



GOVERNMENT OF GHANA

INCLUSIVE EDUCATION POLICY

**IMPLEMENTATION PLAN
2015-2019**

(DRAFT)

Ministry of Education

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.
- 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:

- xii. Continue with capacity building for various stakeholders and institutions at various levels.
- xiii. Review school curricular to be inclusive
- xiv. Collaborate with NCTE, CoE and universities to review syllabus of CoE and other teaching universities.
- xv. Collaborate with University of Cape Coast, University of Winneba and other international experts where necessary
- xvi. Continue with provision of targeted social interventions programmes.
- xvii. Provide requisite TLMs to assist children/pupils with special education needs
- xviii. Collaborate with GHS to Map all Heath facilities to ensure that all new born babies are assessed.
- xix. Collaborate with GHS to develop database to profile all health institutions to manage information on persons born with disabilities
- xx. 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 inclusively with the purpose of selectively integrating some or all of the activities into more comprehensive budgeted support initiatives.

• Abbreviations

AF	Administration and Finance Division (of GES)
AFC	Associates for Change
BE	Basic Education
BECE	Basic Education Certificate Examination
BED	Basic Education Division
BoG	Board of Governors (Senior High)
CAL	Computer Assisted Learning
CBO	Community Based Organisations
CBT	Competency Based Training
CD	Compact Disc
ChDir	Chief Director of MoE
CoE	College(s) of Education
COTVET	Council for TVET
CRS	Client Report System
DA	District Assembly
DEO	District Education Office/Officer
DG	Director General of GES
DP	Development Partner(s)
EFA	Education For All
EM	Educational Management
EMIS	Education Management Information System
ESP	Education Strategic Plan
FBO	Faith Based Organisations
FCUBE	Free Compulsory Universal Basic Education
FPMU	Funds and Procurement Management Unit
GER	Gross Enrolment Ratio
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GEU	Girls Education Unit
GoG	Government of Ghana
GPI	Gender Parity Index
GPRS	Ghana Poverty Reduction Strategy
ICT	Information and Communication Technology
ICU	Implementation Co-ordination Unit
IEC	Information, Education, Communication
IGO	Inter-Governmental Organisation

INSET	In-Service Education of Teachers
IS	Inclusive and Special (Education)
ISH	Integrated School Health
JH	Junior High
JHS	Junior High School
KG	Kindergarten
M&E	Monitoring and Evaluation
MDA	Ministry Departments and Agencies
MDG	Millennium Development Goals
MNS	Minimum National Standards
MoE	Ministry of Education
MoEP	Ministry of Economic Planning
MoF	Ministry of Finance
MoH	Ministry of Health
MTEF	Medium Term Expenditure Framework
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NCPD	National Council for Persons with Disability
NER	Net Enrolment Ratio
NERIC	National Education Reform Implementation Committee
NF	Non-Formal (Education)
NFED	Non-Formal Education Division
NGO	Non-Governmental Organisation
NIB	National Inspection Board
NTC	National Teaching Council
OU	Open University
PBME	Planning, Budgeting, Monitoring and Evaluation
PMT	Performance Monitoring Tests
PRESET	Pre-Service Education of Teachers
PRME	Policy Research Monitoring and Evaluation unit (of PBME)
PRU	Public Relations Unit (of GES)
PS	Private Sector
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
REO	Regional Education Office/Officer
SED	Secondary Education Division
SEN(s)	Special Education Needs(s)

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 MDAs
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
	<ul style="list-style-type: none"> Mainstream those with mild to moderate disabilities 	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 	<ul style="list-style-type: none"> Stakeholder forum organized. Construction of 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 infrastructural 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. Develop and disseminate minimum standards for school infrastructural provision to be disability friendly 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"> 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"> Minimum school inspection indicators reviewed, documented and enforced to ensure inclusivity. 	54,750			
		<ul style="list-style-type: none"> 200 of schools with Universal Design Infrastructure complaint 	15.5 million			
Review and re-align the education management information system to reflect	<ul style="list-style-type: none"> Develop monitoring and evaluation tools to track progress of inclusive 	<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

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS/ ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
Inclusive Education issues.	education related indicators for all institutions (basic, secondary and tertiary)	<ul style="list-style-type: none"> EMIS questionnaire and software revised to collect and report inclusive education indicators. 				
Promote an inter-sectorial 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-sectorial 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 the business, 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 legislations, 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) Legislations, concepts/definitions developed. Copies of communication strategy developed and distributed. 	22,600 37,520 50,000	2015-2016	GES-SPED, Teaching Universities	NCPD, DAs, MMDAs, Core Implementation Team, UEW, UCC, KNST, 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 	41,250			

STRATEGY	ACTIONS/ ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
	<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 MDAs
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 Report 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, GBU, WAEC, Teaching Universities
Ensure that Lecturers, Headteachers, teachers, Circuit Supervisors are adequately equipped with IE principles and practices to deal with diverse learners in their classrooms, early detection techniques with respect	<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 	<ul style="list-style-type: none"> All designated educational institutions/schools with copies of guideline/ manual for classroom management 2500 Head teachers, Teachers and 	150,000 490,000	2015-2019	GES-SPED, Teaching Universities,	DAs, TED, GHS, DPs, NGOs, Private Sector, MMDAs, DAs, NGOs, DPs

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
to disabilities and that the referrals are dealt with within a streamlined, efficient and effective manner by the complementary support services	<p>Circuit Supervisors on IE principles/practices, early detection techniques with respect to disabilities and referrals</p> <ul style="list-style-type: none"> 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 Establish district level assessment teams using personnel from GHS/DSW/CHPS/GES (make use of existing health centres) 	<p>Circuit Supervisors trained to support learners with special educational needs.</p> <ul style="list-style-type: none"> At least one teacher in each basic school trained All public basic schools with G&C/ SHEP teachers at post. 216 District IE Teams established and operational 	<p>862,500</p> <p>216,000</p>			
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 DTSTS 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 	<p>89,000</p> <p>265,000</p>	2015-2019	GES, TED, DEOs	DAs, DPs, NGOs, Private Sector
Promote the availability and training of relevant professionals as well as facilities for medical	<ul style="list-style-type: none"> Undertake mapping of district health facilities and health 	<ul style="list-style-type: none"> Report with health facilities and health professional finalized and documented 	1,563,000	2015-2019	GES-SPED, NTCE, EMIS	GHS, WAEC, Teaching Universities, DAs, Special Schools, NCPD

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
assessment; educational assessment, training in social skills, psychological assessment, occupational therapy, physiotherapy, sign language, braille and speech recording, and speech/language assessment.	<p>personnel to determine the number health professionals with requisite background for training or further training.</p> <ul style="list-style-type: none"> Organize orientation for community nurses, CHPS, District Health Personnel etc., for effective assessment 	<ul style="list-style-type: none"> 1000 professionals involved in assessment trained 	340,000			
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	2015-2019	NTCE, GES, TED, DEOs	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, 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"> Complete and refurbish the Assessment Center in Accra Construct at least two Regional Assessment Centers 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 	<ul style="list-style-type: none"> No of assessment centres constructed/completed and refurbished New Assessment Centers constructed 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. 	<p>1,000,000</p> <p>5,000,000</p> <p>18,606,500</p> <p>58,065</p> <p>58,065</p>	<p>2015-2019</p> <p>2015-2019</p> <p>2015-2019</p> <p>2015-2019</p> <p>2015-2019</p>	<p>GES-SHEP/DEO</p> <p>GES</p> <p>GES</p> <p>GES, MoGCSP</p> <p>GES</p>	<p>DAs, GES, GHS, DSW</p> <p>DAs, MLGRD,</p> <p>GHS, DA, CSOs, NGOs</p> <p>GES, GHS, DA, CSOs, NGOs, DPs</p> <p>DAs, MDAs,, CSOs, NGOs, DPs</p>

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
	<p>workshops on sustainable behavioural change for targeted children.</p> <ul style="list-style-type: none"> Support implementation of Menstrual Hygiene Management initiatives in schools. 	<ul style="list-style-type: none"> No of school girls in pre-tertiary schools reached and sensitized with information Menstrual Hygiene Management initiatives 	58,065	2015-2019	GES	DA, 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 	<ul style="list-style-type: none"> All needy learners reached through the social intervention programmes 	135,000,000	2015-2019	GES/MoE	DAs, MoLG, NGOs, Teaching Universities, DPs
	<ul style="list-style-type: none"> Feeding grant to special schools to all pupils in the vulnerable group using the common targeting mechanism 	<ul style="list-style-type: none"> No of pupils supported under the feeding programme. 	N/A	2015-2019	MLGRD/DA	GES, MoGCSP, CSOs, NGOs
	<ul style="list-style-type: none"> Provide Sandals for all learners in the vulnerable group using the common targeting mechanism 	<ul style="list-style-type: none"> No of pupils supported provided with sandals 	N/A	2015-2019	MLGRD/DA	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 MDAs
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Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
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 	- Curriculum revised and aligned to include IE issues.	269,500	2015 – 2019	GES-SPED/ Teaching Universities,	UEW, UCC, CoE, TED, NCTE, NACA
	<ul style="list-style-type: none"> Train Tutors/Lecturers in Colleges of education and Universities in IE skills and strategies 	- 1,500 Lectures and teachers trained with skills to supporting learners.	309,500			
Build the capacity of support services: resource teachers, assessment personnel, health workers, child protection workers, psychologists, careers 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 	- IE Support Service Guide/Reference available	64,000	2015 – 2016	GES/ Teacher Education Division/ Curriculum Research	GES, NTCE , University of Ghana, CoE, UCC,
	<ul style="list-style-type: none"> Register all providers of support services linked to schools 	- Database on all support service providers developed and updated annually	4,000			
	<ul style="list-style-type: none"> Introduce new programmes to produce more specialised professionals 		TBD			
Ensure that all education 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"> Train lecturers and teachers on SEN for as mandatory modular courses for teacher licensing and progression on the career ladder 	- 2500 lecturers and teachers at basic schools trained -	672,500	2015 – 2019	GES/TED	NTCE/NACCA , GES-Special Education Div/
Train teachers, SHEP workers and parents in early detection and referral processes.	<ul style="list-style-type: none"> Develop train manual and guidelines for early detection and referral processes. 	- Training manual and guidelines for early detection and referral processes developed	40,600	2015 – 2019	GES-SHEP GES	Colleges of Education, Teaching Universities, Teacher Education Division, MMDEs, GHS, MMDA's, NCTE , PTAs, Development Partners, Private Sector & NGOs
	<ul style="list-style-type: none"> Train SMCs / PTAs/ parents in early Support system for parents (for help by calling for solutions) 	- 1500 PTA/ SMC executives and parents trained and inducted on their roles in early detection and special educational needs including children with disabilities	109,500			
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. 	- 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 /	<ul style="list-style-type: none"> Facilitate internship for all 	- Existing internship	N/A	2015 – 2019	TED, GES,	NIB, College of Education,

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
Internships focus on IE practices and ideals as well as other aspects of teaching and learning	student-teachers in inclusive settings	programmes re-focused to inclusive settings				UEW, Inspectorate Board UCC,
Orient and sensitise all educational personnel, administrators, head teachers, district, regional and national educational personnel on inclusion and inclusive practices.	<ul style="list-style-type: none"> Develop awareness creation materials for educational personnel 	- Awareness Creation materials available and used by relevant personnel	20,000	2015-2019	GES-SPED, Teaching Universities	National Accreditation Board, National Inspectorate Board, National Council for Tertiary Education, MoE, GES
	<ul style="list-style-type: none"> Sensitize Education staff - Basic, Secondary, Vocational, Technical and Tertiary. 	- Workshops/ seminars organized for 300 education staff at Regional, Educational Units, and , NIB, NABPTEX, GES head Quarters	56,250			
	<ul style="list-style-type: none"> Sensitise Staff of National Accreditation Board, National Inspectorate Board, National Council for Tertiary Education on inclusive education concepts and practices 	- 200 educational staff trained to support institutions(NCTE, NAB, Universities, Polytechnics)	57,500			
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 	- Awareness Creation materials available and used by relevant personnel	60,000	2015-2019	MoE/GES	DAs, DEOs, NGOs, Non formal Education, Schools, PTAs/SMCs, Community members, (all identified bodies from district to school levels)
	<ul style="list-style-type: none"> Create a platform for parents’ involvement in awareness creation and advocacy on IE 	- 300 parents sensitized to support children with SEN	114,000			
	<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 	- 1500 parents, circuit supervisors, DEOCs, PTAs/SMCs, NFE Executives empowered	131,250			
	<ul style="list-style-type: none"> Create support system for parents to call for help to enhance children’s learning abilities (eg. through mSRC) 	- Support systems created, and used by Parents	25,000			

Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
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 innovation (ie. talking books). 	<ul style="list-style-type: none"> SPAM, Radio and other platforms created 	900,000	2015-2019	MoE/GES	Religious/Traditional Authorities, NCCE, GBU, GDF, NGOs, NFE, Private Sector/ Media Partners/ MMDAs, NCPD
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 Build the capacity of parents in 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 N/A 9,900	2015-2019	MoE/GES/NCPD	Religious/Traditional Authorities, NCCE, GBU, GDF, 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 MDAs
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Inclusive Education Policy Implementation Plan 2015- 2019

STRATEGY	ACTIONS & ACTIVITIES	INDICATORS	EST. COST (GH¢)	TIME FRAME	AGENCY RESPONSIBLE	COLLABORATING MDAs
Review all instructional materials and assistive devices for the teaching and implementation of inclusive education in 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 <p>900 heads of private institutions orientated on inclusive education issues.</p>	<p>87,000</p> <p>400,000</p> <p>210,000</p> <p>76,500</p>	2015-2019	MoE/GES	TED, NCPD, NCCE, GBU, GDF, NGOs, NFE, Private Sector/Teaching Universities/SpED/TED
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 enforced and distributed to 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 - # of programmes instituted for parents to empower and advocate for children’s rights - # of children provided with social protection services (LEAP, NHIS, School Uniforms, and feeding) - # of children with special needs protected from harm 	114,000	2015-2019	MoE/MoGCSP	DAs, GES, NGOs, NCPD, NCCE, FBOs, Civil Society, NFE, Private Sector, DoC, DSW, DoVSU, DCD.

DETAILED COSTING OF THE FIVE YEAR INCLUSIVE EDUCATION PLAN

Inclusive Education Policy Implementation Plan 2015- 2019

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.			50			155,000	7,750,000	1	7,750,000	2,500,000	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 resource centres.									-	-	X	X	X	X	X
5	· organize stakeholder sensitization forum for District Assemblies and Lobby to commence construction of assessment	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 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 UDL.			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-sectorial 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 business, 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				

Inclusive Education Policy Implementation Plan 2015- 2019

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 legislations, concepts/definitions dissemination to create common understanding of IE nationwide	170	50	12	8	14,400	2,000	37,520	1	37,520	12,103					
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	· Develop a guideline to enable head teachers and teachers manage and support all children	150	150	10	10	15,000	2,000	47,000	1	47,000	15,161	X				
23	· 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
24	· 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
25	· Establish district level assessment teams using personnel fromGHS/DSW/CHPS/GES (make use of existing health centres)			216			1,000	216,000	1	216,000	69,677	X				

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
26	· 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		
27	· Train District Teacher Support Team (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				
28	· Develop and print simple application guidelines for schools	250	100	10	10	7,500	46,500	89,000	1	89,000	28,710	X				
29	· 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
30	· 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	15	22,500	3,000	1,563,000	1	1,563,000	504,194					
31	· 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
32	· 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	
33	· Provide additional specialised TLMs for pupils.			900,000			150	135,000,000	5	675,000,000	217,741,935	X	X	X	X	X
34	· 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		
35	· Complete and refurbish the Assessment Center in Accra							1,000,000	1	1,000,000	322,581					
36	· Construct at least two Regional Assessment Centers						5,000,000	5,000,000	1	5,000,000	1,612,903		X	X	X	X
37	· Conduct screening and diagnosis for all learners with support from GHS (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

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
38	· Provide SIPs for most needy using the Common Targeting Mechanism (CTM)			6,000,000			5	27,000,000	5	135,000,000	43,548,387	X	X	X	X	X
39	· Review pre-service curriculum to include IE issues	240	100	25	30	4,500	10,000	269,500	1	269,500	86,935	X				
40	· 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				
41	· 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				
42	· Register all providers of support services linked to schools						4,000	4,000	1	4,000	1,290		X			
43	· Introduce new programmes to produce professionals									-	-		X			
44	· Train teachers on SEN for as mandatory modular courses for teacher licensing and progression on the career ladder	30	40	500	3	4,500	25,000	134,500	5	672,500	216,935	X	X	X	X	X
45	· 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				
46	· Train 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		
47	· 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
48	· Facilitate internship for all student-teachers in inclusive settings									-	-	X	X	X	X	X
49	· Sensitize 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		
50	· 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			

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
51	· Develop and distribute awareness creation material and sensitize parents and teachers 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		
52	· Create a platform for parents' 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		
53	· Build the capacity of parents, Circuit Supervisors, 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		
54	· 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
55	· Organize 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
56	· Train media in the reporting of IE issues	50	50	150	1	750	3,000	18,750	2	37,500	12,097	X	X			
57	· Engage media in the sensitisation of parents/communities					300	1,200	1,500	20	30,000	9,677		X			
58	· 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		
59	· 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		
60	· 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
61	· 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				
62	· 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		
63	· 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				

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
64	· 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	
65	· 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	
66	· 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	

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No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilitation	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
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Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
1	• Establish / convert part of existing structures to resource centres.			50			155,000	7,750,000	1	7,750,000	2,500,000	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 resource centres.									-	-	X	X	X	X	X
5	• organize stakeholder sensitization forum for District Assemblies and Lobby to commence construction of assessment	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 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 UDL.			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-sectorial 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 business, 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	170	100	10	3	4,500	10,000	22,600	1	22,600	7,290	X				

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
	Implementation Plan,															
15	Develop the legislations, concepts/definitions dissemination to create common understanding of IE nationwide	170	50	12	8	14,400	2,000	37,520	1	37,520	12,103					
16	<ul style="list-style-type: none"> Develop communication strategy for Inclusive Education for distribution. 	250	100	10	10	15,000		50,000	1	50,000	16,129	X				
17	<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 	170	100	150		750		41,250	1	41,250	13,306	X				
18	<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. 	120	100	100	1	2,250	2,000	24,250	5	121,250	39,113	X	X	X	X	X
19	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Develop a guideline to enable head teachers and teachers manage and support all children 	150	150	10	10	15,000	2,000	47,000	1	47,000	15,161	X				
23	<ul style="list-style-type: none"> 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

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
24	• 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
25	• Establish district level assessment teams using personnel fromGHS/DSW/CHPS/GES (make use of existing health centres)			216			1,000	216,000	1	216,000	69,677	X				
26	• 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		
27	• Train District Teacher Support Team (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				
28	• Develop and print simple application guidelines for schools	250	100	10	10	7,500	46,500	89,000	1	89,000	28,710	X				
29	• 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
30	• 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	15	22,500	3,000	1,563,000	1	1,563,000	504,194					
31	• 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
32	• 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	
33	• Provide additional specialised TLMs for pupils.			900,000			150	135,000,000	2	270,000,000	87,096,774	X	X	X	X	X
34	• 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		

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
35	• Complete and refurbish the Assessment Center in Accra							1,000,000	1	1,000,000	322,581					
36	• Construct at least two Regional Assessment Centers						5,000,000	5,000,000	1	5,000,000	1,612,903		X	X	X	X
37	• Conduct screening and diagnosis for all learners with support from GHS (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
38	• Provide SIPs for most needy using the Common Targeting Mechanism (CTM)			6,000,000			5	27,000,000	5	135,000,000	43,548,387	X	X	X	X	X
39	• Review pre-service curriculum to include IE issues	240	100	25	30	4,500	10,000	269,500	1	269,500	86,935	X				
40	• 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				
41	• 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				
42	• Register all providers of support services linked to schools						4,000	4,000	1	4,000	1,290		X			
43	• Introduce new programmes to produce professionals									-	-		X			
44	• Train teachers on SEN for as mandatory modular courses for teacher licensing and progression on the career ladder	30	40	500	3	4,500	25,000	134,500	5	672,500	216,935	X	X	X	X	X
45	• 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				
46	• Train 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		

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
47	• 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
48	• Facilitate internship for all student-teachers in inclusive settings									-	-	X	X	X	X	X
49	• Sensitize 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		
50	• Sensitize 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			
51	• Develop and distribute awareness creation material and sensitize parents and teachers 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		
52	• Create a platform for parents' 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		
53	• Build the capacity of parents, Circuit Supervisors, 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		
54	• 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
55	• Organize 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
56	• Train media in the reporting of IE issues	50	50	150	1	750	3,000	18,750	2	37,500	12,097	X	X			
57	• Engage media in the sensitisation of parents/communities					300	1,200	1,500	20	30,000	9,677		X			

Inclusive Education Policy Implementation Plan 2015- 2019

No	ACTIONS/ ACTIVITIES	DSA/conf. package	T&T	Qty	Day(s)	Facilita-tion	Others	Subtotal	Frq.	G. Total	G.Total (\$)	Yr1	Yr2	Yr3	Yr4	Yr5
58	• 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		
59	• 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		
60	• 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
61	• 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				
62	• 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		
63	• 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				
	TOTAL							228,263,170		593,043,770	191,304,442					