit Hyperactivity Disorder	
9) Gifted and Talented persons	
10) Persons with Specific Learning Disability	
11) Persons with Autism	
12) Persons with Emotional and	

Poor literacy skills are more likely among the disadvantaged especially persons with special educational needs. Again, factors linked to disadvantage in education include poverty, gender and inequity in the provision educational needs especially for persons with special educational needs.

The IE Policy primarily seeks to provide direction for the management and delivery of education services to be re-packaged to ensure that the school curriculum, the processes of teaching and learning, and the professional development of professionals (human resources) and the provision of teaching and learning material resources is enhanced to address the diverse needs of various categories of persons of school age to stimulate efficient and effective learning for these pupils.

Section One of the document introduces the context, objectives and rationale of inclusive education, as well as explanations of key concepts such as inclusive education, and special educational needs. Section Two provides the legal basis from both national and international perspectives. In section three, the strategic frame work is discussed. Sections four and five provide the institutional framework, monitoring and evaluation and the proposed financing modalities of the policy.

1.2 CONCEPTUAL FRAMEWORK

The IE Policy is expected to provide a platform for addressing the varied educational needs of all Ghanaians of school age using the Universal Design For Learning (UDL) and ensuring that the teaching and learning environment is friendly to all pupils and students.

Thus, the conceptual frame work of this policy is on the premise of UDL and child friendly schools concept.

The Universal Design for Learning

The architectural principles of *Universal Design for Learning* (UDL) serves the general purpose of making learning accessible to more learners in inclusionary programmes. The idea is that with modifications of *representation* (materials), *expression* (methods of communication), and *engagement* (how learners respond to curriculum) a much wider range of learners can be included in regular classroom instruction. The tenets of UDL should be adopted in all schools for promote participation of all learners

The Principle of universal design for learning offers:

- *Multiple means of representation*, to give learners various ways of acquiring information and knowledge;
- *Multiple means of expression*, to provide learners alternatives for demonstration of what they know; and
- *Multiple means of engagement*, to tap into learners’ interests, offer appropriate challenges, and increase motivation.

Child Friendly Schools (CFS)

This is a rights base approach to ensuring that all pupils/students learn under friendly school environment. This method of intervention/ model has two characteristics:

- ***It is a child-seeking school*** — thus, actively identifying excluded children to get them enrolled in school and included in learning; treating children as subjects with rights and the State remains the duty-bearer with obligations to fulfill these rights. Besides this aspect of the CFC model is concerned with demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community.
- ***It is a child-centered school*** — this means, acting in the best interest of the child, leading to the realisation of the child’s full potential, and concerned both about the "whole" child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities – before they enter school and after they leave it.

The CFS model has the following primary needs:

• Flexible Curriculum	• Teachers feel responsible for teaching all children
• no discrimination	• Participation of CBR workers
• Teacher training	• Early Intervention practices
• Children’s participation	• Involvement of NGO’s, agencies
• Participation of parents	• Involvement of government
• Positive attitudes	• Monitoring & Evaluation model
• Policy on PWD	• Assessment Practices

Community Based Rehabilitation(CBR)Programme

The CFS concept has an integral component know as the Community Based Rehabilitation Program (CBR programme). The CBR is a concept with a very wide scope and a strategy that targets social inclusion, and aims to overcome activity limitations and participation restrictions and thus improve the quality of life for persons with disabilities.

The community-based approach facilitates the acceptance and participation of persons with special educational needs in their communities.

1.3 BRIEF BACKGROUND AND HISTORICAL PERSPECTIVE

Ghana has provided two parallel systems of education at the basic level for the citizenry. Thus, while children without disabilities are enrolled in regular schools in their communities, their counterparts with disabilities are enrolled in segregated boarding schools located mainly at the urban centers. Consequently, facilities in these schools require significant rehabilitation to make them child friendly but also the number of segregated schools remained static and did not expand to provide for the ever increasing population of children with disabilities.

The Government of Ghana through the Ministry of Education and the Ghana Education Service (GES) has adopted and implemented policies geared towards the achievement of universal primary education for all, over the years. These policies are also intended to enable the country achieve the Millennium Development Goals. Different initiatives such as the Free Compulsory Universal Basic Education, Girl-Child Education, and capitation grant, the school feeding programme, free school uniforms, were designed to encourage school enrolment, retention and completion rates.

There are over 16,500 pupils with mild disability that are enrolled in mainstream basic schools across the country. There are about...thousand children enrolled in ...special schools.

As nations across the globe move towards inclusive education provision, the Ghanaian education system has made some strides in this regard. Inclusive Education (IE) programme has expanded from 29 districts in seven regions in 2011 to 46 districts in all ten regions. The IE programme has included training in usage of appropriate pedagogy for district staff, head teachers and teachers working with children with special educational needs.

About 2 percent of the entire population of school going age have some form of disability with the highest proportion of these among those with sight disabilities (28.7 percent). Those aged 19-24 years reported high proportion (27.7 percent) of disability. The lowest proportion of disability is by those aged 3-5years (12.6 percent).

Adult literacy levels among PWDs are low (56.5 percent). This is evidence of the marginalization of PWDs. Persons with disabilities are among the poorest and most vulnerable in Ghana. Literacy rate of males with disability (66.5 percent) are higher than females with disability (47.9 percent).

The most vulnerable are women with disability. Women with disability have low access to education. Disparity between males and females may be due to stigmatization and low propensity of women to formal education. In assessing the different forms of disability, hearing impairment (45.2 percent) and physical disability (51.8 percent) have low adult literacy rates. Emotional disability has high literacy rates of 61.8 percent.²

In spite of these initiatives, the evidence is that many school-age children continue to remain out of school, some of those who are in school are not learning successfully, while others drop out of school without completing. Thus, the current education system continues to marginalize and exclude some children.

More than 25 percent of out of school children aged 6-14 has at least a form of known disability. Thus majority of excluded are children are persons with special educational needs including those with disabilities. National and international commitments to education such as the FCUBE and the Millennium Development Goal for universal primary education cannot be achieved if children with special needs or disabilities are continually denied opportunity to participate in the mainstream education system.

²2010 PHC

SECTION TWO
POLICY FRAMEWORK

2.1 INTRODUCTION & BASIS OF THE IE POLICY

This section reviews portions of various national legal and operational documents that provide strategic routes towards addressing the issues of persons with special educational needs in Ghana.

Ghana fully endorses and supports the Education for All initiative through national and international commitments and committed itself through signing the UN Convention on the Rights of Persons with Disabilities and the Salamanca Accord among others. The national and international commitments are show in the table below:

<i>National Commitments</i>	<i>International commitments</i>
The 1992 Constitution of Ghana	World Declaration on Education for All (1990)
The children’s Act, 1998	Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993)
The Disability Act, 2006	Salamanca Statement and Framework for Action (UNESCO, 1994)
The Education Act, 2008	UN Convention on the Rights of the Child (CRC)(1998)
The National Youth Policy of 2010	Flagship Initiatives, 2000
The Education Strategic Plan 2010-2020	The Millennium Development Goals, 2000
	The Dakar Framework for Action, 2000
	UN Convention on the Rights of Persons with Disabilities (2006)

2.2.1 National Commitments

The Constitution of the Republic of Ghana (1992)

Article 25 (1) states that all persons shall have the right to equal educational opportunities and facilities, with a view of achieving the full realization of that

right: basic education shall be free, compulsory and available to all. According to article 27 (3), women shall be guaranteed equal rights to training without any impediments from any person.

The Education Strategic Plan (2010-2020)

The Education Strategic Plan stipulates that, the Ministry of Education shall “provide education for those with physical and mental impairments, orphans, and those who are slow or fast learners, by including them, wherever possible, within the mainstream formal system or, only when considered necessary, within special units or schools.”

The Education Act 778, (2008)

The objective of Act 778 enacted in 2008, is to provide for the establishment of an educational system intended to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes. Lift deleted to implementation strategies.

The National Youth Policy of 2010

The theme of the National Youth Policy is “towards an empowered youth, impacting positively on national development”. The purpose of the policy is to empower and actively involve the youth of Ghana in productive activities; to enable each Ghanaian youth to develop his or her full potential and self-esteem and; to inspire the youth to develop the aptitude for creativity, innovation and self-discovery in improving their quality of life.

2.2.2 International Commitments

Ghana has ascribed to the following international conventions:

United Nations Convention on the Rights of the Child (1990)

Ghana was among the first countries to ratify the United Nations Convention on the Rights of the Child (CRC) in February, 1990. Thus Ghana has pledged its commitment to ensure that all children are given the opportunity to exercise their rights.

UN Convention on the Rights of Persons with Disabilities (2006)

This convention for which Ghana has ascribed to requires all member states (including Ghana) to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning for all.

The Dakar Framework for Action

The Dakar Framework for Action, according to UNESCO (2009), paved the way for inclusive education as one of the main strategies to address the challenges of marginalization and exclusion in response to the fundamental principle of

EFA, which demanded that all children, youth and adults should have the opportunity to learn.

World Declaration on Education for All;Jomtien (1990)

The 1990 World Declaration on Education for All, adopted in Jomtien, Thailand, set out an overall vision to universalize access to education and promote equity by ensuring girls, women and other under-served groups gain access to education.

Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993): By this commitment, Ghana is expected to ensure that all obstacles to full participation are identified and removed. Three important objectives of the Standard Rules are:

- To achieve full participation and equal opportunities;
- To identify and remove remaining obstacles and;
- Governments are responsible for the necessary measures.

Salamanca Statement and Framework for Action (UNESCO, 1994)

“The Salamanca Statement on Principles, Policy and Practice in Special Needs Education” (UNESCO, 1994) provides a framework and guidance on developing inclusive education internationally. It enjoins Ghana to:

- Design and implement educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Ensure that persons with special educational needs have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

Dakar Framework for Action (UNESCO, 2000)

The Dakar Framework for Action affirms the international community’s collective commitment to pursue a broad-based strategy for ensuring that the basic learning needs of every child; youth and adult are met within a generation and sustained thereafter. Hence Government of Ghana is expected to

The Millennium Development Goals

The new international targets outlined in the Millennium Development Goals (MDGs) include access to and completion of Universal Primary Education by 2015. However, if marginalised groups of learners, such as those with disabilities, continue to be excluded from primary education, it will not be possible for countries to achieve the MDG on education.

2.3 GUIDING PRINCIPLES

The inclusive Education Policy acknowledges that:

- All children can learn irrespective of differences in age, gender, ethnicity, language, disability, etc
- All children have the right to access basic education
- The education system should be dynamic to adapt to the needs of children.
- IE facilitates and enables education structures, systems and methodologies to meet the needs of all children; and
- It is part of a wider strategy to promote an inclusive society.

2.4 POLICY SCOPE

The IE policy seeks to provide a framework for addressing issues of inclusive education that relates to persons with mild and severer special educational needs³ at all levels of education- from kindergarten up to tertiary and adult education.

The IE policy will tackle a range of discrimination issues in classrooms where persons with diverse and special educational needs, such as slow learners who are excluded from teaching and learning processes(though they are still in the class). The needs of those who are out of school due to requirements of SEN will not be left out.

International best practises on inclusive education will be customised and contextualised strategies will be presented in the action plan.

³Making reference to various SEN mentioned above.

SECTION THREE

STRATEGIC FRAMEWORK

This section provides the strategic direction for delivering an all inclusive education service that is conducive to the Ghanaian education system.

This section presents the strategic framework- the overarching objective of the policy, objectives and key strategic deliverables.

3.1 GOAL OF THE POLICY

The overarching goal of this policy is ***to redefine the delivery and management of education services to respond to the diverse needs of all pupils/students within the framework of Universal design for learning.***

3.2 OBJECTIVES AND STRATEGIES

- i. Policy Objective:* Enhance participation of all stakeholders in planning, implementation and coordination of IE through effective advocacy and dissemination strategies for persons with DENs/SENs

Strategies

- Initiate and facilitate **national consultative processes**, informed by international research, experience and standards, to develop national standards for inclusive education and for enhancing the quality of learning outcomes.
- Promote strategies, which **increase community and family involvement** in school supervision and management.
- Promote the development of **awareness programmes** for the parents of children with disabilities, and the children themselves, about their rights to facilitate their participation.

- ii. Policy Objective:* Promote a child friendly environment ⁴for enhancing the **quality of education** for persons with DENs/SENs through the UDL.

⁴Child Friendly School Concept

Strategies

- **Transform existing special education institutions** into resources to assist the mainstream system. (The expertise of special educators and special schools can support regular teachers and mainstream schools at district, school and classroom levels).
- Mainstream inclusive education into **pre-service and in-service training** to teachers so that they can identify and respond to the needs of each child and promote diversity in the classroom.
- Promote the deployment of special educational needs coordinators to all schools to coordinate special educational needs activities within school reforms context.
- Ensure that schools, curricula, assessment procedures and teaching and learning materials are **accessible and fair for all**.
- Promote the availability and training of relevant professionals as well as facilities for medical assessment; educational assessment, training in social skills, psychological assessment, occupational therapy, and speech/language assessment. Also, ensure early identification and stimulation of children with disabilities as well as coordinated support services for families of children with disabilities
- Promote a system of flexible examination structure that permits pupils/students to sit for exams in diverse forms (e.g. verbal listening/verbal exams, use of picture exchange communication, written, etc to meet the diverse educational needs).

iii. Policy objective: Increasing participation in educational access for persons with DENs/SENs.

Strategies

- Sustain and improve the delivery of social intervention programmes (including capitation) to reach out to all children, particularly those who are difficult to reach.
- Promote **school health programmes** as an intervention to: increase health promotion and protection; encourage attendance and facilitate effective learning; and strengthen detection and referral pathways for those requiring additional care.

- Invest in **ECCE programmes that address the diverse educational needs and provide** a foundation for lifelong inclusion of children with disabilities in education and society.
- Ensure that physical infrastructure designs of existing schools are modified to enhance opportunities for persons with SEN.
- Ensure that **all new school physical infrastructure designs and constructions (for all new schools)** enhance opportunities for persons with SEN.

iv. Policy objective: Enhance management of education services for persons with DENs/SENs

Strategies

- Support the re-designing and utilization of an **education management information system** that include disaggregated educational indicators and data on disabled children, particularly with regards to enrolment, retention, transition and performance.
- Promote the development of mechanisms to **monitor exclusion and progress against equity indicators**, including disaggregating data on school participation, type of impairment and gender.
- **Train and orient Regional and District Directors of Education, head teaches, and support staff, as well as communities**, on the rights of disabled children to education and on good practice under the UDL.
- Promote an **inter-sectoral approach**, to resolving cross cutting issues ensuring strong linkage between educational institutions and social protection, health and community-based rehabilitation.
- Include **adequate funding**, (national budgets and requests for development assistance) for targeted excluded groups.

3.3 POLICY DRIVERS

Curriculum

The curriculum should be functional and take into account the child's cultural background, family/community resources, values, interests, aspirations, future goals and opportunities.

The national curricula for basic and second cycle institutions shall be the same but have provisions for differentiations and adaptations to meet the unique needs of all learners including those with special needs.

Regular schools should undertake early identification, referral and intervention through periodic screening of all children/learners.

There should be regular monitoring and periodic assessment aimed at improving the child's circumstances.

In order to make teaching and learning effective and efficient, class size should not exceed 30 for lower primary and 35 for upper primary and Junior High Schools.

The current practice of giving extra time to learners with special needs should be maintained. However, the mode of examination should be made flexible for learners with special needs. For written examinations the range of adaptation should include the following:

- Reading questions or items to candidates who have reading difficulties
- Modifying or substituting questions involving visual material such as diagrams, photographs and maps for the visually impaired.
- Providing braille versions of question papers for the blind.
- Providing large print question papers for learners with low vision.
- Permitting candidates to record their answers on tape recorder, or word processor where the candidate has difficulty in writing.
- Permitting a scribe to write answers for a candidate who has speech difficulty.
- Allowing sign language interpreters to sign for the deaf all instructions during examination, and ensuring interpreters are available to deal with questions from candidates with deafness during examinations (both internal and external).

Professional Development

Teachers should be equipped with the pedagogical skills to meet the needs of children with special needs using child-centred approach.

The school curriculum should be flexible enough to allow for differentiation and adaptations. The curriculum shall emphasize three key principles namely:

- Setting suitable learning targets
- Responding to pupil's diverse needs, and
- Overcoming barriers to learning for individuals and groups of pupils.

Assessment

A multi-disciplinary assessment procedures shall be implemented at all levels of education to meet the needs of all pupils/students.

Alternative assessment procedures shall be adopted in all educational institutions to respond to the diverse needs of all learners.

Transition Programs

Appropriate Transition Programs should be made available to all students and in particular to those with special educational needs at relevant stages in the education ladder to help such individuals to transit from one level to another more successfully. Transition programmes shall be integral to education system and emphasized through the school counseling programme.

Additionally, there must transitional market-oriented vocational programmes to prepare students with special educational needs for the world of work.

Transitional programmes shall be manned by professional trained individuals, who shall guide students with special educational needs to make the transition.

Transitional programmes shall be monitored and well resourced to foster efficiency and effectiveness.

SECTION FOUR

INSTITUTIONAL FRAMEWORK& MONITORING AND EVALUATION

The implementation of the IE Policy shall be the responsibility of the Ministry of Education and its Agencies. In this endeavour, the Ministry will collaborate with relevant sector Ministries, Agencies and Departments, Civil Society Organizations, Private Sector Organisations, Associations implementing education, human rights and child protection programmes and the umbrella coalitions of PWDs.

The implementation of the IE Policy demands functional structures at all levels and specific roles and responsibilities of key stakeholders. The functional structures must ensure effective supervision, timely delivery of inputs as well as monitoring and evaluation of policy performance.

Both private and public institution shall implement inclusive education. Under no circumstance should a person with special need (children and adults) be denied admission into a private school. Once admitted, learners with special needs should receive equitable treatment. The classroom environments should be well organized, equipped with age-appropriate furniture, well illuminated and ventilated. School authorities should follow the Universal Design Principle.

The implementation structures which include the school units from preschool to tertiary shall ensure the following:

4.1 The Regular School

The regular school shall provide education for all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Regular schools shall not work in isolation. Regular schools should collaborate with agencies such as Ministry of Health, Ministry of Gender, Children and Social Protection, Department of Social Work, Department of Community and Rural Development, Metropolitan, Municipal, and District Assemblies (MMDAs), the Commission for Human Rights and Administrative Justice (CHRAJ) etc.

4.2 Special Schools

Special schools have important roles to play in the implementation of Inclusive Education. Special schools should work hand-in-hand with regular schools to accommodate children with special needs in inclusive settings. However, if it is proven through assessment that the child is incapable of benefiting from the regular classroom attendance, he/she should be placed in the special unit within the inclusive school.

In order to maximize resources, every special school should be connected to an assessment centre with well trained personnel, and equipment to foster periodic screening, assessment and diagnosis. This additional role will enhance early identification and stimulation, staff retention and efficiency as well as make special schools more accessible to citizenry.

Personnel from special schools shall be included in the District Inclusive Education Team (DIET) for the daily monitoring and evaluation of the implementation of school reforms to achieve inclusion.

Also, personnel in the centre should upgrade their knowledge in assessment and counselling, so that they can work efficiently as well as offer family support services.

4.3 Basic Education

The basic education level which comprises the preschool, primary and junior high schools are expected to ensure that the following issues are addressed in the school plans and programmes:

- All school-age children shall be entitled to 11 years quality basic education (2 years Kindergarten, 6 years Primary and 3 years Junior High School).
- The government shall make early childhood education free, compulsory and accessible for all children including those with special educational needs.
- Additionally, the government shall have the responsibility for establishing therapeutic centres for infants and young children with disabilities to receive appropriate early stimulation and intervention services.

In planning for early childhood education, parents must be involved in meeting the needs of their children. Parents' involvement shall include but not limited to the following:

4.4 Secondary, Vocational and Technical Education

Secondary Education shall include Senior High Schools, Technical and Vocational Institutions (TVIs), and Apprenticeship Programs (e.g. hairdressing, auto-mechanic, etc.).

The following issues are to be addressed in the annual schools programmes:

- No person shall be denied admission to any of these facilities on the basis of his or her special needs (ref. Disability Law, 2006).
- Second cycle schools shall progressively adapt their environments, according to the universal design principle, to make them accessible to all including those with special educational needs.
- All second cycle schools shall make their content of curriculum or programmes of study inclusive and functional for wide range of student diversity.
- Designated Second cycle schools shall have well quipped resource centres and personnel to support students with special educational needs. Ultimately, all second cycle schools shall have well equipped resource centres to support all students including those with special educational needs.

4.5 Tertiary Education

Tertiary and Higher Education (both public and private) should under no circumstance deny an applicant admission on the basis of his or her special needs. Admission should be given to an applicant who satisfies the minimum admission requirements. Concessionary admission should be given to candidates who manifest special needs.

Partnership can be fulfilled if there is better understanding of their respective roles and responsibilities. Therefore, there should be clarity of information, good communication and transparency.

The National Accreditation Board shall ensure that all tertiary institutions adhere to the principle of universal design for learning

The school should collaborate with the community to create awareness on disability issues to foster attitudinal change. E.g. the use of Information, Education and Communication packages to reinforce positive attitudes in the community.

4.6 Responsibilities of Stakeholders

Stakeholders	Roles and Responsibilities
Parents	<ol style="list-style-type: none"> 1. Supplying vital information about the child’s prior to referral for appropriate intervention. 2. Participating in school-related decisions e.g. collaborating with teachers and administrators to set realistic goals for their children. 3. Fulfilling their home-school obligations or expectations in order to meet the needs of their child. 4. Parents are obliged to fulfill their part of the role as described in this policy document; failure shall be tantamount to shirking of responsibility and denial of the child’s fundamental human rights.
Schools	<ol style="list-style-type: none"> 1. The school should collaborate with the community to create awareness on disability issues to foster attitudinal change. E.g. the use of Information, Education and Communication packages to reinforce positive attitudes in the community.
MoE	<ol style="list-style-type: none"> 1. Periodic review of the Policy 2. Monitoring and Evaluation, Impact assessment 3. Policy implementation coordination 4. Development of medium term strategic plan in collaboration with other MDAs, CSOs, IGOs etc.
MoF	<ol style="list-style-type: none"> 1. Provision of adequate financial resources 2. Ensure compliance of mandatory financial commitment
MoGCSP	.1. Ensure
MoH	
NCPWD	
GES	<p>Implementation of the policy</p> <p>Making annual budgetary provisions for carrying out set of activities defined in the annual work plans.</p> <p>should provide all schools with adequate and requisite teaching and learning materials including assistive devices for all learners especially, those with special educational needs, annually</p>
MMDAs	<p>Ensure that all public schools have environments that are accessible and learner-friendly.</p> <p>Ensure that all public classroom environments should be well</p>

	<p>organized, equipped with age-appropriate furniture, well illuminated and ventilated. School authorities should follow the Universal Design Principle.</p> <p>Provision of requisite school infrastructure conducive to meet the needs of PWDs. MoE/GES and Metro, MA and DA.</p>
DPs	<p>Support IE policy implementation Harnesses technical and financial assistance for implementing the policy.</p>
NGOs, CSOs and Private Sector,	<p>Undertake advocacy and outreach packages for increasing public knowledge on IE.</p>
Ghana association for PWDs	
PACID	

MONITORING AND EVALUATION

Overall progress of the IE policy will be monitored through the rigorous monitoring and evaluation tools of the education sector. At the decentralized level, various institutions from kindergarten to tertiary should include their plan programmes and activities for addressing IE issues.

Decentralized Monitoring and Evaluation: this will allow for monitoring of disaggregated set performance indicators in equity issues and provide a opportunities for District level and school level performance evaluation of indicators. The issues of persons with SEN will be mainstreamed into the current monitoring and evaluation practice. This policy M&E component shall provide opportunity for strengthening.

At the Central level, the current M&E systems for evaluating sector performance shall be strengthened and include issues of inclusive education for persons with special education needs.

An annual review of delivery on inclusive education will provide a plat form for addressing the issues in this policy across sector such as Health, Social Protection.

The Education Management Information System(EMIS) shall be reviews to access and report on well defined indicators on persons with SEN.

District level monitoring

Personnel from special schools shall be included in the District Inclusive Education Team (DIET) for the daily monitoring and supervision of the implementation of school reforms to achieve inclusion.

SECTION FIVE FINANCING THE POLICY

5.1 Introduction

In order to realise specific and timely outputs, over the short, medium and long term, a very important component is the financing arrangements.

5.2 Financing Sources

For government to meet the constitutional demand of providing equitable educational opportunities to all Ghanaians of school-going-age without discrimination, financial commitments via continuous and adequate budget provision are imperative.

Thus, the implementation of the IE Policy requires specific policy based financial as well as technical interventions by government and other key stakeholders. The following sources of financing are recommended:

- Government of Ghana (GoG)
- Support from Development Partners (DPs)
- Local NGOs, CSOs, FBOs
- Private Sector Support from corporate institutions and Philanthropist.

Government (GoG)

The role of government in financing the implementation of the IE policy cannot be over emphasised. Government has to take the lead role in financing and could then draw on the support of the DPs and the Private Sector. The Policy enjoins the government to ensure that a proportion of the national revenue is set aside annually to fund the implementation of the Policy.

MDA support

Support from the budgetary provisions of specific MDAs such as Health, Transport, Gender, Children and Social Protection can make financing impacts to the implementation of the IE policy. The Ministry of health shall annually be required to make budgetary allocations that will be geared towards assisting in

the early detection of persons with disability and provision of equipments that shall assist in profiling all these cases at an early age.

The Ministry of transport shall be required to set aside a percentage of the road sector fund of its annual resource allocation towards the implementation of the IE policy. In addition, all MMDAs shall mainstream issues of inclusive education in their annual budget.

District Assemblies

The policy recognises the critical roles DA must play in the implementation of the policy, and especially at the school level and harnessing support in the community based rehabilitation programme. All MMDAs shall be required to mainstream issues of the IE policy in their medium term development plan and provide adequate financial allocation in this regard. The district assembly common fund (DACF) and the disability fund are important sources at the community level that will be tapped to support the inclusive education package.

Development Partners

In implementing the IE policy, the Development Partners' community shall be encouraged through strategic alignment to provide support in this regard in the form of technical assistance and financial support.

Private Sector

Corporate Institutions, Philanthropic individuals and institutions shall be encouraged to support the implementation of the policy at the national, district, community and school level.