GOVERNMENT OF GHANA

INCLUSIVE EDUCATION POLICY

Ministry of Education

This Policy has been developed by the Government of Ghana - Ministry of Education, supported by UNICEF, STAR Ghana and Ghana Blind Union.

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INCLUSIVE EDUCATION POLICY

MINISTRY OF EDUCATION

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ACRONYMS

CBR	Community Based Rehabilitation
CBRC	Community Based Rehabilitation Centre
CBRP	Community Based Rehabilitation Programmes
CFS	Child Friendly Schools
CHRAJ	Commission for Human Rights and Administrative Justice
CSOs	Civil Society Organizations
DA	District Assembly
DACF	District Assembly Common Fund
DIET	District Inclusive Education Team
DPs	Development Partners
DSW	Department of Social Welfare
ECCE	Early Childhood Care and Education
EFA	Education For All
EMIS	Education Management Information System
ESP	Education Strategic Plan
FBO	Faith Based Organization
GES	Ghana Education Service
GFD	Ghana Federation of Disability Organisations
IE	Inclusive Education
IEMT	Inclusive Education Monitoring Tool
IEPs	Individualised Educational Plans
LEAP	Livelihood Empowerment Against Poverty
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MMDAs	Metropolitan, Municipal, and District Assemblies
MoE	Ministry of Education
MoF	Ministry of Finance
MoGCSP	Ministry of Gender, Children and Social Protection
MoH	Ministry of Health
MLGRD	Ministry of Local Government and Rural Development
NCPD	National Council for Persons with Disability
NGOs	Non Governmental Organizations
PTA	Parents and Teachers Association
PWDs	Persons with Disabilities
SEN	Special Educational Needs
SMC	School Management Committee
SPAM	School Performance Appraisal Meetings
SpED	Special Education Division
SPIP	School Performance Improvement Plan
TVIs	Technical and Vocational Institutions
UDL	Universal Design for Learning
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

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FOREWORD

The Inclusive Education Policy defines the strategic path of the government for the education of all children with special educational needs. 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 as international goals for creating an environment for addressing the diverse educational needs of Ghanaians.
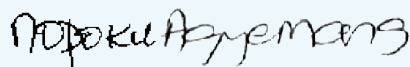
This policy is the outcome of a series of discussions and consultations between numerous stakeholders in the education sector. The contribution of state actors particularly the Ministry of Education, the Ghana Education Service, the Ministry of Health, the National Council for Persons with Disability and the Ministry of Gender, Children and Social protection are acknowledged.

The involvement of non-state actors such as the UNICEF, STAR Ghana, Inclusion Ghana, Ghana Blind Union, the Ghana Federation of Disability Organisations, the Ghana National Education Campaign Coalition, and the World Education have been crucial to the development of this policy. They are duly acknowledged and appreciated.

This policy will respond to changing priorities and national aspirations as well as international development trends in provisions for inclusive education. It will therefore be revised every five years.

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 recommend this Inclusive Education Policy to all those who support education development in Ghana.

Prof. Naana Jane Opoku Agyemang
Minister for Education, 2015

0.1 INTRODUCTION

Education in Ghana is a right for all citizens. The Inclusive Education (IE) Policy 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 incorporates the basic values that promote participation, friendship and interaction[1].

This policy recognizes the varied learning needs of learners and requires all stakeholders in the education sector to address the diverse needs of different groups of citizens in the Ghanaian education system under the universal design for learning and within a learner friendly environment for all.

1.1 Country Context

Since Ghana's independence, successive governments in Ghana have recognized the indispensable role which education plays in the country's socio-economic development. Accordingly, some measures have been and continue to be taken to expand education at all levels. The evolution of education in Ghana since its beginnings in the nineteenth century has involved all levels of education from pre-school, primary, middle (now junior high), secondary, and teacher training to tertiary. In 1951, a policy called Accelerated Development Plan was introduced. This Plan affected education in many ways, for example, it brought a rapid increase in enrollment in primary schools; emergency teacher training was introduced; and a large number of pupil teachers were appointed. Facilities for middle, secondary and technical schools were greatly increased. Such educational provisions continued until Ghana achieved independence in 1957. This means that prior to independence; a strong foundation had been laid for education.

The government realizing that education was important in national development introduced another policy, the Education Act of 1961. This Act made primary and middle schools free and compulsory for all children. This new directive meant that all children of school-going age should be found places in school. The system therefore introduced some decentralization in the provision of education.

Later on, the 1992 Constitution of Ghana also required that basic education became free and compulsory for all Ghanaians of school going age by the year 2005. Although this policy was very laudable, it has not been possible for all Ghanaians of school-going age to have access to school as

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

yet. Learners with disabilities who form a significant proportion of the out-of-school population were not catered for. In order to realize the goal of full enrollment and completion, education for learners with special needs should be considered as critical. It is in this light that the Ghana Government's Education Strategic Plan 2010-20 set a strategic goal for that: "To 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 Government of Ghana has over the years emphasized the 'all inclusive' approach to education using various policies to facilitate discussions by different stakeholders including educators, parents, learners, Non Governmental Organisations, Faith Based Organisations, policy makers and disability organisations to discuss strategies for including all learners who have different abilities. Ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and in partnerships with their communities in our education system to achieving the quality learning outcomes and improving

the overall well-being of all learners, should be our goal.

However, many of the strategies articulated in national plans have fallen far short in achieving their objectives due to limited resources. Notwithstanding, the Government of Ghana through the Special Education Division of GES has implemented Inclusive Education on pilot basis in three regions namely the Central, Greater Accra and Eastern Region. The pilot was based on best practices around the world. By the end of 2011, the Government of Ghana through the Special Education Division of Ghana Education Service has implemented Inclusive Education on pilot programmes in 529 schools in 34 districts. Activities include sensitization of communities and key government officials, screening of school children, training of teachers on identification of children with special educational needs (SEN) including those with disability, and managing children with disabilities in the classrooms. There was however a great need for a policy framework which looks at a more harmonized and strategic approach to planning and (financial) prioritization to roll out these activities on a wider scale and reach all learners with special educational needs in the country.

1.2 The Policy and Governance Context

This policy draws on a number of national and international commitments to the provision of education for all. At the national level, it confirms government pronouncements in the 1992 Constitution to ensure that every Ghanaian is afforded equitable opportunity in terms of access to quality education. It draws on other national legal documents including the Ghana Shared Growth and Development Agenda (GSGDA), the Education Strategic Plan (2010-2020), the Disability Act, and the Education Act. It is also based on the international commitments to education to which Ghana is a signatory, including: the United Nations Convention on the Rights of the Child (1990); the World Declaration on Education for All - Jomtien (1990); the Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993); the Salamanca Statement and Framework for Action (UNESCO, 1994); the Millennium Development Goals (2000); The Dakar Framework for Action (2000); and the UN Convention on the Rights of Persons with Disabilities (2006).

1.3 The Policy Development Process

The process of developing the

policy recognised the multi-sectoral nature of education and so undertook to engage all stakeholder groups in public institutions, civil society, the private sector, and the community. National, Regional and District level consultative workshops were organised to allow stakeholders to participate extensively discussing and agreeing the strategic direction of Inclusive Education in Ghana. The process benefited immensely from international good practice including interactions with practitioners from other countries.

The process also gained the support and committed involvement of the political, administrative and traditional leaders.

A multi-disciplinary technical working group provided both on site thus during consultative workshops and off site technical support in the final editing, layout, and validation of the Policy text.

2.0 POLICY GOAL

The overarching goal of the Inclusive Education (IE) policy is to redefine and recast the delivery and management of educational services to respond to the diverse needs of all learners within the framework of Universal Design for Learning and Child Friendly School Concept.

2.1 Inclusion

For the purposes of this policy, inclusion is defined in its broadest sense as ensuring access and learning for all children: especially those disadvantaged from linguistic, ethnic, gender, geographic or religious minority, from an economically impoverished background as well as children with special needs including those with disabilities. The IE policy locates inclusion as a part of the wider reform of the education system, that aims to create learning environments that are responsive to all learners' needs and conducive to successful educational outcomes, and ultimately to a more equitable society. It goes beyond the education system to the communities in which learners live to ensure that they are welcomed, nurtured and given the opportunity to thrive to their optimum capacities.

2.2 Special Educational Needs

The policy includes all children with special needs. For the purposes of this policy, the term 'learners with special educational needs' covers learners beyond those who may be included as having a disability and those children who are failing in school because they experience barriers that prevent them from achieving optimal progress in their learning and development.

2.3 Learner Diversity

The policy recognises different groups of learners with varied educational needs. These persons include but are not limited to:

Persons with Intellectual Disability	Persons with Hearing Impairment
Street Children	Persons with Visual Impairment
Gifted and Talented Persons	Persons with Deaf-Blindness
Nomadic children (shepherd boys, fisher-folks' children and domestic child workers)	Persons with Speech and Communication Disorders
Persons with Physical Disability	Persons with other health impairment and chronic diseases such as Rheumatism, Epilepsy, Asthma, Spina Bifida and Sickle Cell Anaemia
Children exploited for financial purposes	
Persons with Specific Learning Disability	Children displaced by Natural Catastrophes and Social Conflicts
Persons with Autism	Persons with Multiple Disabilities.
Children living with HIV/AIDS	Persons with Emotional and Behaviour Disorder
Persons with Attention Deficit Hyperactivity Disorder	

3.0 GUIDING PRINCIPLES

The policy is based on a number of underlying principles which hold that:

- Every child has the right to quality education; thus all children should have equal opportunity to access education.
- All children can learn and benefit from education.
- No child should be excluded from, or discriminated against within, education on the grounds of race, colour, sex, language, age, class or social group, religion, political or other opinion, national, ethnic origin, poverty, disability, birth, or any other status.
- Changes need to be made throughout the education system and with communities, to ensure that the education system adapts to the learner, rather than expecting the learner to adapt to the system.
- All aspects of education, including the curriculum, teaching methods, assessment, school culture and environments, present opportunities for promoting inclusion.
- Individual differences among learners are a source of richness and diversity, and not a problem.
- The diversity of needs and patterns of development of children should be addressed through a wide and flexible range of responses.
- Regular schools with an inclusive orientation are the most effective means of combating discrimination, building an inclusive society and achieving education for all.

4.0 OBJECTIVES AND STRATEGIES

4.1 Policy Objective 1

Improve and adapt education and related systems and structures to ensure the inclusion of all learners particularly learners with special educational needs.

Strategies

- Transform existing special education institutions to serve as resource centres to assist the mainstream system and special units / schools for those with severe and profound disabilities.
- Establish assessment centres in all regions and districts.
- Ensure that physical infrastructure designs of existing schools are modified to enhance opportunities for learners with SEN.
- Ensure that all new school infrastructure designs and constructions are accessible

to learners with SEN and are built based on the principles of universal design.

- Review and re-align the education management information system to reflect IE issues and provide disaggregated data on students from marginalised groups that can inform the planning and provision of better services for marginalised groups.
- Promote an inter-sectoral approach, to resolving cross cutting issues to facilitate linkage between educational institutions and social protection[2], health and community-based rehabilitation as well as data collection.
- Mobilise adequate funding (national budgets and requests for development assistance) for targeted excluded groups.
- Initiate and facilitate national consultative processes to develop national standards for inclusive education and for enhancing the quality of learning outcomes.
- Develop monitoring and evaluation system to track progress of Inclusive Education (IE) within the context of wider data collection on communities and citizens.

4.2 Policy Objective 2

Promote a UDL/learner friendly school environment[3] for enhancing the quality of education for all learners.

Strategies

- Review, revise and adapt the national curricula content to ensure it is more representative of and responsive to diversity.
- Review and align assessment processes, benchmarks and methods to ensure equity for all learners.
- Ensure that teaching/learning material is made accessible to all learners and that it reflects and respects the diversity of Ghanaian society in its coverage.
- Ensure that all teachers are adequately equipped to deal with diverse learners in their classrooms.
- Ensure relevant equipment and assistive devices are made available to school children where needed to enable them access quality education.
- Ensure that the learning environment is free from discrimination, safe and friendly for all children within the school and that sanctions are in place for those who transgress this requirement.
- Ensure that inclusive schools are supported in their efforts by inclusive resource officers.

- Promote the deployment of special educational needs coordinators to all schools to coordinate special educational needs activities within school reforms context and with clearly defined roles and responsibilities for support for children underpinning that provided by the teacher her/himself.
- Ensure that teachers are oriented in early detection techniques with respect to disabilities and that the referrals are dealt within a streamlined, efficient and effective manner by the complementary support services.
- 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, physiotherapy, sign language, braille and speech recording, and speech/language assessment.
- Ensure early identification and stimulation of children with disabilities as well as coordinated guidance and counseling services and other support services for families of children with disabilities.
- Ensure that parents and communities are encouraged and supported in changing

attitudes that are detrimental to the well-being of learners from poor background, from minority, linguistic, religious or ethnic groups, children with disabilities and others who are marginalised.
- 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.
- Expand, improve and sustain the delivery of social protection[4] programmes such as the school feeding programme, free sandals, uniforms and books, capitation grant and the cash transfer programmes to attract the excluded, marginalised, early drop outs and all learners particularly those who are difficult to reach.

4.3 Policy Objective 3

Promote the development of a well-informed and trained human resource cadre for the quality delivery of IE throughout Ghana.

Strategies

- Ensure that all pre-service teacher training courses include training on inclusive education to enable teachers

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[2] *Capitation Grant, School Feeding and LEAP Programmes*
[3] *Child Friendly School Concept*

[4] *Social Protection Strategy & Briefing Notes on LEAP*

to deal with the diversity in their classroom and be equipped with relevant teaching and learning competencies and strategies to meet the needs of all learners. Where possible encourage and establish mechanisms and policies to support candidates with disabilities to undertake teacher training.

- Design and deliver relevant and effective in-service training modules on inclusion to existing teachers.

- Ensure that all education personnel such as head teachers in all schools, administrators at all levels, other professionals are sensitised and trained to understand and respond to diverse educational needs.

- Build the capacity of support services: resource teachers, assessment personnel, health workers, child protection workers, psychologists, and careers advisors to identify and work with learners with diverse needs and ensure that they are encouraged to perform to their full potential.

- Train and deploy more special educational needs resource teachers to all schools to support school heads and teachers to conduct basic screening, develop Individualised Educational Plans (IEP), and

provide teacher and pupil support in schools.

- Train teachers and SHEP workers in early detection and referral processes.

- Train professionals on transitional programmes to guide learners with SEN to make a transition.

- Ensure that teaching Practice/ Internships focus on IE practices and ideals as well as other aspects of teaching and learning.

- Orient and sensitise all educational personnel, administrators, head teachers, district, regional and national educational personnel on inclusion and inclusive practices.

- Orient parents and community in the use of strategies to enhance children's learning abilities that circumvent the potential barriers caused by various disabilities.

- Engage traditional leaders and opinion leaders in the community to support and promote inclusive attitudes and behaviours in all aspects of community life for children.

- Engage the media in debating and helping to dispel myths surrounding children with disabilities or special needs or from minority groups (religious, ethnic, or linguistic) and promote

the awareness of the rights of children and individuals with disabilities.

4.4 Policy Objective 4

Ensure sustainability of Inclusive Education Implementation.

Strategies

- Review all instructional materials and assistive devices for the teaching and implementation of inclusive education in schools to keep abreast of current trends; and new ones developed, printed and made available to schools as appropriate.

- Develop relevant guidelines for policy implementation. Such guidelines will include proposed design of structures at all levels and capacity building of stakeholders.

- Ensure that child protection programmes and services are inclusive and cognizant of the extra vulnerabilities of children with disabilities or learning difficulties or other special needs, and are able to safeguard such children and serve their needs.

5.0 INSTITUTIONAL WORK

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, Non Governmental 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 requires well-defined structures at all levels, and defined 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 institutions shall be enjoined to implement inclusive education. Under no circumstance should a person with special educational needs be denied admission into a public and private institution. 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.

5.1 Stakeholders' Roles & Responsibilities

A range of key public institutions within their requisite mandates have considerable influence on the quality delivery of Inclusive

Education in Ghana. Their collaboration with the Ministry of Education (MoE) in critical areas of interest shall be an important undertaking under this policy. The implementation structures include Ministries, Departments and Agencies (MDAs), and relevant stakeholders including school units from preschool to tertiary.

5.1.1 Ministries, Departments and Agencies

The Policy Review, Coordination, Implementation, Monitoring and Evaluation, and Impact Assessment shall be the responsibility of the Government through its relevant Ministries, Departments and Agencies (MDAs).

The various MDAs shall perform the functions mentioned above as well as other responsibilities that shall be assigned during the development of the policy implementation plan. The MDAs shall make annual budgetary provisions for carrying out set of activities defined in the annual work plans. They shall also ensure provision of adequate financial resources and ensure compliance of mandatory financial commitment.

5.1.1.1 The Ministry of Education

The ministry shall provide overall leadership for Inclusive Education. The ministry shall have the responsibility of:

- Overseeing policy implementation, review, coordination, monitoring and evaluation and impact assessment.
- Leading the submission of budget proposals for inclusive education financing while working closely with the Ministry of Finance to ensure inflow of funds to Inclusive education programmes.
- Assessing progress against targets.
- Coordinating reporting on inclusive education to relevant stakeholders.
- Overseeing the review of curriculum, training and professional development of all educational personnel in collaboration with all key stakeholders.

The provision for inclusive education activities in the annual budget allocation will cover such costs as:

- Activities of GES/SpED regarding the implementation of the Policy.
- Training cost for key staff and other key national stakeholders.
- Procurement of equipment for schools.
- Procurement of relevant instructional materials.

- Physical and environmental accessibility of educational facilities (existing and new facilities).
- Scholarships / supports to learners at the risk of exclusion.
- Supervision, monitoring and evaluation.
- Data collection, management and analysis.
- Liaising with other MDAs to implement IE.

5.1.1.1a Curriculum

The national curriculum throughout the education system shall be relevant and take into account the learner's cultural background, family/community resources, values, interests, aspirations, future goals and opportunities as well as systematically building their knowledge and skills to prepare them for life in the 21st century.

The national curricula for basic and second cycle institutions shall be reviewed to provide for differentiations and adaptations to meet the unique needs of all learners including those with special needs. The curriculum shall emphasize four key principles namely:

- Setting suitable learning targets.
- Include a focus on diversity and its strengths and benefits in the appropriate subjects and / or curriculum themes.
- Responding to learners' diverse needs and ensuring accessibility for learners with disabilities.
- Overcoming barriers to learning for individuals and groups of learners.

5.1.1.1b Training, Capacity Building and Professional Development

For the purposes of the policy, professional development is defined as covering teacher training (both pre-service and in-service), continuous professional development for teachers as well as orientation, modular courses for other educational personnel (head teachers, school support staff), and related administrators at district and regional levels.

In relation to professional development under the policy, the following shall be pursued:

- Teachers shall be equipped with the pedagogical skills, adequate knowledge on educational policies to meet the needs of children with special educational needs using child-centred approaches.

- The curriculum for pre-service training shall be re-aligned to Inclusive Education Practices (Adoption of the Collaborative/

Co-operative Training Model).

- The cadre of IE experts shall be enhanced through an increase in the intake at the Colleges of Education.
- The content of In-Service training shall be strengthened to address the methodology for inclusion.
- All teachers shall be trained in making their class environment more friendly, how to be role models in their dealings with the diversity in their classrooms, how to ensure their students are non-discriminatory, open, supportive of each other, and respectful of each other.
- Teaching Practice / Internship shall focus on IE practices and ideals.
- All trainees shall experience teaching using methodology that promotes inclusion of all learners.
- Teachers shall be trained in initial assessment to identify learning difficulties among children and refer for further diagnosis.
- All other school personnel and relevant administrators at district, regional and national levels shall be oriented in IE approaches and behaviours.
- All communities and parents

shall be oriented to support and be mutually supportive in their nurturing of children with special needs.
- All districts shall provide space for the establishment of resource and assessment Centres for professional development.

5.1.1.1c Assessment

For the purposes of the policy, assessment covers the processes of assessing children with special needs so that they are effectively supported to maximise their potential for learning and living within their communities. The notion of assessment includes within it, formative as well as summative assessment and acknowledges that the development potential of children can change and improve over time and with the right support. To this end the following measures shall be established under this policy.

- Assessment Centres from the National to School level shall be established and there shall be provision of tools for assessment.
- Every child in primary schools shall undergo an assessment twice every year.
- Assessment results shall be shared with parents.

- Mechanisms shall be put in place for parents to seek a review.
- It must be made mandatory for all parents to bring their children's weighing cards to school on their first day at school.
- Multi-disciplinary assessment procedures shall be established at all levels of education to meet the needs of all learners.
- Alternative assessment procedures shall be adopted in all educational institutions to respond to the diverse needs of all learners.
- All schools should undertake early identification, referral and intervention through periodic screening of all learners.
- At all levels, there should be regular monitoring and periodic assessment aimed at improving the child's circumstances.
- Examination procedures shall be adapted to the needs of students including the provision of extra time, and appropriate special assistance (sign language, scribes, readers) as required.

5.1.1.2 The Ghana Education Service

The Ghana Education Service (GES) is tasked with oversight

of the implementation, ensuring that the issues defined in the IE policy are implemented through the national, regional and district decentralised structures to the school level. It shall act as the body that provides advice and direction as well as monitoring progress and instituting mechanisms for ensuring compliance in the education system on IE measures and practices as defined by this policy.

- The GES through its decentralized structures shall provide all schools with adequate and requisite teaching and learning materials including assistive devices for all learners especially, meeting the diverse and special educational needs.
- The GES shall ensure that school authorities follow the Universal Design Principle and the Child Friendly School Model.
- The GES shall collaborate with the Ghana Health Service to conduct training for Health Staff in the implementation of the IE.
- The GES shall collaborate with communities, parents and PTAs to monitor the implementation of the IE.

5.1.1.2.1 Basic Education

Basic education 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).

- All basic schools shall make their content of curriculum or programmes of study inclusive and functional for the wide range of learner diversity.

- All schools shall institute the UDL and ensure that their classrooms are friendly, safe and productive learning environments for all learners.

- All schools shall ensure that their premises and personnel are ready for the practice of IE.

5.1.1.2.1a Regular Schools

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

Regular schools shall collaborate with MDAs such as Ministry of Health, Ghana Health Service, 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), Parents and Teachers Association and School Management Committees (PTAs/SMCs), CHASS among others ensuring children come into a child friendly environment, schools are accessible and teachers are trained to practice IE in schools. Also, regular schools shall collaborate with special schools about transferring learners from a regular school to a special school and vice versa.

5.1.1.2.1b Special Schools

Special schools have important roles to play in the implementation of Inclusive Education.

- Special schools shall work hand-in-hand with regular schools to accommodate children with special educational needs in inclusive settings. However, if it is proven through assessment that the child is incapable of benefiting from regular classroom attendance, or graduated classroom attendance, the child shall be placed in the special unit within the regular schools.

- In order to maximize resources, every special school shall be connected to an assessment centre with well trained personnel and equipment to

foster periodic assessment (including screening and diagnosis). This additional role will enhance early identification and stimulation, 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 day to day monitoring and evaluation of the implementation of school reforms.

- Schools should ensure personnel in the assessment centres shall upgrade their knowledge in assessment and counselling, so that they can work efficiently as well as offer family support services.

5.1.1.2.2 Secondary, Vocational and Technical Education

Secondary Education shall include both regular and integrated Senior High Schools, Technical and Vocational Institutions (TVIs), and Apprenticeship Programs.

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 for SEN shall have well equipped 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.

5.1.1.2.3 Tertiary Education

For the purposes of the policy, Tertiary Education includes Public Universities, Polytechnics, Colleges of Education (both regular and integrated), and Private institutions, operating under the auspices of the supervisory bodies, National Council for Tertiary Education, National Accreditation Board and National Board for Professional and Technician Examinations.

Admission to Tertiary and Higher

Education (both public and private) should be given to an applicant who satisfies the minimum admission requirements.

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

All tertiary institutions shall have well equipped resource centres and personnel to support students with special educational needs.

All tertiary institutions shall ensure that their premises, personnel and students are ready for the practice of IE.

5.1.1.3 Ministry of Health/Ghana Health Service

The Ministry of Education shall liaise with the Ministry of Health (MoH) and Ghana Health Service to take the lead role and in collaboration with the Assessment Centers of the GES be responsible for:

- Pupil/student early assessment processes. This will include but not limited to screening, treatment, and referrals.
- Provide facilities for early detection and assessment and management of children with disabilities from age 0 to 6 years with the help of educational as well as medical professionals.
- Ensuring the provision of appropriate health care delivery

for all children, i.e. early detection assessment and management.

The MoH shall be required also to make annual budgetary allocations that will be geared towards the early detection of disabilities amongst children and provision of equipment that shall assist in identifying and working with all these cases at an early age.

5.1.1.4 Ministry of Finance

The Ministry of Finance shall liaise with the Ministry of Education to:

- Ensure adequate budget allocation for the implementation of the policy.
- Ensure timely release of the government's financial commitment towards the implementation of the policy.

5.1.1.5 The Ministry of Transport

The Ministry of Education shall liaise with the Ministry of transport to set aside 5% of the road-sector fund annually towards implementation of Inclusive Education, especially for the benefit of children with disabilities. The Ministry of Transport in collaboration with the Ghana Education Service shall:

- Provide basic schools with buses or provide bussing services to all pupils at the basic school level.

- Create speed ramps to check over-speeding especially at/near schools, market places and other public places.
- Create access roads to communities, social centers, and offices.
- Provide certain designated disability-friendly buses especially for the physically challenged.
- Create a lot of clearly marked-out zebra crossing and accessible pavements especially near schools.
- Provide sound-ambers to guide the blind to cross roads.
- Provide foot bridges and rails at vantage points along high ways for easy crossing.

5.1.1.6 Ministry for Gender, Children and Social Protection

The Ministry of Education shall liaise with the Ministry for Gender, Children and Social Protection to:

- Ensure equal educational opportunity for young girls and promote rights of children.
- Ensure the formulation of gender and child specific development policies, guidelines, advocacy tools strategies and plans for implementation by MDAs, and MMDAs.

- Ensure all schools work under child protection policies.
- Ensure that Social Protection programmes for children are effectively implemented and take particular account of the special vulnerability of children with disabilities, orphans, street children and other marginalised groups.

5.1.1.7 Ministry of Local Government & Rural Development

The Ministry of Education shall liaise with the Ministry of Local Government & Rural Development (MLGRD) to set aside funds to:

- Incrementally promote access to and participation of learners to schools.
- Ensure that all public schools have environments that are accessible and learner-friendly.
- Ensure that all public classroom environments should be well organized, equipped with age-appropriate furniture.
- Ensure provision of requisite school infrastructure conducive to meet the needs of PWDs.

5.1.1.8 National Council for Persons with Disability

The National Council for Persons with Disabilities (NCPD) is tasked with the following roles:

- Play an advocacy role to ensure implementation of the IE policy.
- Advocate for adequate budget provision for addressing the special educational needs of all persons.

5.1.2 Metropolitan, Municipal and District Assemblies

The policy recognises the critical roles Metropolitan, Municipal and District Assembles (MMDAs) must play in the implementation of the policy, and especially at the school level and harnessing support in the community based rehabilitation programme. Assemblies are by law (Act 462) responsible for ensuring equitable access to public resources and inclusiveness in decision making. Local authorities are responsible for a range of services for children, youth, and persons with disabilities, including access to education and social services. All MMDAs shall therefore be responsible for:

- Mainstreaming issues of the IE policy in their medium term development plan.
- Allocating resources within the guidelines of the district assembly common fund (DACF) and the disability fund towards the education of children and adults with disabilities.
- Act as focal points for policy coordination units and ensure

the implementation of inclusive education at local levels.

- Provide local level monitoring, evaluation and reviewing delivery in the context of the district medium term development plan.
- Creating a platform to share experiences and identify good practices in Inclusive education.

5.1.3 PTAs/School Management Committees

The PTAs/School Management Committees are tasked with the following responsibilities:

- Play advocacy role for the rights of all children with special educational needs.
- Collaborate with the community (community welfare groups, district assemblies, traditional authorities, and opinion leaders) to create awareness on disability issues to foster attitudinal change in schools and communities.

5.1.3.1 Communities, Families and Parents

The PTAs/School Management Committees also have a role in ensuring that communities, families and parents are involved in planning for early childhood education. Parents must be encouraged and supported to be involved in meeting the needs of

their children. Their involvement shall include but not be limited to the following:

- Supplying vital information about the child's health prior to referral for appropriate intervention.
- Participating in school-related decisions e.g. collaborating with teachers and administrators to set realistic goals for their children.
- Fulfilling their home-school obligations or expectations in order to meet the needs of their children.
- Forming associations inclusive of SMCs/PTAs for individuals with special needs.
- Engage in advocacy for the rights of all children.

5.1.4 Non Governmental Organisations / Philanthropists

The NGO sector shall contribute to the policy implementation in the following ways:

- Supporting Communities to help them support their children.
- Creating awareness to change negative attitudes.
- Offering Scholarships / supports to learners at the risk of exclusion.
- Mobilise resources and advocate for increased funding

for Inclusive Education.

- Provision of assistive devices.
- Provision of adapted teaching / learning materials.
- Mobilise and sensitise the population on inclusive education.
- Construction of physically and environmentally accessible schools, as well as modifications of existing schools to make them accessible.
- Contribute to the development of research, monitoring and evaluation initiatives.

5.1.5 Traditional Authorities

Traditional leadership are critical to building social cohesion and promoting education. Collaborations and partnerships with traditional leaders are necessary as tools for promoting inclusive education and strengthening accountability. As such traditional leadership shall be responsible for:

- Promotion of inclusive education at local levels.
- Mobilisation and sensitization of community members on Inclusive Education.
- Mobilisation of resources and advocating for increased funding from district assemblies.
- Participation in planning,

implementation, monitoring and evaluation of Inclusive Education at local levels.

5.1.6   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 in the following areas:

- Development of adapted teaching/learning materials and resources.
- Provision of Basic Screening Materials and Assistive devices.
- Strengthening human resource capacity for implementation of IE.
- Assisting with Monitoring and Evaluation in collaboration with civil society.
- Facilitate interactions to gain access to best practices in other countries and support the shared information.

5.1.7   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 in the following areas:

- Providing Scholarships/

supports to learners at the risk of exclusion.

- Provision of basic screening materials and assistive devices.
- Provision of adapted teaching / learning materials.
- Capacity building of teachers on inclusive education.
- Construction of physically and environmentally accessible schools, as well as modifications of existing schools to make them accessible.

6.0 MONITORING AND EVALUATION

The monitoring and evaluation component of the policy shall provide opportunity for strengthening for effective planning and support by the GES.

- Monitoring and evaluation mechanisms shall be considered in all IE programmes from the onset to ensure programme quality and sustainability at all levels. The implementation plan of the policy shall have an in-built results framework for easy monitoring.
- Quarterly and annual reviews of delivery on inclusive education will provide a platform for addressing the issues in this policy across sector such as Health, Social Protection and

the Local Government.

- Research will be conducted and the findings used for the formulation and implementation of strategies.
- Overall progress of the IE policy will be monitored on a routine basis through the rigorous use of monitoring and evaluation tools in the education sector by Heads of Schools, Circuit Supervisors, Deputy Directors in charge of supervision, and National Special Education Officers.
  - 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 will allow for monitoring of disaggregated set performance indicators in equity issues and provide 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.

6.1   Central Level Monitoring

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

education needs.

6.2   Regional and District Level Monitoring

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

6.3 School Level Monitoring

The current monitoring tools namely the Inclusive Education Monitoring Tool, will be strengthened to ensure disaggregated data that take account of the diverse forms of pupils with diverse educational needs and incorporated into the School Performance Improvement Plans (SPIPs) and the School Performance Appraisal Meetings (SPAM) for support.

6.4 Community Level Monitoring

At the community level, communities shall be encouraged to form Inclusive Education Committees to monitor the level of school participation of parents and report during PTAs and, or SPAM, the composition of which shall be made up of persons from Women's Group, District Assemblies, Town/Village Development Committees, Faith-Based Organizations (FBOs), NGOs, Teachers and Community Health Staff.

6.5 Data Collection and Research

Inclusive Education practice will require an on-going data collection and research to ensure that learners at risk of exclusion and all those with special and additional needs have access to quality education and related support services. To achieve this, the standard Inclusive Education Monitoring Tool (IEMT) developed by GES/SpED has provisions in place to collect relevant data details on learners.

Data shall be collected using the fifteen (15) – itemized data collection format developed by GES/SpED. Data will be disaggregated by name, age, sex, grade/class, disability type/special needs category, needed support and services, assistive devices, special learning material or support, guidance and counseling. The database will help identify, track, reach out to and follow-up on children.

Baseline research shall also be conducted to help track progress of IE. Results of such researches on IE shall also provide information to MoE/GES on areas to be intervened.

Teachers shall be required to keep records. Such records shall be aggregated at school, district and regional levels and be collated and analysed to inform the planning and provision of services, track progress on IE, identify gaps and institute both preventative and readiness measures into the education system.

7.0 FINANCING

The implementation of the Inclusive Education policy shall be supported by the provision of adequate resources for programmes from the Government of Ghana as the principal funder. 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. There shall be cost sharing amongst the various responsible government departments, agencies and partners and resources will be pooled from all stakeholders in order to realise specific and timely outputs, over the short, medium and long term.

There shall be specific policy-based financial as well as technical interventions by the government in the first instance, followed by other key stakeholders. The operationalization of the policy will draw financial, and technical resources from the Government of Ghana (GoG); Development Partners (DPs); Local NGOs, CSOs, FBOs, Philanthropists and the Private Sector.

8.0 REVIEW OF THE POLICY

To bring policy priorities in line with current trends, this policy document will be reviewed every five years by MoE notably on the expiration of various strategic frameworks and plans that will be developed for its implementation. The Ghana Education Service will also introduce mechanisms to ensure effective feedback and replication of good practices in policy delivery.

Annex 1: Glossary of Terms Interpretation and Definitions)

In this policy, the following words and expressions shall have the meanings assigned to them respectively:

Accommodations *(within inclusive education)* - are practices, measures and procedures that allow learners with disabilities to learn, have access to, and be tested on the same curriculum as learners without these needs.

Assistive Devices - are all equipment that support people with disabilities to be able to perform activities in their daily lives, such as wheel chairs and lift chairs, canes, glasses, hearing aids, artificial limbs, etc.

Child-Centred Pedagogy - is a philosophy that holds at its foundation the need to put children at the centre of learning and development: educators and parents take their cues from children, drawing upon their interests, needs and natural curiosities. In child-centred learning, a rich learning environment is created where children are viewed as strong, capable, independent, curious, and full of imagination. Children are empowered to think, question, investigate, and explore as a basis for learning. Child-centred learning views development as a holistic, complex and interrelated process that includes the domains of emotional, social, cognitive, communication, language and physical learning, growth and well-being.

Curriculum - is the overall organised course of study for any level of education including the vision, goals and objectives for learning organised into a sequence of courses over a specified period of time guided by a syllabus.

Development Partners - means any officially registered partner organisation that works in Ghana in the context of development.

Disability - is an evolving concept that results from the interaction between persons with impairments, attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others.

Discrimination against women[5] refers to all forms of discrimination, barriers, or gender-induced restrictions which affect the

[5]*Convention on the Elimination of All Forms of Discrimination against Women, National Commission for Promotion of Advancement of Women, page 3.*

recognition of women by society in terms of the realization of their rights, gender equality, and freedom in political, economic, cultural, social and other affairs.

Early Intervention – means intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most-at-risk of developing problems. Early intervention may occur at any point in a child or young person's life.

Educational Calendar - means the schedule of school activities defined within a particular academic year.

Ethnic Groups[6] are groups of people who share a common spoken language, have a shared historical background and cultural basis and believe they originate from a common ancestry.

Gender Equality[7] - occurs when men and women have equal value and opportunities in political, economic, and socio-cultural affairs; in families; and in national security, defense and international cooperation as stipulated in the Constitution and laws of the Lao PDR.

Gender Roles[8] are the socio-cultural relationships between women and men that are developed in our societies and our cultures through socialization and education in the family, school,

religion and environment. Gender roles are different from place to place, community to community and over time.

Inclusion - is seen as a process of addressing and responding to the diversity of needs of all children and youth, through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Inclusive Classrooms - have multiple levels of learning with appropriate learning tasks and materials.

Inclusive Education means that - Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, gender or cultural minorities and children from other disadvantaged or marginalised areas or groups. (The Salamanca Statement and Framework for Action on Special

Needs Education, paragraph 3).

Individualised Support - Persons with disabilities receive the support required, within the general education system, to facilitate their effective education both academic and social. Effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.

Learner - means a female or a male of any age pursuing education in a formal, non-formal or informal, public or private education setting.

People with Disabilities are those who have long-term physical, mental, intellectual or Sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.

Quality education - quality education should include: 1) learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; 2) environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; 3) content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life and knowledge in

such areas as gender, health, nutrition, HIV/AIDS prevention and peace; 4) processes through which trained teachers use child centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; and 5) outcomes that encompass knowledge, skills and attitudes, and are linked in national goals for education and positive participation in society.

School - is defined as an educational institution, public, assisted or private, recognised by the Ministry of Education which has teachers, learners and learning space.

Annex 2: Glossary of Conceptual Frameworks for the IE Policy

Child Friendly Schools and Universal Design for Learning:

A. Child Friendly Schools (CFS) Model

This is a rights based approach to ensure 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

[6]Ethnic groups in Lao PDR, Ethnic Affairs Committee, National Assembly, 2009

[7]The Law on Development and Protection of Women, 2006, Article 13.

[8]Gender in Development, Lao Women's Union, 2000

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 his/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.

• **Community Based Rehabilitation (CBR) Programme** is an integral component of the CFS concept. The CBR strategy 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 including the marginalised and vulnerable groups.

The CFS model has the following primary characteristics:

• Flexible Curriculum	• Teachers feel responsible for teaching all children
• Non-discrimination	• Participation of CBR workers
• Teacher training	• Early Intervention practices
• Children's participation	• Involvement of NGOs, agencies
• Participation of parents	• Involvement of government
• Promotes Positive attitudes	• Monitoring & Evaluation model
• Policy on PWD	• Assessment Practices

B. 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 to 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.

Annex 3: National and International Policies Underpinning the IE Policy

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:

Some of the National and International Commitments:	
National Commitments	*International commitments*
The 1992 Constitution of Ghana	World Declaration on Education for All (1990)
The children's Act, 1998. Act 506	Standard Rules on the Equalization of Opportunities of Persons with Disabilities (UN, 1993)
The Disability Act, 2006. Act 715	Salamanca Statement and Framework for Action (UNESCO, 1994)

Some of the National and International Commitments:	
The Education Act, 2008. Act 778	UN Convention on the Rights of the Child (CRC)(1998)
The National Youth Policy of 2010	Flagship Initiatives, 2000
The Education Strategic Plan2010-2020	The Millennium Development Goals, 2000
ECCD Policy, 2004	The Dakar Framework for Action, 2000
The Education Strategic Plan2010-2020	UN Convention on the Rights of Persons with Disabilities (2006) UNCRPD
The GSGDA, 2010-2013	2008 United Nations Summit in New York

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 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.

The National Youth Policy (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.

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."

INTERNATIONAL COMMITMENTS

Ghana subscribes 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.

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.

The Dakar Framework for Action (2000)

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.

The Millennium Development Goals (2000)

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.

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.

Annex 4: Monitoring Checklist of the Inclusion of Students with SEN

Inclusive Education (IE) is a process of increasing access to and the participation of all students in schools, including those with special needs; Children with HIV-AIDS, nomadic children, gifted children, children with disabilities, children having learning difficulties with reading, writing, etc. This checklist should help you identify barriers to inclusion that exist in your school. BE HONEST; It is designed to help you further question the inclusive practices in your school. ACT UPON these barriers and chose priority actions to start implementing.

| Name of the Institution/school: _____ | Date of the Assessment: _ _ / _ _ / _ _ _ _ |
| District of the institution/school: _____ | Name of the circuit supervisor / schedule officer: _____ |

Section 1: Welcoming Nature of Head teacher, Staff, pupils and stakeholders (Creating Inclusive Culture)

#	Questions	0[9]	1	2	3
1	Head teacher admits all Children with disabilities (CWD) / Special Education Needs (SEN) from the locality **(0) Not yet (1) Just a few Children with Special Needs but no CWDs (2) CSN and only children with mild disabilities[10] (3) Any Child with SEN and children with disabilities including moderate or severe disabilities**				
2	The Head teacher and staff actively search for out-of-school children (including non-registered children) within the community by going round (not just via PTA meeting) **(0) Not yet (1) At beginning of school year (2) At least termly and each time a child drops out) (3) There is no more out of school children within the community**				
3	Every teaching staff has been sensitized to welcome and show love and affection to pupils with SEN **(0) Not yet -0%[11] (1) Few staff -less than 50% (2) Almost all staff-more than 50% (3) All staff-100% including new teachers**				
4	Teachers and parents of pupils with special needs meet one to one (not via PTA meeting) to discuss the academic progress of the pupil **(0) Never (1) Once or twice a year (2) Termly (3) More than 5 times a year average**				
5	Staff has sensitized the parents on issues of disability and child rights through the PTA/SMC **(0) Not yet (1) Once in PTA meeting (2) At several PTA meetings (3) At numerous occasions including SMC meetings (such PTA, open doors, one to one with parents, at ceremonies, etc.)**				
6	School has assigned another pupil(s) per class to help pupil(s)[12] with special needs to ensure their active participation in all school activities. Please tick the following box if you have no CSN/CWD in your school □ **(0) Not yet (1) For few pupils (2)For almost all pupils (3) For all pupils**				

#	Questions	0[9]	1	2	3
7	All teachers are aware of teacher(s) responsible for □ SpED □ SHEP □ Guidance & Counseling □ ECD and □ Girl-Child Education. **(0) Not yet (1) few (2) Almost all of them (3) All of them**				
8	School is aware of disability and inclusive education stakeholders/actors/facilities in the district to support IE development in your school. Please tick as appropriate (you may tick several): □ Organisations for Persons with Disabilities □ NGOs □ Special schools □ Resource centers □ Churches / Mosques programmes □ Others (please indicate): _____ **(0) None (1) Just know the name (2) Has met with them (3) Has collaboration with them.**				
*	Please mention the stakeholders / facilities name(s) ticked above that you know of:				
**Total score for section 1 is _____ + 5 points = _____**				

Section 2: Producing Inclusive Policies (School Environment)

#	Questions	0	1	2	3
9	There are toilets and urinals accessible for all pupils including pupils with SEN in a wheelchair (i.e. with flat access, large door, seat) on the compound **(0) No toilets or urinals (1) Just urinals (2) Toilets/urinals but not accessible (3) Accessible toilets (and Urinals)**				
10	There are ramps (or 'flat' access) to reach all facilities. Please tick the box if ramps are of bad quality (Eg. too steep) □ **(0) Not at all (1) One (2) Two (3) Three or more**				
11	There is good lighting in the classrooms. Please tick: □ electric light □ natural light(transparent roof/enlarged windows) □ both (0) Poor lighting (1) Reasonable lighting (2) Good lighting (3) Very good lighting				
#	Questions	0	1	2	3
12	There is good ventilation in the classrooms **(0) Poor (1) Reasonably good (2) Good (3)Very good**				

#	Questions	0[9]	1	2	3
13	There is a reasonable teacher/pupils ratio in all grades including KG **(0)1:105 or more (1) 1: 71-104 (2) 1:36-70 (3) 1:35 or less**				
14	School has enforced positive moral and physical disciplinary policy (Eg. No caning, no kneeling, no running under the sun, no humiliating, no bullying, no nicknaming, etc. but rather positive punishments like reparation, isolation, copying lines, etc.) **(0) Not yet (1) Negative physical & moral punishment still applied sometimes (2) Negative physical & moral punishment rarely applied (3) Negative physical & moral punishment never applied**				
15	Teachers conduct regular basic screening (Eg. visual, hearing, intellectual) using the basic materials for screening (Eg. Snellen charts/hearing aids rattles, shackers) for all pupils in their schools **(0) Not yet (1) Once a year (not beginning of the year) (2) Beginning of school year (3) Beginning of school year & each time a pupil needs it (Eg. For pupils absent on screening day, newcomers, etc.)**				
16	School has a list of identified pupils who need support & related services (Database – see section 4) **(0) Not yet (1) For few identified pupils (2) For almost all identified pupils (3) For all identified pupils**				
#	Questions	0	1	2	3
17	School has referred and followed up identified pupils with special needs to SpED coordinator / officers to ensure the provision of needed assistive device (Database – see section 4) **(0) Not yet (1) Few pupils (2) Almost all pupils (3) All pupils**				

#	Questions	0[9]	1	2	3
18	School has access to trained Inclusive/special Education Resource Teacher(s) who can identify and assist pupils with Special Learning Needs **(0) SpED teacher (1) District IE coordinator (2) An occasional access to a IE/SN Resource teacher (3) A frequent access to a IE/SN Resource teacher**				
*	There is a competent teacher (or several) in school, with special skills or simply very good teaching skills, which could be resource persons for best practice experience. Please name him/her/them:				

<div align="center">

Total score for section 2 is _____ + 8 points = _____

</div>

Section 3: Evolving Inclusive Practices (Classroom Instruction/Interaction/ Lesson Delivery/Management)

#	Questions	0	1	2	3
19	All teachers have detailed records of all children with special needs in his/her class **(0) None (1) Just the list of class pupils names (2) Some non-written information on CSN needs (3) Detailed written information including the learning needs of the CSN (e.g. in a portfolio)**				
20	Teachers implement learning from the Inclusive education training to reach out to every child while teaching (Eg. child-centred methods, co-operative learning, eg. in front etc.) **(0) Children with Special learning Needs (SLN) follow lessons as other children (1) CSLN benefit from specific teaching support (E.g. specific attention, adapted exercise/ material, remedial class, sit in front) (2) CSLN benefit from curriculum adaptation (3) CSLN have an Individual Education Plan (IEP)**				
21	Teachers who have attended training on inclusive education have organized a school-based in-service training **(0) Not Yet (1) Planned (2) Not for all training received (3) For all training received**				

#	Questions	0[9]	1	2	3
22	CSLN are provided with adapted Disability specific learning material & support (Eg. Braille sheets/books, speech recording, large prints, hearing aids, visual aids (lenses, magnifiers), Sign language interpreters, etc.) **(0) Not yet (1) Few pupils (2) Almost all pupils (3) All pupils**				
23	Teachers use on a regular basis Teaching and Learning Materials (TLMs) - including self-created/improvised ones **(0) Not yet (1) Mainly visual aids (2) Some TLM and objects from real life (3) A large variety of games, objects, pictures, puzzles, shapes, etc. properly stored**				
24	Teachers rather use appropriate classroom setting (Eg. U shape or variations of class group setting to enable pupils to see each others such as several semi-circle, small groups, etc). **(0) Not yet (e.g. classes too large) (1) setting is sometimes modified according to lesson (in all grade) (2) Setting is modified just in KG (3) Setting is modified frequently in every class**				

#	Questions	0	1	2	3
25	Registration for internal/external examinations (Eg. BECE, termly tests) is based on pupils' needs, and modifications are made accordingly (Eg. 30% continuous assessment & 70% exams, additional time (1 third), oral testing, enlarged text, Sign Language Translation of the questions, etc.) **(0) Not yet (1) Only a few minutes additional time (2) At least 2 of the above mentioned modifications (3) More than 3 of the above mentioned modifications**				

#	Questions	0⁹	1	2	3
	Total score for section 3 is _____ + 12 points = _____ **Total score for all 3 sections is _____ + _____ + _____ = _____**				

Section 4: SCHOOL STATISTICS MONITORING FORM ON CHILDREN WITH DISABILITIES (CWD)

Name of the institution / school: _____ District of the institution / school: _____ Number of trained teachers in institution / school: _____ Number of other teaching staff (student teachers, volunteer,…): _____ Total number of teaching staff attendance this day: _____	Date of the Assessment: _ _ / _ _ / _ _ _ _ Name of the CS/Schedule Officer: _____ Total number of pupils attendance this day: _____ Total number of CWD attendance this day: _____

School statistics are filled by the Head Teacher (except for the percentage calculation done by CS/SO) based on school admission register and the database of children identified with special needs including children with disabilities). The database shall include name, age, sex, grade, disability type/ special need category, needed support and services (assistive device, special learning material or support, guiding and counseling) and the status of these support & services provision for each pupil. If this database does not exist yet, it shall be created (See format in the guidelines).

		Source	Male	Female	Total
1.	Number of students currently in the school	School admission register			
2.	Number of students identified with disabilities currently in the school **Please disaggregate this total number by categories of disabilities and special needs on the next page**	Database of CWD/CSN			
3.	Percentage of CWD to total students in current school year [Current: Percentage 1] (Calculation : <u>Number of students with disabilities currently in school [Indicator # 2] x 100</u> = Number of students currently in school [Indicator #1]				
4.	Number of CWD in school year before implementation (baseline¹⁴) School admission register	School admission register			
5.	Number of students in school year before implementation (baseline)	Database of CWD/CSN			
6.	Percentage of CWD in school year before implementation [Baseline: Percentage 0] **Baseline year is 2013** (Calculation: <u>Number of CWD in school year before implementation x 100</u> = Number of students in school year before implementation				

¹⁴ *Baseline is 2013. So items # 4, 5 and 6 will be filled in 2014*

		Source	Male	Female	Total
7	Number of CWD who need necessary supports & services[15] Note: All children screened and identified need support & services	Screening form			
8	Number of CWD who received necessary support & services				
9	Percentage of CWD who received necessary support & services (Calculation: Number of CWD who received support [Indicator #8] x 100 = Number of CWD who needed necessary support [Indicator #7]	Database of CWD/ CSN			
10	Number of CWD who improved in class performance as measured by their class ranking (Calculation: Position at first grading period – Position at last grading period or at time of observation)	Student Report Card, Teacher Record Book			
11	Percentage of CWD who improved in class performance as measured by their class ranking (Calculation : Number of CWD who improved in class performance [Ind #10] x 100 Number of CWD currently in school [Indic #2]				

		Source	Male	Female	Total
12	Number of CWD who completed the school year	Teacher Record Book			
13	Percentage of CWD who completed school year (Calculation : Number of CWD who completed school year [Indic # 12] x 100 = Number of CWD currently in school [Indic #2]				
14	Number of CWD who are no more in school (drop out, transferred, deceased)				
15	Percentage of CWD who are no more in school (drop out, transferred, deceased) (Calculation : Number of CWD who are no more in school [Indic # 14] x 100 = Number of CWD currently in school [Indic #2]				

CLASSIFICATION OF CHILDREN WITH DISABILITIES AND CHILDREN WITH SPECIAL NEEDS

Children with disabilities constitute one category of children with special needs. Please find below the classifications used by SpED to disaggregate your data by disability type and special needs categories.

[15] Supports such as medical assistance, assistive devices (spectacles, clutches, tricycle, hearing aids, etc.) or adapted learning material (Braille books) or support (Sign language interpreter, etc.)

Types of disabilities[16]			
#		**Male**	**Female**	**Total**
1	Intellectual / developmental disabilities (including Down syndrome)			
2	Hearing impairment			
3	Visual impairment			
4	Physical impairment – Motor and mobility impairment (including cerebral palsy)			
5	Autism Spectrum Disorder			
6	ADHD (Attention Deficit Hyperactivity Disorder)			
7	Specific learning difficulties (including dysgraphia, dyscalculia, dyspraxia, dyslexia)			
8	Social, Emotional and behavioural difficulties			
10	Epilepsy			
12	Multiple impairments			
14	Others (please precise): Eg. speech and language difficulties			

Categories of Special Needs[17] (include children with disabilities and the following but not limited to)			
#		**Male**	**Female**	**Total**
1	Nomadic children ("Fulani" children, shepherd boys, fisher-folk's children and domestic child workers)			
2	Children – hawkers, porters of the "kayaye" , Street children			
3	Children living in extreme social and economic deprivation ("very poor home")			
4	Children exploited for financial purpose / in servitude such as "trokosi" or child-traffickers			
5	Exceptionally gifted and talented			

[16] UNESCO, Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, specialized booklet 3: Teaching Children With Disabilities in Inclusive settings, Thailand, 2009 and ANTHONY J. & KWADADE D., Project EQUALL Special Education Needs Component, Master Trainer manual, USAID, 2006
[17] HAYFORD, S. K, (Ph. D), Inclusive Education Policy Framework, Division of Special Education (SpED), Revised Document, Accra, December 2012.

Categories of Special Needs[17] (include children with disabilities and the following but not limited to)			
#		**Male**	**Female**	**Total**
6	Orphans and children who are not living with their biological parents			
7	Children living with HIV/AIDS			
8	Others (migrants, different language…).Please precise:			

ADDITIONAL INFORMATION

Please state additional information from your observation.

COMMENTS

Write below the 3 priority actions the school will work on this year in regards to barriers observed in the school.

E.g. Priority 1. Build accessible toilets, Priority 2. Sensitize all school children about disability 3. Look for support with a PTA, local assembly, NGO, FBO, etc. to support the access of children to needed services (Health insurance, hospital, glasses, etc.)

Priority 1.

Priority 2.

Priority 3.

Ensure that you give feedback to Head Teachers and teachers.

GUIDELINES ON THE MONITORING CHECKLIST FOR USE BY DISTRICT DIRECTORATES

1. Abbreviations

CSN	Children with Special Needs (see the classification in section 4)
CSLN	Children with Special Learning Needs (with learning difficulties such as dyscalculia, dysgraphia…)
CWD	Children with disabilities (see the classification in section 4)
IE	Inclusive Education
IEP	Individual Education Plan
RT	Resource Teacher is an actual position appointed by SpED to support classroom teachers with adaptations for Children with Special Needs
SEN	Special Education Needs

2. Scoring, weighting and rating system

Scoring	Indicate that the indicators is	And give the following points
0	Not yet in place	0 point
1	Partially in place	1 point
2	Substantially in place	2 points
3	Fully in place	3 points

Weighting system

Maximum score points is 75 points (25 indicators x 3 points). The used weight is 100 - 75 =25 so that the maximum total score is 100. These 25 points are distributed as follows: Section 1: 5 points   Section 2: 8 points Section 3: 12 points

Eg. If a school scores 11 in section 1, 5 points are added so that the total score for section 1 becomes 16 (11 + 5 =16).

Ratings

Ratings	Analysis
25-50[18]	Inclusive education issue has not yet been tackled
51-70	Inclusive education implementation is in its initial phase
71-90	Inclusive education implementation is in process though not fully effective
91-100	Inclusive education implementation has been achieved and is efficiently active

Note: The scoring result is not meant to classify the schools or discourage good will but to monitor the progress of Inclusive Education implementation.

3. Monitoring process

Stage 1 – Head Teacher in consultation with all teachers

The Head Teacher in consultation with all teachers shall fill the checklist:

a) Tick the appropriate score for the 25 indicators.

b) Complete the section 4 statistics monitoring form including data disaggregated by disability types and special needs children categories. School statistics are based on school admission register and the database of children identified with special needs including children with disabilities. If this database does not exist yet, it shall be created. The database shall follow the format below:

[18] Due to the weighting system, no school can score below 25 points as these points are automatically given to a school. Rating is not even; this is done on purpose to mitigate the effect of the weighting system.

Database of children with special needs							
Name of the child	Age	Sex	Grade	Community / Contact / House	Disability type / special need[19]	Needed support and services[20]	Received support and services

Note: For the first time, please fill the forms together with the head teachers as they are not familiar with the tools and concepts of CSN / CWD / IE. Please take the time to explain these notions, repeat information several times and give examples.

Stage 2 – Circuit Supervisors/ Schedule Officers

a) Collect information from the Head Teacher, starting by the statistics monitoring form (section 4) then the 25 indicators checklist.

b) Countercheck information given by the Head teacher to ensure that it is correct.

c) Visit the school facilities to assess if facilities are corresponding to the ones indicated in the checklist section 2 (toilets, ramps, lighting, ventilation).

d) Observe a class to assess if teachers activities correspond to activities indicated in the checklist section 3.

e) Interview informally 1 or 2 teachers to assess the validity of indicators of the checklist section. Not all indicators shall necessarily be checked but a random sample of 2 or 3 indicators.

Eg. Indicator #7 'All teachers are aware of who are the teachers responsible for □ SpED □ SHEP □ Guidance & Counseling □ ECD and □ Girl Child Education'. Ask one teacher about the names of each of these responsible teachers.

f) Interview informally 1 or 2 children with and without disabilities / special needs to assess the validity of indicators on corporal punishment, caning, nicknaming, screening and provision of assistive devices.

g) If you disagree with the information indicated by the Head Teacher, countercheck on the checklist by ticking with a different color pen. The ticking of the circuit supervisors shall be the one taken into account for calculation of the score.

h) Calculate the total score and percentages of the statistics monitoring form on children with disabilities.

i) Give feedback to a head teacher and teachers.

Note: As this is a new monitoring tool, it is recommended that Circuit Supervisors / Schedule Officers support the Head Teacher and Teachers for the first monitoring (explaining questions, filling the statistics form, etc).

Notice – Verification Officer/ District Directorate (including District Director)

The verification officer (Circuit Supervisors and Schedule Officers) should visit the schools that fall between 82 and 100 points (practicing efficiently inclusive education) to verify if what has been indicated is right. The verification officer should also ensure that elements relative to 1) screening with basic materials eg. Snellen charts and basic hearing equipment - Indicator # 15, 2) referral of children – Indicator # 17 and 3) orientation for the school and all teachers (at least every teacher has an idea of IE) – Indicator # 20 have been checked to enable a school fall within category 82-100 (because these needs were already provided for).

4. Monitoring frequency

The monitoring shall occur once a year in June

Inclusive education and disability stakeholders / facilities and competent teachers

Inclusive Education and disability stakeholders / facilities are important sources of information, resources & services. They are crucial partners in inclusive education implementation. The District Directorate shall create a directory of linkages to these stakeholders /facilities which include (but are not limited to) Organisation for Persons with Disabilities, NGOs, Resource centers, Special Schools. These resources available at district level shall be mapped as they play an important part in screening follow up and assistive device provision, training etc. Schools should be aware of them eg. In Savelugu Nanton (UE), the School for the Deaf has 2 trained teachers who can assess the hearing of children and an NGO called CAMFED can provide assistive devices to needy

[19] *The classification of children with disabilities and with special needs shall be the same as section 4.*

[20] *E.g. Assistive device, special learning material or support, guidance and counseling, etc*

children if they are referred to them. If this directory of linkages does not exist yet, it shall be created. It shall follow the format below:

Directory of linkages to inclusive education and disability stakeholders / facilities				
Name	Contact Person	Address & Phone	Brief description of service provided	Nature of collaboration with school(s)
CAMFED	M. Charles Atia	23b Agric Ridge Tamale 0372 024 516	Provision of assistive devices and bursary to needy children	None yet, to develop

Competent teachers can be resource persons for best practice experience. The District Directorate shall have a database of these competent teachers. It will support the District Directorate to manage and appoint competent teachers where they are needed.

Database of Competent Teachers in the District				
Name	school	contact	Specialties (if any)	Training(s) received

This Policy has been developed by the Government of Ghana - Ministry of Education, supported by UNICEF, STAR Ghana and Ghana Blind Union.

INCLUSIVE EDUCATION POLICY

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