



GOVERNMENT OF GHANA

INCLUSIVE EDUCATION POLICY



IMPLEMENTATION PLAN

Ministry of Education

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IMPLEMENTATION PLAN

This plan provides an overview of the expected deliverables over a five year period (2015-2019).

ANNUALIZED OPERATIONS

In order to ensure timely delivery of indicative outputs over the period, an annualised plan is proposed to be teased out of the five year plan to be costed and delivered every year.

EXPECTED DELIVERABLES FOR YEAR ONE

In the first year, the following outputs are expected to be delivered:

- i. Printing and distribution of the Inclusive Education Policy.
- ii. National level stakeholder dissemination of the Policy.
- iii. Sensitization workshops at the regional and district level for all relevant stakeholders on the policy.
- iv. Develop and disseminate minimum standards for school infrastructural provision to be disability friendly.
- v. Establish an inter-ministerial committee with Ministry of Health, Ministry for Gender Children and Social Protection, Ministry of Local Government and Rural Development, and Ministry of Transport.
- vi. Review National School Census Questionnaire to track progress of inclusive education related indicators.
- vii. Screen all pupils in basic schools especially newly admitted.
- viii. Undertake capacity building programmes for various stakeholders to increase knowledge on inclusive issues.
- ix. Commence construction of an assessment center
- x. Complete and refurbish existing assessment center under rehabilitation.
- xi. Provide targeted social intervention programmes.

EXPECTED DELIVERABLES FOR YEAR TWO

In the second year of implementation, the following outputs are expected to be delivered:

- a. Continue with capacity building for stakeholders and institutions at various levels.
- b. Review school curricula to make it inclusive.
- c. Collaborate with NCTE, CoE and Universities to review syllabus of CoE and other teaching universities.
- d. Printing and distribution of the IE Policy Implementation Plan and Standards & Guidelines for IE Practice.
- e. Continue with provision of targeted social interventions programmes.
- f. Provide requisite TLMs to assist children/pupils with special education needs.
- g. Collaborate with GHS to map all health facilities to ensure that all new born babies are assessed.
- h. Collaborate with GHS to develop database to profile all health institutions to manage information on health persons born with disabilities.
- i. Provide disability friendly facilities in existing schools to be disability friendly.

Purpose

The work programme, shall be factored into district, regional and central desk operational plans and costed annually after annual sector performance review. Also all educational institutions shall inculcate indicative activities into their plans.

This will allow roll-over of activities in progress and ensure that budget and funding sources for all indicative outputs are secured.

Review

On an annual basis, the MoE and GES will review sector performance for its inclusivity with the purpose of selectively integrating some or all of the activities into more comprehensive budgeted support initiatives.

Abbreviations

BoG	Board of Governors
CBI	Cluster Based INSET
CHPS	Community-based Health Planning and Services
CoE	College(s) of Education
CRDD	Curriculum Research and Development Division of GES
CSO	Civil Society Organisation
CTM	Common Targeting Mechanism
CwD	Children with Disabilities
DA	District Assemblies
DCD	District Coordinating Directorate
DEO	District Education Office/Officer
DEOC	District Education Oversight Committee
DOVVSU	Domestic Violence and Victims Support Unit
DP	Development Partner(s)
DSW	Department of Social Welfare
DTST	District Teacher Support Team
EMIS	Education Management Information System
FBO	Faith Based Organisations
G&C	Guidance and Counselling
GES	Ghana Education Service
GFD	Ghana Federation of Disability Organisations
GHS	Ghana Health Service
GSS	Ghana Statistical Service
IE	Inclusive Education
IEC	Information, Education, Communication
IG	Inclusion Ghana
INSET	In-Service Education of Teachers
IS	Inclusive and Special (Education)
KNUST	Kwame Nkrumah University of Science & Technology
LEAP	Livelihood Empowerment Against Poverty
MDA	Ministry, Departments and Agencies
MLGRD	Ministry of Local Government and Rural Development
MMDA	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
MoT	Ministry of Transport
MSRC	Mobile School Report Card
NAB	National Accreditation Board
NABPTEX	National Board for Professional and Technical Examinations
NCCA	National Council for Curriculum and Assessment
NCCE	National Commission for Civic Education
NCPD	National Council for Persons with Disability
NCTE	National Council for Tertiary Education
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NHIS	National Health Insurance Scheme
NIB	National Inspection Board
NTC	National Teaching Council
PTA	Parent Teacher Association
PwD	Persons with Disabilities
SBI	School Based INSET
SED	Secondary Education Division
SEN(s)	Special Educational Need(s)
SHEP	School Health Education Programme
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SpED	Special Education Division of GES
SPIP	School Performance Improvement Programme
TED	Teacher Education Division of GES
TLM	Teaching and Learning Materials
UCC	University of Cape Coast
UDL	Universal Design for Learning
UDP	Universal Design Principles
UEW	University of Education, Winneba
WAEC	West African Examinations Council
WASH	Water, Sanitation and Hygiene

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

STRATEGY	ACTIONS/ ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Transform existing special education institutions to serve as resource centres to assist the mainstream system and special unit/educational institutions/schools for those with severe and profound disabilities.	<ul style="list-style-type: none"> Establish / convert part of existing structures to resource centres. 	<ul style="list-style-type: none"> 200 Physical infrastructural design of existing educational institutions / schools are modified to suit learners with SEN. 	15.5million	2015-2019	MoE/GES, NCTE	DA, GHS, DPs, UEW, UCC, NGOs, NCPD, DSW
	<ul style="list-style-type: none"> Mainstream those with mild to moderate disabilities. 	<ul style="list-style-type: none"> All learners with mild to moderate disabilities mainstreamed and captured in Annual EMIS Reports. 	N/A			
	<ul style="list-style-type: none"> Provide learning equipment, materials, and tools for assessment. 	<ul style="list-style-type: none"> Requisite learning equipment and materials for assessment provided. 	124 million			
	<ul style="list-style-type: none"> Post qualified personnel to the resource centres. 	<ul style="list-style-type: none"> Qualified teachers posted to Resource Centres(based on teacher norms). 	N/A			
Establish new assessment centres in all regions and districts.	<ul style="list-style-type: none"> Organize stakeholder sensitization forum for District Assemblies and lobby to commence construction of assessment centres. 	<ul style="list-style-type: none"> Stakeholder forum organized. Regional/District Assessment Centres built, resourced and operational. 	1.48 million	2015-2019	MoE, GES	MMDAs, MDAs, DSW, NGOs, MoH/GHS, DPs
Ensure that physical infrastructure designs of existing educational institutions/schools are modified to enhance opportunities for learners with SEN.	<ul style="list-style-type: none"> Review school inspection quality and access indicators for ensuring inclusivity for all public and private educational institutions and schools. 	<ul style="list-style-type: none"> Educational Institutions/School indicators reviewed to include SEN and used for inspection. 	44,500	2015-2019	GES, NTCE	DPs, UEW, UCC, NGOs, MMDAs
	<ul style="list-style-type: none"> Develop and disseminate minimum standards for school infrastructural provision to be disability friendly. 	<ul style="list-style-type: none"> Minimum school inspection indicators reviewed, documented and enforced to ensure inclusivity. 	54,750			
	<ul style="list-style-type: none"> Provide support for transformation of infrastructural facilities - building, furniture, lighting, toilets, and school grounds to meet the minimum standards of UDP. 	<ul style="list-style-type: none"> 200 of schools with Universal Design Infrastructure complaint. 	15.5 million		MoE/GES	DPs, UEW, UCC, NGOs, MMDAs
Review and re-align the education management information system to reflect Inclusive Education issues.	<ul style="list-style-type: none"> Develop monitoring and evaluation tools to track progress of inclusive education related indicators for all institutions (basic, secondary and tertiary). 	<ul style="list-style-type: none"> Inclusive education related indicators developed by 2015. 	14,250	2015-2019	MoE, GES, NTC	Teaching Universities (UEW, UCC, KNUST), GSS

STRATEGY	ACTIONS/ ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Promote an inter-sectoral approach, to resolving cross cutting issues to facilitate linkage between educational institutions and social protection, health and community-based rehabilitation.	<ul style="list-style-type: none"> Revive/review existing inter-ministerial committee arrangements and collaboration to promote inclusion. Organize sensitization for MDAs on the need for inter-sectoral collaboration in resolving SEN issues at the district level. 	<ul style="list-style-type: none"> Inter-ministerial committee arrangements revived/reviewed for effective collaboration. Report on inclusive SEN issues resolved at the district level. 	10,050 26,350	2015-2019	MoE/GES	MoH, MoGCSP, MoF, MoT, MLGRD, NGOs, DPs, NCPD
Mobilize adequate funding (national budgets and requests for development assistance) for targeted excluded groups.	<ul style="list-style-type: none"> Conduct training for members of inter-ministerial committee to build strategic partnerships among/ between businesses, the public and civil society. Create a desk office for coordinating IE issues. 	<ul style="list-style-type: none"> Capacity building seminar on inclusive issues organized for committee members. Desk office for coordinating IE created. 	16,500 50,000	2015-2019	MoE/GES, NCPD	MoH, MoGCSP, MoF, MoT, MLGRD, NGOs, DPs, NCPD, Private Sector
Initiate and facilitate national consultative processes to develop national standards for inclusive education and for enhancing the quality of learning outcomes.	<ul style="list-style-type: none"> Produce and print the IE Policy and Implementation Plan. Develop the policy concepts/ definitions for dissemination to create common understanding of IE nationwide. Develop communication strategy for Inclusive Education for distribution. 	<ul style="list-style-type: none"> Copies of IE policy and implementation plan produced and available in all regions(schools) Policy concepts/definitions developed. Copies of communication strategy developed and distributed. 	22,600 37,520 50,000	2015-2016	GES-SpED, Core Implementation Team, Teaching Universities	NCPD, DAs, MMDAs, KNUST, NGOs, DPs, Publishers, Media
	<ul style="list-style-type: none"> Organize sensitization workshop for stakeholders on inclusive education for key decision-making bodies-Parliamentarians, Directors of key Ministries, NCCA, NTC, Book Assessment Committees, Writers and Publishers, Media, CSOs and NGOs. 	<ul style="list-style-type: none"> Stakeholders sensitized and report produced. 	121,250			
	<ul style="list-style-type: none"> Organize community outreach and programmes also in local languages (ie. Radio/TV) on awareness creation for promoting inclusive education for National and Regional level audiences targeted at PTAs, SMCs, school BoG. 	<ul style="list-style-type: none"> Community outreach and sensitization programmes organized in each region. Report on outreach programme. 	24,250			

Policy Objective 2: Promote a Universal Design for Learning (UDL)/Learner Friendly School Environment for enhancing the quality of education for all learners.

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Review, revise and adapt the national curricula content to make more representative and responsive to diversity.	<ul style="list-style-type: none"> Review the national Curriculum to suit special educational needs. Develop and implement an IEC Strategy on the reviewed National Curriculum. 	<ul style="list-style-type: none"> Curriculum Audit on extent of coverage of SEN issues conducted. IEC Strategy on National Curriculum Review developed and implemented. 	163,000 15,000	2015-2016	NCCA, NCTE, GES, CRDD	WAEC, Teaching Universities (Winneba, Cape Coast), Colleges of Education Reps, and Teacher Education Division, Development Partners, Private Sector & NGOs
Review and align assessment processes, benchmarks and methods to ensure equity for all learners.	<ul style="list-style-type: none"> Organize workshops to develop appropriate/ relevant and suitable assessment procedures for SEN. 	<ul style="list-style-type: none"> Relevant and appropriate assessment procedures/tool developed. 	38,250	2015-2016	GES-SpED, NCTE, CRDD, NCPD	TED, IG, GFD, WAEC, Teaching Universities
Provide appropriate equipment and assistive devices to learners to enable them access quality education.	<ul style="list-style-type: none"> Supply relevant equipment/ assistive technology and devices to schools and learners. 	<ul style="list-style-type: none"> All learners supplied with appropriate assistive devices. 	1.5 million	2015-2019	GES, NTC	DAs, TED, DPs, NGOs Private Sector, Teaching Universities, NCPD
Ensure that the learning environment is free from discrimination, safe and friendly for all children within educational institutions and schools and that sanctions are in place for those who transgress this requirement.	<ul style="list-style-type: none"> Train District Teacher Support Team (DTST) members to do cascade training to the school level. 	<ul style="list-style-type: none"> All members of DTST trained. All Focal Persons at educational institutions/school level trained on inclusivity as part of regular SBIs/CBIs. 	2,604,500	2015-2019	GES, NTC, TED,	DAs, CoE, DPs, NGOs, CSOs, Private Sector, Teaching Universities, NCPD
Ensure that inclusive schools are supported in their efforts by inclusive resource officers.	<ul style="list-style-type: none"> Develop and print simple application guidelines for schools . Organize workshops for resource officers posted to the schools. 	<ul style="list-style-type: none"> Guidelines available and used for reporting status. 1000 Resource Officers trained and recorded. 	89,000 265,000	2015-2019	GES, TED, DEOs	DAs, DPs, NGOs, Private Sector
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 amongst others.	<ul style="list-style-type: none"> Undertake mapping of district health facilities and health personnel to determine the number of health professionals with requisite background for training or further training. Organize orientation for community nurses, CHPS, District Health Personnel etc.) for effective assessment. 	<ul style="list-style-type: none"> Report with health facilities and health professional finalized and documented. 1000 professionals involved in assessment trained. 	525,500 340,000	2015-2019	GES-SpED, NTCE, EMIS	GHS, GFD, IG, Teaching Universities, DAs, TED, Special Schools, NCPD

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Ensure that, where possible, class ratios are reduced or extra support is made available to teachers with large class sizes who have a diversity of learners.	<ul style="list-style-type: none"> Train teachers on Multi-grade teaching/peer to peer support for all learners. Provide additional specialised TLMs for pupils. 	<ul style="list-style-type: none"> 1000 teachers trained annually on knowledge in multi-grade and classroom management. All pupils in designated schools provided with specialised TLMs. 	1,581,250 47,500,000	2015-2019	NTCE, GES/TED,	SPED, DAs, Teaching Universities
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.	<ul style="list-style-type: none"> Sensitize parents and communities to help them understand and accept learners with disability, special and additional needs. 	<ul style="list-style-type: none"> 7500 parents/communities in designated districts sensitized and are supporting learners. Report on sensitization of parents and communities. 	393,000	2015-2019	GES, SPED	DAs, Media, IG, GFD, NGOs, Private Sector, DPs
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.	<ul style="list-style-type: none"> Conduct screening and diagnosis for all learners with support from GHS (at least once a year). Support empowerment of children to act as change agents through the promotion of child and youth participation in WASH programmes. Support WASH behavioural change interventions through dissemination seminars and workshops on sustainable behavioural change for targeted children. Support implementation of Menstrual Hygiene Management initiatives in schools. 	<ul style="list-style-type: none"> Records of those accessing the assessment/screening facility. No of children reached and sensitized through WASH programmes. No of children reached through seminars on behavioural change interventions. No of school girls in pre-tertiary schools reached and sensitized with information Menstrual Hygiene Management initiatives. 	18,606,500 180,000 180,000 180,000	2015-2019	GES GES, MoGCSP GES GES	DAs, GHS, NGOs, CSOs, GES, GHS, DAs, CSOs, NGOs, DPs DAs, MDAs, CSOs, NGOs, DPs DAs, MDAs, CSOs, NGOs, DPs
Expand and sustain the delivery of social protection programmes such as the school feeding programme, free uniforms and books, capitation grant and the cash transfer programmes to attract the excluded, marginalised, early exiters and all learners particularly those who are difficult to reach.	<ul style="list-style-type: none"> Provide SIPs for most needy using the Common Targeting Mechanism (CTM)- capitation grant. Provide feeding grant to special schools and to all pupils in the vulnerable group using the common targeting mechanism. Provide sandals for all learners in the vulnerable group using the common targeting mechanism. 	<ul style="list-style-type: none"> All needy learners reached through the social intervention programmes. No of pupils supported under the feeding programme. No of pupils provided with sandals. 	135,000,000 N/A N/A	2015-2019	MoE, GES, MoGCSP DA, MoGCSP DA, MoGCSP	DAs, CSOs, NGOs, Teaching Universities, DPs DAs, GES, CSOs, NGOs, DPs DAs, GES, MoGCSP, CSOs, NGOs

Policy Objective 3: Promote the development of a well-informed and trained human resource cadre for the quality delivery of IE

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Ensure that all pre-service teacher development programmes include training on inclusive education that is sufficiently deep and broad to enable teachers to deal with the diversity in their classrooms and be equipped with relevant teaching and learning strategies to meet the needs of all learners.	<ul style="list-style-type: none"> Review pre-service curriculum to include IE issues. Train tutors/lecturers in colleges of education and Universities in IE skills and strategies. 	<ul style="list-style-type: none"> Curriculum revised and aligned to include IE issues. 1,500 lectures and teachers trained with skills to supporting learners. 	269,500 309,500	2015 – 2019	GES-SpED, Teaching Universities,	UEW, UCC, CoE, TED, NTC, NCCA
Establish mechanisms to support persons with special needs to undertake teacher training courses.	<ul style="list-style-type: none"> Sensitize persons with special needs on the need to take up teacher training courses. Provide scholarships to persons with disabilities to take up training courses. 	<ul style="list-style-type: none"> No of PwD sensitized to take up teacher training courses. No of scholarships provided for PwDs. 	140,000	2015-2019	MoE, GES, NTCE	NTC, GFD, IG, NGO, DPs, DAs
Build the capacity of support services: resource teachers, assessment personnel, health workers, child protection workers, psychologists, career advisors, university lecturers to identify and work with learners with diverse needs and ensure that they are encouraged to perform to their full potential.	<ul style="list-style-type: none"> Develop an IE Support Services Guide/Reference Module for use by all Support Service workers. Register all providers of support services linked to educational institutions/schools. Introduce new programmes to produce more specialised professionals. 	<ul style="list-style-type: none"> IE Support Service Guide/Reference available. Database on all support service providers developed and updated annually. No. of programmes introduced. 	64,000 4,000	2015 – 2016	GES, TED, CRDD MoE, GES, NTC, NCCA	NTC, University of Ghana, CoE, UCC University of Ghana, CoE
Ensure that all educational personnel such as head teachers in all educational institutions and schools, administrators at all levels, other professionals are sensitised and trained to understand and respond to diverse educational needs.	<ul style="list-style-type: none"> Develop a guideline to enable lecturers, head teachers and teachers manage and support all learners. Organize training for head teachers, teachers and circuit supervisors on IE principles/practices, early detection techniques with respect to disabilities and referrals. Train SHEP/G&C teachers in each school as focal person to provide guidance and counselling services and other support services for families of children with disabilities. 	<ul style="list-style-type: none"> All designated educational institutions/schools with copies of guideline/ manual for classroom management. 2500 head teachers, lecturers, teachers and circuit supervisors trained to support learners with special educational needs. At least one teacher in each basic school trained. All public basic schools with G&C and SHEP teachers at post. 	47,000 490,000 862,500	2015-2019	GES-SpED, Teaching Universities,	DAs , TED, GHS, DPs, IG, Private Sector, MMDAs, NGOs

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
	<ul style="list-style-type: none"> Establish district level assessment teams using personnel from GHS/DSW/CHPS/GES (make use of existing health centres). 	<ul style="list-style-type: none"> 216 District IE Teams established and operational. 	216,000			
Train teachers, SHEP workers and parents in early detection and referral processes.	<ul style="list-style-type: none"> Develop training manual and guidelines for early detection and referral processes. Train SMCs / PTAs/ parents in early Support system for parents. 	<ul style="list-style-type: none"> Training manual and guidelines for early detection and referral processes developed. 1500 PTA/SMC executives and parents trained and inducted on their roles in early detection and special educational needs including children with disabilities. 	40,600 109,500	2015 – 2019	GES-SpED, SHEP GES	Colleges of Education, Teaching Universities, IG, GFD, TED, GHS, MMDA's, NCTE, PTAs, DP, Private Sector & NGOs
Train professionals on transitional programmes to guide learners with SEN to make a transition	<ul style="list-style-type: none"> Provide training on Transitional Programmes for teachers as mandatory modular courses. 	<ul style="list-style-type: none"> Transition programmes incorporated as INSET module for 1000 teachers. 	517,500	2015 - 2019	TED, NCTE, CoE	Teaching Universities, UCC, UEW, NTC, GES
Ensure that teaching practice / internships focus on IE practices and ideals as well as other aspects of teaching and learning.	<ul style="list-style-type: none"> Facilitate internship for all student-teachers in inclusive settings. 	<ul style="list-style-type: none"> Existing internship programmes re-focused to inclusive settings. 	N/A	2015 – 2019	TED, GES	NIB, College of Education, UEW, UCC
Orient and sensitise all educational personnel and administrators at district, regional and national on inclusion and inclusive practices.	<ul style="list-style-type: none"> Develop awareness creation materials for educational personnel. Sensitize Education staff -Basic, Secondary, Vocational, Technical and Tertiary. Sensitise Staff of National Accreditation Board, National Inspectorate Board, National Council for Tertiary Education on inclusive education concepts and practices. 	<ul style="list-style-type: none"> Awareness Creation materials available and used by relevant personnel. Workshops/ seminars organized for 300 education staff at Regional, Educational Units, NIB, NABPTEX, GES Head Quarters. 200 educational staff trained to support institutions(NCTE, NAB, Universities, Polytechnics). 	20,000 56,250 57,500	2015-2019	GES-SpED, Teaching Universities MoE, GES	NAB, NIB, NCTE, MoE, GES NCTE, NAB, GES,
Orient parents and community in the use of strategies to enhance children's learning abilities that circumvent the potential barriers caused by various disabilities.	<ul style="list-style-type: none"> Develop awareness creation material and sensitize parents on children's safety from discrimination and stigmatization. Create a platform for parents' involvement in awareness creation and advocacy on IE. 	<ul style="list-style-type: none"> Awareness Creation materials available and used by relevant personnel. 300 parents sensitized to support children with SEN. 	60,000 114,000	2015-2019	NGOs	DAs, DEOs, IG, GFD, Non formal Education, NCCE, Schools, PTAs/SMCs, Media Partners, Community members, (all identified bodies from district to school levels)

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
	<ul style="list-style-type: none"> Build the capacity of parents, Circuit Supervisors, DEOCs, PTA/SMC, NFE Executives in IE strategies to enhance children's learning abilities. Create support system for parents to call for help to enhance children's learning abilities (eg. through MSRC). 	<ul style="list-style-type: none"> 1500 parents, circuit supervisors, DEOCs, PTAs/SMCs, NFE Executives empowered. Support systems created, and used by Parents 	131,250 25,000			DAs, DEOs, IG, GFD, Non formal Education, Schools, PTAs/SMCs, Media Partners, Community members, (all identified bodies from district to school levels) Telecommunication Networks
Engage traditional leaders and opinion holders in the community to support and promote inclusive attitudes and behaviours in all aspects of community life for children.	<ul style="list-style-type: none"> Organize and create platforms for PTAs, SMCs discuss and understand inclusive education issues at SMC meetings, SPAM, PTAs, public gatherings, on Radio, Television and innovations (ie. talking books). 	<ul style="list-style-type: none"> SPAM, Radio and other platforms created. 	648,000	2015-2019	NGOs	Religious, Traditional Authorities, NCCE, GFD, IG, NCPD, NFE, Private Sector, Media Partners, MMDAs
Engage the media in IE issues to promote the awareness of the rights of children and individuals with disabilities.	<ul style="list-style-type: none"> Train media in the reporting of IE issues. Engage media in the sensitisation of parents/ communities. Create a platform for parents involvement in awareness creation and advocacy of IE. 	<ul style="list-style-type: none"> 300 media personnel trained in the reporting of IE issues. Extent of parents level of awareness increased and supporting families. 	37,500 30,000 9,900	2015-2019	NGOs	Religious, Traditional Authorities, NCCE, IG, GFD, NCPD, NGOs, NFE, Private Sector

Policy Objective 4: Ensure sustainability of Inclusive Education Implementation

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Review all instructional materials and assistive devices for the teaching and implementation of inclusive education in educational institutions and schools.	<ul style="list-style-type: none"> Train teachers in the development of instructional materials. Print and distribute all instructional materials to all schools. Review content of in-service training to address the methodology for inclusion. Orient heads of all private education service providers on inclusive education issues. 	<ul style="list-style-type: none"> 2500 teacher trained on development of instructional materials (500 per year). All schools supplied with instructional materials. Content of in-service training reviewed. 900 heads of private institutions orientated on inclusive education issues. 	87,000 400,000 210,000 76,500	2015-2019	MoE/GES	TED, NCPD, NCCE, IG, GFD, NGOs, NFE, Private Sector/ Teaching Universities/SpED

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING INSTITUTIONS
Provide appropriate assistive devices to support learning in the inclusive school environment.	<ul style="list-style-type: none"> Provide assistive devices for learning. 	<ul style="list-style-type: none"> No. of learners who received assistive devices. 	6,000,000	2015-2019	MoE. GES	NCPD, IG, Ghana Blind Union, GFD, NGOs, NFE, Private Sector, Universities
Develop and update relevant standards and guidelines for policy implementation.	<ul style="list-style-type: none"> Identify thematic areas and strategic issues for the development, update, and printing of a standards and guidelines for the practice of IE. 	<ul style="list-style-type: none"> Standards and Guidelines developed and / or updated. 	150,000	2015-2019	GES	Universities, TED, IG, Ghana Blind Union, GFD, GHS, MoGCSP, DPs, NGOs
Ensure that child protection policies and services to address the extra vulnerability of children with disabilities or other special needs, and are able to safeguard such children and serve their needs.	<ul style="list-style-type: none"> Abridged versions of Children's Act and other relevant policies distributed and enforced in all educational institutions. PTAs institute programmes to educate parents on Children's rights. Link children with special needs to social services including social protection services. Prevent and respond to violence, abuse and exploitation of children with special needs. 	<ul style="list-style-type: none"> Abridged version distributed to stakeholders. No. of programmes instituted for parents to empower and advocate for children's rights. No. of children provided with social protection services (LEAP, NHIS, School Feeding and Uniforms). No. of children with special needs protected from harm. 	114,000	2015-2019	MoE, MoGCSP	DAs, GES, IG, GFD, NGOs, NCPD, NCCE, FBOs, CSO, NFE, Private Sector, DSW, DOVVSU, DCD.
Collaborate with other relevant MDA, MMDAs, NGOs, and Civil Society Organizations among others.	<ul style="list-style-type: none"> Map out relevant stakeholders at all levels. Establish a Steering Committee to mobilize resources at all levels to support Inclusive Education. Create platforms for advocating for IE issues. 	<ul style="list-style-type: none"> Mapping documentation of relevant stakeholders completed. Steering Committee established. 	N/A	2015-2019	MoE/GES	DAs, GES, NGOs, NCPD, NCCE, FBOs, Civil Society, NFE, Private Sector, DSW, DoVVSU, DCD
Advocate for continuous budget allocation and support for the implementation of the policy.	<ul style="list-style-type: none"> Lobby Parliamentarians to support Inclusive Education Practices. 		157,500	2015-2019	NGOs/CSOs	DAs, NCPD, NCCE, FBOs, Private Sector, DPs
Strengthen monitoring and evaluation system to track and or document progress of Inclusive Education delivery within the context of wider data collection on communities and citizens.	<ul style="list-style-type: none"> Conduct surveys, studies, evaluations and share findings with stakeholders. 	<ul style="list-style-type: none"> # of documents produced on studies, surveys and evaluations. 	250,000	2015-2019	MoE/GES	DAs, DPs, NGOs CSOs, Private Sector

DETAILED COSTING OF THE FIVE YEAR INCLUSIVE EDUCATION PLAN

No	ACTIONS/ ACTIVITIES	DSA/ Conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
1	Establish / convert part of existing structures to resource centers.	-	-	200	-	-	77500	15,500,000	1	15,500,000	5,000,000	X	X	X	X	X
2	Mainstream those with mild to moderate disabilities.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
3	Provide learning equipment, materials, and tools for assessment.	-	-	200	-	-	124,000	24,800,000	5	124,000,000	40,000,000	X	X	X	X	X
4	Post qualified personnel to the resource centres.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
5	Organize stakeholder sensitization forum for District Assemblies and lobby to commence construction of assessment centres.	170	100	1,080	1	750	5000	297,350	5	1,486,750	479,597	X	X	X		
6	Review school inspection quality and access indicators for ensuring inclusivity for all public and private educational institutions and schools.	240	150	15	5	11,250	4000	44,500	1	44,500	14,355	X				
7	Develop and disseminate minimum standards for school infrastructural provision to be disability friendly.	170	100	200	-	750	25,000	54,750	1	54,750	17,661	X				
8	Provide support for transformation of infrastructural facilities - building, furniture, lighting, toilets, and school grounds to meet the minimum standards of UDP.	-	-	200	-	-	77,500	15,500,000	1	15,500,000	5,000,000	X	X	X		
9	Develop monitoring and evaluation tools to track progress of inclusive education related indicators for all institutions (basic, secondary and tertiary).	170	100	10	5	750	-	14,250	1	14,250	4,597	X				
10	Revive/review existing inter-ministerial committee arrangements and collaboration to promote inclusion.	170	100	15	2	750	1,200	10,050	1	10,050	3,242	X				
11	Organize sensitization for MDAs on the need for inter-sectoral collaboration in resolving SEN issues at the district level.	170	100	80	1	750	4,000	26,350	1	26,350	8,500	X				
12	Conduct training for members of inter-ministerial committee to build strategic partnerships among/ between the businesses, public and civil society.	170	200	15	2	5,400	-	16,500	1	16,500	5,323	X				
13	Create a desk office for coordinating IE issues.	-	-	-	-	-	50,000	50,000	1	50,000	16,129	X				
14	Produce and print the IE Policy and Implementation Plan.	170	100	10	3	4,500	10,000	22,600	1	22,600	7,290	X				

No	ACTIONS/ ACTIVITIES	DSA/ Conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
15	Develop the policy concepts/definitions for dissemination to create common understanding of IE nationwide.	170	50	12	8	14,400	2,000	37,520	1	37,520	12,103	X				
16	Develop communication strategy for Inclusive Education for distribution.	250	100	10	10	15,000	-	50,000	1	50,000	16,129	X				
17	Organize sensitization workshop for stakeholders on inclusive education for key decision-making bodies-Parliamentarians, Directors of key Ministries, NCCA, NTC, Book Assessment Committees, Writers and Publishers, Media, CSOs and NGOs.	170	100	150	-	750	-	41,250	1	41,250	13,306	X				
18	Organize community outreach and programmes also in local languages (ie. Radio/TV) on awareness creation for promoting inclusive education for National and Regional level audiences targeted at PTAs, SMCs, school BoG.	120	100	100	1	2,250	2,000	24,250	5	121,250	39,113	X	X	X	X	X
19	Review the national curriculum to suit special educational needs.	250	100	15	30	1,500	4,000	163,000	1	163,000	52,581		X	X		
20	Develop and implement an IEC Strategy on the reviewed National Curriculum.	170	100	10	5	100	1,000	15,000	1	15,000	4,839	X	X			
21	Organize workshops to develop appropriate/ relevant and suitable assessment procedures for SEN.	170	80	150	1	750	2,250	38,250	1	38,250	12,339		X			
22	Supply relevant equipment/assistive technology and devices to schools and learners.	-	-	2,000	1	-	250	500,000	3	1,500,000	483,871	X	X	X		
23	Train DTST members to do cascade training to the school level.	140	100	1,080	10	7,500	5,000	2,604,500	1	2,604,500	840,161	X				
24	Develop and print simple application guidelines for schools	250	100	10	10	7,500	46,500	89,000	1	89,000	28,710	X				
25	Organize workshops for resource officers posted to the schools.	50	60	200	2	1,500	6,000	53,000	5	265,000	85,484	X	X	X	X	X
26	Undertake mapping of district health facilities and health personnel to determine the number of health professionals with requisite background for training or further training.	250	10,000	10	5	10,000	3,000	525,500	1	525,500	169,516	X	X			
27	Organize orientation for community nurses, CHPS, District Health Personnel etc., for effective assessment.	100	50	200	2	3,000	5,000	68,000	5	340,000	109,677	X	X	X	X	X
28	Train teachers on multi-grade teaching/peer to peer support for all learners.	50	50	200	15	11,250	5,000	316,250	5	1,581,250	510,081		X	X	X	

No	ACTIONS/ ACTIVITIES	DSA/ Conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
29	Provide additional specialised TLMs for pupils.	-	-	9,000,000	-	-	500,000	9,500,000	5	47,500,000	15,322,581	X	X	X	X	X
30	Sensitize parents and communities to help them understand and accept learners with disability, special and additional needs.	30	20	2,500	1	3,000	3,000	131,000	3	393,000	126,774	X	X	X		
31	Conduct screening and diagnosis for all learners with support from GHS (at least once a year).	30	1	15,000	8	800	500	3,721,300	5	18,606,500	6,002,097	X	X	X	X	X
32	Support empowerment of children to act as change agents through the promotion of child and youth participation in WASH programmes.	250	100	100	1	10000	15000	60,000	3	180,000	58,065	X	X		X	
33	Support WASH behavioural change interventions through dissemination seminars and workshops on sustainable behavioural change for targeted children.	250	100	100	1	10000	15000	60,000	3	180,000	58,065	X	X		X	
34	Support implementation of Menstrual Hygiene Management initiatives in schools.	250	100	100	1	10000	15000	60,000	3	180,000	58,065	X	X		X	
35	Provide SIPs for most needy using the CTM – capitation grant.	-	-	6,000,000	-	-	5	27,000,000	5	135,000,000	43,548,387	X	X	X	X	X
36	Provide feeding grant to special schools and to all pupils in the vulnerable group using the common targeting mechanism.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
37	Provide sandals for all learners in the vulnerable group using the common targeting mechanism.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
38	Review pre-service curriculum to include IE issues	240	100	25	30	4,500	10,000	269,500	1	269,500	86,935	X				
39	Train tutors/lecturers in colleges of education and Universities in IE skills and strategies.	100	100	500	3	4,500	5,000	309,500	1	309,500	99,839	X				
40	Sensitize persons with special needs on the need to take up teacher training courses	50	50	100	1	10,000	15,000	35,000	4	140,000	45,161		X	X	X	X
41	Provide scholarships to persons with disabilities to take up training courses.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
42	Develop an IE Support Services Guide/Reference Module for use by all Support Service workers.	150	100	10	15	22,500	4,000	64,000	1	64,000	20,645	X				
43	Register all providers of support services linked to educational institutions/schools.	-	-	-	-	-	4,000	4,000	1	4,000	1,290		X			
44	Introduce new programmes to produce more specialised professionals.	-	-	-	-	-	-	-	-	-	-		X			

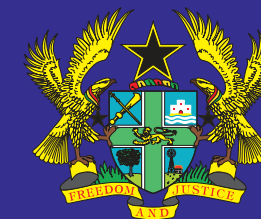
No	ACTIONS/ ACTIVITIES	DSA/ Conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
45	Develop a guideline to enable lecturers, head teachers and teachers manage and support all learners.	150	150	10	10	15,000	2,000	47,000	1	47,000	15,161	X				
46	Organize training for head teachers, teachers and circuit supervisors on IE principles/practices, early detection techniques with respect to disabilities and referrals.	30	60	500	2	3,000	5,000	98,000	5	490,000	158,065	X	X	X	X	X
47	Train SHEP/G&C teachers in each school as focal person to provide guidance and counselling services and other support services for families of children with disabilities.	50	60	500	3	4,500	3,000	172,500	5	862,500	278,226	X	X	X	X	X
48	Establish district level assessment teams using personnel from GHS/DSW/CHPS/GES (make use of existing health centres).	-	-	216	-	-	1,000	216,000	1	216,000	69,677	X	X	X	X	X
49	Develop training manual and guidelines for early detection and referral processes.	170	150	10	8	12,000	3,000	40,600	1	40,600	13,097	X				
50	Train SMCs/PTAs/ parents in early support system for parents (for help by calling for solutions).	30	30	500	1	1,500	5,000	36,500	3	109,500	35,323	X	X	X		
51	Provide training on Transitional Programmes for teachers as mandatory modular courses.	60	100	200	3	4,500	3,000	103,500	5	517,500	166,935	X	X	X	X	X
52	Facilitate internship for all student-teachers in inclusive settings.	-	-	-	-	-	-	-	-	-	-	X	X	X	X	X
53	Develop awareness creation materials for educational personnel.	-	-	-	-	-	-	-	1	20,000	6452	X				
54	Sensitise Education staff -Basic, Secondary, Vocational, Technical and Tertiary.	50	100	100	1	750	3,000	18,750	3	56,250	18,145	X	X	X		
55	Sensitise Staff of National Accreditation Board, National Inspectorate Board, National Council for Tertiary Education on inclusive education concepts and practices.	150	100	100	1	750	3,000	28,750	2	57,500	18,548	X	X			
56	Develop awareness creation material and sensitize parents on children's safety from discrimination and stigmatization.	150	100	10	5	7,500	10,000	20,000	3	60,000	19,355	X	X	X		
57	Create a platform for involvement in awareness creation and advocacy on IE (using route march, etc).	30		1,000	1	5,000	3,000	38,000	3	114,000	36,774	X	X	X		
58	Build the capacity of parents, Circuit Supervisors, DEOCs, PTA/SMC, NFE Executives in IE strategies to enhance children's learning abilities.	30	50	500	1	750	3,000	43,750	3	131,250	42,339	X	X	X		

No	ACTIONS/ ACTIVITIES	DSA/ Conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
59	Create support system for parents to call for help to enhance children's learning abilities (eg. through MSRC).	-	-	-	-	-	5,000	5,000	5	25,000	8,065	X	X	X	X	X
60	Organize and create platforms for PTAs, SMCs to discuss and understand inclusive education issues at SMC meetings, SPAM, PTAs, public gatherings, on Radio, Television and innovation (ie. talking books).	-	21,600	1,080	1	108,000	-	129,600	5	648,000	209,032	X	X	X	X	X
61	Train media in the reporting of IE issues	50	50	150	1	750	3,000	18,750	2	37,500	12,097	X	X			
62	Engage media in the sensitisation of parents/ communities.	-	-	-	-	300	1,200	1,500	20	30,000	9,677		X			
63	Create a platform for parents' involvement in awareness creation and advocacy of IE.	-	-	-	-	300	3,000	3,300	3	9,900	3,194	X	X	X		
64	Train teachers in the development of instructional materials.	60	100	50	3	3,000	2,000	29,000	3	87,000	28,065	X	X	X		
65	Print and distribute all instructional materials to all schools.	-	20,000	3,000	1		20	80,000	5	400,000	129,032	X	X	X	X	X
66	Review content of in-service training to address the methodology for inclusion.	250	100	20	20	60,000	10,000	210,000	1	210,000	67,742	X				
67	Orient heads of all private education service providers on inclusive education issues.	30	40	300	1	1,500	3,000	25,500	3	76,500	24,677	X	X	X		
68	Provide assistive devices for learning.	-	-	1,200,000	-	-	-	1,200,000	5	6,000,000	1,935,484	X	X	X	X	X
69	Identify thematic areas and strategic issues for the development, update and printing of a standards and guidelines for the practice of IE.	-	-	10,000	2	-	10,000	30,000	5	150,000	48,387	X	X	X	X	X
70	Produce and print abridged versions of Children's Act and other relevant policies enforced and distributed to all educational institutions.	170	100	25	10	37,500	9,000	114,000	1	114,000	36,774	X				
71	Review content of in-service training to address the methodology for inclusion.	250	100	20	20	60,000	10,000	210,000	1	210,000	67,742	X				
72	Lobby Parliamentarians to support Inclusive Education Practices	-	-	-	-	-	-	157,500	-	157,500	50,806	X	X			
73	Conduct surveys, studies, evaluations and share findings with stakeholders.	30	50	500	5	25,000	25,000	250,000	5	250,000	80,645	X	X	X	X	X
GRAND TOTAL								105,043,670		378,051,270	121,952,024					

This Implementation Plan has been developed by the Government of Ghana - Ministry of Education, supported by United Nations Children's Fund (UNICEF).



INCLUSIVE EDUCATION POLICY IMPLEMENTATION PLAN



GOVERNMENT OF GHANA
MINISTRY OF EDUCATION