



Inclusive Education in Ghana: a look at policy, and practice in Northern Ghana

Final Draft (January 26, 2011)

**By Leslie Casely-Hayford, Thomas Quansah, Patience Tetteh, Rukaya
Adams, and Imranah Adams, Associates for Change¹**

For the Voluntary Service Organisation (VSO, Ghana)

¹ Associates for Change is a research and consulting firm based in Ghana and specialized in education and social development (www.associatesforchange.org). The team that undertook the study also included: Charity Bukari, Mr Hammond and Mr Abanga from the Ghana Education Service.

List of Acronyms

ACE	Alliance for Change in Education
ALP	Accelerated Learning Programme
BED	Basic Education Division
CAMFED	Cambridge Female Education Project
CEP	Complementary Education Programme
CFS	Child Friendly Schools
CCL	Child Centred Learning
CCTT	Child Centred Teaching Techniques
CG	Capitation Grant
COE	College of Education
CRDD	Curriculum Research Development Division
CREATE	Consortium for Research on Educational Access, Transitions and Equity
CRS	Catholic Relief Service
DA	District Assembly
DCD	Department of Community Development
DEO	District Education Office
DFID	Department for International Development
DSW	District Social Welfare
DTST	District Teacher Support Team
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education for All
EFA	Education for All
EFE	Education for Empowerment
EMH	Education for the Mentally Handicapped
EQUALL	Education Quality for All Programme
ESP	Education Sector Plan
EU	European Union
EVI	Education for the Visually Impaired
FAWE	Foundation for African Women Educationalists
FCUBE	Free Compulsory Universal Basic Education
GE	Gender Equity
GER	Gross Enrolment Rate
GES	Ghana Education Services
GEU	Girls Education Unit
GNECC	Ghana National Education Coalition Campaign
GOG	Government of Ghana
GPI	Gender Parity Index
GPRS	Growth and Poverty Reduction Strategy
GSFP	Ghana School Feeding Programme
IE	Inclusive Education

IEP	Inclusive Education Programme
IEP	Individual Education Plan
INSET	In Service Training
JHS	Junior High School
JICA	Japanese International Cooperation Agency
LCD	Link Community Development
LEA	Language Experience Approach
MDG	Millennium Development Goals
MOE	Ministry of Education
MOH	Ministry of Health
NALAP	National Accelerated Literacy Approach
NAR	National Admission Rate
NER	Net Enrolment Rate
NGO	Non Governmental Organization
OVC	Orphans and Vulnerable Children
PBME	Planning Budgeting, Monitoring and Evaluation
PMT	Participatory Teaching Method
Pre-set	Pre Service Training
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
PRR	Pupil Retention Rate
RAINS	Regional Advisory Information Networks
SENS	Special Education Needs
SfL	School for Life
SHEP	School Health Hygiene & Education Programme
SHS	Senior High School
SMC	School Management Committee
SNV	Netherlands Development Organisation
SMC	School Management Committee
SPED	Special Education Division
SSI	Sight Savers International
TED	Teacher Education Division
TENI	Tackling Education Needs Inclusively
TLM	Teaching and Learning Material
TOT	Training of Trainers
TTC	Teacher Training College
UCC	University of Cape Coast
UEW	University of Education Winneba
UNESCO	United Nations Education Scientific and Cultural Organisation
USAID	United States of America International Development
UNICEF	United Nation International Children and Education Fund
UPE	Universal Primary Education
UTTDBE	Untrained Teacher Diploma in Basic Education

VSO	Voluntary Services Organisation
WFP	World Food Programme
WUSC	World University Service of Canada
WVI	World Vision

Table of Contents

Executive Summary.....	6
Chapter 1: Introduction.....	20
1.2 Key Research Questions.....	21
1.3 Methodology.....	22
1.4 Sampling and Scope.....	24
Chapter 2: International Conventions, Principles and Best Practices on Inclusive Education.....	26
2.1 Dimensions and Characteristics of Exclusion.....	26
2.2 Key Strategies for Achieving Inclusive Education.....	28
2.3 Inclusive Education Strategies within the Classroom.....	32
Chapter 3: A Review of Ghana Government Policies and Programmes on Inclusive Education.....	35
3.1 Ghana’s Policy Framework on Inclusive Education.....	35
3.2 Strategies for Promoting Inclusion in Ghanaian Classrooms: Teaching and Learning Policies.....	42
3.3 Community School Policies.....	42
3.4 The Education Strategic Plan: Current Status on Implementation.....	43
3.5 The Development of Inclusive Education Standards.....	43
Chapter 4: Current Perceptions and Understanding of Inclusive Education across IE Study Districts in Northern Ghana.....	45
4.1 District Level Structures and Understanding Inclusive Education.....	46
4.2 School Based Perceptions of Inclusivity.....	49
4.3 Community Level Perceptions of Inclusive Education.....	52
4.4 Challenges being faced by Communities and Schools in Implementing IE Approaches and Ensuring Quality Education.....	56
Chapter 5: Key Findings from TENI focal Districts.....	58
5.1 The Context of Inclusive Education.....	58
5.2 Inclusive Education strategies being promoted.....	59
5.3 Access and Participation in West Mamprusi (TENI District)	60
5.4 Access and Participation Trends in the Talensi Nabdam (Upper East).....	62
5.5 Addressing inclusivity in the classroom: teaching and learning practices....	65
5.6 Community management strategies and practices which strengthen inclusivity and performance	67

Chapter 6: Current Best Practices of Inclusive Education which Promotes Access, Retention and Quality in Ghana's Basic Schools.....	72
6.1 UNICEF Best Practice Model of Child Friendly Schooling.....	72
6.2 Special Needs Education Case Study	77
6.3 Alliance for Change in Education (ACE) Wing School Model	82
6.4 School for Life Model (Northern Region).....	89
Chapter 7: Preparing the Ghanaian Teacher for Inclusive Education.....	93
7.1 Pre -Service Training	93
7.2 Inclusive Education In-Service Training	100
Chapter 8: Conclusions and Lessons Learned from the IE Study.....	105

Annexes

Annex 1: Learning Goals and Key Questions for the Study	116
Annex 2: Persons Interviewed During the Field Work.....	117
Annex 3: Northern Region and Upper East field work plan for the VSO TENI Inclusive Education.....	121
Annex 4: Special Schools in the Country.....	124
Annex 5: International Conventions and Declarations reaffirming IE.....	127
Annex 6: Example of In-Service Training in Talensi-Nabdam District.....	129
Annex 7: Key Areas included in the Inclusive Education Framework (2009).....	134
Annex 8: Regions, Districts and Schools Practicing Inclusive Education on the Pilot Scheme	133
Annex 9: Equall/Sen IE Districts.....	134
Annex 10: Savelugu District Education Data set.....	135
Annex 11: Savelugu School based data sets for best practice Schools	136

List of Tables

Table 1: Areas visited by research team.....	23
Table 2: Key components of UNICEF's child friendly model.....	29
Table 3: West Mamprusi District enrolment, retention and completion (2006 to 2008)...	60
Table 4: Talensi Nabdam District enrolment, admission & completion, 2006-2008.....	64
Table 5: School Enrolment – Batei.....	85
Table 6: Sugu Enrolment Growth over the last two years.....	86
Table 7: Pupil Performance in Literacy and Numeracy across the ACE schools.....	87
Table 8: Main training programmes introduced over the last five years.....	100

Executive Summary

Inclusive Education (IE) is a theme which is attaining growing recognition in international literature and a goal embedded in the attainment of International Millennium Development Goals (MDGs) of Universal Primary Education (UPE) and Gender Equity. Several state and non state actors working in the education sector are concerned about the ability to attain inclusive education goals in light of the large numbers of marginalized, out of school, and special needs children across the globe. Identifying the most effective strategies for ensuring inclusive education has therefore become an important challenge for governments and development partners working towards the attainment of universal basic education particularly in deprived rural areas of Africa.

The Voluntary Services Organisation (VSO) in Ghana² is committed to ensuring inclusive education across three districts in northern Ghana where it is currently implementing the “Tackling Education Needs Inclusively” (TENI) project and requires insight into some of the best practices showing results in order to ensure better inclusivity in public schools and to serve as a model for others. The **main purpose of the inclusive education study** is to provide evidence that would increase understanding on inclusive education in Ghana, and review current inclusive methodologies and practices which can support the achievement of TENI’s aim of achieving systemic change in education across rural communities.

Specific Objectives of the IE Study were to:

- Identify and provide a practical understanding of the concept of inclusive education in the Ghanaian context.
- Identify and document “known” inclusive methodologies being adopted in rural schools.
- Assess the effectiveness of what is considered inclusive and child centred methods, their strengths and weaknesses in 3 TENI districts.
- Assess and provide evidence on the national position on inclusive education and where the country is now making efforts to implement inclusive education.
- Make recommendations to VSO regarding how inclusive education and child centred teaching and learning practices can be improved to achieve quality education.

² VSO is an international development organization that works through volunteers to fight poverty and disadvantage globally.

Inclusive education is defined by UNESCO as “... a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education (Education Insights, 2010).” This definition captures the two major dimensions of inclusive education which often excluded children from accessing the formal school and participating fully in the classroom experience; and secondly, it addresses the needs of children who are restricted from full engagement in the educational process inside the classroom.

Effective strategies identified in the literature which promotes inclusive education at the school level include: Early Childhood Care and Education (ECCE), UNICEF’s Child Friendly Schools (CFS) model, Child Centred approaches, interactive and participatory/activity based approaches to teaching and learning in the classroom (UNESCO, 2010; ADB, 2010; UNICEF, 2009). A growing body of evidence also suggests that complementary education including flexible school systems, gender friendly approaches and accelerated learning approaches are also facilitating inclusive education (Casely-Hayford and Hartwell, 2010; CREATE, 2007; Rose, 2007). Within the classroom, effective strategies identified in literature include the use of mother tongue language, gender sensitive and flexible multi grade approaches to teaching. Overwhelmingly the literature points to the need to engage learners of all capabilities to become actively engaged in their learning experience by reducing the barriers which formal schooling presents to often marginalized/special needs children by ensuring that the language of the classroom and that the school environments become child friendly towards learners of all genders, capabilities, ethnic/religious groupings and socio economic backgrounds.

The Government of Ghana (GoG) has made several attempts to make education inclusive particularly at the basic education levels. The Ministry of Education’s Strategic Plan (2003 – 2015) envisions the achievement of an inclusive education system by 2015 (SpED 2005). As a result, government, donors and NGOs have supported inclusive education and special needs education programmes³ in the last decade, however limited funding remains the key challenge to policy implementation. In 2003, the Government initiated a pilot programme for inclusive education implementation across the Central, Eastern and Greater Accra Regions. Other initiatives by the GoG to promote inclusive education include the fCUBE and the more recently the Capitation Grant which supports needy children by providing their basic needs at school.

The GoG has made significant strides in attempting to move towards a basic education system which is fully inclusive. Through the last two Ministry of Education Strategic Plans the government has made a firm commitment in providing resources for programmes which will promote inclusivity of all children in Ghana. The most visible implementation of this can be seen in the Special Education Needs Division National Pilot Programme operating across 8

³ Some of the key agencies promoting inclusive education include: UNICEF, USAID, VSO, Sight Savers International (SSI), and a number of Ghanaian based NGOs.

districts of the country. The programme's focus on integration of special needs children is given priority at the basic and senior high school level. Under the pilot both human and some financial resources are placed at the disposal of District Education Officers (DEO) in order to integrate specifically children with low vision and those with mild to moderate disabilities into the mainstream system. In addition, SPED has instituted physical screening of all children for early detection of disability for appropriate placement in the school system.

Overwhelmingly the literature points to the needs of learners of different capabilities to actively participate or engage in classroom teaching and learning using child friendly language, adopting the school environment to varied learner needs, encouraging community school engagement and foster a more participatory child centred approach to teaching in the classroom. This is to reduce barriers to the formal education and facilitate access to education for the marginalized and the disadvantaged.

Another visible policy programme gaining support is the MOE's Complementary Education Policy which focuses on reducing the number of out of school children and ensuring that some of the poorest children and those from deprived communities are integrated into the education system, whether formal or informal. The Basic Education Division is also spearheading an effort to ensure that the Complementary Education Policy is implemented and financed within the Education Sector Plan (ESP) framework through collaboration with the NGO sector. Another major initiative which is nearing completion is the work by UNICEF/MOE on the development of a set of "child friendly/inclusive education" standards which will assist the MOE/GES implement inclusive education at the district and school level. The standards will ensure that all dimensions of inclusive education are assessed including: health, safety, gender, educational effectiveness and disability.

Districts Education offices are attempting to support the implementation of MOE/GES policies to ensure the attainment of universal primary education and inclusivity, and are aware of the interest of many agencies ensuring "inclusivity". DEOs are engaged in public awareness campaigns to encourage people to send children to school despite their disability, gender and special education needs. Districts Education Officers were also being given some training on inclusive education (particularly in relation to how to assess and integrate children with disability), promoting child centred methods, and gender sensitivity within the classroom. All teachers across the districts have received training in both the National Accelerated Literacy Approach (NALAP) which promotes child centred, and language experience methods in teaching. The new reform (2009) ensures that all primary school teachers are using "activity based learning" approaches in the classroom.

The Colleges of Education are involved in developing inclusive education curriculum across their existing in-service and pre-service programmes. Two of the northern Colleges of Education have received extensive Training of Trainers (TOTs) courses with the support of Ibis, and SfL in order to develop a team of trainers to support participatory and child centred methodologies among District Education Support Teams (DTST) and the ACE/Ibis education programming at

district level⁴. Selected members of the DTSTs were involved in these TOT's and were supporting the implementation of the Alliance for Change in Education (ACE) programme among the teaching population at the community/local level. One of the key findings from the IE study suggests that there has been a very fragmented approach to inclusive education training and the interpretation of the inclusive education concept and methodologies has left some district officers confused about what is involved in promoting inclusive education at school and district levels. The IE study suggests that there has been a “piece meal” approach to providing different elements to training on inclusive education at district and school levels across the northern districts studied; there is no overall framework of inclusive schooling in place which helps the districts recognize the larger definition of inclusive education. Part of the challenge is the lack of collaboration and understanding between the large number of agencies (including NGOs) promoting inclusive education at the teacher training and district levels. This means that there is no cohesive approach to in-service training at the district and even national levels.

In all four District Education offices visited during the IE study, administrative structures/resource persons have been put in place in varying degrees to ensure inclusion in educational delivery for all children through fee free education, promotion of special needs integration, experimentation with complementary education and a clear focus on girls' education strategies/awareness campaigns. There are officers in charge of Girl Child Education, Special Education, and School Health Programme, Guidance and Counselling officers, Circuit supervisors and DTSTs. These officers are responsible for the implementation of key strategies related to inclusive education in order to address the gender gaps, quality issues, teaching and learning methodologies, vulnerability, special needs and disability issues of children with various levels of physical disabilities, psychological and emotional problems of pupils and their general physical well-being. The District Education Officers are to ensure increased access for all children, retention, quality performance and participation in educational delivery for all key stakeholders and learners. With regard to teacher performance and quality of classroom delivery, Circuit Supervisions and SMC/PTA's are mandated to ensure quality teaching and learning is taking place. The study revealed that across four TENI and non TENI districts visited by the IE team, several external development agencies have been supporting programmes over the last ten years which ensure that inclusive education is being practiced. Unfortunately, the outcomes of these initiatives suggest that the lack of coordination has resulted in a fragmented concept of inclusive education and the non sustainability of the interventions that support it.

Activities or programmes initiated in the four districts visited revealed the extent of practical understanding of inclusive education. The four IE study districts are deprived and rural with the vast majority of the population being subsistent farmers. The districts are disadvantaged in relation to educational opportunities not reaching a considerable number of communities. Many are in hard to reach areas (in some cases over 40-50 communities had no access to primary schooling within a five km radius). The GES policy states that schools should be within 5km of the child. Consequently the districts have a growing number of out of school children comprised of the marginalized (girls/orphans), the disadvantaged (children with various forms of physical

⁴ The UTDTBE is also mainstreaming Child Centered Teaching Techniques (CCTT) along with University of Winneba and UCC but this has not been well developed and is still in its early stages.

disabilities) and the excluded (children without opportunity of educational access and with special educational needs).

The District Education Directorates are, pursuant to the Constitution of Ghana and under the Education Act (2007), mandated to cater for all groups of children with diverse, differential and special educational needs. Enrolment drives and community sensitization programmes have been mounted by all District Education Directorates (Gushiegu, Savelugu-Nanton, West Mamprusi and Talensi – Nabdam) to ensure enrolment of children in existing schools is increased. In all the districts under study the problem of out of school children and school exclusions is being addressed to varying degrees but the outcomes remain limited particularly when considering the P1 admission rates of children of school going age at district level and the P6 completion rates across the four districts studied. Given the level of investment in these districts over the last five years and the high level of external resourcing by UNICEF and other agencies (e.g. Ibis and SFL, WUSC and others)⁵ the performance outcomes remain poor particularly in relation to participation, access, quality and gender equity. In conjunction with this, cost barriers to education have been removed from public schools.

The importance of girl's education has been the major focus of the sensitization programmes across the four IE study districts. In Gushiegu and Savelugu-Nanton (Non-TENI), there have been several Gender and Counselling sensitization programmes for teachers and SMC/PTA's. In Savelugu, bicycles have been distributed to girls to enable them to commute to school. UNICEF, CAMFED and World Vision International supported similar programmes and organized awareness creation programmes at school, and community level on the importance of education, girls education and disability and special needs in West Mamprusi and Talensi-Nabdam districts (TENI).

Special Education schools have been established in all regions and integrated schools have been established in a few targeted districts under the Special Education Division. For pupils in Savelugu-Nanton and Talensi – Nabdam, the School for the Deaf in each area has been able to support children with severe hearing impairments. Special needs schools do not exist in Gushiegu and West Mamprusi. The Gushiegu and Savelugu Education Directorates have organized screening and assessment programmes in schools to enable early detection of disabilities for remediation and referral purposes. Children with severe SENS are taken to Special Education Schools and children with low to moderate disability are integrated into the main school system. None of the four districts visited are receiving direct technical support for this “integration” as they are not part of the SPED pilot initiative. There was also very limited understanding by teachers as to how to effectively assist and manage these children particularly at the lower primary level. In some cases children with severe mental disabilities were seen disrupting the teachers, and thereby diminishing the remaining children's learning/time on task.

Inclusive education definitions and perceptions by District Education officers and teachers were informed by several factors including the GES commitment to implementing the fCUBE policy

⁵ The main study goes into great detail regarding the trends in enrolment, retention, and comparing the best practice in UNICEF schools.

as well as the realization of the targets of the Millennium Development Goals and Education for All as spelt out in the Educational Strategic Plan (ESP). District Education Officers interviewed varied in their understanding of inclusive education. Gushiegu DEO officers defined IE as ‘making education accessible to all children of school going age, irrespective of their abilities and disabilities’. The same ideas were conveyed by Savelugu District Education officers who view inclusive education as all children having access to school, including those with Special Education Needs (SENS). In West Mamprusi District (TENI), officers defined Inclusive Education as:

- ✓ “Mainstreaming children with disabilities in normal schools”.
- ✓ “Assigning leadership positions to pupils without gender bias”.
- ✓ “Accessibility of education to all children without discrimination”.

In Talensi-Nabdan District (TENI) similar sentiments were recorded. Officers view inclusive education as:

- ✓ “Holistic education for all children including the physically challenged and drop – outs”.
- ✓ “Education for the rich and poor”.
- ✓ “Provision of quality education for every child”.
- ✓ “Education for the mentally retarded children (e.g. Dworwulu Special School, Accra)”

The District Education Officer’s perceptions of inclusive education relates to the officers understanding of Education for All (EFA) irrespective of the child’s socio-economic background or physical disability--- they spoke of all children having the right to education. The other dimensions of their understanding relate to the notion of inclusive education for children with disability being integrated into the public primary system and, the need to integrate children with special needs. Interviews revealed that officers were less aware of the need to ensure that all pupils are active in classroom teaching and learning processes along with the community participation dimension of inclusive education in school management.

Interviews with teachers across the four TENI and non TENI districts suggest that their understanding of inclusive education is that every child has the right and should have the opportunity to attend fee-free education, complete basic education and have access to quality education. Teachers recognized that inclusive education needs to be looked at in the light of the right to education for all and that education must be inclusive of all disadvantaged groups not only disabled children and must provide quality education for all learners.

Interviews with teachers indicated that a large number of teachers in the TENI districts had recently received IE training at a workshop organized by VSO in October 2010. Teachers were told that the disabled child has the right to education and could attend normal school. They were made aware of the importance of disability friendly school buildings and facilities and encouraged to teach using sign language. Teachers were tasked to organize community sensitization campaigns to urge parents to send all their children to school. The interviews revealed that the workshop had helped teachers learn about activity based learning, child centred learning, child friendly, IE, participatory methodologies, gender sensitive teaching methods,

group work methods of teaching, storytelling, and role play among others. Similar approaches had been introduced during the teachers' pre-service training and through the NALAP training of primary school teachers.

Strategies and Approaches to Improve Inclusive Access

In all the districts visited during the IE study, efforts have been made by GES, DA's, NGO's, Donors and communities to ensure increased access and participation in quality education delivery for all children including girls, children out of school, those with disabilities and special educational needs even though facilities are inadequate and some cases inappropriate for use by pupils with disabilities. In every school visited in Gushiegu, West Mamprusi, Savelugu and Talensi-Nabdam, pupils with a wide range of disabilities have been integrated in the normal school systems. These disabilities include intellectual or mental impairment, speech and hearing impairment, low vision, amputees and those with paralyzed limb/s and disadvantaged children. This level of integration is partially a result of the fCUBE policy programme by MOE and not an outcome of the SPED policy initiatives alone. Head teachers explained that over the last five years they have not turned away any child with special needs regardless of the severity of their disability. SMC/PTA's members interviewed also confirmed that more parents were sending their children with disabilities to mainstream schools and not locking them in their room which had been the practice in the past.

The main strategies and approaches promoting inclusive education at the district level related to the following:

- Most district education officers interviewed recognize that there is the need to ensure the provision of infrastructure which is more child friendly; particularly the need to build gender friendly toilets, preschool play equipment, safe and healthy learning environment and provide access for the physically disabled.
- In-service training on issues of gender sensitive, child centred child friendly classrooms were being promoted through GES (syllabus, curriculum, in-service training, policy and early childhood development initiatives) several NGO's and donor agencies across the four districts visited.
- There is growing awareness among the district education offices that child centred methods should be used at the classroom level but this is not always understood with regard to inclusive education and ensuring all children learn in school.
- The introduction of NALAP in schools, ongoing work by the MOE using the GES curriculum on activity based learning and other child centred methods (e.g. ACE/Ibis and UNICEF child friendly schools) has been introduced. Collaborative work by VSO and TENI and GES/DA's, SMC/PTA's, workshops for Head

teachers/teachers and awareness creation on girl child education are beginning to be implemented.

- Several of the northern Colleges of Education have received extra training in child centred teaching methods and inclusive education approaches to ensure that the untrained teachers in the system are given the opportunity to learn these methods in their training programmes. Ibis for instance has introduced a “participatory child centred approach” to two colleges of education in the Northern Region and has trained resource teachers at the district level; the training covers inclusive education dimensions including the context, environment, gender and approaches to ensure full participation among children with differential needs.
- NGO’s working in the districts towards IE, EFA and quality Education for All are UNICEF, CRS, WVI, WFP, USAID, Action Aid, EQUALL/SENS, EU, JICA, DFID. Local NGO’s include CAMFED, RAINS, LCD and ISODEC.

The strategies teachers identified as helping to improve inclusivity inside the classroom include child friendly teaching methods, the usage of local language i.e. language experience approach, group work methods, helping children to solve their problems through activity based learning, storytelling through work by NALAP, SfL, Ibis and UNICEF. Teachers spoke of how small group methods is the most effective child friendly method being used in their classrooms as this often helps shy, and timid children to learn with their peers. The teachers interviewed also spoke of the effectiveness of using local language and the NALAP bilingual methodologies in the classroom.

Inadequate teaching and learning materials such as Teachers Guides for some subjects, syllabus, textbooks and appropriate TLMs for special learners was one of the challenges to inclusive education identified by the teachers interviewed. Other challenges included the lack of special methods to attend to special needs children who are disruptive in the classroom. The implementation of integrating all special needs children into the mainstream has increased enrolment and retention for both boys and girls in the school and classrooms are now crowded. This is particularly so in the Upper East Region where Pupil Retentions Rates (PTR) of 70:1 to 124:1 in are seen in some schools. The out of school numbers are still high due to many reasons; the out of school phenomena was still visible in many of the districts and communities visited due to poverty, socio-cultural practices such as fosterage, lack of child rights and protection, early marriages, teenage pregnancy, and over aged girls in upper primary. Other reasons related to the “kayayes” phenomena where girls travel south to work as head porters, boys who have dropped out of school to engage in trading or selling, and boys leaving to Kumasi to work as labourers and truck pushers.

One of the key findings of the field research work on IE indicate that in spite of significant efforts by the government, donor agencies and NGO’s in improving access and participation, retention and completion constitute a major challenge in all the four districts visited. Net

admission rates in all the districts under study vary between 46.2% and 78.2%. The worst affected districts are Talensi Nabdam and Gushiegu districts which have 49.3% and 46.2% respectively. Net enrolment rates also fall between 45.1% and 80% which continue to decline. Completion rates at the primary level also vary from 38% to 80%.

Over 30% of children of school going age are *out of school* and this cuts across three of the four study districts, all located in the Northern Region. (Note: this was not the case in Talensi-Nabdam district in the Upper East Region). This finding is confirmed by studies on out of school data in Ghana which suggests that in Gushiegu and Karaga there are still high levels of out of school children (up to 50% of school going age)⁶. The IE study suggests that poor quality schooling particularly at the lower primary levels which results in children being unable to read and write at upper primary level was one of the main reasons for drop out or non attendance even within highly resourced schools (e.g. UNICEF's child friendly schools). Also poverty, socio-cultural practices and lack of child rights protection were some other reasons given for dropout or non attendance.

Measuring Effectiveness of IE Strategies

There are signs that some strategies for improving the access and retention of children particularly at the lower primary and other strategies for retention at the upper primary particularly for the “excluded children” are more effective than others. For instance, the findings from the IE field work suggest that the SfL flexible school model has promoted integration of marginalized children who would otherwise be left out of school in these areas. Interviews with SMC and head teachers across all three districts where SfL had been active suggests that parents saw the results of the SfL programme as integrating children with varying degrees of need who would not otherwise have been mainstreamed in the basic school system.

Findings from the field work on inclusion education also suggest that School for Life graduates continue to occupy upper primary and JHS levels of education particularly the girls. Communities that had been phased out of SfL in three of the districts visited (West Mamprussi, Gusheigu and Savelugu) were requesting that the programme continue due to their experience of children attaining basic literacy skills before they enter primary school (e.g. Gusheigu, schools). School for Life graduates were found in the higher levels of upper primary in Savelugu schools and in West Mamprussi schools where retention rates were still challenging and problematic. Even in schools where “child friendly approaches, pupil incentives and other strategies for attracting children to stay in school had been used (e.g. School Feeding, Camfed and UNICEF sponsorship programmes, food rationing and bicycles for girls etc), the SfL graduates were still a visible group at the upper primary levels. In some communities the School for Life graduates

⁶ SfL Impact Assessment and the recent work by Ibis (2010) in the two districts both suggest that there are over 40-50% of children out of school.

included the physically disabled. Interviews with head teachers and community leaders (e.g. SMC's) confirmed earlier studies that there was a higher propensity of SfL graduates to complete primary schooling and transition to the JHS than their non SfL counterparts (Casely-Hayford et al, 2007; MOE/GES, 2007⁷).

The Alliance for Change in Education (ACE) model of *wing schooling* appears to be improving the access, retention and transition to the P4 levels of primary schooling for age appropriate children in areas which did not have access to schooling⁸. ACE schools are targeting underserved communities which do not have access to primary schooling in the Gusheigu and Karaga districts by providing primary schools offering P1 to P3 classes with community resident teachers. The wing schools also conduct classes in local language and train teachers in child centred methods using the SfL methods. The early attendance rate among children in Wing schools is very encouraging and is likely to improve retention at the upper primary levels as children have “broken through to literacy at the early grade levels.” There is also a very active and vibrant involvement of the community in the school management, monitoring and pupil performance of the wing schools.

It is still too early to assess whether retention will be improved in the public schools which are absorbing the ACE pupils at P4 levels but based on international research, the experience of SfL and the preliminary assessment of the performance of wing school pupils in Ghanaian Language reading and writing tests, it is very likely that these children will be retained and transition to JHS in future. The World Bank studies in Africa suggest that early literacy attainment through acquisition of home language skills and participation are critical factors in child retention and successful completion of primary schooling (Abazie, 2008); children become self motivated and self directed learners able to withstand poor quality teaching at the upper level particularly if they break through to literacy at the lower primary levels of education. The methods in ACE are improving the literacy/numeracy performance and abilities of children at lower primary levels. Ibis' internal assessments comparing ACE pupil performance with non ACE pupil performance in literacy and numeracy suggests that the ACE children are performing better than their counterparts at P1 to P3 levels in comparative public primary schools in the same district. Observations at ACE schools suggest that participatory methodologies used by teachers in the ACE schools (child centred approaches/ self directed learners), the consistent supervision by ACE/Ibis monitors/coordinators at school level, the language experience based on local language

⁷ MOE/GES Study on Complementary Education in Ghana

⁸ All 50 of the wing schools in Gusheigu and Karaga are in communities which did not have access to primary schools within a 5 km distance and only received access to primary schooling through the wing schools in the last three years. Interviews with the District Chief Executive and District Education Officers suggest that there are still over 20 communities in these areas which do not have access to primary schools.

primers and the strong community support are key factors in the performance of the ACE children.

Quality and Retention Strategies and Approaches Identified

All VSO TENI Districts, Talensi–Nabdam and West Mamprusi as well as Gushiegu and Savelugu–Nanton Districts are promoting inclusive education methodologies in their schools. Best practice schools visited across the two UNICEF and Ibis districts have adopted child centred methods or in the case of Savelugu are being supported by UNICEF’s child friendly methods. Training workshops for teachers have been organized in each of the districts to promote the use of child centred and child friendly methods of teaching by NALAP, EQUALL, GES/SpED, CRS, SfL, ACE/Ibis, LCD and local NGOs (such as RAINS, CAMFED, ISODEC, and Action Aid).

To ensure quality of teaching and learning various strategies are being deployed in the classrooms across the north. The GES uses the NALAP curriculum and strategies at the lower primary level and “activity based learning” approaches at the upper primary to address individual needs of learners based on the new GES curriculum. In Gushiegu and Karaga, ACE in collaboration with GES organized training workshops for all Wing school teachers (ACE) and teachers in the public system to explore the new trends in teaching instructional practice using participatory child centred approaches; similar child centred workshops were organized to improve teaching methods. The programme emphasis was placed on the learning needs of the child, application and use of the local language, the classroom environment, teacher/pupil interactive approaches, facilitating self discovery, and extensive use of child friendly methodology. Time on task and the role of the teacher as a facilitator and care provider was also stressed in the training workshops by Ibis and the positive effect of this could be observed in the ACE schools visited.

Another key lesson learned from the IE study was that the usage of resident community members as teachers is another major factor in promoting inclusive education and sustaining strategies which promote IE. The consistent training and deployment is the main element of the best practice IE models promoted by SfL and ACE/Ibis and has proved to be a good measure to gauge whether a community is able to manage IE schools. Other strategies and approaches identified are the monitoring of teacher performance by circuit supervisors and SMC/PTA’s total commitment and involvement of community members in school management.

Most of the child centred approaches in mainstream public primary schools were based on the usage of NALAP (also Oxford/GES) or other approaches used by UNICEF such as the Universal reading method. The IE study best practice cases (UNICEF child friendly schools, SfL and ACE/Ibis) visited suggest that accelerated phonic/syllabic, child centred/activity based approaches to literacy which have proven effective in accelerating language acquisition among early grade learners and their transition to second language. Interviews with teachers and children suggest that activity based and child centred, and participatory teaching methods will help children stay in school up to primary completion.

Key Recommendations

Key recommendations from the IE study in northern Ghana are:

- VSO should collaborate and promote an inclusive education network with likeminded NGO's and donor agencies promoting inclusive education, child friendly standards and models which have proven effective in supporting upper primary retention;
- VSO should explore with the Teacher Education Division (TED) and Basic Education Division (BED) the approaches which improve teacher instructional practices and quality teaching at the lower primary level by studying the IE methods, curriculum and teacher training packages used by SfL, GES, MOE ,UNICEF and ACE for example. These have proven context relevance and specific to the northern learners.
- The inclusive education framework being developed by the MOE and based on the “child friendly standards and indicators” should be adopted by VSO to train and sensitize teachers and parents concerning the concept of IE and will help to develop a common vision for inclusive education across the TENI districts.
- An inclusive trainer's network should be built using initiatives by other NGO's and donors in the Northern Region and strengthened by VSO. VSO should invite the BagaBaga Training College of Education, St. John Bosco College of Education, GES, TED, BED, SPED, CRDD, NALAP master trainers and other ACE/Ibis trained trainers from the various district levels across the north to share their experiences in assisting head teachers and teachers become more inclusive in both their teaching methods and attracting children to stay in school. The University of Winneba and the University Of Cape Coast Institute Of Education should be involved in these training discussions in order to improve their own curriculum in inclusive education and gain practical knowledge based on over 15 years of experience from UNICEF, Ibis, GES/NALAP, WUSC and possibly JICA in training teachers in inclusive methods in northern Ghana.
- More training is needed among the GES staff in order to increase their sophistication in dealing with children with mild to moderate physical, mental disability, and those with hearing impairment and low vision. The training should not focus on one or two peripatetic officers but a broader range of DTST and district education officers. Trainers from Winneba and the SPED division should be invited to share with northern district education officers the latest approaches in screening children, and integrative strategies for strategically rolling out

inclusive education at the district levels across the three TENI districts. Such discussions with SPED should begin with the possibility of including TENI in the pilot programme for integrative schools demonstrating inclusive education. An international VSO volunteer with experience in integration should assist the SPED division in the roll out of this approach across the northern regions.

- VSO should liaise more closely with SPED on selecting schools across the three TENI districts where resource teachers can be placed and use SPED as a major trainer in promoting the approaches to achieve integrative schools.
- Identification of an accelerated literacy method for improving learning outcomes among upper primary school children is needed. The Universal reading method of the Olinga Foundations phonic/syllabic approach to remedial reading should be explored to strengthen retention and decrease drop out at upper primary levels.
- VSO should support the NALAP programme and ensure that their own methods are in harmony with this lower primary bilingual approach; Multi grade and NALAP methods in the schools are likely to improve the inclusive education programming in the TENI schools based on the international literature.
- The ACE and SfL participatory methods of teaching should be explored in order to facilitate more child centred training inset and pre-service being introduced at the TTC, district and school levels; Baga Baga and Dambai are the two Colleges of Education in which the tutors have been trained in these methods by Ibis/SfL.
- VSO should explore closer collaboration with SfL to reactivate the SfL programme in the TENI districts in order to ensure higher levels of integration and retention at the upper primary level particularly among marginalized girls and special needs children.

At the district level frequent and coordinated in-service training of teachers should be discussed with TED to update teaching skills on delivery of inclusive education teaching methods; this was recommended by all the four District Education Offices. More sensitization of community members on the importance of inclusive education of their children, especially the vulnerable and marginalized in the communities is needed.

One of the key findings from the study suggests that despite agencies having some evidence that child friendly schooling is having an impact much more work is needed to established standard measure to assess the outcomes and impact of IE programming⁹ across the varied contexts of

⁹ VSO, UNICEF, SfL and Ibis approaches

schooling in northern Ghana. The usage of “child friendly check lists” developed by UNICEF and the new standards and indicators by GES should be used as a basis to measure the results of the VSO programming and to further advice both government and other agencies on scaling up approaches. A key dimension of the assessment must also be the cost effectiveness of these IE initiatives.

Chapter 1: Introduction

Inclusive Education (IE) is a theme which is at the forefront of current educational debates and a goal embedded in the attainment of international goals of universal primary education and gender equity in the Millennium Development Goals (MDGs). Several state and non state actors working in the education sector are concerned with the effectiveness of policies and programmes targeting marginalized and vulnerable children. To attain these global objectives of inclusive education, agencies and institutions need assistance in identifying the most effective strategies for insuring inclusive education.

The Voluntary Services Organisation (VSO) in Ghana¹⁰ is committed to ensuring inclusive education across three districts in northern Ghana where it is currently implementing the “Tackling Education Needs Inclusively” (TENI) project and requires clarifications and insight into some of the best practices which are already in place to ensure better inclusivity in schools. The **main purpose of the inclusive education study** is to provide evidence that would increase understanding on inclusive education in Ghana, and review current inclusive methodologies and practices which can support the achievement of TENI’s aim of achieving systemic change in education across rural communities.

Specific objectives of the Study were to:

- Identify and provide a practical understanding of the concept of inclusive education in the Ghanaian context.
- Identify and document current known inclusive methodologies being adopted in rural schools.
- Assess the effectiveness of what is considered inclusive and child centred methods, as well as their strengths and weaknesses in 3 TENI districts.
- Assess and provide evidence on the national position on inclusive education and where the country is now with regards to efforts to implement inclusive education.
- Make recommendations to VSO as to how inclusive education and child centred teaching and learning practices can be improved to achieve quality education.

¹⁰ VSO is an international development organization that works through volunteers to fight poverty and disadvantage globally.

1.2 Key Research Questions

The Inclusive Education study was designed to provide evidence based information that will increase understanding on inclusive education in Ghana, and current inclusive methodologies. The study aimed at showcasing best practices which can support the achievement of TENI's aim of achieving systemic change in education in rural communities by visiting areas where inclusive education programming has been launched and well tested over the last ten years and sharing these best practices with TENI districts and key stakeholders. The study also affords the opportunity for VSO to act as a facilitator in bringing together several diverse programmes and allowing them to learn from one another (e.g. UNICEF's child centred methods/girl friendly schools; Ibis's child centred training of trainers programming at teacher training level with their focal district experience; School for Life's (SfL) approach to improving teaching at primary level using child centred literacy methods etc).

Some of the main research questions included:

- What is the practical understanding of the concept of inclusive education in the Ghanaian context? - Scale and spread of inclusive education, teaching and participation across basic schools, second cycle and tertiary levels of education?
- What are the current known inclusive methodologies being adopted in rural schools?
- What are the factors which promote or impede inclusive education (teaching and learning)?
- What is the effect on the disadvantaged and marginalized in rural schools in basic education given current approaches of Colleges of Education, access to school facilities, teacher deployment, child centred and inclusive teaching methodologies, pupil friendly teaching, rural/ urban contexts of education?
- What motivated teachers to engage in child centred methodologies and schools to practice inclusive education in rural areas in Ghana?
- What role do the Colleges of Education play and what influence do they have on shifts in the classroom through work with agencies such as Ibis and UNICEF?
- What has motivated the disadvantaged and marginalized to attend school, increased enrolment of pupils, increased attendance, and improved performance and quality of education?
- What types of child centred methodologies have been used to teach for effective learning and inclusion in education of the extremely poor; promote girl child, include children in hard to reach areas; and children discriminated against due to ethnic backgrounds, HIV/AIDS, OVC's and children with different needs in schools?

- How effective is inclusive education with regards to the child centred and pupil friendly methods; as well as their strengths and weaknesses in 3 TENI districts?
- How are the policies on inclusive education being promoted and implemented in the TENI programme across different levels of education?
 - How can these be improved?
- What is the national position on inclusive education and what is the status of efforts to implement inclusive education? Specifically:
 - Level of promoting inclusive education in Ghana at the national, regional and district levels through implementing the UN Convention on Human Rights, UNESCO's inclusive education- Education for All (EFA), Women and Children's policy, Ghana Education policy, Disability bill and policy, MDG's , and inclusivity in relation to: special education, the hearing impaired, visually impaired, physically impaired, mentally challenged etc.
 - What actions or policies and recommendations could help to sustain and enhance the VSO programme on inclusive education and how can child centred teaching and learning practices be improved to achieve quality education?

1.2 Methodology

The study involved a mixed method approach employing both qualitative and quantitative data collection methods, and sampling techniques. It included a desk review/quick scan of existing literature on inclusive education in Ghana, interviews with key stakeholders and agencies implementing inclusive education work along with strategic field visits to **four districts in northern Ghana (two in Northern Region and two in the Upper East Region)** and one district in southern Ghana. The selection in the northern regions was based on the need to visit one TENI district and then one potential “best practice district” where child centred/inclusive education approaches had been implemented through donor support for over a five year period (Savelugu through UNICEF support, and Gusheigu Karaga through SfL and Ibis). Participatory and a capacity building approach was used to engage with TENI key implementers (i.e. GES and VSO staff) in the review of inclusive education particularly during the field work consultations.

The study included four main components:

Component 1: Conducting an initial review of existing literature generated within Ghana and across the world. Studies related to gender friendly methods, child centred methodologies and the government frameworks for inclusivity including special needs integration, complementary education policy and girl friendly policies were reviewed.

Component 2: National consultations were held with GES headquarters, the Basic Education Division, Girls' Education and PBME along with Special Education Division of the MOE in order to assess the current status of inclusive education priorities and plans. The national interviews assisted the team scan the current environment on inclusive education with officers of both the public and civil society sector at national and regional levels before finalizing the field work on inclusive education.

Interviews were also held with VSO staff, UNICEF, UNESCO, Ibis, and Equal/USAID staff in order to map out the current initiatives and impact of child centred methodologies and programmes across the country. Special focus was placed on updating our knowledge of special needs education and the work being done towards integration of special children in mainstream public schools in Ghana. Interviews were also held with the University of Cape Coast (UCC) and University of Education Winneba (UEW) on their current work on inclusive education and child centred methodologies.

Component 3:

Two field work sites in northern and southern Ghana were visited to ensure that a fuller view of inclusive education practice was explored; the teams visited long standing programme districts where inclusive education has been practiced in line with GES policies and donor support. In the south this included districts which focused on the integration of special needs children in the mainstream. In the north the study covered a broader programme concept of inclusivity including programmes which attempted to tackle child centred methods at teacher training and district education levels; one district in the Greater Accra region was visited in the (Ga south/Weija), before field work was carried out in the north.

The northern field work included an intensive 8 day period of work in the Upper East and Northern Regions in order to visit two of the three TENI districts and assess their current status in relation to inclusive education before visiting the best practice districts of the Upper East and north. The following table summarizes the main field work undertaken in these areas:

Table 1: Areas visited by research team

	Best Practice Districts	TENI Districts	Methodologies
Team 1 visited:	Savelugu District: UNICEF child centred district and schools	<u>Upper East:</u> Talensi Nabdam	Focal Group Interviews with District Education Officers, Donor /NGO staff involved in programme delivery. School visits to interview head teachers, teachers and children.
Team 2 visited:	Gusheigu Karaga	Northern Region:	Focal Group Interviews with District Education Officers, Donor /NGO staff

	Best Practice Districts	TENI Districts	Methodologies
	ACE/Ibis supported work School for Life training in primary schools.	West Mamprussi	involved in programme delivery. School visits to interview head teachers, teachers and children.

Interviews were conducted with various stakeholders at the regional district and school levels to assess the status of inclusive education in a district. A minimum of two days was spent in each of the districts to interview the primary and JHS school heads and teachers, pupils, and community leaders. At least two schools in each district were visited along with consultations at the district levels to interview NGO staff and district education officers.

At regional levels interviews were held with selected NGO's implementing inclusive education programmes. Regional GES officers involved in inclusive programming (e.g. Girls Education officers and Special Needs Education Officers), Training Colleges of Education principals and tutors were also be consulted (see Annex 1 for list of interviewees).

Component 4:

The study ended with a conference supported by VSO, GNECC and the Ghana Society for the Disabled where the research study findings were presented to agencies and organizations working on inclusive education issues. The conference assisted organisations explore the trends in inclusive education programming across Ghana.

1.3 Sampling and Scope

Two of the three TENI districts included in the study were Talensi Nabdam and West Mamprusi. Their inclusion was based on proximity to “best practice” programmes and areas for investigation such as Karaga and Bulsa in the Upper East. District Education officers from the TENI districts in these regions joined the research team in order to learn about inclusive education in these areas. **School Selection** was mainly purposeful in order to attain an understanding of “best practice” of inclusive education methodologies used at the schools and based on the following criteria:

- Identification by the district education office as a “best practice” case study in inclusive education programming including support for special needs integration, girl friendly and child friendly schooling, complementary education etc.
- Schools which had participated in a relevant/best practice programme for a significant amount of time (over 3 years);

- Longevity of child centred methodologies being practiced in a school; for instance a schools which had been given donor support for over 2-3 years with donor were given priority;
- Presence of teachers who have been trained in child centred methodologies;
- Proximity of the schools to the district capital to reduce travel time for the teams;

District selection was based on consultation with the regional and district education officers to determine schools which partners were working on child centred methods and inclusive education strategies. Priority was given to schools/communities which were: having some elements of complementary education, COE or inclusive education over the last two to three years; teaching or practicing child centred and inclusive methodologies based on classroom learning; and integrated teacher training and innovative teacher training for over five years. This was designed to capture any changes in policy which may have affected or supported the promotion of inclusive methodologies in education in rural schools.

The two research teams used mainly open interview methods and observation at the classroom level to collect the data on each school. Data collection methods included:

- Semi-structured interviews with key stakeholders at regional and district levels, heads of schools (primary and JHS) and Colleges of Education
- Semi structured interviews with inclusive practicing teachers and classroom observation.
- Focused interviews with pupils at upper primary and JHS (female and male focal groups)
- Observation checklists to guide researchers in the schools visited (this instrument was based on the UNICEF child friendly school checklists)

A field guide containing all the instruments was compiled and provided to each team member. A brief field work orientation was also provided for the district teams before separating to investigate the two regions. The piloting of instruments and methodology took place in October, 2010 in the Greater Accra area using the two key SPED districts (Ga South and Ga West) approximately 2 schools with special needs integration in order to refine the instruments before the full field work was carried out in the north. A reflection meeting with the two research teams took place over two days following the one week of field work to share experiences and write up notes from the field.

Chapter 2: International Conventions, Principles and Best Practices on Inclusive Education

Inclusive education is defined by UNESCO as “... a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning through increasing participation in learning, cultures and communities and reducing exclusion within and from education (Education Insights, 2010).¹¹” This definition captures the two major dimensions of inclusive education which occur due to barriers preventing children from attending school accessing and participating fully in the education process and secondly children who are restricted from fully engaging in their classroom educational process once inside the classroom.

According to UNESCO inclusive education involves “*changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to education all children (Education Insights, 2010).*” According to the VSO inclusive education policy “an inclusive education approach focuses on building a voice for excluded children and strengthening the responsiveness of the education system at all levels.” VSO’s programme to promote inclusive education focuses on: community involvement, value-based teacher training, whole school approach, and specialist support at district level and policy development at national levels. For VSO, inclusive education is about supporting mainstream education systems to overcome the barriers that marginalized groups face in realizing their rights to education. VSO recognizes that inclusive education needs to be looked at in the light of the right to education for all, if an education system is truly inclusive it works for all disadvantaged groups (not only disabled children) and improves the quality of education for all learners. Annex 3 outlines the main protocols and conventions which have been passed relating to inclusive education.

2.1 Dimensions and Characteristics of Exclusion

Recent analytical work by UNICEF (2010)¹² suggests that there are five dimensions of children who remain excluded from school. The following diagram contains these key dimensions.

The Five Dimensions of Exclusion (5DE)

Dimension 1: Children of pre-primary school age who are not in pre-primary or primary school

Dimension 2: Children of primary school age who are not in primary or secondary school

Dimension 3: Children of lower secondary school age who are not in primary or secondary school

Dimension 4: Children who are in primary school but at risk of dropping out

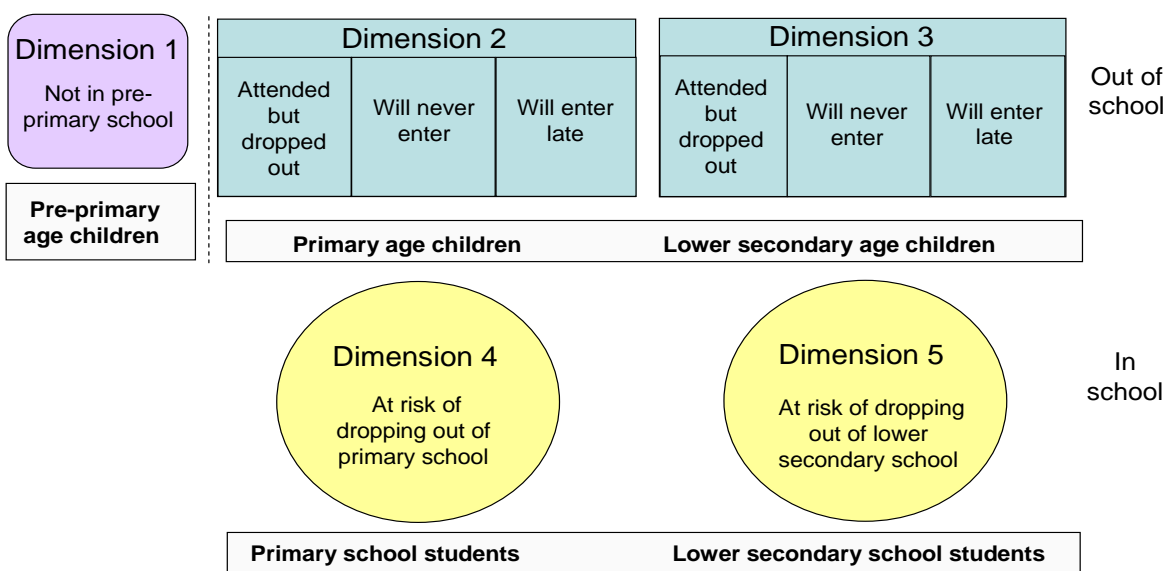
Dimension 5: Children who are in lower secondary school but at risk of dropping out

¹¹ IDS (2010) Education Research findings for Development Policy Makers and Practitioners; Making education inclusive for all. Insight Newsletter, June 2010 Issue 81.

¹² Conceptual and Methodological Framework for the UNICEF and UNESCO’s Institute of Statistics Global Study on Out of School Children, 2010.

These five dimensions are also explored in other research conducted by the Consortium for Research on Educational Access, Transitions and Equity (CREATE) in Ghana which carefully identifies the scale and scope of the number of children who remain outside and are likely never to access formal education and those who are excluded from fully participating in the education system.

Five Dimensions of Exclusion (5DE)



(Source: UNICEF, 2010)

Children in many countries who fall into this category tend to exhibit characteristics which marginalize them or increase their probability of not being able to integrate or achieve access to the formal education system. These characteristics include location of home, socio-economic background and income of parents, literacy levels of parents particularly the mother and the child's own characteristics: gender, attitudes and learning capacity. Children that are sometimes excluded from learning within the classroom and/or are at risk of dropping out can be sick, hungry, pregnant and/or not achieving basic milestones in learning and literacy. They could also belong to a different caste, class, religion or ethnic group and are being marginalized due to their parental background (UNESCO, 2009).¹³

Three key factors often contextualize the reasons for not completing primary education which include the socio-cultural factors (early marriage, child fosterage, etc), poverty factors (inability of parents to pay for children) or the supply side factors which include quality of teaching and learning offered in the school (Casely-Hayford, 2000; Casely-Hayford and Hartwell, 2010). These factors affect the five dimensions of excluded children in differential ways (UNICEF, 2009).

¹³ UNESCO (2009) Policy Guidelines on Inclusive Education.

Some of the factors which may also exclude children from fully participating and learning in the classroom (*Dimension 4 and 5*) or children who dropped out include: the physical, educational resources and environmental structure of the classroom. The curriculum and learning materials may also restrict some children from full participation in the class. For instance children where the lesson or textbook is not in their first language; children who are never asked to contribute, children who can't see the blackboard and/or can't hear the teacher or who are not learning well and do not have assistance (UNESCO, 2004). The creation of a "child friendly learning environment" therefore involves the following strategies: recognition of the need for gender friendly toilets and infrastructure which is sensitive to the needs of children from different social, gender, intellectual, socioeconomic, emotional and linguistic backgrounds. Children from ethnic and cultural minorities and children from economically marginalized and disadvantaged groups have different learning and physical challenges and therefore have needs.

2.2 Key Strategies for Achieving Inclusive Education

The Asian Development Bank (2010) lists programmatic options at the national level to promote inclusive education in its 2010 report: Strengthening Inclusive Education. The list includes suggestions such as developing a "whole sector" strategy to address inclusion among various levels of education administration, developing disaggregated data in the inclusiveness of systems, increasing programme loans and improving the targeting of activities for excluded groups. Also essential to promoting is more focused monitoring and evaluation and expanding the coverage of successful education programmes. The last point is particularly important because too often supporters of programmes stop their funding before the programme has been firmly established and can be continued. Jeffrey Sachs suggested the following as indicators that a programme can be continued and increased: there needs to be political leadership on board, effective management, mobilization of the private sector to invest, appropriate monitoring and finally long-term funding commitments and assistance from aid agencies.

There are three key strategies which are emerging as the most effective approaches to ensuring universal access to children from all socio economic backgrounds in primary school. According to UNICEF, these include:

- Access to early childhood education
- Making schools more child friendly which involved several aspects of physical, social and emotional inputs to the school, training and quality of the teachers along with several other strategies discussed in the next section.
- Improving the community participation in management of the school and increasing the home school relationship through parental participating in school governance, mother tongue literacy at lower primary levels, etc.

International literature suggests that ensuring access and completion of children from deprived rural areas and from contexts of deprivation or differential need will depend on implementing early childhood care and education programming to improve children's well being and preparedness before they enter primary school. This will ensure that they are given better opportunities for school success (UNESCO, 2009).

UNICEF's child friendly school models also promote a concept of inclusivity strategies which assist agencies and communities consider all aspects of the learner, school and community dimensions of the task. According to a recent evaluation of UNICEF's Child Friendly Schools (CFSs) model--- CFSs involves three key principles: inclusiveness, child centredness and democratic participation. The study found that "schools that had high levels of family and community participation and use child centred pedagogical approaches had stronger conditions for learning, that its pupils felt safer, supported and engaged and believed that the adults in the school support the inclusion and success of each student" (Osher, Kelly, Tolani Brown, Shors and Chen, 2009). This global evaluation of UNICEF's child friendly school programming confirms much of what we know about the importance of increasing and strengthening community and parental participation in schooling.

Table 2: Key components of UNICEF's child friendly model

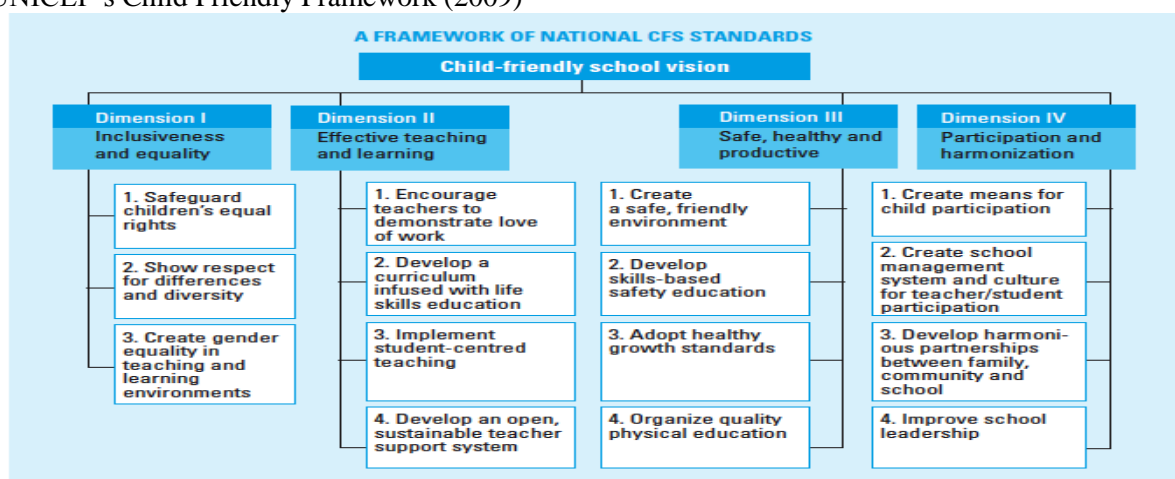
Principle	Features of a Child Friendly School (CFS) derived from the principle	Some of the key strategies and interventions to support the principle
Child centeredness	<ul style="list-style-type: none"> • Child centred pedagogy in which children are active participants facilitated by reflective practitioners/teachers • Healthy, safe and protective learning environments which through appropriate physical infrastructure, services, policies and action 	<ul style="list-style-type: none"> • Participatory interactive curriculum • Mother tongue pedagogy in order to break learners into literacy • Ensuring basic needs in relation to school wells and gender friendly toilets • Lots of teaching and learning materials to stimulate children and lessons • Infrastructure which is accessible by children with physical disabilities
Democratic Participation	<ul style="list-style-type: none"> • Children, families and community are active participants in school decision making • Strong links among home, school and community • Policies and services support fairness, non discrimination and participation 	<ul style="list-style-type: none"> • Strong SMC and PTA involvement in school improvement planning • Regular monitoring by the community • Children and students involved in the school governance and decision making processes at the school
Inclusiveness	<ul style="list-style-type: none"> • Child seeking, inclusive and welcoming to all students • Gender sensitive and girl friendly • Policies and services which encourage attendance and retention 	<ul style="list-style-type: none"> • School policies against verbal, physical and sexual abuse and violence against children • Child protection committees and the participation of children on understanding the channels to voice out problems and abuse.

(Modified from UNICEF, 2009b)

Specific strategies to ensure that schools are more attractive to children and retain them in the long run include their ability to access and meet the needs of children through both attracting them to the school and then retraining them once at the school.

Child Friendly School implementation includes numerous steps to create the ideal learning environment for children. The following are the concepts and strategies for creating a CPS. The CFS strives not only to be “friendly” but also inclusive. Using local school mapping and community monitoring systems to track enrolment and identify those out of school will help CFSs attract those who are in need of education through community schools no matter their backgrounds. Building satellites schools to reach children in the remote areas is also essential. Teaching using the mother-tongue language during the early stages of schooling is important in order to ease the transition from home to school. There needs to be education programmes that are non-formal in terms of flexible schedules that account for seasonality and the daily activities of children. CFSs need to be designed as safe spaces for the children especially during emergency situations. Also, teaching about hygiene, basic health care needs and special efforts to teach children not to exclude or stigmatize HIV/ AIDS effected students is necessary as children will use this knowledge in their homes and therefore communities. At the community level, CFSs promote birth registration and placing children in school earlier to meet legal enrolment requirements and helps the disadvantaged children previously not attending school. Finally, building partnerships through a combination of education and non-education partners will help facilitate the principle of inclusion.

UNICEF’s Child Friendly Framework (2009)



(Source: UNICEF CFS manual 2009a)

UNICEF is currently supporting the Ghana government to use the child friendly standards to better refine and develop their own standards for achieving more inclusive schooling. UNICEF has also produced numerous manuals, “checklists” and toolkits to assist agencies scale up child

friendly schooling globally ¹⁴. The Child Friendly Schools manual was published in 2009 as a guide for implementing the successful approaches of this inclusive education programme. It introduces child friendly concepts, highlights the multiple benefits of incorporating CFS programmes and offers models as to how to implement them. It also includes guidance on the management of CFS - from the teachers to the communities. The manual provides a complete overview of the theories behind CFS; schools as protective environments, the cost and benefit of CFS and the monitoring and evaluating of the programmes. The CFS approach conceptualizes the idea that if both quality and access are taken into account in the overall improvement of education, then primary pupils are more likely not only to achieve learning outcomes but transition into secondary school.

Another emerging body of literature also suggests that complementary education will enhance the access, integration and success of completion of children from areas of the world which are increasingly poor and hard to reach with formal systems of education. Pauline Rose (2007) in her study on support to non state providing basic education service delivery suggests that an increasing number of non state actors are providing complementing education services in areas of the world which would otherwise be unlikely to service the local population in remote and deprived areas. These 'complementary education programmes' often have very similar characteristics including: usage of flexible school hours to service local populations, usage of home language of instruction, insuring accelerated learning programmes in order to shorten the primary school years, participatory child centred methods etc (Casely-Hayford et al., 2004¹⁵).

Literature on inclusivity can also be found embedded in several of the theories and strategies around improving girls education and making education more gender responsive. Meeting the needs of girls becomes the most challenging arena of success in several deprived areas of Africa therefore programmes which make a special effort to target girls often pull several other marginalized groups with them (Casely-Hayford, 2004). In 2009, several agencies including SNV, Ibis, UNICEF and WFP reviewed the most successful strategies for supporting girls' education in Ghana (SNV et al, 2009). The findings help to shed some light on achieving inclusivity in Ghana's rural poor areas of the country.

There are several agencies in Ghana supporting girls' education particularly at the upper primary and JHS level through mainly using sponsorship or scholarship programmes, and provision of basic school needs such as school fees, uniforms and books. Other agencies are providing innovative approaches such as incentive grants for girls. The WFP uses food rations as a strategy to increase girls' education. UNICEF sponsors numerous capacity building programmes

¹⁴ UNICEF The Child Friendly School Manual 2009

¹⁵ See Casely-Hayford, 2004 "A Review of Complementary Education Systems in Ghana"
www.associatesforchange.org.

- promotes Child Friendly Schools, supports monitoring activities and develops gender sensitive material. DFID funds the building of school infrastructure and the USAID has a scholarship and mentorship programme. Many NGOs are profiled in this report and they help with building schools, providing uniforms and training teachers. The GES has also conceptualized some strategies that include appointing girl child officers in districts, spreading awareness and partnering with advocates for girls' education like Plan Ghana, UNESCO and FAWA. The subsequent part of the report explains various policy approaches such as improving the social and economic empowerment of parents, improving the quality of education and increasing the NGO collaborative efforts and programming on girls' education.

UNICEF along with several other agencies has identified key strategies to make schools more inclusive for girls¹⁶. The strategies include aspects that impact all levels of education both at school and at home. Teachers should be trained in gender awareness and sensitivity to prevent boys from receiving more favour and praise in the classroom. Having a solid number of female teachers will also provide role models for young girls. Health education is important so students learn about reproductive health, HIV/ AIDS, personal hygiene and nutrition. In addition having proper bathroom facilities for boys and girls with privacy is important. Encouraging girls to participate in sports not only breaks stereotypes but also helps them take on leadership positions, learn interpersonal skills, increase self esteem and become mentors to other students. The materials and textbooks in schools also needs to be free of gender bias and subsequent materials should be gender neutral. Being mindful of lesson flexibility is also key as girls tend to have more responsibilities at home and thus do not have the same opportunities to attend school as boys. The additional information provided in this report include teaching in the local language, helping young mothers return to school, having alternative education programmes for girls and having schools closer to children's homes. This report offers a comprehensive set of strategies to increase gender equality and access to education for girls in the developing world.

2.3 Inclusive Education Strategies within the Classroom

More recently the literature is linking the "right to education for all" to inclusive education and quality education. The EFA (2005) monitoring report stresses that learning should be based on diverse characteristics of the learners and their backgrounds and the strategies to improve quality should address five dimensions to influence and improve the teaching and learning processes in the school. These include the need to address learner characteristics, the context of the learner, the enabling inputs and teaching learning process, and finally the learning outcomes. UNESCO's Policy guidelines for Inclusion stress the need to ensure that the quality of education is central to ensuring that learning outcomes are attained for all children.

Apart from improving the quality of learning in the classroom there are several principles or strategies for promoting inclusivity in the classroom environment. UNESCO (2010) policy document on promoting inclusive education policies and Kluth's (2005) book on "differentiating

¹⁶ UNICEF (2004) Strategies for Girls Education, UNICEF New York.

instruction” outlines five strategies for ensuring inclusivity in the classroom. These include emphasis on: an inclusive curriculum, mother tongue language, and teaching approaches which are participatory/child centred teaching practices, flexible learner groupings, activity stations, and project based instruction.

UNESCO (2010) policy guidelines for supporting more inclusive education policies suggest that “inclusive curriculum addresses a child’s cognitive, emotional, social and creative development and has an instrumental role in fostering tolerance and promoting human rights. Inclusive curriculum is a powerful tool for transcending “cultural, religious, gender and other differences.” An inclusive curriculum also takes into consideration a learner’s gender, cultural identity, language, socio economic context, special needs and other differences. It involves breaking negative stereotypes not only in textbooks but also transforms teachers attitudes and expectations. UNESCO (2010) policy guidelines suggest that “multi linkage approaches in education, in which language is recognized as an integral part of a student’s cultural identity, can act as a source of inclusion. Furthermore, mother tongue instruction in the initial years of school has a positive impact on learning outcomes.” An inclusive approach to curriculum and teacher instructional practice involves built in flexibility and is adjusted to the needs of the learners based on a common stand of quality basic education provision. For instance, classroom instruction may vary the time students have to devote to a particular subject or give the teacher more freedom to choose their methodologies and more time for guided classroom based work (UNESCO, 2010).

Increasingly literature and research from developing and low income countries points to the need to ensure that children are given the opportunity to learn in their mother tongue before moving to the second language particularly in the first three years of formal schooling (Abadzie, 2009). Governments often think that providing mother tongue will be too expensive or time consuming to deliver quality education in multiple languages but the data continues to suggest that the outcomes of learning are greater for children who have this option. According to Mapa et al. parents often see that the first language development and the child cultural identity is as important as the other academic work that the child will learn at school but policy makers in developing countries are hard to convince (Enabling Education Network: EeNET Newsletter No 12 on Language as an inclusive education issue, 2008). Fortunately for Ghana, the National Accelerated Literacy Programme has achieved a bilingual approach to literacy attainment for the early stages of primary (KG to P3). This programme will enable Ghanaian classrooms to become more inclusive particularly of children who have no access to the English, the second language.

Teacher instruction in an inclusive classroom could create an engaging approach to lessons adapted to the different needs and learning competencies of the child. The inclusive lessons should develop the students’ understanding and acceptance of different types of people and differential instruction is important in order to achieve success among a variety of students in the “inclusive classroom” (Kluth, 2005). Kluth argues that “although many educators believe that they need specialized strategies to teach students with disabilities... often teachers are effective when they are accepting, look for the strengths in their students, provide personal attention when necessary and allow for differences in the ways students approach tasks and complete classroom work”.

Teachers can also support the learners in diverse classrooms by differentiating instruction. But what exactly is differentiating instruction? To put it simply, differentiating instruction involves providing instruction that is accessible and challenging to all:

- When a teacher allows students different ways to express their understanding of a novel (taking a written test, designing a piece of art related to the book, giving a speech about comparing the novel to other works), she is differentiating instruction.
- When a teacher uses cooperative learning approaches and assigns students' roles that will challenge them as individuals, he is differentiating instruction.
- When a teacher provides students with a range of materials to teach immigration (travel documents, costumes, maps, interactive software), she is differentiating instruction.
- When a teacher makes informed decisions when grouping students for instruction, he is differentiating instruction.

Teachers can also use a range of specific strategies to differentiate in the classroom. Lessons planned using strategies such as big question teaching, learning agendas, flexible grouping, curriculum overlapping, and project-based instruction will support the needs of students with and without disabilities; students with a range of gifts, talents, and interests; and students who are ethnically, linguistically, and culturally diverse.

(Source: Kluth, 2005)

The easiest ways to differentiate for all learners is by framing lessons, units and themes as questions, issues and problems (Kluth, 2005). Questions often stimulate thought, permit and encourage inventive thinking, encourage differentiate responses and allow for investigation and learner responses. Kluth also suggests a range of other approaches for insuring that learners inside the classroom are able to actively participate by setting up learning agenda's where learners are provided with a list of activities to work on during a set time frame and these vary according to the specific needs of the students.

Flexible grouping is another approach taken within the inclusive classroom setting in order to ensure that students are able to work with a range of classrooms and learn from all their peers. Flexible groupings mean that students are grouped and paired according to differences in lessons, interests, needs or skills. Sometimes learners are groups for a time with ability groupings to give learners opportunities for exchange of ideas and competencies. The ideal situation is that the inclusive classroom use small groupings in a fluid, often changing manner and offering learner's opportunities to take a variety of roles (sometime leaders etc and sometimes followers/listeners).

Another technique in the inclusive classroom is the usage of centres or stations which allow children to move in flexible groupings so that smaller groups can work at different work stations. The teachers and students can rotate to new stations depending on the needs of the learners. Project based instruction is also important for students with diverse learning profiles and learner styles.

Chapter 3: A Review of Ghana Government Policies and Programmes on Inclusive Education

3.1 Ghana's Policy Framework on Inclusive Education

Ghana considers a quality human resource base as very crucial in its development efforts to ensure socio-economic well being of its citizens, and education plays an important role in this regard. Taking this direction various policies have been initiated to enable citizens, especially children irrespective of their socio-economic background, to have access to formal education to develop their potential and have equal opportunities to contribute to the development of the country. This is based on the fact that the potential of children should be fully developed to contribute their quota towards the country's development efforts. The concept of Inclusive Education directly and indirectly has been embedded in several Government policies since independence.

The aspiration for inclusive education date back to 1951 when Dr. Kwame Nkrumah, in the Education Reform under the Accelerated Development Plan, introduced fee-free compulsory basic education for all children aged five and below sixteen. It sought to expand access to education to all; narrowing the gap between the north and the south, as well as urban and rural areas. The policy was enacted into law under the Education Act of 1961 (Act 87) (Achanso 2010; Thompson 2008)¹⁷. After independence, successive governments have consistently pursued educational policies aimed at expanding access for disadvantaged groups and limiting exclusion from quality education. Ghana has ratified several international conventions on the right to education including the United Nations Declaration of Human Rights, UN Convention on Rights of Children, UNESCO statement on principles and practices of Special Need Education, the Education For All (AFA) goals and MDGs. These have been incorporated into national laws.

The main legislative instruments which have promoted the adoption of Inclusive Education policies in the last 20 years Ghana includes:

- Article 25(a) of the 1992¹⁸ constitution states: *'All persons shall have the right to equal educational opportunities and facilities and with the view to achieving the full realization of this right, basic education shall be free, compulsory and available to all.'*
- The Children's Act (560) of 1998 also enjoins government to promote the physical, mental and social well-being of every child.

¹⁷ Achanso, S. A. (2010). The impact of economic recovery programme on basic education in Ghana. University of Lincoln

Thompson, N. M and Casely-Hayford, L (2008). The financing and outcomes to education in Ghana. RECOUP Working Paper 16. RECOUP, Cambridge.

¹⁸ The Republic of Ghana (1992). The Constitution of the Republic of Ghana. Ghana Publishing Company, Accra.

- The Disability Act (715) of 2006 provides for the establishment of Special Educational schools for children with severe special needs education. Parents and guardians/care givers are to enrol them in schools depending on their level of disability however there should be no barrier to their admission.
- The Education Act (778) of 2007 “Provide for inclusive education at all district levels” (Article 5). It also makes two years kindergarten part of basic education, extending basic education to 11 years.

The operationalisation of the provisions in the 1992 Constitution on the right to education started in 1996 with the introduction of Free Compulsory Basic Education (fCUBE). It emphasised quality improvement, efficiency in management and expanding access by empowering all partners to participate in the provision of education to all children. It sought to limit inequality in access especially among girls and those in disadvantaged areas; imbue efficiency by reducing repetition and dropout rates; improve quality; and make education more relevant to the demand of a modern economy. The Government in more recent times introduced the Capitation Grant in 2004 and the Ghana School Feeding Programme (GSFP) in 2005 to increase enrolment, attendance and retention, and to narrow the zones of exclusion. Other initiatives in basic education include free school uniforms and exercise books for deprived communities, and elimination of schools under trees. All these programmes were geared towards providing inclusive education in fulfilment of the constitutional mandate and international obligations on the right to education.

United Nations Declaration of Human Rights makes basic education a fundamental right of every child. It places emphasis on the role of education as a crucial factor which opens up equal opportunities to children. All these legislative instruments or declarations (*profiled in Annex 6*) are to serve as policy drivers to promote Inclusive Education based on the following derived principles:

- A child’s right to education
- A child’s right to quality of education and opportunities
- Rights and obligations of children to be included and participate in societal affairs

Ghana’s education sector has made some strides in promoting inclusive education by expanding access and improving quality delivery. Government spending in the sector increased from \$ 384.5 million (US) in 1999 to 1billion (US) in 2006. Consequently the education share of GDP increased from 5.0% to 5.7% between 1999 and 2006. Ghana’s spending on education is said to be more than many African countries and is above the Education for All target (Thompson and Casely-Hayford 2008). This coupled with the many programmes have led to increased access and participation in education across many levels and improvement in inequalities .i.e. between girls and boys, between rural and urban, etc. Ghana is lauded for meeting the MDG 2 of achieving universal access to basic education.

There has been growth in the number of schools public mainstream basic schools but limited growth in the number of special education schools in the country. The Education Performance Report (2008) indicates that between 2004/05 and 2007/08 kindergarten schools increased by 120% from 7009 to 15, 449. Similarly, primary schools increased by 8% from 16,028 to 17,317, and JHS from 8,423 to 9,507 (by 12.9%). There has been an appreciable increase in the number of Special Education schools from 22 basic schools for the disabled and 7 units to 200 special education schools (MOE 2008)¹⁹. These comprise 13 schools for the deaf, 2 schools for the blind, 12 schools for the mentally retarded, 1 school for the deaf and blind and 129 Inclusive Education schools. There are also 3 SHS for the deaf and 5 for the blind as well as 5 technical schools for the deaf and 2 for the blind. In addition there is one College of Education for the deaf and 3 Colleges of Education for the blind.

Enrolment at primary and JHS increased dramatically over the last decade: primary Net Enrolment Rate (NER) increased from 59% to 82.9% between 2001/02 and 2007/08 and JHS NER increased from 30% to 52.9% in the same period. The Gender Parity Index (GPI) improved from 0.90 to 0.96 for primary and 0.84 to 0.92 for JHS between 2001/02 and 2007/08. There has also been tremendous improvement in enrolment for the three northern regions; NER data between 2001/02 and 2007/08 shows that enrolment growth in the three northern regions was more than the national growth rate. There have also been great strides in enrolment in deprived districts and rural areas over the years (MOE 2009²⁰). (*See Chapter 6 for more detail*).

Challenges in Achieving Inclusive Education

Most government policies and programmes to improve inclusiveness in education are limited to public schools. Thus children in communities where no public schools exist are, by policy definition --excluded. The government policy of citing schools within 5km radius of the child to facilitate easy accessibility has not been fully met. In spite of these difficulties, there has been exponential growth in the number of schools, both mainstream and Special Education, in the country.

In spite of growth of number of schools, there are still communities which are underserved or without schools. It is estimated that the majority of out-of-school children can be found in deprived and hard-to-reach communities and include children with disabilities. The Education Sector Performance Report 2008 indicated that in deprived districts NER stood at 77.9%, GER at 93.8% and GPI at 0.94 compared to the national average of 82.9%, GER of 95.6% and GPI of 0.96 (MOE 2008).

These statistics imply that the educational system has not been able to implement equitable access to and participation in quality education at all levels, especially girls and children with various forms of disability. It is estimated that a large proportion of out-of-school children are

¹⁹ MOE (2008) Education Sector Performance report 2008. Ministry of Education

²⁰ MOE(2009). Education Sector Performance Report 2009. Ministry of Education.

those with disabilities. This group of children forms a critical mass whose continuous exclusion will make the attainment of goals of EFA and the MDGs very difficult and frustrates the compliance of various legislative demands as well as those of international conventions. It is noteworthy to state that education of children with disabilities is undervalued and these are negative socio cultural practices against them. Lack of awareness of potential of these children will exacerbate their exclusion from education. It is difficult to know the population of children with various degrees of disability as no research has been done in this area. However, enrolment at the primary level as reported in the Education Sector Performance Report increased from 5,092 to 5,564 representing 11% (UNICEF Ghana 2010).

The main factor impeding the policy implementation for special needs integration has been lack of political and financial support from the state. Several governmental policy and planning documents suggest that at least 1-3% of the MOE/GES budget will go towards supporting special needs education; however this has not been achieved. The budget goals of MOE are particularly important given the new focus on fully integrating children into mainstream education.

Inclusive Education/ Special Education Needs Policies

As a result of the Salamanca Declaration on Inclusive Education, MOE/GES has adopted a policy of **integration of all children with special needs** in the normal schools and sending those with severe disabilities to Special Education as indicated in the Education Strategic Plan (2010-2020). Consequently, children with mild or moderate disabilities are admitted to normal schools. This has enticed parents to send their children with disabilities to school. Screening teams comprising districts special education officers, inclusive education resource teachers, school teachers and staff of the Ghana Health Services have been trained to carry out screening exercises in selected districts.

In spite of these efforts, much work is needed to ensure all the disadvantaged and the vulnerable are captured into the orbit of schooling to achieve Inclusive Education. It is doubtful if all schools have been provided with facilities for ease of access by the disabled in line with the demands of the Disability Law. Old school buildings will have to be rehabilitated to provide such facilities. Currently only 45% primary schools and 52% JHS have access to toilets; and 63% primary schools and 64% at JHSs have access to water (MOE 2008). The Education Strategic Plan (2010-2020) indicates that by 2015 all children with non-severe special education needs will be integrated into the mainstream. Areas that need further attention are:

- Identifying population of children with disabilities
- Screening children to identify and detect disabilities
- Needs assessments of children with disabilities
- School mapping to identify communities without schools including special education schools.
- Assessment of all school infrastructure facilities to make them disability-user friendly.

In 2009 the Ghana Education Service hosted an important three day forum on Inclusive Education bringing together over 180 participants to discuss the Government policy framework for inclusive education. The forum reviewed some of the achievements and challenges that the agencies had experienced over the last five years as well as the Inclusive Education Policy Framework which would help MOE/GES focus on all children with special needs. Representatives from all agencies involved in special education were present including complementary services such as the Ministry of Local Government and Social Welfare and principals of colleges of education, and tutors from universities. The forum's outcomes were a framework and the "way forward for promoting inclusive education in Ghana; it also assisted participants review the Government policy on inclusivity and network with other likeminded agencies."

The Inclusive Education Framework (2009) for Ghana developed at the forum identified children who are not likely to be included in education as:

- Children of poor – rural parents/ communities
- Children living with HIV/AIDS and those who suffer from diseases such as guinea worm, buruli ulcer, and chronic conditions such as asthma, rheumatism, etc
- Children (pockets of) in servitude such as "trokosi" or child- traffickers
- Children – hawkers, porters of the "Kayaye" – children(mostly girls from Northern and Upper East Regions)
- Street children
- Shepherd – children
- Children with severe and multiple impairments or disabilities

The government framework on inclusive education was assessed and the forum proposed the following areas for future action: screening and early detection, early intervention to inform planning, referral for clinical assessment and eligibility of IEP's. Others areas for future consideration included enhancing placement, infrastructure, materials resourcing, curriculum, examination and human resourcing. Most relevant to the TENI programme was the suggestion that specialist teachers should be provided to a cluster of schools and that these resource teachers would be provided to the lower primary level. The policy outlines that those children with special needs will have individualized education plans and school placements still live within the community wherever possible. The curriculum will also be flexible and accessible with child centred methods being mainstreamed and co curriculum activities integrated.

Current Context of Special Needs Schools

There are currently at least one special school in each region of Ghana and there are about five regions with 13 districts implementing the SPED's pilot scheme on inclusive education. These districts have integrated schools for low vision, intellectually and physically challenged children. About 50-100 schools have been targeted as focus schools for "integration" by the SPED divisions (*see Annex 3 for full listing*). Some districts claim that all schools are open to low vision and mild to moderate disabilities apart from the deaf due to the challenge teachers' face with sign language in the classroom. During field work, district education offices said that they

allowed children with disabilities to participate and enrol in all their schools; where there are severe special needs children they recommended that children be placed in special needs institutions. The “integrated schools” where children with mild to moderate disability are mainstreamed into the primary education system are given priority in terms of the usage of peripatetic officers from the district supporting teachers in these schools.

There are 73 Special education institutions which are spread throughout the country for the main severely challenges children. The following list indicates the type and number of special educational facilities (*see Annex 3 for full details*):

1. Schools for the deaf (13)
2. Schools for the mentally handicapped (13)
3. Schools for the blind (2)
4. School for the deaf (4)
5. Education Units for the mentally handicapped (25)
6. Integrated Secondary and Technical schools (7)
7. Special Segregated Secondary Technical schools (2)
8. Integrated teacher training colleges (3)
9. Integrated educational programme for low vision children (4)
10. Units for the education of the visually impaired (3)

Complementary Education Policy of MOE

Another key policy initiative by the Government is to improve the **complementary basic education** systems where the formal education system is unable to meet the needs of a locality due to a host of factors which are excluding children from education. These factors include lack of infrastructure, large family size, poverty and deficiency of capital to invest in child education. Education sector reports continue to identify these issues as limitations to achieving universal primary education; there are still a significant number of children out of school due to the socio-cultural, poverty and school based dimensions of the problem.

The attainment of EFA and UPE is dependent on the implementation of a complementary system particularly in endemic poverty areas of the country such as the northern regions. Research commissioned by the MOE, DFID and USAID have consistently revealed that attainment of UPE is based on the provision of these systems and that trends in non completion and drop out remain problematic in areas of high poverty, subsistence farming and high fertility rates. Other studies such as Kraft (1995 & 2004)²¹, Casely-Hayford (1995; 2010) and CREATE (2005; 2010) have confirmed this fact.

²¹ Kraft R (1995) The Tale of Two Ghana's (1995); Kraft, R (2004) Improving Primary Schooling in Ghana; Casely-Hayford (2000) the Socio Cultural dimensions of schooling in northern Ghana; Casely-Hayford L. and A Ghartey (2007) the Leap to Literacy and Life Change in Northern Ghana: the impact assessment of School for Life, UNICEF Ghana; and more recently Casely-Hayford, L. and A. Hartwell (2010) “Reaching the Underserved with complementary education: lessons from Ghana's State and non-state sector”, Development in Practice Vol. 20 Issue 4. June 2010.

In 2008 the Government began work on the Complementary Education policy for Ghana which targets children in the hard to reach areas and those which are prone to drop out between the ages of 8 to 17. The policy provides a “second chance “ for children and youth to access the formal education system and promotes the concept of providing complementary education systems to ensure children transition to upper primary levels once they are over age at the lower primary levels. The policy provides the framework for flexible school systems which operate at convenient times of the day for children to use their ‘mother tongue with the following characteristics:

- Small class sizes with between 25 to 30 children maximum
- Facilitators recruited from the local community
- Flexible school times after or before farming and other economic activities
- Duration of the school classes are 3 hours on average

The policy also explains the main aspects of the teaching and learning approach in complementary education as follows:

- Core areas of the curriculum are numeracy, literacy and life skills (problem solving).
- The curriculum is skill-oriented and based on the needs and core values of the community.
- The use of a phonic/syllabic method in teaching.
- The local language/mother tongue is used as medium of instruction.
- Teaching and learning methods are participatory and interactive.
- Child-centred teaching with extensive individual attention.
- There is continuous assessment of learning achievement.
- A Literacy cycle of only nine months qualifies a learner for admission into primary school.
- Provision and accessibility to textbooks is at a pupil/book ratio of 1:1

Currently the CEP policy is in the process of being budgeted and an action plan is being drawn up to integrate the action plan into the overall strategic plan for the coming five years as an addition to the ESP policy document. This complementary action plan will enable the MOE/GES to ensure that complementary education receives resourcing over the coming five years and ensures its full implementation at the district levels. The Complementary education policy was given to all stakeholders at a workshop (December, 2010) to review as part of the overall strategic plan for the next five years (medium and long term). The recommendations include ensuring that non state actors (NGOs) are given clarity in their roles and in relation to the potential financial support from GOG in assisting Government implement the CEP policy programme across the country²².

²² There are several programs by non state actors on the ground including: School for Life, IBIS, EQUALL, and Action Aid and over the last four years we have IBIS ACE programme... SFL was scaled up by EQUALL in the Upper West and Upper East. In some cases even Ibis has scaled this up and replicated the model using other NGO's.

3.2 Strategies for Promoting Inclusion in Ghanaian Classrooms: Teaching and Learning Policies

Delivery of quality education is critical for attracting and retaining pupils in schools. Quality education is also imperative in meeting the expectation and aspirations of pupils, parents and the nation. It is therefore crucial for schools to satisfy all the educational needs of pupils with diverse backgrounds and abilities. Provision of facilitating inputs plays a key role in satisfying pupil's needs. There is the need for new approaches to teaching to address the learning challenges of the pupils. Pupil's interests should reign supreme in classroom lesson delivery. The use of a favourable medium of instruction is a determining factor. It is known that children learn better when their language is used in teaching. The current language policy for lower primary is the use of local language to enable the pupils to transit to the use of English at a later point. Experience Language Approach (LEA) is widely used in public schools.

To facilitate acquisition of literacy and numeracy skills, the Government has adopted the National Accelerated Literacy Programme (NALAP) which uses 12 approved local languages in teaching and learning in the lower primary levels. Various teaching strategies which are child centred have also been designed to be used in the classroom in line with the policy demands of ESP (2010-2020). The Ghana Education Service has adopted a child centred method which is interactive participatory and activity based, and widely used in public schools. This new approach is to move away from teacher centred approach and makes learning active and dynamic. In this regard the pre-service training curriculum in colleges of education emphasizes child-centred methodologies using activity based learning. This method facilitates active participation of pupils in the learning and teaching process.

The implementation of this language policy may be frustrated with high attrition rates of teachers especially in the deprived areas due to the large deployment of untrained teacher at the lower primary level. Consistent in-service training will have to be organized to train teachers on this method. In view of the lack of trained or professional teachers in the rural and deprived areas, a considerable number of pupils are being excluded from actively participating in teaching and learning process to satisfy their educational needs. Application of child-centred methods relies on effective use of teaching and learning materials whose adequate supply is not guaranteed. There is the need for adequate supply of facilitating inputs to ensure quality education.

3.3 Community School Policies

The Ministry of Education policy of Inclusive Education provides active participation of communities in the management of schools to instil a sense of ownership. **Community participation policy** provides opportunities for communities to seek and enrol their children in schools. This calls for continuous sensitization programmes to ensure efficient school management and accountability. The implementation of the community participation policy which has brought into being School Management Committee (SMC) and Parents Teacher Association (PTA) is fraught with problems. Most of the SMC/PTA's are not as effective as expected. They will operate effectively when communities understand the value and importance of education. Many of them are non-functional for lack of adequate resources.

3.4 The Education Strategic Plan: Current Status on Implementation

The Education Strategic Plan (2010-2020) covered the policy strategies of the crucial policy documents including the GPRS II, Education For All (EFA), MDGs and the government white paper on educational reform (2006). The ESP indicators and targets encapsulate the targets in the above policy documents. It enjoins the integration of Inclusive Education into the school system. This ensures coverage of all children with diverse background and abilities. This policy places the child at the centre of all classroom activities. Access and retention of pupils can only be achieved when quality delivery of education meets the aspirations of all children. The policy of inclusivity as facilitated by legislative instruments and international conventions calls for the injection of resources into the education sector to enable educationist and teachers to take care of children with varied background and abilities and to attract those who are not in school.

The new ESP does place emphasis on mainstreaming some inclusive education strategies across all major thematic areas of access of the ESP (e.g. emphasis on rural deprived, vulnerable children and excluded children, and disadvantaged). There are some weaknesses in the document particularly in relation to mainstreaming gender equity and ensuring girls' education is given priority. The ESP's strategic goals and thematic areas narrow the definition of inclusive education to mainly looking at the mainstreaming children with disabilities into the basic school system. The ESP outlines the following key strategies to achieve inclusive education and special education needs

(Source: MOE 2009, ESP 2010 -2020)

3.5 The Development of Inclusive Education Standards

Another major milestone towards the implementation of inclusive education policies is the ongoing work of UNICEF in relation to assisting the Ministry of Education and the Basic Education division develops key standards and milestones for the promotion of inclusive education at the district and school level. These standards identify for the education officers the key targets for inclusivity at the school level and include five key standards on attaining:

- healthy and safe learning environments
- gender friendly schools

Strategies to achieve SEN objectives:

- a) Create and sustain public awareness on disability issues and special educational needs
- b) Determine the prevalence rates of different disabilities and special educational needs
- c) Conduct early comprehensive assessments of all learners experiencing educational difficulties for appropriate placement and intervention
- d) Increase equitable access to high quality educational opportunities in pre-tertiary and tertiary institutions for those with disabilities and SEN
- e) Provide for and safeguard the rights of learners and young people with disabilities
- f) Increase enrolment of girls with disabilities at the pre-tertiary levels
- g) Ensure that those with disabilities/SEN acquire appropriate technical and vocational skills for full community integration.
- h) Strengthen and improve Special Educational planning and management.
- i) Promote the development of ICT-based solutions to enhance the educational opportunities of

- rights based inclusive school standards

- academically effective schools
- community engaged schools

The standards conform closely to the UNICEF checklist on child friendly schools and will provide Government with an excellent approach to assessing the degree to which schools in Ghana are reaching these basic milestones.

Conclusion

The Ghana Government has made some progress in attempting to move towards a primary and basic education system which is fully inclusive. Through the last two Education Strategic Plans the government has made a firm commitment to placing resources into strategies and programmes which will promote inclusive education in Ghana. The most visibly effective programme strategy is the SPED division's pilot an integration process at basic and senior high school levels for low vision and children with mild to moderate disabilities. The Basic Education Division is also spearheading an effort to ensure that the complementary education policy is implemented and financed with collaboration from the NGO sector. Finally UNICEF is in the process of working on a set of standards which will assist the MOE/GES implement inclusive education at the district and school level. This will insure that all dimensions of inclusiveness are tackled including: health, safety, gender, educational effectiveness and disability. The teacher training institutions have also been involved in developing inclusive education policies which are yet to be fully realized based on consultation with key stakeholders.

Chapter 4: Current Perceptions and Understanding of Inclusive Education across IE Study Districts in Northern Ghana

There is an emerging concept of inclusive education among top senior officials and teachers in Ghana today. The concept of inclusivity has been understood by most educational practitioners interviewed at the national, regional and district levels to mean ensuring all children access basic education particularly children with special educational needs, children with the disabilities or physical, mental and sensorial challenges along with children who have diverse and differential needs based on their social/economic/gender/cultural/religious/ethnic background. Senior education officials interviewed at the MOE/GES also recognized that there is a larger vision of inclusivity beginning to develop in the GES and district education offices due to the fCUBE orientation in Government and awareness creation by several donor agencies including UNICEF on the rights of all children to primary education. This was apparent from interviews with the Basic Education and Teacher Education Division who are currently implementing NALAP and are also involved in the development of inclusive child friendly standards at the basic level. Unfortunately this perception was not translated into key policy documentation such as the Education Strategic Plan (ESP) where inclusivity has been interpreted as plans and support for special needs children.

Interviews with University of Cape Coast and University Education Winneba (UEW) lecturers suggest that inclusive education does not just define or mean education systems which cater for the disabled child but also children with differential needs in the classroom for which appropriate methodologies must be found to train teachers to enable them handle the children effectively. These include children who are slow learners, those with moderate to severe disabilities and others who may have barriers to literacy and numeracy due to their social and economic background. This broader understanding of inclusive education was found to be prevalent in interviews conducted across the north particularly relevant in districts (e.g. DEO) which have already received support from EQUALL/USAID, UNICEF, World Vision, School for Life, Ibis and other donors who have been working on issues of inclusive education, access particularly for girls, etc.

Teachers in these districts have also received several types of in-service training programmes geared at improving the following:

- Girl child participation and gender sensitive teaching and learning.
- Child friendly teaching and learning
- SEN sensitivities
- Child labour issues

There is also increasing awareness among teachers, SMC's and children that the dimensions of ensuring inclusivity in schools and helping children access schools and stay in schools will involve practices which include the community and other key educational stakeholders. There is also a significant understanding among children of their rights to basic education and the poor quality being delivered but the problem remains that they have less voice in advocacy issues at the community, school and district levels. They are also aware of the poor quality of education

being delivered at the school level including lack of books and basic materials which they need to function effectively.

4.1 District Level Structures and Understanding Inclusive Education

The Ghana Education Service's (GES) mandate is to deliver quality basic education in the country. It has established Education Offices in all the districts visited in the study areas (West Mamprusi, Talensi- Nabdam, Gushegu and Savelugu-Nanton districts)²³. The District Education Office operations are expected to implement policies of the MOE/GES as spelt out in the Education Strategic Plan including complementary, basic education and special needs education. The district education offices are mandated by the Education Act and other MOE policies to ensure that every child irrespective of his/her physical status, gender and socio-economic background has access to basic education and to complete the full cycle²⁴.

Structures and Programmes on Inclusive Education

In all the District Education offices visited, some basic administrative structures have been put in place to ensure inclusivity in educational delivery. There was an education officer in charge of Girl – child Education, School Health Programme and Guidance and Counselling. In a few of the districts there were newly placed peripatetic officers to oversee special needs education but none of the districts had Special Education Needs trained resource teachers. The girls' education officers were focused on implementing and monitoring mainly donor supported programming on the education needs of girls, children with various levels of physical disabilities, psychological and emotional problems of pupils and their general physical well – being.

Several of the officers visited had been trained in different aspects of inclusive education through various programmes by donors. For instance in the Gushegu district the officers had been exposed to participatory child friendly methods by the ACE programme and also through the interventions of SfL. In Savelugu many of the officers at the district level had been trained in child friendly approaches at the school level and ensuring a child friendly learning environment including application of gender, health and teaching methods which touched on inclusive education. The two TENI districts (West Mamprusi and Talensi-Nabdam) had received several trainings in the past. West Mamprusi training was on gender friendly teaching methods organised by WUSC and ISODEC. The Talensi Naddam district had received training through the LCD programme on provision of quality education, access and accountability.

Activities or programmes initiated at the districts within the study reveal the level and extent of their understanding and programme implementation of inclusive education policies. The GES

²³ The study districts visited were all within the Northern and Upper East Region of the country and considered deprived and rural where inhabitants are subsistent farmers. These districts as compared to other well – endowed ones are disadvantaged in a sense that educational opportunities have not reached a considerable member of communities, some of them located in hard – to – reach areas.

²⁴ This is to satisfy the 1992 Constitutional demand and the Government's commitment to International Conventions to which Ghana is a signatory such as Education for All and two education related framework Millennium Development Goals and United Nations Declaration of Human Rights.

policy states that schools should be within 5km of the child. Consequently the districts have a pool of out of school children comprising, the marginalized (girls/orphans), the disadvantaged (children with various forms of physical disabilities) and the excluded (children without opportunity of educational access). The District Education Directorates are dictated by policy to cater for all types of children/pupils with various educational needs but there were still areas of the districts which did not have primary school buildings within 5 km walking distance. Some of the key strategies which are having an impact on the district's ability to promote inclusivity include the following: enrolment drives, a focus on special needs children, girls education strategies, and inclusive child friendly infrastructure.

Strategies being implemented at the District Levels

Enrolment drives and community sensitization programmes have been mounted by all Directorates (Gushiegu, Savelugu-Nanton, West Mamprusi and Talensi – Nabdan) to ensure enrolment of children in existing schools whose number falls short of meeting the educational needs of rural children. In all the districts under reference the problem of exclusivity in the provision of schools are being addressed to varying degrees. In conjunction with this, all cost barriers to education have been removed in public schools. With the introduction of the Capitation Grant, increased enrolments in schools were observed. Surprisingly there were still large areas and communities in the Gusheigu and Karaga districts which did not have schools.

The importance of girls' education has been the focal point of most of the sensitization programmes. In Gushiegu and Savelugu-Nanton (Non TENI), there have been gender sensitization programmes for teachers and SMC/PTA's. In Savelugu, bicycles have been distributed to girls to enable them to commute to school, thanks to UNICEF/World Vision Support. Similar programmes have been organized in West Mamprusi and Talensi-Nabdam districts (TENI).

Special Education schools have been established for several Special Needs Education (SENS) pupils in Savelugu-Nanton (school for the Deaf and Dumb) and Talensi – Nabdan (school for the Deaf and Dumb). Such facilities do not exist in Gusheigu and West Mamprusi. However, in Gusheigu and Savelugu (Non TENI) Education Directorates have organized pupil physical screening programmes with support from the Ministry of Health in schools for early detection of disabilities for remedial actions. Children with severe SENS are integrated into Special Education Schools and less SENS are integrated into normal schools.

In all four districts visited, access to education has been made possible through the collaborative efforts of NGOs, GES and communities. Newly built classroom blocks as witnessed in Goma Primary School (ACE absorbed school) in Gushiegu district, Nasiriya and Kperiga Primary Schools in West Mamprusi have all been provided with disability friendly facilities to aid pupils with disabilities to have access to the classrooms. In Savelugu-Nanton where UNICEF support is paramount, recently rehabilitated classroom blocks at Tarikpaa have been made disability friendly. In Talensi-Nabdam, Catholic Relief Services and UNICEF in collaboration with GES and communities have provided infrastructural facilities to enable children access to education: World Vision has provided Boreholes, poly tanks and KVIPs in schools to facilitate teaching and

learning. UNICEF has also provided wheel chairs for children with disabilities in various communities.

In all the districts visited efforts have been made to ensure unfettered access to education even though facilities are inadequate and in some cases inappropriate for use by pupils with disabilities. In all the schools visited in Gushiegu, West Mamprusi, Savelugu and Talensi – Nabdam, pupils with various disabilities such as mental and speech impairment, low vision, amputees and those with paralyzed limb have all been integrated.

All TENI Districts, Talensi – Nabdam and West Mamprusi as well as non TENI districts, Gushiegu and Savelugu – Nanton are promoting inclusive education methodologies in their schools. They adopted appropriate child centred methods or in the case of Savelugu being supported by UNICEF, child friendly methods. Training workshops for teachers have been organized in all the districts to promote the use of child centred and child friendly methods of teaching.

To ensure the learning needs of children are covered various strategies are being deployed in the classroom. The GES uses NALAP strategies among others to address individual needs. In Gushiegu, ACE in collaboration with GES organized training workshops for all ACE teachers as well as teachers in the public school system of education to keep them abreast with the new trends of teaching. Similarly a child centred workshop was also organized to improve teachers' method of teaching. In all the programmes emphasis was placed on the learning needs of the child, application and use of the local language, sound and safe environment, teacher/pupil interactive approach facilitating self discovery, extensive use of child friendly methodology, and the role of the teacher as a facilitator and care provider. Application of these methods is widespread in Gushiegu.

In Savelugu-Nanton school teachers practice child friendly methods including the use of NALAP, strategies, phonic/syllabic methods, debates, group work and application of child-friendly TLMs among others. This was also the case in Diare and Tarikpaa primary schools. The two schools use child friendly methods as a policy of the UNICEF sponsored programmes. In West Mamprusi District (TENI), various In-Service Training (INSETS) programmes have been mounted to train teachers on the application of child centred methods of teaching. The teachers in SfL as well as public schools have been trained in the use of local language to enable pupils to acquire literacy and numeracy skills. GRAIL, NALAP and SfL embrace the use of local language. In Nasiriya and Kperiga primary schools visited, the use of NALAP methodology and the SfL phonic/syllabic approach was evident.

In Talensi – Nabdam (TENI) teachers have been trained in NALAP methodology. Sixty-eight primary schools and 35 JHS were involved. UNICEF also provided INSET on child friendly methods in schools. The promotion of child centred/friendly methods of teaching is experienced in all TENI and Non TENI districts. Teachers are therefore aware of the importance of addressing learning needs of children in the classroom which makes them actively participate in classroom teaching and learning.

Perceptions of Inclusivity

One of the key objectives of the study was to gain a deeper understanding of how district education officers define and understand the term “inclusive education” and what strategies have been employed in their districts. District Education Offices interviewed varied in their understanding or perceptions of inclusive education. Gushegu officers define it as ‘making education accessible to all children of school going age, irrespective of their abilities and disabilities’. The same idea was conveyed by Savelugu (Non TENI) officers who viewed inclusive education as all children having access to school, including those with Special Education Needs (SENS). In these two views the emphasis is placed on a system of education which is accessible to all.

In West Mamprusi District (TENI), officers define Inclusive Education as:

- ✓ “Mainstreaming children with disabilities in normal schools”.
- ✓ “Assigning leadership positions to pupils without gender bias”.
- ✓ “Accessibility of education to all children without discrimination”.

In Talensi – Nabdam District (TENI) similar sentiments are observed. Officers view Inclusive Education as:

- ✓ “Holistic education for all children including physically challenged and drop outs”.
- ✓ “Education for the rich and poor”.
- ✓ “Provision of quality education for every child”.
- ✓ “Education for the mentally retarded children (e.g. Dworwulu Special School, Accra)”

In all interviews at the district level, inclusive education was viewed as the right of all children to basic education irrespective of their socio economic background or physical disability. The other dimensions emerging from the research suggests that inclusive education relates to just special needs children and that inclusive education means: integration of special needs children into the mainstream education system. Perceptions of education officers and teachers were influenced by the focus on fCUBE policy implementation of ensuring every child has access to basic education as well as the realization of the targets set in the Educational Strategic Plan (ESP).

4.2 School Based Perceptions of Inclusivity

The study provided evidence on the current understanding of inclusive education across northern Ghana and investigated the head teacher and teacher’s understanding of inclusive education through interviews and observation work at the school. School based perceptions among teachers in TENI districts (West Mamprusi and Talensi Nabdam) were recorded during the northern research phase and are contained in the following section. Interviews were held with head teachers and teachers across the TENI and Non Teni districts. The findings suggest that there

were not many differences in perceptions at the teacher levels. Some teachers interviewed were more familiar with child friendly approaches and practicing these in the classroom due to their training by some NGOs such as ACE and UNICEF where the teachers had received several training programmes concerning inclusive and child friendly schooling.

Perceptions among Teachers in Talensi Nabdam

The teachers interviewed across the districts suggested that all children are asked to attend school despite their differences or learning challenges. Observations made at several schools suggest that in both TENI and non TENI districts children with severe and mild to moderate disabilities are being encouraged to attend school. In Talensi Nabdam children with a variety of abilities and disabilities are mixed with normal children in the same classroom. Teachers are also being encouraged to use child centred methods to address these differential needs.

The study findings suggest that over the last 3 years there has been a dramatic increase in the number of boys and girls with mild to moderate disability enrolled in schools. Enrolment was high in St. Martin's Primary School and Tongu DA Primary School due to the inclusive education strategy and promotion of fee free education. There was also a steady retention of both girls and boys, with each class having about 70-90 children.

The teachers pointed out the key strategies they have put in place at their schools to promote inclusive education. These include:

- The creation of a clean, safe and conducive school environment through sweeping the compound, growing trees and flowers etc.
- The provision of a playing field
- Gender sensitivity in teacher/pupils interaction
- Absence of child abuse in schools
- Teachers child friendly attitudes to pupils
- Application of child centred, interactive, activity based teaching methods in classroom.
- Appreciation of pupils learning efforts by teachers and pupils

These factors have contributed to increase access and retention in the schools visited. Teachers interact with boys and girls equally for quality teaching and learning. Child friendly teachers encourage children to see school as an enjoyable and fun place to be. The style of teaching in child friendly inclusive schools includes: child centred, and activity based teaching. There is high retention among children at school due to gender sensitive approaches and the absence of all forms of verbal and physical abuse. The teachers in the district also identified organizations that support inclusive education as World Vision, CRS, Action Aid, LCD, TENI/VSO. Parents were being sensitized on the importance of education for all children especially the girl child. Support was being given to motivate girls and students to enrol and completion primary education, and transition to JHS and SHS levels.

West Mamprusi School Based Perceptions on IE among Teachers

The teacher understanding of inclusive education is that every child has the opportunity to be educated and must have access to school and quality education. They recognized that inclusive education needs to be looked at in the light of the right to education for all; it must give educational opportunities to all disadvantaged groups not only disabled children; and must improve the quality of education for all learners.

Teachers received training on IE at a workshop organized by VSO in October 2010. They were told that the disabled child has the right to education and could attend normal school. They also learnt that school buildings and facilities should be made disability friendly and that they should encourage the use of sign language. Teachers organized community sensitization campaigns to inform parents to send ALL their children to school emphasising the importance of education.

The knowledge about inclusive education has helped increase enrolment as teachers now understand that even the disabled child must be in school and be taught using appropriate methodologies. Topics covered at the workshop included participatory methodologies such as group work methods, storytelling methods and use of role play. They were also taught to love, care and be friendly to all irrespective of their socio-cultural and economic backgrounds and their physical conditions.

Key strategies which were promoting inclusive education and helping children out of school access and stay in school included the provision of teaching learning materials, the Capitation Grant, and the SfL approach. The teachers mentioned support from UNICEF in the form of crayons, tooth brushes and paste provided to the children. The government Capitation Grant has helped to increase enrolment, school attendance and school completion. SfL provided reading and learning materials in Mamprusi for pupils to study.

The teachers identified some of the challenges facing inclusive education as inadequate teaching and learning materials such as textbooks. There is also a lack of special skills to handle some of the disabled pupils, particularly those who are very disruptive in the classroom. A further problem is that the implementation of IE has increased enrolment and retention for both boys and girls in the school - some PTR ranging between 70:1 to 124:1. Many schools lack adequate infrastructure facilities to accommodate all these children eager to attend, and remain at school. Early marriages, teenage pregnancy, over aged girls in upper primary, kayayoos traveling to the South and truck pushing boys leaving to Kumasi remain challenges.

The teachers recommended that to sustain inclusive education there should be: an adequate supply of textbooks by GES to school; periodic visits by girl child officer to schools and homes to talk to girls to on how to take care of themselves; an increase in the Capitation Grant; more workshops on IE for all teachers and head teachers; provision of sound school environmental and gender friendly sanitary facilities; and improved and effective supervision by Head teachers to ensure quality education for all children.

4.3 Community Level Perceptions of Inclusive Education

The IE study team visited eight communities (in TENI or non-TENI districts) and met with SMC/PTA members across all eight communities. Most of these focal group interviews revealed that SMCs and PTAs have some understanding of inclusive education as the key to ensuring universal primary education and the development of the people/ community as a whole²⁵. The sensitization activities carried out by the District Education Offices and NGO's in the area have helped SMC and parents ensure that every child of school going age is enrolled in school and given the necessary support to stay in school. The study findings suggest that SMC/PTA and community members were very committed to inclusive education for every child in the communities visited.

Field work at TENI schools in the West Mamprussi District Northern Region, Kperiga L/A and Nasiriya E/A Primary schools and Tongo D/A and St. Martins Primary schools in Talensi-Nabdam District of the Upper East Region indicated that most of the SMC/PTA understood what inclusive education was about. For instance one SMC remarked that “*IE is all stakeholders in education making sure that all children of school going age are in school (TENI SMC focal group interview in the West Mamprussi District)*”. The SMC/PTA said they are striving to achieve IE and EFA goals but there are still some out of school children and some dropouts in the communities.

The SMC/PTA at Kperiga L/A and Nasiriya E/A Primary schools (West Mamprusi District) attributed the reasons behind the number of out of school or dropouts to financial constraints and the ignorance of some parents on the importance of education. The SMC/PTA at Tongo D/A and St. Martins Primary in Wakii community (Talensi Nabdam District) attributed the out of school or dropout cases to teenage pregnancy and children mainly girls going to the South for “kayaye”. Other reasons given by SMC's included child labour in the mining sector and parents using their children as farm hands and shepherds. SMCs also reported that some dropout or refuse to enrol due to religious and spiritual beliefs of Mallams, the Muslim religious leaders of the community.

District Education Offices and NGO interventions to increase awareness on the importance of education and inclusive education have resulted in parents now sending their disabled or special needs children (girl child) to school. The SMC noted that they have visually impaired, crippled and mentally retarded children integrated in the public primary schools system (two communities

²⁵ Eight community schools were visited in the Northern and Upper East Regions of Ghana: six communities in the Northern Region and two in the Upper East Region. The TENI districts visited were West Mamprusi District and Talensi-Nabdam District in the Northern and Upper East Regions respectively. The non TENI districts were Gushiegu and Savelugu-Nanton Districts all in the Northern Region. The two districts were visited to assess UNICEF and ACE best practice schools.

in West Mamprusi). It was only at Wakii community in the Upper East where the study team was told special needs children were either sent to special schools /institutions or hidden at home by parents and not allowed to attend school. The community has a Special Needs School for the Deaf.

The SMC/PTA in the two TENI districts visited have a growing understanding and insight into the importance of educating every child especially the girl child and special needs children who were formally excluded from public schools or sent to Special Schools. This finding is based on the fact that SMC/PTA across the two TENI districts visited were putting in measures to ensure that all children attend school and to prevent children from dropping out of school. Some of the measures mentioned by SMC's during FGD with the study team include;

- At PTA meetings, the Head teacher/teachers and resource persons educate parents on the importance of educating their children and not to allow children to travel to Accra or Kumasi to engage in kayaye, truck pushing or service work (child labour and child trafficking)
- The PTA often advise parents not to burden or overload their children with household chores or to attend funerals or video shows.
- In most communities SMCs in collaboration with the chiefs and teachers have instituted by laws that ensure that every parent send their children to school and those who refused to do so are sanctioned. This is to protect the children and prevent them from being wayward.

The SMC/PTA's in the TENI districts provided basic amenities and resources for the community schools. At St. Martins Primary (Wakii) SMC/PTA provided urinary pits and a bore hole for the school and flooring of three classroom blocks. At Tongo D/A Primary SMC/PTA provided school uniforms for needy children and also provided a first aid box for the school. At Kperiga L/A Primary school the first school building was provided by the community members, while at Nasiriya E /A Primary School SMC/PTA talked of having Speech and Prize Giving Days where prizes are awarded to the best pupils.

The TENI districts community schools visited had committed and dedicated SMC/PTA members who take a keen interest in seeing to the educational needs of their children to ensure quality teaching and learning in the schools. The SMC/PTA have built cordial relationship with the Head teacher/ teachers. They hold planning and management meeting with teachers for disbursement and recording of the Capitation Grant. In some cases the SMC/PTA's chairmen give his or her approval before the disbursement of the capitation grants. The SMC/PTA also give incentives or motivations to teachers for extra tuition to pupils. These claims by the SMC/PTAs were verified by the team and confirmed by the teachers as being true in all the TENI community schools.

Non TENI Community Perceptions and Practices in IE

The non TENI districts community schools visited were Batei L/A Primary School and Sugu L/A Primary School which are all ACE Wing schools in Gushiegu District (Northern Region). The other two schools were Tarikpaa L/A Primary school and Diare E/A Primary school which are all UNICEF best practice schools in Savelugu-Nanton District of the Northern Region. These community interactions during the IE study also revealed that the SMC/PTAs in the four non TENI community schools understood inclusive education as giving every child the opportunity and making sure that they are all in school. This is because of the on-going education and training of Head teachers/Teachers and SMC/PTAs by ACE in the Gushiegu District and UNICEF in Savelugu-Nanton District.

The community members in four communities agreed that there were still out of school children in the area. The SMC/PTAs at Sugu community (Gusheigu District) attributed the situation to over age children, child labour and children who help their parents on the farm, the use of boys as shepherds and pregnant teenage girls. At Batei Community which was another ACE Community, there were some children from large families who could not afford to go to school because their parents' resources were not adequate to cover the cost of all of them attending. At Diare school community in the Savelugu District, the majority of out of school children were fostered to their "aunties or other close relations", while at Tarikpaa (same district) the SMC/PTAs described their children as "stubborn" and unwilling to attend school. The SMC gave reasons for the out of school phenomena as: teenage pregnancy, girls going for kayaye, shepherd boys, truck pushers and child labour.

On the issue of making education accessible to everyone especially special needs children or children with disabilities, all the four non TENI communities SMC/PTAs confirmed that they have special needs children in the community schools. For Batei community (Gusheigu District) they have one physically challenged boy in class one. At Sugu (same district) there is a boy and a girl who are physically challenged in school. At Tarikpaa community in Savelugu where UNICEF was operational, children with sight problems and low vision, physically handicapped and others with low intelligence or mild mentally retarded in school were also observed at the school.

Interviews with SMC's and PTAs reveal that successful measures and strategies were being adopted in the four non Teni schools supported by UNICEF and ACE in order to promote retention and prevent school dropout. Some of these strategies/measures include the following:

- At Sugu (an ACE school) the teachers use local language to teach pupils and the SMC/PTAs made sure that the school was situated within a shorter walking distance from their homes. Parents also provide children with the basic school needs like pencils, pens, books and uniforms in order to sustain children's interest in school.

- At Batei (ACE school) the SMC/PTAs have been able to put up classroom pavilions with the help of ACE/Ibis. They also provided basic school necessities such as books, uniforms and food for most of the children.
- At Tarikpaa (UNICEF best practice) sensitization programmes have been carried out for the parents and the community on what they need to do to bring girls back to schools especially teenage mothers and girls who return from kayaye. UNICEF provided accommodation for teachers with the community providing communal labour. This has helped more teachers to stay in the community and really encouraged children to be in school.
- At Diare community (UNICEF best practice school), in order to prevent school dropout and promote retention, the community members have teamed up and collaborated with the chief to pass bye-laws preventing children from attending video shows and dances.

In order to promote quality teaching and learning in their schools, the SMC/PTAs interviewed suggested that they have taken it upon themselves to conduct regular monitoring and supervision of both teachers and pupils. The SMCs spoke of how they pay impromptu visits to the schools to assess teachers and pupils' school attendance and the quality of teaching and learning in the classrooms. They also check children's exercise books to see if the teachers are working and how their children are performing. The following were also observed:

- The SMC/PTAs in all the four non-TENI communities have good relations with the Head teacher and teachers in the schools.
- At Sugu and Batei (both ACE wing schools), the SMC/PTAs have good relations with the Head teacher and teachers in the schools. The SMC/PTAs plan with the teachers on the use of the Capitation Grants.
- At Tarikpaa the SMC/PTAs have very cordial relationship with the Head teacher and his staff. The Head teacher always briefs the SMC/PTAs on matters affecting the school and attends community meetings on school projects.

Various efforts and changes have been made to make schools child friendly. These include the provision of child and disability friendly school infrastructure, creation of conducive and safe school environment and the application of child centred, participatory, activity based teaching and learning methods. Tarikpaa and Diare Primary schools now have hand washing containers for SHEP provided by World Vision. At Diare SFL provided the classroom structure and learning materials. The EU also provided a classroom block which will be used by the KG and a teachers' bungalow for Tarikpaa.

At Diare UNICEF provided a toilet facility for the school. Also at Diare E/A Primary, assessment records are now presented to PTA for discussion during meetings. For the ACE wing schools, the SMC/PTAs said the teachers teach children very well. This is manifested in their children being able to read and write letters for them. At Batei they talked of the school having more teachers as compared to only one teacher when the school started.

4.4 Challenges being faced by Communities and Schools in Implementing IE Approaches and Ensuring Quality Education

SMCs interviewed spoke of some of the major challenges which hinder the teaching and learning process and prevent children attending school. All the TENI community schools suffer from inadequate textbooks and TLMS supplies to the school by GES. They also complained about inadequate or non-availability of classroom furniture for the pupils, as a result the classroom scene is not the standard practice. There is the problem of providing decent and affordable accommodation for teachers in the communities. Teachers find it unbearable and some especially females resist postings to the rural and remote communities (most of them without water and light) resulting in non-availability of trained teachers. Some schools visited also lack gender friendly sanitary facilities which tend to affect enrolment and retention of girls. Community volunteer teachers are used in the communities who are not trained and cannot deliver quality teaching.

The SMC/PTAs at the various community schools involved in the ACE and UNICEF programmes talked of factors that hinder smooth teaching and learning in schools. At Sugu (ACE school) the SMC/PTAs talked of teacher absenteeism, particularly those who do not stay in the community do not come to school regularly or punctually. At Batei community, SMC/PTAs complained of inadequate classroom furniture as some of the pupils sit on the bare floor. Also the pavilion used as a classroom is too open for the children as they are prone to disturbances by rainfall and strong winds. For Tarikpaa and Diare communities (both UNICEF best practice schools) the people talked of inadequate teachers as there are not enough quarters to accommodate them. They also lack TLMS and inadequate classroom blocks.

Conclusions and Recommendations

The UNICEF best practice schools and districts where child friendly approaches have been implemented over the last ten years will likely provide TENI districts with experiences and lesson learning in order to support future work on inclusive education. One of the key findings is that despite significant support and interventions by agencies such as UNICEF and Ibis there are still challenges in relation to teacher absenteeism and the basic provision of teaching learning materials which makes the realisation of inclusive education challenging. If schools open their doors to larger numbers of children including those with severe disabilities and learning challenges teachers and schools must be prepared and equipped to address them. This study

revealed that this is not always the case and teachers are not sure of how to cope with the additional needs of children with severe handicaps.

Those districts who have received UNICEF interventions such as Savelugu District are well placed to share their experience and the impact of the child friendly inclusive education practices with the new TENI districts. For instance several of the district education officers including girls' education officers could be excellent resource people for the TENI districts in terms of sharing their challenges and how they overcame them.

Chapter 5.0 Key Findings from TENI focal Districts

This chapter focuses on providing the context in which inclusive education practices are being promoted and implemented in the northern and the Upper East regions in two of the three TENI Districts. Similar data was collected for the best practice districts and is available in the annex—based on the Savelugu and Gusheigu data sets. The chapter is divided into four sections beginning with a look at the inclusive education strategies being promoted over the last ten year in the districts and then access and participation data and child performance data on a district and school basis to provide the context and current status of education in which the TENI program is being implemented. There have been several external development agency programmes being promoted over the last 10 years in these districts, some of which appear to have made some impact particularly in relation to girls’ education. Yet enrolment and retention data suggests that there are still significant challenges in promoting inclusive education and ensuring all children have access to quality/child friendly learning environments.

5.1 The Context of Inclusive Education

West Mamprusi is one of the MOE’s 63 most deprived districts in Ghana. Most of its inhabitants are predominantly subsistent farmers. The district has a considerable number of schools but there are still remote areas of the district where primary schooling is not reaching the rural population. Several NGOs and donors have been active in the district including ISODEC, CRS and WFP, World Vision and CAMFED as well as the Wulugu Project which focuses on providing small loans (micro financing in loans) to families in order send their girl children to school. Over the years West Mamprusi has been known to attract and implement several girls’ education programmes including CIDA sponsored girls education programme which ran for five years (between 2000 to 2005) providing women’s agricultural groups with small grants to support their girls’ children transition to JHS for primary. The seed funding for women’s groups which were sponsored by this project continues to have a positive impact despite it having ended over five years ago.

Talensie Nabdam District also had interventions by district education office and external agencies which promoted inclusivity: World Vision, CRS TENI/VSO, and LCD had been operational for at least three to five years. The Link Community Development Project has been particularly visible as a as “best practice” in the inclusive education approach and now being promoted by the TENI/VSO. The methodology involves supporting the SMCs and PTA become more capable of holding teachers accountable at the same time that the District Education Offices begin using EMIS data and performing monitoring results in open forums in the district to hold teachers accountable. There were also several girl child interventions including the promotion of role models and the usage of Science Teaching clinics and take home rations for girls to transition to upper primary and JHS levels of education.

District education offices in the West Mamprusi and Talensi Nabdam district selected their “best practice schools” in relation to inclusive education based on the following criteria: rural communities which are not far from the district capital and accessible, schools with some

proportion of special needs children having been integrated, schools with active SMCs and PTA and community schools with experience with School for Life. Other criteria included the use of child centred methods being practiced and those good results on the performance of children and teachers²⁶.

All best practice schools visited across the two TENI focal districts, had children with varying degrees of disability, ranging from physically challenged to hearing impaired and visually impaired and special needs children being integrated into the primary school classrooms. Kperiga primary in the West Mamprusi district for instance had three disabled children, two epileptic and two mentally retarded. Special attention was given to special needs children. For instance, special needs children were made to sit at the front of the classroom and closer to the chalk board in order to maximize their vision. This showed the extent to which these schools promoted inclusivity. However the schools' environment was not disability friendly.

5.2 Inclusive Education strategies being promoted

Education Directorates in West Mamprusi and Talensi-Nabdam districts (both TENI supported districts) have embraced the concept of Inclusive Education and have adopted various strategies to ensure universal access and retention until the full cycle of primary education is completed. The two districts have: established schools in underserved areas as well as those without schools. They have also adopted and applied child-centred teaching and learning methods as well as active participation of pupils and SMC/PTA in the school management process. Interviews with District Education officials suggest that the following strategies are being used across both districts:

- ✓ Advocacy/Sensitization and awareness campaigns on the need to send girl children to school, EFA and the integration of children with special needs;
- ✓ School infrastructure and environment Improvement at school and classroom level; Government support for classrooms to be disability friendly, supply of furniture and sporting facilities, and exercise/text books, DEO supervision and monitoring.
- ✓ Teacher recruitment, training and deployment (Use of community volunteer teachers, some undergoing UTDTBE)
- ✓ Child friendly classroom teaching/learning methodologies.
- ✓ Implementation of the capitation grants and funds accountability, established system/structures.
- ✓ Promotion of School Health, girl child role modelling, girls' club establishment and special needs children's access to education.

The current strategies have not been able to address all educational needs of the pupils and communities particularly due to the depth of poverty, reliance on subsistence agriculture and the embedded socio-cultural practices of children. There are still pupils who are excluded from educational systems due mainly to the negative socio-cultural practices, poverty, kayaye

²⁶ The Tongo school in the UE had received the best district teacher award.

phenomena, child labour and high opportunity costs of schooling for poor households where children's economic contributions to family survival is substantial. The following sections reveal some of the challenges in access and participation which faced by districts of this nature in achieving inclusive education.

5.3 Access and Participation in West Mamprusi (TENI District)

Between 2006 and 2008 the West Mamprusi district Primary School enrolment increased from 66.5% to 83.4%. Similar enrolment growth was also recorded for boys and girls during this period. The enrolment growth for boys rose from 67% to 85.9% and girls' enrolment rose from 66.5% to 84.7% between 2006 and 2008 respectively. The Net Admissions Rate (NAR) increased from 63.8% to 78.2%. Comparatively enrolment for boys is higher than that of girls. In spite of this growth, there were and continue to be children who are out of the school system estimated to be about 20% (MOE 2008; EMIS, 2009).

The West Mamprusi district has a high proportion of primary school pupils completing their primary education. The completion rates for JHS pupils are much lower. Between 2007 and 2008, the percentage of pupils completing primary school rose from 80% to 86.6%. Completion rates for boys increased from 84.3% to 87.2% whilst that of girls increased from 74.7% to 85.9%. Comparatively, the JHS completion rates were lower than those at the primary level. JHS overall completion rate between 2007 and 2008 stagnated at 63.5%. However, the primary completion rate for boys rose from 61.3% to 64% and girls dropped from 66.4% to 62.9% at the JHS level (MOE/EMIS data, 2009).

The West Mamprusi and Talensi Nabdam both have a significance challenge in relation to retention of children at the upper primary levels. The average drop-out rate for West Mamprusi at the primary level between 2006 and 2008 was 6.8%. The girls had the highest dropout rate at 8.5% whilst the boys recorded 6.4% (see table below).

Table 3: West Mamprusi District Enrolment, Retention and Completion (2006 to 2008)

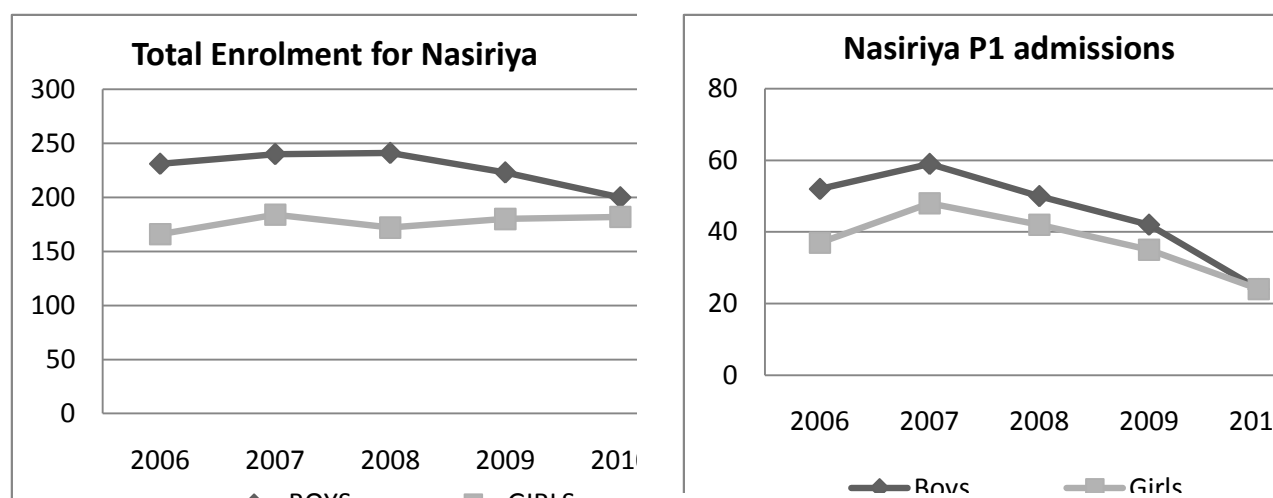
YEAR		2006	2007	2008	2007	2008
		PRIMARY			JHS	
Net Enrol rate (NER)	B	67.1	74.5	85.9		
	G	66.5	72.6	83.4		
	T	66.8	73.6	84.7		
Net Admin. Rate (NAR)	B	64.9	71.7	81.5		
	G	62.7	66.6	75		
	T	63.8	69.1	78.2		
Completion Rate	B	-	84.3	87.2	61.3	64
	G	-	74.7	85.9	66.4	62.9
	T	-	80	86.6	63.5	63.5
(Source: MOE/EMIS 2009)						

Findings from the two sampled “best practice schools” in the district visited during the IE study (Kperigu Primary and Nasariya Primary) suggest that there were different enrolment, retention and completion trends across the two West Mamprusi School. Whilst Kperiga Primary School demonstrated a positive enrolment growth for the period under review, while Nasariya Primary School showed a negative enrolment growth over the last four years.

Nasariya Primary and Kperiga Primary Schools are both about 5 km from the district capital (Walewale). Both schools had a full complement of teachers who were mainly trained with only a few untrained teachers. Both schools were having some advantage due to their close proximity to the district education office and were visited by district education officials on a regular basis. The Nasariya primary school had received support in building a six classroom block from a local NGO; CAMFED was also supporting the girls in terms of a scholarship package including micro finance loans for parents to support girls from upper primary to JHS. Kperiga primary had only received support in constructing its school buildings from the district assembly but its close proximity meant that most of the NALAP materials and other curriculum materials were provided in the classrooms. Both schools had a long history of integrating special needs children from mild to moderate disability.

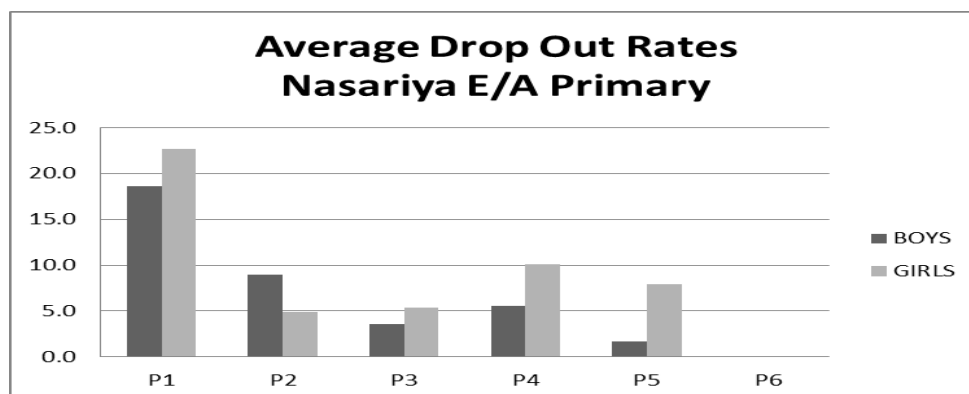
Nasariya Primary School, West Mamprusi

Data from 2006 to 2010 indicate that the Nasariya School had a negative enrolment growth of 1%. The enrolment growth rate for boys was negative at -3.5% in 2006 with enrolment of 231 which dropped to 200 in 2010. However the girls recorded a higher growth of 2.3% with enrolment of 166 in 2006 which rose to 182 in 2010.



Surprisingly the admission rates for P1 also suffered a negative growth of 14.3% over the five year period. In 2006 the number of boys admitted was 52 but consistently dropped to 24 with a negative growth rate of 17.6%. Similarly, girls also had admission of 37 in 2006 but this decreased to 24 with negative growth of 10.3%. The school had a better improvement in girls' enrolment than boys.

The school however had challenges in relation to retaining girls and boys at the upper primary levels. The Nasariya's school dropout rate was on average 12% between 2006 and 2010. From P1 and P5 the school had the highest rates of drop out at 28.1% and 17.2% respectively. The average drop-out rate for boys in the school was 14.6%. The highest recorded drop-out was in P2 and P3 with 21.8% and 28.2% respectively. Comparatively drop-out rate for boys was marginally higher than that of girls (*see figure below*).

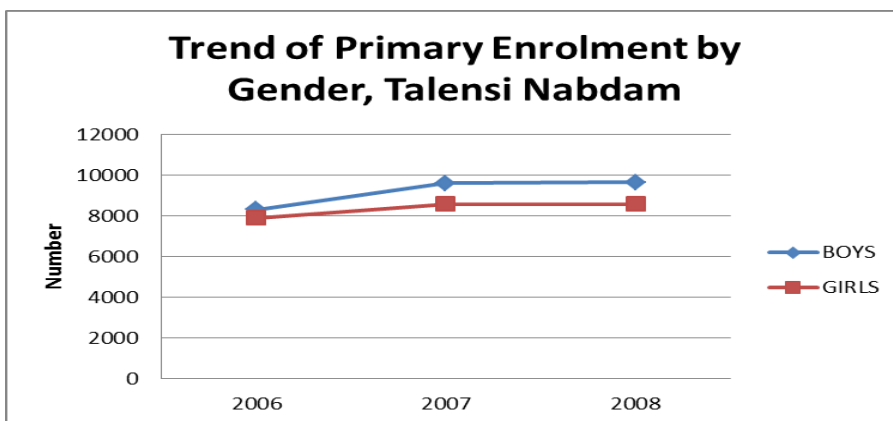


The PTA/SMCs in communities in West Mamprusi reported that through School for Life project, more out of school children are now enrolled, stay in school, complete school and transition to JHS and SHS and some to tertiary institutions. The SFL students who were mainstreamed in the formal system of primary education often outperformed their non SFL counterparts at the same class level particularly in literacy and numeracy. Studies have also found that ex graduates of SFL who are mainstreamed into the primary level have a propensity to complete the full cycle of basic education and transition to SHS if family resources permit (Casely-Hayford et al. 2007).

5.4 Access and Participation Trends in the Talensi Nabdam (Upper East)

In the Upper East region, enrolment and admission trends in the “best practice schools appeared slightly different and more positive. Talensi-Nabdam District is among the 66 deprived districts. Most of the inhabitants are subsistent farmers. The district also has several agencies working in education in the district including: Regional Education Office, DA common fund, World Food Programme, World Vision, Link Community Development (LCD), Action Aid and VSO/TENI. Several external NGOs particularly Action Aid and LCD have been involved in raising awareness of the need for education in the district and have focused their efforts on holding teachers and the District Education Office accountable for quality delivery of education. Others agencies including JICA and VSO/TENI have also been contributing to the improvements of building stronger relations between education stakeholders, improving teacher quality through in-service training of teachers in areas of leadership, management, literacy and numeracy.

The primary schools in the district have experienced improvement in their enrolment. For instance the NER increased from 61.5% in 2006 to 70.9% in 2008. NER boys increased from 59.2% to 69.9% whilst that of girls increased from 63.9% to 72.1% (MOE 2008).



Admission to P1 has not been very positive over the last three year. For instance, the net admission rate for primary schools was 49.8% in 2006 but dropped to 46.2% in 2008. These trends imply that the rate of intake of children into P1 is diminishing indicating a lack of interest or ability of parents to send their children to school. Other factors discussed by the research team and District Education office include the fact that there are high levels of migration among parents and more schools being constructed which might lower the potential student intake for the school catchment area. The district also has a considerably number of children out of school. The problem is exacerbated by number of children out of school which is estimated at about 30% (MOE 2008).

The problem is exacerbated by the number of pupils enrolled who are not able to complete a full cycle of primary education. EMIS reports indicate that in 2007, the overall primary schools completion rate was 63.9% with boys recording 62.1% and girls 66.1%. There was improvement in 2008, with the primary school completion rate reaching 65.7% with boys recording 64.6% and girls at a 67.1% completion rate.

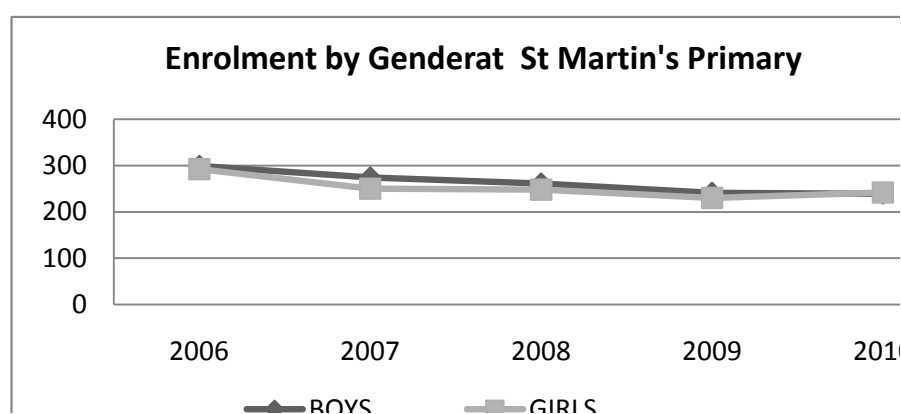
The Talensi Nabdam district has modest achievements in relation to facilitating pupils to complete their Basic Education certificate (e.g. JHS 3). At the primary level about 60% of pupils enrolled are able to complete their primary education. EMIS Reports indicates that between 2007 and 2008, proportion of pupils completing their primary education rose from 63.9% to 65.7%. The completion rate for boys increased from 62.15% to 64.6% and girls shot up from 66.1% to 67.1%. At the JHS, completion increased sharply from 38.4% to 53.1% over the same period; boys increase from 37.2% to 50.7% whilst girls rose from 39.9% to 57.4%. The district however has a problem with drop-outs, which stands at 6.0%... with more girls (7.1%) dropping out school than boys (4.9%). The highest dropout rates are recorded in P1, P3 and P4.

Table 4: Talensi Nabdam District enrolment, admission and completion rate 2006-2008

YEAR		2006	2007	2008	2007	2008
		PRIMARY			JHS	
NER	B	59.2	66.3	69.9		
	G	63.9	67.8	72.1		
	T	61.5	67	70.9		
NAR	B	50	56.3	46.1		
	G	49.7	55.7	46.3		
	T	49.8	56	46.2		
COMPLETION RATE	B	-	62.1	64.6	38.1	43.9
	G	-	66.1	67.1	25.2	30.8
	T	-	63.9	65.7	32.4	38.1

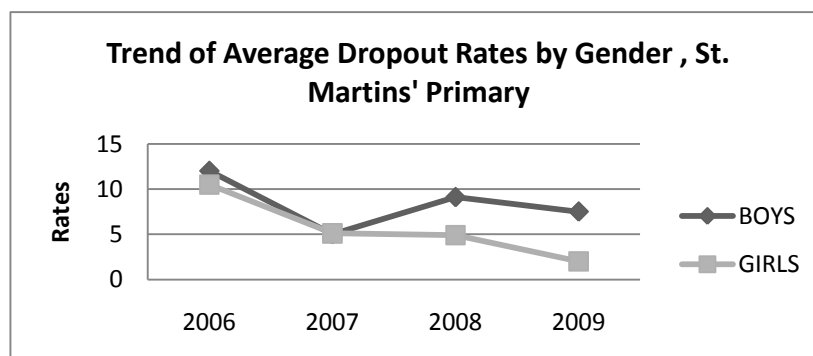
Source: EMIS/MOE, 2009

All the sampled schools visited in the Upper East region (St Martin Primary and Tongo Primary Schools) do not have impressive enrolment growth. Between 2006 and 2008, the schools recorded negative enrolment growth. Enrolment momentum initiated in 2006 has not been maintained. For instance, enrolment rates for boys at St Martin's Primary school declined from 299 to 239 within the same period registering a negative rate of 5.4%. Girls' enrolment from 292 to 242 also recorded a negative growth rate of 4.6%.



However, the majority of children who are enrolled in the school managed to complete the full cycle. The average drop-out rate for the St Martin's primary school in Talensi Nabdam is 6.9%. The classes that record the highest dropout rate are P3, P4 and P5. Comparatively, average drop-out rate for boys is higher than girls. The dropout rate for boys is 8.4% whilst that of girls is 5.6%. The incident of high drop-out rates occurs in P3, P4 and P5. The highest recorded rate for girls was in P1 and P4. These trends reveal that retention particularly for girls is proving to be challenging. These findings are consistent with other studies conducted in the upper east and

northern region which suggest that girls' access and retention is particularly difficult in resource poor areas (Casely-Hayford, et al, 2010).²⁷



5.5 Addressing inclusivity in the classroom: teaching and learning practices

There were several training programs which the districts were undertaking in order to prepare and enhance teaching and learning methods in the classroom including INSETs with support from USAID, MOE/NALAP, JICA, UNICEF which often mainstreamed child friendly methods (see chapter 7 for details on in service training offered in Talensi Nabdam). All four schools across the two TENI districts (Talensi Nabdam and West Mamprusi) demonstrated some level of good practice in teaching and learning strategies in the classroom. For instance, all schools visited across the two TENI districts were implementing the NALAP program at lower primary level and using the Government's latest activity based curriculum for the upper primary levels.

The use NALAP (L1) at the lower primary level was evident in TENI schools visited during classroom observation on the IE study. Teachers took their time to make sure that children were engaged in activity learning and that some teachers had prepared lesson notes Children on the other hand understood what was being taught because it was their in their mother tongue hence none of them felt excluded in the classroom. Children interviewed across the four TENI focal areas said that their interest in education was being sustained due to the way their teachers were teaching, free education and the fact their teachers were friendly. Observation at the lower primary suggested that the children were engaged in the learning process due to both the usage of local language and the interactive teaching methods and availability of teaching learning materials particularly in schools where NALAP was being used.

The SMCs also reported that the NALAP programme has help to sustain pupil's interest in school, because they are taught their local language. For instance, in the Kperiga Community, the primary school adopted and practiced NALAP methodologies and now pupils understand what they are taught and are interested in learning.

²⁷ WFP Ghana Programme Evaluation (2010) see www.wfp.org for full report.

Observation at the lower primary levels also suggest that the teachers were conversant with the use of participatory and activity based teaching and learning strategies such as group work, storytelling, role play, dramas, and demonstrations which were proven to be effective ways of promoting inclusivity in the classroom. Several of the classrooms were organized in groups to facilitate pupils' interaction. Children feel excited and important when they are involved actively in the classroom. One major strategy that promoted inclusivity was the use of group work. Children were observed sitting and working in different groups; teachers interviewed reported that group work was enhancing children's participation in class. Another observation across the "best practice schools" visited was access to a variety of teaching and learning materials which helped to enhance the interactive learning. For instance, the schools visited in the TENI focal districts had a variety of teaching and learning materials provided by the NALAP program and other agencies.

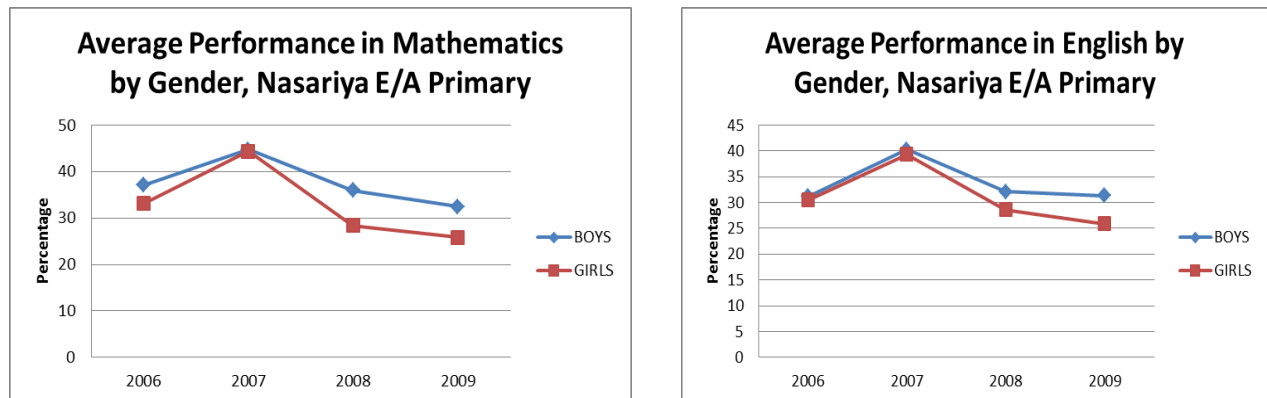
Teachers' behaviour towards children in the schools visited also promoted inclusivity in schools. Teachers' attitude and behaviour towards children was one of the most critical factors in promoting a "child friendly school" approach and demonstrating the teacher's ability to both attract and retain children in the classroom. Observation across the four schools suggested that most teachers interviewed were encouraging pupils by providing them with incentives like pens, exercise books and clapping. In a few cases the teachers were still using harsh language and the canes in some of the schools. Interviews with children suggest that all four schools visited had become a welcoming place where they could ask questions, where teachers had "broken the ice" and where children felt close to their teachers. Teachers were found to be friendly and given a type of "motherly" care as testified by the children in focal group interviews and observation in the classroom. Teachers had patience to address children's learning needs even with the limited teaching and learning materials available.

Furthermore, the use of non-abusive language and physical abuse/punishment was also one of the main differences in teacher behaviour in the schools visited as part of the IE study; non abusive atmosphere in the classroom was an effective way of promoting inclusivity in schools and in the classroom. Teachers in the four schools across the two TENI focal districts had received sensitization on refraining from the usage of physical and verbal abuse of children. Instead of canning children which usually will scare children away, children were asked to stand in a corner of the class for some time, carry stones or clean the chalk board during the lesson.

Some of the challenges facing education in the Upper East included the large class sizes (between 80-100) which limited the teachers ability to group the children in class due to limited space and lack of adequate teaching and learning materials. Teachers were aware of multi grade teaching but needed more practice to be able to implement it fully.

Performance of children in the schools

Performance monitoring test data for the “best practice schools” in the TENI focal districts was available only for the West Mamprusi districts and suggests that the Math and English scores results were worsening for boys and girls over the period. For instance results for Nasariya primary school in West Mamprusi reveal that there was high proportion of boys performing at the P6 level in Math compared to girls although the performance results were gradually worsening over the four year period.



Future studies on inclusive education will have to be able to link performance and quality education indicators to improving classroom participation and enrolment by learners.

5.6 Community management strategies and practices which strengthen inclusivity and performance.

SMCs and PTAs representatives were interviewed across all the ‘best practice schools’ identified in the TENI districts on inclusive education and community management strategies and practices which promote inclusivity and performance. Most of the SMCs and PTAs interviewed had contributed significantly towards their school improvement efforts and were demonstrating their interest in helping support the school. For instance, in the Tongo DA primary in the Talensi Nabdam district the SMC/PTAs had contributed funding to purchase 2 computers, extended electricity to the school for enhanced teaching of ICT. They also contributed 10 Ghana cedis each term to buy drinking cups, small water buckets for the children to fetch water from the borehole and to drink water with the cups. World Vision International assisted the school with the construction of borehole which was a community initiated project. The community and SMC/PTAs engaged in sensitization and promotion of education for all children especially the girl child. The SMCs/PTAs also provided a foot ball pitch for children to play football and basket ball.

The District Chief Executive of Talensi Nabdam is a native and she was being used as role model for girl’s education. The community was proud of her achievements and wanted their girl

children to also go to school as a result. The SMC works in close collaboration with the head teacher which has resulted in the high enrolment of girls, the school maintains low drop-out rate through interventions of the group. The SMC also reporting that they talk to parents about the need to good care of their children and the impact this has on the education. The SMC also spoke to children about the need to stay in school, and perform well in final examination to transit to SHS. According to the SMC/PTA interviews some of the strategies for assisting retain girls and boy had an impact on enrolment of children, retention and transition to JHS and performance of the school for the past three years. The SMC spoke of how they collaborated with the head teacher and teachers to plan a campaign for pregnant girls to return to school after delivery and to complete school. They used some of the capitation grant to sponsor needy children, especially girls and also contributed money which was used to buy medication and first aid for the children.

One common strategy across all the communities visited in the Upper East and Northern region was that SMCs and PTAs were aware of the need to monitor their teachers and visit the school on a regular basis. Most of the SMCs interviews said they were monitoring the performance of children and teachers by organizing regular and surprise visits to the school and parents were engaged in checking their children's exercise books for recorded marks, corrections done in order to assess how the children perform in class and for home work. SMC/PTAs in the Talensi Nabdam district spoke of how some of the NGOs (LCD, Action Aid and World Vision) had provided training and capacity building programmes on school management and performance monitoring. They train all teachers, head teachers and SMC/PTAs regularly, conducted regular school level management meetings and supervision to improve teaching and learning as well as performance of the children.

Community management of the schools through active participation, involvement and contributions by PTA/SMC's and school leadership has produced significant change in the attitudes and behaviours of school teachers and as a result the quality of education also improved. For instance in the Kperiga Community, children come to school very early in the morning.

According to SMC/PTAs in the Talensi Nabdam district teacher absenteeism was lowering pupil performance at the primary school level but due to SMC's regular check on the teachers the school performance had improved and children can now read and write English better than before. SMCs were also beginning to report the indiscipline among teachers who were removed from the schools; some teachers were reported to GES/DEO and they were removed from the school. The school organizes competitions which are witnessed by community members who reported feeling very happy about the performance of their children.

In the Kperiga community (West Mamprusi) the SMC participated in many awareness programmes on the importance of education, promotion of girl child education, school and community management and relationship building, formation of SMC/PTA, capacity building on roles and responsibilities and management of capitation grant. The community helped to put school classrooms in place which has encouraged more children to attend school. The community has Role Models in the community whom the children look up to and aspire to be like. The school band and capitation grant has helped in the increased enrolment. The community enacted bylaws for parents to send all children to school and to stay and complete school. The executives place sanctions on parents who refuse to send children.

The Kperiga community, SMC/PTAs, parents and school management have a cordial relationship. The SMC executives plan with the head teacher on how to spend the capitation grant and usually give approval before the disbursement. The committee members agreed that there was transparency and accountability of funds in the school and that proper financial records are kept on how the monies were used. SMC/PTA members pay unannounced visits to the school to know if teachers are in school and are teaching in order to observe all classes. The school gives report cards and school exercise books to the children to send home and parents and sometimes the PTAs reviews them to assess the performance of the children.. Teaching and learning has improved as parents can now see the achievements of their children in being able to read and through their school reports. There is a great change in the school and the classroom because of supply of learning materials and new classrooms have been constructed by GES and District Assembly .The children in school are doing well, better than before. The school is implementing NALAP, the use of local language for teaching and learning which has sustained the interest of pupils to learn and stay in school.

Across most of the schools visited in the Upper East and North, SMC/PTA expressed were confident and encouraged about the achievements they were making in relation to improving education, changing teacher attitudes and improving the performance of their schools. The case of St Martin's below demonstrates how one community visited in the Upper East was able to achieve this.

St Martin's RC Primary school SMS/PTA in Upper East

St Martin's RC primary have organized many sensitization workshops for parents in the community on the importance of education for all children which has resulted in high enrolment of boys and girls; in some classes the girls are even more than the boys and the classes are overcrowded. The SMC created awareness on girl child education, named 'what boys do, girls can do better', which has reduced drop out and out of school children in the communities. The SMC hopes to close the out of school gap where every child will be in school, stay and complete with good grades. SMC/PTA meetings are frequently organized and parents advised not to send girls for Kayaye (head porters in the large cities) or allow the boys to travel to Kumasi. Teachers and committee members advise parents against child labour, attending funerals, dances, video shows. The committee and the chiefs have drafted bye laws which will soon be enforced to stop child delinquency. They have supported the churches to preach on good moral practices for children and in some meetings the DCE is used as role model for the girls.

The SMC/PTA provided water containers, maintained and repaired the floors in three classrooms being used. LCD and community members renovated the school block and committee assisted with the KG floors. Initially, both parents and teachers were very indisciplined and the school suffered low performance. With some control and monitoring from the SMC/PTA, on school attendance; teachers are asked to sign an attendance register on a regular basis. The teaching and learning in the classroom has shown significant improvement in quality of teaching and based on the transformation of teacher attitudes towards their work. Parents are aware of the capitation grant and its use; the grant is used for purchasing- sport equipments, culture, exam fees and the maintenance of the school. Guidance and counseling is given to girls and pregnant girls are given advice and readmitted to school after delivery and the perpetrators are punished as a deterrent.

Because of close monitoring and supervision from the community/SMC and PTA, the teachers deliver quality lessons, using more participatory approaches and the environment is child friendly. Results for JHS level indicate that the school moved from 19th to 3rd position in the district in 2009.

The major challenges that SMCs are finding across the TENI districts and even the non TENI districts visited were the ability of the SMC/PTA to reprimand teachers and to take appropriate action in reporting and finally letting teachers go that were not performing, indisciplined or creating problems in the school. Some of the SMCs interviewed expressed worry about children's inability to read or write, and said that the NYEP volunteer teachers are not trained adequately to handle the children. The frequent removal of NYEP teachers is also a big challenge to the communities. Terminal reports are not given to parents, but vital school information is communicated through the SMC/PTAs meetings to the parents.

Findings across the four communities suggest that the SMC/PTA is involved in the planning and management of the capitation grant and other community development projects the SMCs were building confidence in their role and ability to transform the school and were taking on added ownership of the school. Previous studies in Ghana suggest that when SMCs invest their time and financial resources in school improvement they become even more concerned over the educational outcomes of their children (see Casely-Hayford et al, 2009)²⁸.

In Kperiga community through the Wulugu project provided six classroom blocks for the school and school uniforms for needy children. The women empowerment and micro-credit project benefited mothers of girls who are enrolled and stay in school. The project and school facilities have significant impact on the increased enrolment of girls in the school. Local NGO, CAMFED, girl child education project worked closely in collaboration with community leaders and organized sensitization on girl and female education. The PTA regularly gives incentives and motivation for best pupils during annual school gathering. They also ensure frequent supervision of teachers and pupils in school and punishment of truant teachers and children. The SMC plan together with the HT on how to use the capitation grants which projects to undertake and the recruitment of teachers/volunteers. The combination of these activities is bringing about improvement in the results of the children.

Conclusions

The findings from the TENI district analysis suggest that district education data does not conform always to the trends perceived by both teachers and community members in relation to access, participation and performance. The chapter reveals that increased retention and universal access in deprived areas of the North and Upper East regions will take very strategic and well tested approaches in order to attain the TENI goals in the coming four years.

Findings from the TENI districts in Northern and the Upper East regions suggests that there are specific factors which prevent children participating and staying in school in these rural contexts.

²⁸ Strengthening the Chain of Accountability in Primary Education in Ghana: Link Community Development External Evaluation; see www.associatesforchange.org.

There are also particularly types of children, and populations which remain marginalized and still remain out of school. Findings from the Northern region for instance suggest that there are still whole communities with no access to school due to the distance of their communities from the nearest primary schools and that fact that some of these communities are too small to support the establishment of a full primary school (P1 to P6). Young children between the ages of 5 to 7 find it difficult to walk long distances and their parents are not always in favour of sending them to school due to the distances. Interviews with parents in the Northern regions confirm that until a school is within reasonable walking distance or the child has reached the age of about 8 or 9 they will not be able to walk to school beyond 5kms distance.

The experience of best practice ACE districts confirms that at least five to ten communities in the Gusheigu district have requested for schools but are outside the current program capacity of ACE and remain without a school. These are often communities with over 600 -1000 inhabitants but are located over 5-20kms from the nearest public primary school. Over five to ten communities in the ACE areas have requested for schools from the DCE in the Gusheigu District for over four years. The lists of these schools have been sent to GES but it remains to be seen whether these communities will receive schools.

Systematic school mapping using Geographic Information systems is needed to ensure that all children are able to access a public primary school within at least five kms distance of their home. No mapping data was available from West Mamprusi but it was available from Savelugu.

Strengthening the community support, oversight and management of the school was a key factor in improving quality teaching learning at the schools visited, ensuring teachers treated their children with kindness, creating a child friendly environment, limiting physical and verbal abuse and improving student attendance. The main challenges being faced by the community and SMC/PTAs are need for more information concerning their children's performance, inadequate textbooks for children in the school, and lack of gender friendly toilets.

Chapter 6: Current Best Practices of Inclusive Education which Promotes Access, Retention and Quality in Ghana's Basic Schools

Four models of inclusive education were studied in Ghana: UNICEF's child friendly model, Alliance for Change's Wing School Model, Special Needs Education Division's Integrated School Model, and School for Life's Flexible School. The study team worked closely with the Special Needs Education Division, UNICEF and Ibis to identify potential districts for the study team to visit. Three best practice districts were selected to study including: the Special Education Divisions integrated school model, the UNICEF Child Friendly models and the Ibis/Alliance for Change in Education (ACE) models. The team also recognised early on that the School for Life approach had been operational in at least three of the four study districts and had been phased out over the last two to three years and therefore another important model to consider when investigating inclusive education approaches. The School for Life had also been present and active in the West Mamprusi, Savelugu and Gushegu Districts between 2000 and 2009. Final site selection of the schools was based on both the implementing agency perception of best practices in IE and consultations with key district education officials. Two best practice schools were visited across each programme area.

6.1 UNICEF Best Practice Model of Child Friendly Schooling

UNICEF Ghana has been implementing child friendly school models and inclusive education over the last 15-20 years in Ghana. Although the UNICEF districts of focus have changed over the years based on a reprioritisation within the organisation, they continue to work on the child friendly model in selected districts across the Northern and Upper East Region. The rationale behind this focus is in order to achieve a holistic approach to school community improvement in education with a focus on gender, access and participation.

UNICEF's Child Friendly School Approach

UNICEF Ghana's support to child friendly schools offer families a new way to break the barriers to children's education particularly for marginalized groups and is also aimed at preventing drop out, improving quality and transition in primary education.. UNICEF provide schools with appropriate class rooms buildings, hand dug wells, sanitation facilities and teaching and learning materials. They also support in-service training (INSET) for head teachers, teachers, DEOs and SMC/PTAs to improve education delivery in order to promote promote inclusive education. UNICEF promotes the uses of child friendly and child centred methodologies in the training of teachers in their schools through focusing on activity based learning and . They support girls' education by providing bicycles for girls who walk long distances to school and sponsored some teachers to take special courses.

Savelugu District is peri-urban with Net Enrolment Rate (NER) of 78.1% in 2008 and a Net Admission Rate (NAR) of 74.3% as 2008 (MOE 2008) which means that a considerable number of children of school going age (26%) are still out of school in the district. According to the District Education office (DEO) inclusive education is being implemented in the district by government, NGOs and donors including UNICEF. The DEO selected two UNICEF schools

(Tarikpaa DA and Diare EA primary schools) which they considered to be undertaking best practice schools in child friendly methods. These schools have aimed at achieving high access, retention and quality education for disadvantaged and disabled children, particularly girls. The team visited Tarikpaa DA and Diare E.A primary schools to assess the UNICEF Child friendly programme.

Despite a considerable degree of donor assistance to the district through the WFP, UNICEF and other agencies including World Vision, Catholic relief service, and others, the district is still grappling with the challenge of achieving universal access and retention at the primary levels of education. The average rate of drop out in the primary schools in the districts is 6.3%. Several studies in the Savelugu district suggest that the highest rates of drop out are at the upper primary level from P4 to P6 levels (Casely-Hayford et al, 2010)²⁹.

Best Practice in Child Friendly Schools: Tarikpaa DA Primary School and Diare E/A Primary School.

Two schools in the Savelugu District were selected by the District Education Office and UNICEF Ghana as being able to demonstrate “best practice” in inclusive education and child friendly schooling models: Tarikpaa primary and Diare English Arabic primary. Both schools had received considerable support by UNICEF and other agencies in relation to infrastructure, teaching learning materials and teacher training in child friendly methodologies including gender sensitization, health and sanitation practices and literacy and numeracy instruction. Tarikpaa DA primary school has a school population of about 466. The school has received assistance from Government, EU, CRS, World Vision, WFP and UNICEF over the years. The school had 7 teachers (4 trained and 3 untrained but pursuing distance learning).

Diare English and Arabic Primary (A & B) School had a population of 837 children (517 boys and 326 girls). The school received assistance from GES, World Vision, UNICEF, Action Aid, WFP, CRS and School for Life. The school had 13 teachers present at the time, instead of the required 24 (trained and untrained teachers). The school was highly populated and runs two streams of A and B with each class accommodating about 80-90 pupils. The school had a problem with water supply which was affecting health and hygiene practices at the school despite the presence of a gender friendly toilet facilities. The school also had challenges in relation to the overall infrastructure with limited classrooms, no library, a very small Head teacher’s office and overcrowding within the school classrooms.

The enrolment trends indicated that two child friendly best practice schools still had challenges in relation to access and retention. For instance in Diare Primary A (2006), the school enrolment was 467 (in 2006) which fell to 437 in 2010 registering a negative growth rate of 1.6%. Enrolment of boys also dropped 3.3% but girls recorded a positive growth of 0.1%. At Tarikpaa D/A Primary School enrolment increased by 6.2% between 2006 and 2010. Girls recorded a higher enrolment growth rate of 10% while boys achieved a 3.3% enrolment growth increase (*see Appendix 9 for more details on growth rates at Savelugu Schools*). The increased access is

²⁹ WFP Ghana Country Evaluation (2010) see www.wfp.org

because teachers give advice to parents in the community and also visit homes to discuss the importance of schooling, using themselves as role models.

Unfortunately P1 admission rates did not show a significant improvement with P1 enrolment at 191 in 2007 and dropping to 80 in 2010. The average dropout rate for the Diare Schools was very high at 15.1% over the period between 2007 to 2010 with girls recording a dropout rate of 17.6% compared to boys at 14.9%. Enrolment trends at Tirakpaa Primary school were better but below expectation given that it was one of the districts “model child friendly schools”. Tirakpaa primary schools had a consistent enrolment growth of 6.2% between 2006 and 2010 but P1 enrolment showed a negative growth of 1.1%³⁰. Tarikpaa primary school also recorded an average dropout rate of 4.3% over the three year period (2006/7 to 2009/10). In both the Tarikpaa and Diare schools the incidence of drop out was higher for girls than boys with Diare recording a 17.6% drop out for girls compared to 14.9% for boys.³¹

These rates are somewhat surprising for heavily resourced and focal schools of external agencies particularly given the fact that Tarikpaa had received support from both CRS and the World Food program for school feeding. What is not surprising is that the evidence over the last ten years suggests that transforming the negative socio-cultural and child labour patterns which drive these trends continues to prevent girls and boys from completing a full cycle of basic education (CREATE, 2007; Casely-Hayford 2010³²). Tarikpaa Primary has enrolled many children however teachers reported that children still remained out of school due to traditional beliefs, socio-economic and cultural reasons. The teachers and SMC members also reported that some children dropped out of school to marry, help in their foster auntie’s farms, and travel to south for kayayo.

IE Practices inside the School

Several inclusive education practices were observed during school visits to the two schools and in interviews with the SMC members and teachers in the IE study. Both schools enrolled poor and needy children including children with disability. who are being supported to stay in school and have integrated children with disability in the schools. Sensitization was on going at the community level by PTA/SMCs with respect to education for all, fee free and inclusive education. The sensitization programs had increased awareness among the PTA/SMC members interviewed concerning the need to educate Muslim children, girl children and special needs children; this sensitization was a result of efforts by the girl child education co-coordinator and had increased awareness in the school and community surrounding inclusive education.

School infrastructure and equipment: As mentioned above both schools had significant challenges in relation to providing child friendly school infrastructure. The school classrooms were not adequate for the large student intake at primary level and classroom congestion was visible due to the current class sizes (on average 70 pupils). In one KG classroom there were

³⁰ Negative admission growth may have been due to the opening up of other schools in the district which reduced the feeder school intake from five communities to three feeder schools.

³¹ Drop out for girls in Tarakpaa primary was 5.2% for girls and 4% for boys.

³² The Negative socio-cultural patterns include child fosterage, early marriage of girls, the migration of girls to the cities in hopes to secure a livelihood/Kayayoo, etc.

over 100 children observed sitting on the floor. The Tarikpaa school building needed rehabilitation to make it more child friendly particularly for children with physical disabilities. Both schools had very poor ventilation and light which was affecting children's eyesight. The schools also had inadequate and very old furniture with several children sharing one dual desk. At the KG level children were sitting on the floor and there was no cupboard to store teaching and learning materials. Sanitation and water facilities were not available or inadequate.

Wheel chairs have been provided to disabled children by UNICEF, and parents have been sensitized and advised to provide children with their basic needs including: good nutrition and learning items including: pens, pencils and crayons. The school promotes extra-curriculum activities like sports, games, interschool and class competitions. The school had a play ground well equipped however the early childhood play equipment appeared to be too high for usage by very young children and needed a review to ensure safety standards. Deworming, eye assessments and health outreach programmes for the children in both schools had been organised. School SHEP programmes were ongoing but the food feeding and girl child incentive programme provided by WFP and CRS was phased out. During focal group discussions, the children asked for the school feeding programme to return to the school because some children continued to be hungry at school. Some very needy children were observed who required support in the way of uniforms, books, bicycles, foot wear. Head teachers also spoke of the occasional early detection program for the physically, visual and hearing impairment was carried out but not on a regular basis.

Classroom teaching and learning methods: Most of the teachers observed in the two schools used child centred, interactive activity based teaching methods. The teachers effectively engaged with children in group work and discussions. They also used role plays and storytelling to facilitate learning in the classroom. Most of the teachers at the lower primary level explained that they used the NALAP method during the Ghanaian Language period and the MOE's curriculum (Oxford Activity based learning) for the English class period. Although this was not the most effective manner to use the NALAP materials it was the way that teachers were coping with the variety of teaching methods and curriculum being introduced at the lower primary level. UNICEF schools also had access to a third set of curriculum materials based on the UNIVERSAL Reading method by Aggrey Folson. This method used English posters and small letter cards to assist children sound out their two , three and four letter words.

The Tarikpaa DA Primary School visited demonstrated an effective application of child friendly methodologies/practices; classroom observation suggested that the teachers were using a variety of teaching and learning materials from NALAP, GES and UNICEF. Some of the teachers had prepared lesson notes and were effective in their delivery of the lesson based on the curriculum provided. The participatory approach being used by most of the teachers through the usage of questions and answering, usage of teaching learning materials, and small group methods had inspired children to actively participate in the classroom. Most children observed were enthusiastic and excited about the learning due to the teachers engagement and encouragement of their participation in teaching and learning activities.

Challenges that remain: The materials and books were not adequate for the number of learners in a classroom and the teaching learning material were not well organized or maintained due to the lack of cupboards in the classroom and proper storage containers for the materials. The teachers were challenged in using the mix of curriculum which had been presented in the last two years including the NALAP materials, GES syllabus and UNICEF's TLMs. Despite these challenges results from the PMT suggest that Tarakpaa primary and Diare were among the first schools scoring high performance results for English and math during the PMT ranking exercise. Diare JHS had scored very strong performance results on the Basic Education Examination over the last few years.

Most of the teachers had participated in several in-service training in child friendly learning methods by GES/DEO and UNICEF. Teachers had all received training in the new NALAP methods for teaching and learning. Teachers have received training in early childhood care, gender friendly and child friendly practices such as alternative disciplinary methods but were still found practicing these in some of the classroom visited. For instance the early childhood classrooms (KG) were very crowded, were not stimulating the children and did not appear healthy. UNICEF's provided training in best methods for quality education at the basic school level for GES and teachers in the two schools. UNICEF provided support for training the girl child, guidance and counselling units of the DEO to educate and form girls clubs in all schools in order to increase girls their participation/ voice in the school operations and to serve as role models in their communities. Head teachers and teachers are also trained in methods to improve quality of education through ongoing distance education programs and numerous in-service training programs supported by the DEO and other agencies

Best practices in inclusive education

The two schools have instituted programmes to promote access and inclusivity, retention and completion for all children and especially for girls at the basic and JHS levels, where teachers visit homes to talk to parents and give support to needy girls and parents to prevent drop-out. According to the head teachers girls were advised to stay in school and the girl child officer gave regular talks on education for girls, and identifies female role models for them such as the MP for the area. Through the sensitization talks by the PTA/SMC and head teacher and girl child officers, parents are often sensitized and advised not to allow their children to travel down south to engage in manual labour work such as head portering or "Kayaye". The PTA/SMC of Tarakpaa in collaboration with the head teacher and community members wrote letters to their MP to help them find and return Kayaye girls in Accra back to the communities in order to engage in skills or livelihood support. So far about 30 girls have returned home, of which 20 were integrated back in the school.

Tarikpaa DA School has many strategies to retain children in school. The pupils reported during interviews that the teachers' approaches to teaching and the role modelling activities have kept them in school. The children also reported that the school has abolished the cane and has started girl child clubs, sporting activities, to keep both girls and boys in school. The SMC also explained that there has been a "great collaboration with key stakeholders in the community to

address issues of children, teachers, school and other socio-cultural issues of education through sensitization and training”.

According to the head teachers in both schools, the SHEP programme provided hand washing equipment, and labelled urinal and toilets for girls and boys. The Diare E/A school exhibits a safe learning space and although overcrowded and not very clean, the school does demonstrate a positive environment for mixed religious and ethnic groups of children integrated in the school. For instance, Muslim girls covered their head and their uniforms are different from the non Muslim girls. In Tarikpaa, girls and boys are treated equally in the classrooms, and wear standard uniforms, have equal access to books and materials and all children engage in extracurricular activities such which are sometimes gender specific as football. The girl child coordinator, teachers and SPED officers provide counselling and support for boys and girls particularly children with special needs.

Community School Relationship and PTA/SMC Management

An important strategy promoted by UNICEF and other NGO’s working in the community was the strong partnership between the school and the community. UNICEF’s child friendly school initiative involved the training of SMC members on their roles and responsibilities towards the school; this training was also supported by several other NGO interventions which required that the SMC become fully involved in the management of the school (e.g. school feeding, girls education etc). Interviews with the head teacher and teachers confirmed that in both communities community members visit the school anytime of the day to see if the teachers are in place and whether “learning is going on.” The village chief and elders are also very supportive of the schools and assist in the sensitization exercises by encouraging parents to send their children to school; The PTA/SMC of Diare and Tarakpaa communities were very active in monitoring the schools: they were supervising and monitoring teachers’ attendance, punctuality and pupils’ performance at the school. Members of the SMC explained how they made random surprise visits to the school in order to observe “how their children were being handled by the teachers.” SMC members explained that, initially teachers were not attending school regularly and the school had low enrolment of children however with the cooperation of the head teacher and teachers posted the SMC was gradually reversing the problem. The SMC/PTAs had also given teachers warnings against using physical abuse and not to beat their children; they encouraged the head teachers that child misbehaviour should be reported to them for action.

Both SMCs explained how they were actively involved in the preparation and implementation of the schooling improvement plans and the disbursement of the capitation grant. The SMC at Diare had contributed to improving the school infrastructure, provision of electricity for the school, teacher quarters, support for extra classes and advocacy against Kayaye and child labour in the community. They also organize regular PTA/SMCs meetings to keep members abreast with school activities.

6.2 Special Needs Education Case Study

The research team visited two schools in the Ga South district of Greater Accra Region to observe and discuss with district education officials, head teachers, teachers and pupils at primary level about their experiences in the promotion of inclusive education. The Special

Education Division selected two of their “best practice schools” based on their experience of observing inclusive education practices in schools in the Ga South district. The selected schools were part of the SPED pilot initiative for the integrated school programme and received teacher training on a regular basis. Selection criteria of schools for the SPED division included: the use of participatory child centred methods of learning, mild to moderately disabled children being mainstreamed, schools with SPED resource teachers; and where efforts had been made by the district and NGOs to resource the schools. The SHEP programme and girl’s education programming were working together in a collaborative manner to support the schools. There was also a high level of support for special needs detection and referral for special needs children.

Inclusive Education Practices at the School Level

A number of good practices in inclusive education were observed during the visits to the two SPED best practice schools. The three major inclusive education practices observed included a focus on health and hygiene, and the use of classroom space for individual learning and reading activities. At Mallam D/A 1&2 Primary School, a SHEP programme had been introduced and hand washing basins had been placed at vantage points in the school where pupils and teachers can wash their hands. The school also had a SHEP Coordinator who is responsible for the health needs of the school, and a SpED trained resource teacher was posted to the school to monitor integration issues related to special needs children and ensure the protection of child rights. The SpED coordinator trained and monitored the special needs resource teachers at selected schools in the district, provided guidance and counselling and special needs services and learning aids. Teachers were equipped to handle special needs children within the classroom with the use of specific seating arrangement, supervision of tasks and monitoring of special needs children.

The SpED “best practice schools” also had several extra infrastructure facilities indicating a child friendly learning environment. The Mallam School had a library and open place reading facility where pupils sit, relax and read. The school also had a gender friendly toilet facility, the school environment is clean, with planted trees and the school block properly laid out. All these practices helped to make the school attractive and a best practice school for inclusion of all children in the district.

The second best practice SpED school was -St. Peter R/C Primary school- which also demonstrated good practices in inclusive education at the school. The school had a gender friendly sanitary facility and the environment is well kept. The school provided health and nutrition programmes. Teachers at the school were trained in school health and create awareness among children on HIV/AIDS, hygiene and life skills education based on the MOE/GES’s school SHEP programme. The school had a football park, , Head teacher’s office, school band and a newly constructed but not completed six classroom block by GES.

Good Inclusive Education Practice within the Classroom

Several inclusive education practices were observed inside the classrooms in the two SpED best practice schools. For instance, at St. Peters R/C Primary school the IE study team observed several classes in session at the lower primary. The teachers were non-abusive and used positive reinforcing language with the children. They also used participatory and interactive approaches

such as questions initiated by both teachers and pupils. Interviews with pupils suggested that they enjoyed learning in the classroom and children reported in FGD that their teachers “are very good, and teach very well”. Interviews with some children suggested that in some cases teachers absent themselves from school when they are sick and had permission from the Head teacher.

Similar child friendly teaching approaches were observed at Mallam D/A 1&2 Primary school, where the IE study team observed good IE practices during the classroom observation. Here the teachers used the activity based learning method and local language experiential language approach using the NALAP curriculum. The classroom seating arrangement was also based on the NALAP approach where pupils arrange their desks facing one another in small groups. The teachers made the classroom teaching interactive, giving every child the opportunity to ask questions and to answer questions ensuring that both boys and girls participated equally. There was also the use of demonstrations, role play, storytelling and drama that made teaching and learning interactive and interesting. Teachers were also observed being friendly, caring and using positive language to reinforce learning of children in the lower primary classes.

The concept and instructional practice of inclusive education was also very well understood at both schools visited. At Mallam D/A 1&2 Primary school, the pupils, parents and teachers understood inclusive education to be a policy geared towards “getting every child in school”. Teachers also interviewed also said that “it involves getting the disabled or physically challenged to also be in the mainstream school system rather than attending special schools”. Ms Beatrice Alayi the SpED resource person in the circuit said that “inclusive education is a way of giving everybody the opportunity to attend school irrespective of the needs or circumstances of the person”. Some of the pupils explained inclusive education to mean getting disabled and every child in school.

Access and Participation

Despite the significant focus of the Ga South district education office on these two schools, access and retention were still proving challenges in relation to some children remaining out of school since not all children having access to schooling in the district. At Mallam D/A 1&2 Primary school teachers and pupils interviewed said there were still some out of school children in the locality due to lack of support by parents. Even though the parents were aware of the importance of education they refused to send their children to school. The teachers and pupils blamed poverty as the main cause for children not attending school. Focal group interviews with children confirmed that the Government policies of Free Compulsory Universal Basic Education had attracted and in many ways retained them in school. Focal Group Interviews (FGIs) with children across the two schools also suggested that they were attracted to school because the teachers were teaching well and made them “feel happy”.

At St. Peters R/C Primary School at Ngleshie Amanfro, the teachers and pupils said access to education is still a problem since there are still many out of school children in the community. Teachers explained that some of the out of school children were from vulnerable groups such as: orphans, the very poor, and migrant workers. Nevertheless, access was being created for increasing numbers of children to be enrolled in the school system. Enrolment figures for 2010

/2011 academic year across both schools reveal that enrolment in the schools was increasing and higher compared to previous years. Teachers and head teachers spoke of how enrolment was increasing over the last three years as a result of efforts to make the school more inclusive. The enrolment figures for Mallam D/A Primary School shows an increase in enrolment of children for the 2010/2011 academic year. Girl's enrolment for both schools was high when compared to boy's enrolment. Interviews with teachers suggest that the problems of poor enrolment at the lower primary level were due to migration of children.

Retention Trends and Strategies

At St. Peters R/C Primary School, the head teacher talked of the limited number of dropouts, the positive retention rates and the high level of pupil attendance. To promote retention the Head teacher said the school organizes sensitization meetings with the PTA for parents and pupils to understand the importance of education particularly sending their girl child and special needs children to school. The situation was similar at the Mallam D/A 1&2 Primary school, where teachers and the SpED resource person in the circuit reported that attendance and retention has improved and more children have enrolled in the school. Some of the strategies employed by the school to improve retention involved:

- Frequent organization of PTA/SMC meetings where teachers sensitize parents and the community on the need to send their children to school and make sure that they don't drop out of school.
- Teachers also demonstrated a high level of commitment in school activities and quality teaching. Teachers show love and care towards pupils especially those with special needs.
- The cordial relationship between the teachers and children has helped them stay in school especially the lack of violence and abuse related to learning.

Teaching and Learning Methods and Approaches

The teaching and learning methods used at both SpED schools were child centred and child friendly. Inclusive education methods observed in the classrooms visited included the use of participatory or interactive teaching where the teachers used questions and discussion approaches to teach. Activity based methods were also observed including the use of demonstrations, group work, role play, quizzes and poetry recitals. The curriculum used at the SpED best practice schools was based on the GES approved curriculum (Oxford series) for upper primary levels and the NALAP curriculum for lower primary classes from KG to P3.

Both schools received intensive in service training from resource persons at the district education offices to help manage children with a variety of learning competencies and special needs. Teachers received in service training organized by the SpED resource person in the school at least twice every term. Other training included child centred methodology, approaches for teaching children with disabilities or special needs and how to handle these children. The teachers were trained in special education in school at the degree and diploma levels from the University of Education, Winneba.

One of the challenges being faced across the two schools was the lack of teaching and learning materials. At Mallam D/A 1&2 Primary school the team realized that the school TLMs were not enough to cater for the teaching and learning needs of the pupils. The schools lacked early childhood education materials for the KG and KG 2 classes. The textbooks for pupils were not adequate and most of them were old and torn after the years of usage. The classrooms had only a few learning cards displayed on the wall. The school had a library with a books store, and a common reading area which was clean and conducive to reading. At St Peter R/C Primary the school they had some textbooks for all subjects, but complained they were not enough for distribution to pupils. At the beginning of the first term each primary pupil was given 12 exercise books, while 6 exercise books were given to JHS students.

Community School Relationship

Positive community school relations were found in both best practice schools of the Special Education Division (SpED). At Mallam D/A 1&2 Primary school, the teachers had very good relations with the schools SMC/PTA. The SMC /PTAs were active and had contributed to the school by purchasing new classrooms windows in order to allow more air and light into the classrooms to enhance teaching and learning. The Head teacher plans in consultation with the SMC/PTA to ensure the Capitation Grant was spent efficiently and in a transparent manner.

Various capacity building training programmes were organized for teachers, Head teachers and SMC/PTA members at the two schools. During in-house training the SpED resource person and the District Girl child officer delivered sessions to parents on the need to send their children to school especially the girl child and special needs children. The Head teacher of St. Peters R/C 1&2 Primary school expressed satisfaction with the active and functioning SMC/PTA who collaborates effectively with the staff of school. The SMC/PTA monitors the attendance and performance of teachers and pupils through paying periodical visits to the school to see if teachers were in school and teaching and also to know the problems faced by their children in school. Capacity building training on how parents can monitor and keep track of their children's performance was also carried out by the teachers and DEO.

Lessons Learned and Key Recommendations from the SPED Case Study

One of the main lessons learned from the SpED case study was that teachers were highly sensitive to the needs of pupils ensuring that they created a caring relationship with their pupils. Pupils were interested in coming to school due to the teachers not practicing abusive approaches to teaching and learning, no corporal punishment and a very happy atmosphere of positive reinforcement was created in the classrooms for learning. The training in special needs education had helped teachers in the schools visited understand the importance of caring for children and making special efforts to make them feel cared for. A similar finding emerged in the case of the Alliance for Change schools (see the case below). Some of the recommendations for improving inclusive education strategies at the school involved the following:

- The teachers said that they should be given more training on inclusive education and inclusive education teaching methodologies.

- Provision of more books and TLMs for the school especially early childhood textbooks. Provision of additional classroom blocks to combat overcrowding problems in most of the classrooms. This will also help eliminate the shift system in the school. The schools needed a gender friendly toilet, school canteen and a fence wall around the perimeter of the school.
- At the community level, the teachers talked of the need for more sensitization for parents and the community members on the importance of educating their children especially the girl child and special needs children.

6.3 Alliance for Change in Education (ACE) Wing School Model

The next best practice schools visited by the IE study teams was the Alliance for Change programme (ACE) schools in Gushegu and Karaga Districts in the Northern Region. Gushegu and Karaga Districts are among the 63 most deprived districts in the country. At the time, ACE began its programming by conducting a mapping exercise of the out of school children. The MOE school mapping report suggests that in 2005 on Gushegu/Karaga District had a net enrolment rate (NER) of 37.2% across the district primary schools. NER for boys was 43.8% and 30.7% for girls.

The enrolment trends in the district suggest that the district has a considerable number of children out of school before the ACE program began in 2005/06. The report also indicated that the population of 6 year olds was 5,165 (2480 male/2685 female) of which 1921 (841 boys/590 girls) were enrolled in school leaving 3,244 children out of school children in the Gushegu Karaga district. Most of the out of school children were found in remote and hard to reach communities. These are communities which have no schools since they have inadequate numbers of schools to cater for the educational needs of children.

The IE study revealed that despite a large focus of government financing on infrastructure development to achieve fCUBE goals and the Constitutional mandate for universal primary education, some of the District Assemblies and Education Directorates in the north were still failing to provide schools and teachers in the deprived, hard to reach communities within a 5 km radius of the community. In 1995, School for Life (SfL) took the initiative to start flexible schools in underserved communities across 8 districts in the north. Graduates of the SfL flexible school program were integrated in the P3 or P4 levels of the public schools located at a reasonable distance from the communities. The SfL project was being phased out in many of the same districts in 2008, a collaborative NGO programme, Alliance for Change in Education (ACE) was launched in 2008 and took on the responsibility of providing schools in deprived communities in two districts in the north (Gushegu and Karaga Districts).

The ACE project introduced the concept of the Wing schools in 2008. Schools are sited in deprived communities where children have to walk over 5 kms to the nearest school. The ACE schools begin by offering P1 to P3 class levels starting from P1 and then adding a class each year with one community volunteer teacher per class. The Ghana Education Service Directorate assisted ACE by ensuring that the wing schools were affiliated to nearby public schools for oversight, supervision and integration purposes. After completion of the three year “wing

school” programme pupils are expected to transition to the P4 level in the nearby public schools to continue their education.

This approach is similar to the SfL flexible school system whereby after 9 months, pupils transit to public schools at the P3 or P4 levels. In 2009/10 the ACE wing schools began to be absorbed into the public education system which meant that their teachers would be paid and the schools would also receive books from the GES. Gushiegu and Karaga districts have a total of 56 wing schools: 39 are well developed and absorbed in the public education system and 17 are still in the developmental stage which means they may not have a population large enough to ensure that a school can be sustained over time. Gushiegu District has 29 wing schools in the district, of which 22 are at development stage and 7 wing schools have been absorbed into the public education system. Karaga District also has 27 wing schools; 17 absorbed by the public school system whilst 10 remain as “non absorbed” wing schools.

The IE team visited two relatively well established ACE schools which were considered by Ibis to be working relatively well: Bartei, Goma and Sugu. They were also selected based on their proximity to the district capital Gushegu and the fact they had been operating for the last three years. In the Goma community (Gushegu District) the wing school has been absorbed into the public education system. District Assemblies had provided the school with one six classroom block which is child and special needs friendly as well as a Head teacher’s office, store, library and gender friendly toilets. This facility will serve as a model for other wing schools such as Sugu DA Primary. Similarly at Bartei community the wing school (Bartei DA Primary) is well developed and has been absorbed into the public education system and is ready to receive pupils from other nearby wing schools but more infrastructure support will be needed.

The wing school programme has helped the District Assemblies, GES and the beneficiary communities fully participate in their educational development and implementation. The communities are mapped out, community members are sensitized and encouraged to provide infrastructure with support from ACE. This process assists communities ‘own’ the schools and provide for the educational needs for their children. In Sugu and Bartei, ACE and community collaboration in the provision of school infrastructure was evident. ACE provided a pavilion which the community clad. The collaborative efforts of the GES, DA and ACE in school establishment have facilitated absorption and supervision of wing schools in Gushiegu and Karaga Districts.

To help solve the problem of insufficient numbers of trained teachers in deprived and hard to reach areas, ACE employed young Senior High School graduates from the communities with at least a pass in three subject areas including English and Mathematics. They are subsequently given INSET and are sponsored to enrol in the UTDTBE programme. Currently there are 200 of these teachers working in 56 wing schools in Gushegu and Karaga. The Wing school teachers are provided with a modest allowance and support towards their tuition fees for the UTDTBE programme which assists them improve their professional development. At the end of the UTDTBE course the young wing school teachers are bonded by the District Assembly to serve in the communities where they were teaching for the last few years. This ensures a steady supply of trained teachers to these communities in order to enhance the delivery of quality education.

In all ACE schools, teachers are expected to be resident or natives from the communities where the wing schools are located. This is to facilitate community school ownership, teacher identification with the children and ensure teachers are regular and punctual at the school. Out of the three schools visited (Goma, Sugu and Batei) only one school (Sugu) did not have community resident teachers. This was due to the non-availability of native youth willing to teach and having the requisite qualification to teach in the wing school. The community always plays a key role in the recruitment and selection of community teachers. As a result there is no teacher attrition and absenteeism which communities with non-resident teachers suffer from. The ACE approach has led to an improvement in school infrastructure, teacher supply and consequently enrolment.

Teaching and Learning Methods and Approaches

ACE wing schools use the Participatory Teaching Method (PMT) which is child-centred and the Language Experience Approach (LEA) which is based on the mother tongue similar to the School for Life and NALAP approach (*see case study below for details*). At Batei DA Primary and Sugu Primary School, Dagbani and Likpankpala were used respectively. The use of mother tongue makes the pupils feel comfortable and able to express themselves freely participating actively in class lessons. It has also deepened their interest in learning. Children interviewed spoke of how they enjoyed their relationship with their teachers. Observation at classroom level revealed that teachers were confident in presenting their lessons and engaging the children in the wing schools.

There was also no corporal punishment, verbal or physical abuse or shouting at pupils in the schools which has reinforced the trust and confidence pupils have in their teachers. In Sugu for instance, teachers were very caring towards the children which was demonstrated when a P2 pupil was found ill. The teacher carefully held and sat the child down besides her and later took the child to the house. The teachers in classrooms were seen directing pupils to help other children if they had learning difficulties. Children are not intimidated by the teachers and pupils interviewed across the ACE schools and recognised that the school is “their second home and the teachers act as mothers and fathers to the pupils”. The teachers encouraged and facilitated school family cohesion in which both the teacher and the pupils see each other as belonging to the same community. The open and caring relationship that was observed in the ACE wing schools has assisted pupils feel comfortable and relaxed in the classroom. The close relationship between the teacher, parent and the child in the ACE schools was partly a result of children “identifying” with their teachers since most of the teachers were youth and considered older brothers or sisters by the children in the classroom.

Even though the schools visited lacked adequate textbooks, the few books available were in the mother tongue language of the pupils and they were eager to read them. The IE study team members observed teachers using role play, songs, storytelling and interactive questioning in the teaching process. Phonic/syllabic methods were the basis of the syllabus and were used to teach

pupils literacy skills³³. This has facilitated acquisition of reading skills which has attracted the attention of other parents who have transferred their children from some public schools to the two wing schools as a result. In all the classrooms visited, desks were arranged facing each other in a circle in order to facilitate group work, discussion and peer learning. Examination of a few pupil textbooks revealed that the contents and pictures reflect the culture of the pupils. Teachers observed during the ACE school visits were gender sensitive in their questioning distribution in the classroom and gave positive feedback to pupils through clapping.

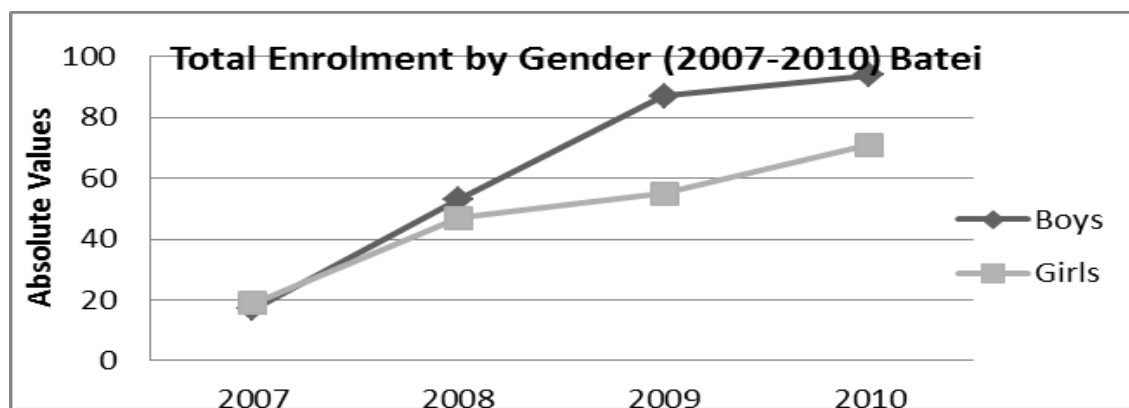
Enrolment, Retention and Integration into the Mainstream

Records from the registers indicate that children are rarely absent in wing schools nor drop out from the ACE wing schools. This was confirmed in interviews with the management committees and community members. In Batei Primary School, enrolment has been stable; in P1 enrolment for instance increased slightly from 36 to 38 between 2007 and 2010. Transition rates from P3 to P4 were 95% (100% for girls/92% for boys) since the school added an additional class level since being integrated into the GES system.

Batei Primary schools enrolment for the past three years (2007-2010) has been impressive. School enrolment has increased from 36 to 165 with a growth rate of 66.1% Enrolment growth for boys which is 76.8% is faster than girls' rate which is 55.2%. Boys' enrolment has increased from 17 to 94 within the period and girls' enrolment has similarly increased from 19 to 71 for the same period.

Table 5: School Enrolment - Batei

Year	2006	2007	2008	2009	2010	Growth Rate
Boys	0	17	53	87	94	76.6
Girls	0	19	47	55	71	55.2
Total	0	36	100	142	165	66.1



³³ It must be emphasized that constant refresher courses (INSET) for ACE School Teachers and occasionally for those in the public schools have reinforced the application of Participatory Teaching Method not only in ACE Schools but also in some public schools.

Comparatively Batei Primary School is more developed than Sugu Primary School. Batei has classes up to P4 whilst Sugu primary wing school has only P1-P3 classes. Batei Primary School has a more rapid school enrolment growth than Sugu Primary School. Pupils enrolled in Batei Primary School has more propensity of staying in the school to complete the full cycle primary education than pupils in Sugu Primary school which is in its formative years of development.

In Sugu Primary School, the retention rate was 77.8% (100% girls/53.3% for boys). Out of 27 pupils (12 girls/15 boys) enrolled in P1, only 21 (13 girls/8 boys) were able to complete lower primary (P3) and out of 29 pupils (13 girls/16 boys) 23 pupils (9 girls/ 14 boys) were able to move to P2 representing a rate of 79 % (69.2% for girls/87.5% for boys). The school has been in existence for only the past two years and does not have a large community population. Enrolment in the school has not increased as expected. School enrolment between 2009 and 2010 shows a negative growth rate of 11.4%. Enrolment of pupils in 2009 decreased from 79 to 70 in 2010.

Table 6: Sugu Enrolment Growth over the last two years

Year	2006	2007	2008	2009	2010	Growth Rate
Boys	0	0	0	41	37	-9.8
Girls	0	0	0	38	33	-13.2
Total	0	0	0	79	70	-11.4

The school also experienced some challenges in relation to drop out and absenteeism. The Sugu Primary school has an average drop-out rate of 14.3% in which the highest recorded rates were in P1-P2. The boys have an average drop-out rate of 15.3% with the highest rate of drop out in P2. Girls also recorded an average drop-out rate of 14.7%. P1 and P2 had very high rates. SMC members explained that since the teacher was not living in the community, some children had dropped out since the teachers were not regular. Teachers themselves also admitted that sometimes they would “rotate” with one another and this was not well accepted by the SMC.

Performance of ACE learners

Assessments of teacher performance by Ibis and observation by the IE study teams indicate that ACE teachers adopt participatory methods of teaching in the classroom. Discussion methods were effectively used and pupils were enthusiastic to participate in the ACE schools observed by the team. Teachers made their own TLMs using local materials and displayed children’s work in the classroom. Local language was effectively used in the school to facilitate acquisition of literacy and numeracy skills. This impacted positively on the teaching and learning outcomes of children. Ibis/ACE internal reports on pupil assessment in 2010 suggest that pupil performance in literacy and numeracy was at 71% and 70% respectively³⁴. Teachers’ assessments over the same period in terms of lesson note preparation and delivery, teaching and learning materials present in the classroom, classroom management, gender sensitivity, evaluation and feedback and teacher appearance or neatness indicate an equally high level of effectiveness in ACE

³⁴ ACE schools also teach creative arts, environmental studies and physical education.

schools with an average score of 70% across approximately 22 ACE schools. The Ibis/ACE study suggests that teacher effectiveness was positively correlated with the high performance of pupils.

Table7: Pupil Performance in Literacy and Numeracy across the ACE schools

CLASS	JULY 2009		DECEMBER 2009		2010	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
P1	58	79	-	-	64	76
P2	77	85	66	61	76	60
P3	-	-	65	62	70	77
Average Score	67.5	82	65.5	60.5	70	71

Source: Ibis/ACE Quality Assessment Report (2010)

Community School Management and Relations

Communities play an important role in the establishment of wing schools. The communities are sensitized on the importance of education especially for girls. The schools are established in the communities with the conviction that the school is owned by the community to serve the educational needs for all the children. For instance, the Sugu, Batei and Goma Primary Schools were established by their respective communities with support of the ACE. The Sugu and Bartei communities were provided with pavilion iron frames by ACE and cladding was done by the community members themselves. The efforts of the community in the provision of infrastructure clearly demonstrate community ownership. Consequently all ACE schools have active SMC/PTAs which ensure that all children are not only enrolled in schools but also complete the full cycle of basic education.

A community sensitization programme is carried out in order to eliminate the negative socio-cultural practices especially against girls and the disabled. ACE organizes training workshops to educate SMC/PTAs on their roles and responsibilities in school management. In all schools visited the SMC/PTAs were actively involved in the design of School Improvement Plans, identifying priority areas for the disbursement of the Capitation Grant received. Teachers are constantly monitored and the exercise books of pupils are inspected at home by parents in order to find out the quality of exercises given and marked by the teachers. In Sugu and Batei DA Primary, SMC/PTAs spoke of how they are trying to find out the reasons for pupils absenting themselves from school.

Considering the experience of the ACE programme in the Batei, Goma and Sugu DA Primary Schools, and the ACE strategies which have had a positive impact on the communities, the following aspects of inclusive education practices were visible in the schools visited and shed light on the potential for replication in other schools:

- ✓ District Assembly, GES and ACE collaboration is vital in the establishment of new schools to deliver primary education in communities without schools in remote area districts. This has resulted in the establishment of wing schools that are affiliated to

public schools until they demonstrate large enough classroom intake and a competency level among their teachers in order to be absorbed into the public system of education³⁵.

- ✓ Collaboration between Communities, District Assemblies and ACE was necessary in order to provide basic school infrastructure and facilities.
- ✓ Provision of child friendly classroom blocks with gender friendly toilets are available at all the wing schools
- ✓ Community involvement in recruitment and selection of community teachers is also implemented. Teachers are residence of the community and act as community volunteer teachers reporting to the SMC/PTA in the community. Communities are empowered to report teachers who absent themselves and are non effective.
- ✓ ACE has a program to constantly train teachers using a well tested in-service program modelled on SFL and a pre service training approach based on distance education (UTTDBE) in order to improve competencies of the volunteer teachers.
- ✓ A Teacher sponsorship programme to UTTDBE courses at Dambai and Bagabaga Colleges of Education is also part of the programme. There is prompt payment of teacher allowances and UTTDBE tuition fees. Community ACE teachers are bonded in order to ensure that the beneficiary teachers to serve in their mother communities.
- ✓ Application of child centred and child friendly teaching methods which are interactive, participatory and activity based are the main approaches used in the classroom. Teachers are trained in ACE schools to use of Language Experience Approach (LEA) using the local language in all classroom instruction, writing of textbooks and teaching. There is also the extensive use of the child's environment in teaching and learning based on the SFL content.
- ✓ No ACE teachers use corporal punishment or verbal abuse in the classroom; teachers place emphasis on caring attitudes towards their children.
- ✓ There is very active involvement of SMC/PTAs in school management and school development.

The Main Lessons Learned

The ACE model demonstrates that there are great benefits of using youth from the communities as teachers. The young SHS graduates who work as ACE teachers are able to relate to the community and the children they are teaching since the children are known to them as their own

³⁵ Absorbed Wing school receive support for teacher salaries and allowances commensurate to qualification; the absorbed schools are also able to gradually increase the number of classes offered from P4 to P6.

“brothers and sisters”. The ACE communities were able to ensure that the youth were responsive to their rules of engagement and did not hesitate to let some of the ACE teachers go when they were not performing. The ACE community members who are part of the SMC are able to exert authority over the school and ensure some degree of discipline among the teaching population since they demonstrate to the teachers that they “own the school.” This is one of the main differences between public and ACE schools.

6.4 School for Life Model (Northern Region)³⁶

The School for Life (SfL) programme is based on a flexible school model that allows children who are not likely to attend formal schools to become literate /numerate in their first language (L1) and become exposed to life skills. The timing of the lessons / learning time, curricular, language of instruction and community facilitators are designed to suit the learners who are excluded from schooling because of the rigid nature of the formal education system and the demands of their peculiar circumstances. SfL also uses the mother tongue literacy and the phonic/ syllabic approach in helping children break through to literacy within a nine months, compared to three years within the formal system. Thus the programme is extremely cost effective in expanding access to children in deprived and hard to reach areas while saving government a significant amount of money (Casely-Hayford et al 2007). After completing the nine month SfL cycle, graduates are equipped with literacy skills and given the opportunity to integrate at the upper primary level into either primary 3 or P4 of the formal school system depending on the ability of the pupil.

SfL recognizes inclusive education as a right and not a privilege. Every Ghanaian child should have access to education irrespective of their age, sex, ability or disability. It advocates that every Ghanaian child should be in school especially the girl child. SfL currently operates in 175 communities in 5 districts supported by DANIDA in the Northern Region and an additional 4 districts (160 communities) supported by DFID. SfL’s methodology involves enrolling out of school children between the ages of 8-15 in a nine month literacy programme in their mother tongue. The methodology involves an accelerated literacy approach using phonic and syllabic approaches based on the child’s environment. Within this nine month period, parents are given some sensitization on the need to take their children to school. After the nine month period, children are able to read in their mother tongue and integrated into the mainstream education system. SFL facilitators are selected by the community and are from the community since they must be able to easily operate the classes in the afternoons when children are no longer working on the farms. Sal’s flexible timetable ensures that out of school children such as shepherd boys,

³⁶ This section is mainly based on research from the SFL impact assessment in 2007 and visits by the IE study team to the communities where SFL had phased out.

the disabled and those who cannot walk long distances to attend school are able to access a system of education complementary to the formal system.

Teaching and Learning Methods

School for Life usually operates one class per community with a maximum of 25 pupils per class who range in age from 8 to 15 years. Half of the participants must be girls. SfL sessions operate from October to June since July to September is the farming season when children are required to undertake intensive farming activities. Classes are held each afternoon usually between 2 to 5 pm five days a week, usually leaving one day free for market day and one day for a religious holiday - Fridays are considered Muslim holidays in some communities and Sundays in Christian communities. Daily classes last for about three hours, with time for sports, handicrafts, music, and dance. Art culture, and physical fitness are considered an important part of children's lives.

The SfL curriculum covers language, mathematics and environmental studies and the lessons are based on familiar issues around their environment such as livestock, hygiene, sanitation and local geography. SfL uses common objects like seeds, pebbles, farming tools and baskets as their teaching and learning materials. Cultural touchstones include stories, traditional games, plays, and songs, as the knowledge base for classroom instruction. Active learner participation, a focus on daily community-level activities, and learning by doing are major components of SfL's pedagogic approach. The SfL facilitators are trained to be friendly and open to the students. The facilitators also encourage pupils to speak up, ask questions and engage in discussions. According to evaluative impact assessment of SFL there is often a high level learner participation in SFL classrooms. The SfL classes are well resourced with the necessary teaching and learning materials and text books at a 1:1 ratio; teaching manuals and learner materials are in local languages.

SfL and Community Relations - Local Committees

SfL conducts orientation seminars for communities before establishing new programmes, often with the support of the Department of Community Development (DCD), highlighting the importance of education in the community. The SfL community management committees include at least three women and two men, usually consisting of a representative of the chief, the local assemblyman/woman, or a women's organizer. The local committee formally applies for the SfL literacy programme and is responsible for supervision of day-to-day classroom monitoring, making decisions, tracking attendance and organizing local support for the classroom facilitator. The makeup of the committee is determined by the larger community, who are regularly involved in class instruction on traditional topics such as crafts, gardening, drama and dance.

Impact of SfL work

The impact of the SFL programmes in northern Ghana is well documented in the impact evaluation called the ‘Leap to Literacy in and Life Change in Northern Ghana’ (2007). According to the report;

- The integration of SFL graduates into the formal primary school system had a significant impact on the Gross Enrolment Rates (GER) in the Northern Region. The Ministry of Education found that at least a 2-3% increase in GER was due to the presence of the SFL programme.
- The SFL programme also impacted positively on parental attitudes towards girls’ education. At least 50% of those enrolled in the programme were females of which a large proportion were completing and entering the formal system. Findings from the study suggest that girls’ participation and retention had improved in schools where school for Life graduates had been integrated into the mainstream.
- SFL provided a strong literacy foundation among SFL graduates by ensuring that they were capable of reading and writing in their mother tongue which facilitated literacy attainment in the second language (i.e. English) when integrated in the formal system and helped them achieve higher academic performance in formal school.
- The embedded values in the SFL curriculum proved to enhance the learners level of discipline, strengthened their Ghanaian identity and interest in service to the community. This coupled with high academic performance earned ex SFLers leadership roles in their classes and schools (Casely-Hayford et al 2007)

What made SFL programmes so different, effective and efficient? Again the impact assessment attributed the success of SFL to the contextualization and relevancy of the curricula, flexible time table, involvement of community and the commitment / and relationship of facilitators to learners. Facilitators were from the community and could “identify” with the children they were teaching since they knew the context in which children were coming from. The following are some of the factors which made School for Life successful in assisting children break through to literacy and transition to the formal primary education system within a nine month period:

- Flexible school systems that allow children who are not likely to attend school to become literate, often influencing their parents’ attitudes towards education and facilitating their support to send their children to the formal school.
- Mother tongue literacy approaches using phonic and syllabic methods were key in helping children break through to literacy within an accelerated period (nine months, compared to three years within the formal system).
- Encouragement, patience and commitment exhibited by SFL facilitators in using the methodology to help children break through to literacy.

The differences between the SFL programme and the formal school system cited by SFLers include the participatory methodology, commitment of the facilitators, availability of free books, ability to take the books home to read, flexible timing of the class and the medium of instruction.

The cultural relevancy of the curriculum had profound impact on helping learners build their confidence in learning to read at an older age (Casely-Hayford et al 2007)

Lessons learned

Community members in many of the IE study districts suggested that despite the phase out of SFL in the West Mamprussi and Savelgu district there were still large number of out of school children due to farming and socio cultural practices. SMC's recommended that as part of an inclusive education approach more flexible school systems should be considered in order to ensure all children are able to attain basic literacy, numeracy and life skills. Observation at several of the UNICEF child friendly schools and the TENI district schools in the West Mamprusi district suggest that SFL had made impact in assisting special needs children integrate into the mainstream system and ensure higher retention rates particularly among girls.

Chapter 7.0 Preparing the Ghanaian Teacher for Inclusive Education

The Government's policy of Inclusive Education is informed by the Education for All concepts, Millennium Development Goals, Fourth Republican Constitution of Ghana, Child Rights Acts, Disability Law and the United Nations Declaration of Human Rights. The adoption of this policy entails different approaches to educational delivery. It calls for access to quality education for all children from diverse backgrounds and differential abilities. This implies schools and communities have an obligation to encourage all types of out of school children to be enrolled in schools. To ensure that once in school, these children are retained, learn and enjoy schooling; the training of teachers in inclusive education has increasingly become a point of focus for donors and government agencies. This section reviews some of the key content points and strategies used for integrating inclusive education and preparing the Ghanaian teacher through pre service teacher education and in service training of teachers.

7.1 Pre -Service Training

The inclusive education study included a field visit to collect information from two Colleges of Education (COE) in the North: Bagabaga College of Education in Tamale and St John Bosco College of Education in Navrongo/ Upper East. The team interviewed the Principal of St John Bosco College of Education as well as Bagabaga's Vice Principal in charge of administration and finance, the Vice Principal in charge of the academic section and tutors of special education³⁷.

Scale and Spread of IE in the Teacher Training Colleges (TTC): The TTCs train and provide qualified teachers who are exposed to the concepts of inclusive education and child centred teaching methodologies during their pre service training in preparation for teaching at Basic schools. The teachers are given IE training to: practice child centred methodologies, and engage in advocacy and dialogue with parents and children about inclusive education strategies, in order to ensure that they reach all out of school, girl children and children with disability, orphans and vulnerable children. The University of Cape Coast is working with TTCs to develop child centred curriculum, courses and classroom lesson notes for use in teaching and in-service training in the TTCs. The University of Education (Winneba) now offers undergraduate and graduate training for special needs teachers.

Mr Victor Mante, Acting Director General of Education and Director of the TED division, emphasized that, the education system should stop excluding children and be able to mainstream

³⁷ The report is based on a content review and interviews with tutors and principals at two training colleges; on the content of pre-service training curriculum on Child Centered Teaching, Participatory methods and others.

special needs children and those with mild disability into the public school system, with the exception of the severely handicapped children who should be placed in special schools for the visually, physically and hearing impaired under the Ghana Education Service. Other types of excluded children targeted for integration under the MOE's inclusive education strategy are street children, children of poor and needy parents, and children located in communities far from schools and the marginalized.

Understanding of Inclusive Education

The principal of St John Bosco said "IE approaches have been used in Ghana since pre independence. Inclusive education is a holistic approach to mainstream all stakeholders of education in the process of education and to have all groups of children of school going age enrolled, retained, complete basic school education through quality teaching and learning". The school system includes groups like the marginalized, children with special needs and children with disability; all key stakeholders should be considered in the planning and management of the school system to provide increased quality education for all (EFA).

The Bagabaga College of Education has mainstreamed inclusive education methodologies into the course known as "**Principles of Education**". The teaching and learning methodologies used emphasize child friendliness, activity based and participatory approaches. The College of Education at Bagabaga in collaboration with the Alliance for Change (ACE) school project used participatory approaches to train teachers in the two focal districts of the north (e.g. Gusheigu and Karaga). Teaching methodology for COE students begins in their second year with courses which introduce teacher trainees to: the child as the centre of learning; understanding the personal characteristics for child centred teaching, leadership roles, gender sensitivity and special needs.

Inclusive education methodologies and practices are child centred or learner centred practices which form an integral part of the COE curriculum in Ghana. Basic education/guidance and counselling and special needs education are all part of the teacher training curriculum at the COE level and at the Universities (UCC and UEW)). All teachers who pass through the COEs have acquired some skills and knowledge in basic education and early childhood training which form part of the curriculum covering their education to become professional teacher. During the second year when the "Principles of Education" is taught several different methodologies and themes are covered including the "methods of teaching" which introduces teacher trainees to approaches to handle different genders, age groupings and special needs children. All teacher trainees take another course called Special Needs Education which covers different types of children's learning needs. At the Colleges of Education, teacher trainees are taken through subjects and methodologies which are used for the basic school syllabus along with the readers and teaching guides for the subjects. Over the last year (2009) teacher trainees have begun training on the use of different methods such as the NALAP programme but it is still too early to

know whether all training colleges will pursue the integration of the NALAP program approach into their training programmes.

In early 2000, the curriculum research division of the MOE and the TED were introduced to gender sensitive approaches in the classroom through work by the World University Service of Canada (WUSC). This program placed special emphasis on MOE senior trainers gaining skills in gender analysis and ensuring that all Ghanaian curriculums was gender sensitive. Teacher training colleges across the country were also introduced into gender friendly teaching methods.

The IE team reviewed some of the course content and the curriculum of the Pre-Service Training at the Colleges of Education; it was noted that child centred methodologies are integrated particularly in the teaching of subjects such as: English, Science, Environmental studies, and Mathematics. Child centred methodologies have been integrated in the teaching guide and manuals. The instructional plans have been designed with participatory activities such as role plays, discussion, group method, brainstorming, drama, in the instructional plans. One area which remains unknown is the degree to which the CoE tutors are able to model participatory training approaches in the pre service and in-service work with teacher trainees. Research from Sierra Leone suggests that there is minimal training college modelling of participatory approaches and more training is often needed to ensure that tutors at the College of Education level use participatory approaches with their own instruction with adult learners.

Experience in Special Needs Education

All teacher trainees take courses in special education in their second year as part of the curriculum to train them on how to handle children, particularly those with special needs, at the lower primary level. However in both St John Bosco (Science College) and Bagabaga, we were told student trainees do not like to specialize in special needs education due to the perception that if they specialize they will have fewer opportunities. The specialization for teacher training in special needs education is carried out at the University of Education, Winneba. Both COEs visited practice some degree of integration by admitting students with disabilities. For instance, Bagabaga College of Education has 2 physically challenged trainees (a male and a female), with others having low vision. There is also a special female enrolment quota in some Colleges of Education to promote female entrance by lowering the entry grade and conducting access or remedial programmes for potential female candidates. St John Bosco College of Education, has established a female enrolment quota and low entry grade requirements for marginalized students. The College has also admitted physically challenged students and has put in place support for the needy students.

Experience with Gender Sensitization in the Teaching Colleges and Child Rights

Interviews with the CoE principals suggest that gender sensitive approaches are practiced along with age appropriate methods of teaching in the second year teacher training. Some tutors also said that gender sensitive approaches are discussed in other subject areas but there is clearly no one course specifically focused on the issue. There have been several attempts by NGO's and donors to mainstream issues of gender in the CoE course curriculum. For instance, in the mid 90's the World University Service of Canada (WUSC) programme introduced a comprehensive approach of using gender sensitive teaching curriculum along with a rights based approach to teaching at the COE level. Volunteers were positioned in the Girls' Education Unit, Curriculum Development and Teacher Education Division to ensure that the primary and JHS curriculum had integrated more gender sensitive content to ensure that child rights were addressed. An extensive series of English readers on sensitive topics concerning girls and their rights was introduced at upper primary level as supplementary readers but this was not scaled up to all Ghanaian schools and focused mainly in the three northern regions of the country. Curriculum development division (CRDD) along with several other GES personnel at headquarters and regional levels were trained in gender analysis approaches and developed an excellent manual for training teachers and educationalists on child rights and gender sensitive inclusive education approaches at primary level. Unfortunately interviews with the COEs and GES staff at the district and regional level suggest that these programmes were not sustained.

Experience with Participatory Teaching Methodologies

The methodologies being emphasized at the COE level include child friendly practices; activity-based learning and participatory approaches. The Bagabaga College of Education in partnership with Alliance for Change (ACE) Wing schools programme facilitated the participatory teaching methods Approach which is being used in all ACE wing schools. Effective teaching methodology training starts in the second year for students in the COE. Interviews with tutors at the Colleges of Education in northern Ghana reported that tutors observed challenges to the usage of participatory approaches with the students. For instance, student teachers on teaching practice in their third year, exhibit good performance in usage of participatory teaching, show skills and application of the method but after they graduate and are posted to schools, tutors have observed that they often do not apply the participatory skills at the classroom level when they are posted; Some teachers complain that participatory methods of teaching are laborious and time consuming.

The pre-service training curriculum or content places emphasis on child centred methodologies. Based on a review of the curriculum it is clear that in teacher centred method forms a large percentage of the curriculum emphasis. The curriculum review suggested that the teacher is the central figure and the overall authority in teaching and learning process. Interviews with the tutors suggest that the Colleges are gradually moving more towards child centred approaches and methods to encourage teachers to adopt these same principles but lack of modelling at the college level might also restrict the impact of the methods. Several donor supported projects

have attempted to integrate child centred approaches at the teacher training level including USAID supported QUIPS, EQUALL and NALAP projects which all encouraged child centred methods.

The following box outlines some of the key content issues covered in the COE teacher training curriculum:

Inclusive education approaches and child centered teaching demand that the learner is at the centre of the learning activity.

- a. In the teaching of the subject the pupils are helped to learn by exploration, inquiry, guided discovery and problem solving where the teaching approaches such as project method, inductive method approach, etc are used.
- b. The teacher acts as a facilitator and guide in the teaching/learning process.
- c. Learners investigate and collect data or information; formulates principles or generalization through findings.
- d. They (Learners) engage in dialogue with their mates and teachers oversee what has not been understood.
- e. They (Learners) participate in decision making about issues.
- f. They gradually develop the tendency to inquire, to want to find out, to search intensively and effectively for valid answers or alternative ones to questions raised not only by others but in their own-minds.
- g. Learners are motivated to work on their own projects.
- h. Transfer of knowledge and recall are easy since learners did the project all by themselves.
- i. Critical thinking and creative skills are developed through participation.

There are growing numbers of literacy programmes which incorporate child centred methods in their lesson delivery including NALAP and REFLECT methodologies. NALAP trained 209 tutors at the Colleges of Education in 2009/10 across 38 public college of education. The content of the NALAP training included a very strong focus on child centred approaches, early childhood, age differences, managing multi level classrooms and ensuring gender sensitivity in the classroom. The curriculum and materials of NALAP also emphasize language sensitivity, literacy abilities and cultural diversity. After the training of teachers by NALAP the coordinating office at the MOE met with the highest bodies of TED in charge of the COEs course and curriculum content including TED, UCC, UEW, and National Council for Tertiary Education, and produced a manual and proposal on the incorporation of NALAP into the COE curriculum. However it is not clear whether the Curriculum Research Development Division (CRDD) and TED have fully implemented the curriculum redesign and given the mandate to the CoE s to harmonize and sustain the implementation.

Competencies and Capacities of the Colleges of Education and Universities Focused on Inclusive Education:

Tutors at both St John Bosco and Baga Baga Colleges of Education have been trained and attended special courses with UNICEF, and Ibis related to child friendly and participatory teaching methods. Both Colleges of Education have ongoing programmes with NGO's providing support to in service training for Community Education Volunteers or community teachers in programmes such as SfL, Ibis/ACE and World Vision. Often these programmes include international trainers who are abreast with the latest strategies in participatory teaching methods which help to keep the tutors up to date. Ibis has carried out several studies to assess the level in which the tutors themselves are able to adapt to child friendly participatory training methods. Findings suggest that much more work is needed to assist tutors at training college level to fully model and embrace these methods in their own instructional practice with teacher trainees.

According to interviews with UCC and UEW lecturers, the Institute of Education at UCC and the University of Education, Winneba are offering pre-service and in service training of trainers' courses on inclusive education, child centred methodologies and special education needs (SEN's). The University of Education at Winneba specializes in training teachers to support Government's restructuring of Basic Education. They also has a strong special needs division which helps teachers specialize in assisting special needs children and working in special needs institutions such as the Schools for the deaf and the blind across the country.

Teachers often take leave to upgrade their skills on site or take distance learning programmes from UCC.

Challenges to Improve Child Centred Methods in the Classroom

There are many challenges implementing inclusive education in the classroom and ensuring teachers are able to adopt more inclusive education methods. For example:

- Most teachers use the College of Education as a stepping stone to enter the universities and do not take teaching methods seriously, especially the delivery of teaching and learning in the classroom, along with the care and support for the learner.
- Due to inadequate teaching and learning materials, most teachers find it practically difficult to adopt the participatory and child centred teaching and learning approaches.
- Teachers are given general training and not made to become special needs specialists and child counsellors.
- In many schools teacher find it difficult to use participatory approaches since the classroom environment is not child friendly due to inadequate and inappropriate classroom facilities, furniture, lack of TLMs, sports and recreation equipment, and health and sanitation facilities.

- Teachers also find it challenging when the number of children in the classroom is too many; for instance the standard PTR of about 35:1 or 45:1 but the IE team found the schools in the upper east and northern region containing more than 70 to 80 students per classroom.
- Course contents are too loaded with very little time for slow learners. In this situation, teachers consider participatory approaches time consuming and they resort to teaching instead of acting as facilitators.

Multi-grade teaching is also weak and needs to be strengthened in terms of teacher skills. Additional stress is needed at the teacher training college level to reemphasize gender sensitive approaches which are non abusive in the classroom.

During the 2009 GES Forum on Inclusive Education one of the key action points made by conference participants was in relation to pre- service training of teachers and the integration of special needs learners, specifically:

1. The conference recommended that the 39 COEs will need a curriculum where IE is implemented throughout and where trainees can specialize in specific areas like Braille, sign language, and support for intellectual development. These programmes need to be developed because at present there is no international model. Examinations will need to become more practical and there is a need for a good relationship between schools who are providing places for the practical aspects of the syllabi and the coordinators of COEs.
2. The COEs will have a central function for resources, courses, materials, etc so teachers in the field have easier access to all of these to aids needed for inclusive teaching practices. If Braille machines are available at the COEs, trainee teachers can learn to teach Braille or create materials for the visually impaired. At the moment the Ghana National Associates for the Disabled is deciding on one method of sign language, and this will help the COEs to know which approach they should implement.
3. The Universities will assist the COEs and at the same time prepare new courses for specialists in collaboration with Universities abroad. There is an urgent need for speech and language therapists, as well as occupational therapists and physiotherapists.

Interviews with key people at the University level suggest that they are still working on a comprehensive curriculum for training teachers on inclusive education-- which contains elements of child friendly strategies. Interviews suggest that the key teacher training universities: University of Winneba and University of Cape Coast are well aware of the need to further improve the COE curriculum in order to become more inclusive given the new policy directions of the MOE. They are also aware that introducing the concepts and teaching strategies to address diverse learning capabilities of children will have a positive impact on improving the quality of education and performance of children from all backgrounds.

7.2 Inclusive Education In-Service Training

The IE study found that there have been several external agencies supporting the districts and GES to conduct INSET over the last five to ten years. Despite some efforts being made to harmonize these in-service training events, the four districts visited portrayed a situation of inconsistent and unsystematic approaches to basic in-service training delivery. Districts were receiving different donor supported packages for in-service training depending on the donor orientation, interests and programmes conducting in-service training at the district level. A quick review of any list of District in-service training provides insight into this very inconsistent approach (see annex). Teaching methodologies are also becoming more and more difficult to harmonize as different agencies promote different approaches to literacy and child centred methods at the classroom level.

The Colleges of Education are running a variety of pre-service and in-service training programmes for untrained teachers to build their capacity in participatory and child centred approaches to teaching and learning. They organize in-service programmes for GES, NGOs, bilateral and donor organizations who support basic education in the country. The following table outlines some of the main training programmes introduced over the last five years which have strong elements inclusive education:

Table 8: Main training programmes introduced over the last five years

Agency	In-service Training	Note
District Education Offices	Run pre service and in service training for teachers and trainees in collaboration with NGO's, Donors and GES.	
TED and CRDD	NALAP training of teachers Certificate "A" mop up for teachers who do not have a teaching diploma	
UNICEF	Activity based learning and the GES new curriculum Child friendly school training including issue of gender friendly, health/sanitation, SHEP and safety of children.	Training provided mainly in UNICEF focal districts
EQUALL /USAID	Special needs education Complementary education, supported teacher training curriculum and how teachers can handle marginalized children	The programme is no longer being funded and closed in 2009 Sept.
USAID	Gender friendly teaching using a manual produced through a project (2000-2005)	
Action Aid	Capacity building for teachers in the promotion of girl child education and meeting the needs of disadvantaged groups, special needs children and guidance and counselling. Promoting Reflect methodologies based on participatory approach to literacy using PLA techniques.	Only few districts have received support for the gender friendly training;
School for Life	Trained primary school teachers in some districts with participatory child friendly methods for promoting literacy in the classroom.	Often the districts where they are moving out have been earmarked.
ACE /Wing Schools	Trained primary school teachers in some districts with participatory child friendly methods for promoting literacy in the classroom.	

Agency	In-service Training	Note
World Vision	Upkeep of child friendly facilities, SHEP	

In all the districts visited various training workshops for professional teachers to update and improve their competencies in application of child – centred methods of teaching have been conducted. UNICEF has supported a considerable number of INSETs which promote Inclusive Education in several of the districts in the northern, and upper east regions of Ghana UNICEF has supported the districts to organize training workshops on techniques of handling multi grade teaching and the usage of the use of the new GES/MOE syllabus to be used in schools by teachers.

VSO organized a 3 day workshop for Head teachers in Primary schools on positive socio cultural practices and integrating them into school management, and the teaching of Mathematics, Science and English. Action Aid Ghana has also sponsored Pupil Leadership Training Programmes on roles and responsibilities for eight selected Girl Child/Child Right Schools. This training workshop is to facilitate roles of girls in leadership positions. The girls were expected to impart their acquired knowledge and skills to other peers at the school level. UNICEF provided a platform for the sensitization of SMC/PTAs on the importance of education particularly for girls.

The ACE program in collaboration with the District Assemblies in Gushiegu and Karaga supported the GES to organize community sensitization on negative socio-cultural practices associated with disabilities. In Gushiegu 135 SMC/PTAs were selected from circuits benefited from the training. ACE also provided technical and financial support to the training of teachers (one from each school) on early detection of disabilities of pupils. Similarly, other programmes have been organized by the GES in West Mamprusi and Talensi – Nabdan districts. During the sensitization programmes screening of pupils/children was carried out to identify children with severe disabilities who were subsequently sent to Special Education Schools. Teachers reported that no Training Manuals were used at the training sessions. Nurses or personnel from the Ministry of Health (MOH) used their specialized knowledge to train the teachers and to sensitize the communities.

The introduction of the NALAP programme has also supported the training of teachers at the lower primary level with participatory methods. The introduction of NALAP has meant that the diverse linguistic and cultural backgrounds of children are being addressed at the early primary level through a bilingual education approach using participatory child friendly approaches to teaching. Several in-service training programs were provided to cover all teachers at primary level across Ghana in child-centred and context sensitive methods using a Language Experience Approach (LEA). The National Accelerated Literacy Programme (NALAP) which is being implemented in public schools makes use of the local language as the main language of instruction. Teacher Guides in delivery of child-centred pedagogy and includes a range of well tested strategies. EQUALL supported the GES to print all the textbooks, TLMs and Teacher Guides to enhance literacy in primary schools. Intensive training programmes have been organized for teachers in both public and most private schools in the country in order to familiarize themselves with NALAP child-centred approach to teaching and learning.

ACE has also organized training workshop for teachers in Wing schools in Gushiegu and Karaga on Participatory Methods of Teaching (PMT) based on the use of local language. In Dambai and Baga Baga Colleges of Education, 200 Wing School teachers are pursuing UTTDBE courses to improve their competencies. In addition, a Trainer of Trainers (TOT) strategy is being used by Ibis to scale up training of teachers in the application of PMT. Colleges of Education in the North are training District Teacher Support Team (DTST) members to serve as core trainers to train teachers in PMT in both public and private schools as well as Wing Schools in Gushiegu and Karaga districts. Ibis has produced a training manual for the application and use of PMT which is currently being used for the training of teachers in the above districts. The manual deals with the following:

- ✓ Learning Processes
- ✓ Environmental Learning: Effective use of Pupil Environment in teaching/learning
- ✓ Lesson planning, development and assessment
- ✓ Reading Methods and Reflective Communication

Inclusive education in-service training was not new to any of the district visited in the IE study. The application of the methods were visible in some of the districts where IBIS and SFL had been successful in training teachers the next section reviews some of the lessons from the IE study observations of teachers at the classroom level. Much more work is needed to measure the effectiveness of in-service training on teachers.

The Practice of Child Centred Participatory Methods on the Ground

College of Education principals and lecturers interviewed suggested that although child friendly methodologies are covered at the TTC level, in practice teachers are not able to apply the participatory methods. The tutors also stated that when they observe trainees during teaching practice at pre service training, they are able to deliver child centred teaching methods but this is not always sustained when teachers transition to regular classroom practice. The reasons given by tutors at the CoEs for them not being able to put child centred methods into practice when they enter into the school system are: due to lack of time for each lesson, lack of teaching learning materials, the size of classroom, and the PTR ratios. Tutors also suggested that the pressure of time to complete the syllabus may also be a factor. Interviews with NGOs and documentation of previous NGO projects on child centred methodologies suggest that Ghanaian teachers are also influenced by other teachers once they become regular classroom teachers; these older teachers at the school level may not be practicing the child centred methodology (WUSC, 2004). The NALAP implementation study (Hartwell, et.al. 2010) also suggests that primary school Head teachers also need more training and orientation to support teachers using child centred methods in the classroom.

The classroom observation during the IE study suggests that as a result of the NALAP training, many teachers are attempting to use participatory methods in the classroom however the programme needs much more follow-up support to be considered “fully implemented”. The NALAP study pointed out the challenges that prevented the full implementation of NALAP in the classroom. For instance, teacher training guides and the full set of materials for the

programme were not sent out in a timely fashion after the workshop and without them the teachers were not able to quickly implement the new approaches to participatory teaching. The NALAP study found that there was not adequate training to fully ensure that teachers were conversant with the participatory child centred methods, and that head teachers were not providing adequate support for the teachers once back in the school setting. Finally, the study found that teacher transformation and the application of participatory training methods takes time to prepare for the classroom and ensure that all their materials are well thought out before the lesson is delivered. The NALAP Implementation Study and the in-depth classroom observations by Adger and Dowuona-Hammond illuminate reviews the major shift in teachers' concepts and practices that NALAP demands.

“Teachers who are attempting to use the materials and follow the Teachers Guides are challenged to reorient their traditional practices. This is reflected by observations noting the reorganization of classrooms so that pupils can interact with one another, by the introduction of activities such as read-aloud, group work, role plays and pupils' creative interpretation of pictures and text. However, there are no more than approximately 15% to 20% of the teachers who are using the full instructions in the Teachers Guide to carry out the full set of active pupil learning activities. These activities are not simply a means of having children enjoy the learning process; they are indispensable for establishing the oral, reading and writing practice leading to literacy. While the great majority of teachers observed are using the NALAP materials, for the most part they use them in traditional ways, focusing on pupil repetition of single words, and memorization of text. Teachers were still not found fully orienting themselves using the NALAP teacher guide before entering the classroom. Where teachers were well prepared for the classroom, taking time to reflect on NALAP training and using teacher guides for lesson preparation, classrooms were transforming along with teaching practice towards more learner centred approaches and learner focused behaviour (e.g. Interactive classroom setup, open ended questioning etc) (Hartwell et al. NALAP implementation study, 2010).

Monitoring and quality control reports by Ibis related to the ACE program suggest that ACE teachers are applying participatory approaches to teaching in their schools. Most of the ACE teachers observed used participatory methods in their classroom instruction in their schools. Interviews with Ibis and SfL also suggest that close monitoring and onsite supervision of teachers in the ACE schools and the provision of simple techniques for developing TLMs has been one of the main reasons for teacher uptake of participatory methods. Another reason may be that the ACE teachers have only been exposed to the Participatory methods and do not have any other teachers at the school using more “traditional” styles of teaching.

Conclusion and Recommendations

One of the key findings of the IE study is that the various stakeholders (MOE/GES and SpED, COEs, Universities, NGOs, Communities and DA and donor agencies) are delivering training in

inclusive education practices in diverse ways. A cohesive framework and set of standards (together with adequate funds) to aid both district offices and teachers to harmonise the diverse training programmes will likely improve the application of participatory child centred methods.

Evaluation reports and observation by the IE study team suggest that several agencies including UNICEF, Ibis, World Vision, Action Aid, CRS and School for Life have made a significant contribution to assisting teachers rethink their teaching practice and open up to more participatory child friendly approaches in the classroom. Visits to schools across the four study districts suggest that teachers are practicing child friendly inclusive approaches particularly in the schools trained by the ACE/Ibis, NALAP and SfL collaboration. Teachers observed in the UNICEF schools have adopted more participatory methods through the usage of appropriate teaching and learning materials. With the introduction of NALAP there may be a shift in teacher practices in the classroom particularly at the pre-primary and lower primary levels (KG to P3) if the in service training continues.

What remains a challenge is that teacher transformation, classroom instruction methods and behaviour take time to change and that constant monitoring and support is needed by the head teachers to effect change. Recent evaluation studies for Save the Children by Stephens et al. (2010) across several countries in Africa suggests that teachers themselves have to engage in reflective practices such as keeping a diary and/ or carrying out small action research to reflect on challenges they are facing and then implement solutions (Odoro/EdQUAL). The IE study suggests the following recommendations:

- *Much more work is needed to monitor (assess on a national scale), teacher behaviour as a result of child centred teacher training by the Colleges of Education, UNICEF, JICA, Ibis and SfL in the support they are providing to both pre-service and in-service training of teacher.*
- *Adequate teaching and learning materials should be provided to teachers to facilitate the usage of child friendly/child centred methodologies at the basic schools particularly in rural deprived areas.*
- *Child centred participatory methods should be “modeled by tutors at the CoEs so that at the end of the course, teachers will be capable of be gender sensitive, and provide quality teaching and learning by all children including those with special needs..*

Chapter 8: Conclusions and Lessons Learned from the IE Study

Inclusive education is a very ambitious concept in often under resourced schools in Ghana, areas of endemic poverty and communities challenged by negative socio cultural practice s which lead to exclusion. The inclusive education study was focussed on investigating IE practices in rural deprived communities particularly in the Northern region of Ghana in order to inform the TENI project. Best practices in IE were identified by the IE study team and communities were selected by the District Education offices. The study found that attaining elements of inclusive education is possible if strategies are well focussed on particular populations (e.g. girls, special needs or out of school children) or in solving a particular challenge. For instance, the study found that in communities where inclusive education programming has been too broadly aimed at all populations of children who are excluded, the impact of the programme may have limited results compared to programming which is more targeted to a particular population of learners (e.g. SpED integrated school models, ACE wing schools, etc).

The IE study also suggests that best practices in inclusive education in Ghana will require that schools are able to cope with increasing numbers of children if the sensitization campaigns succeed in attracting larger numbers of children to the school. For instance, infrastructure including well planned child friendly classrooms should be provided to ensure that child friendly standards are attained if more children are to access and participation in schooling. Large class sizes of 70-80 children in the Upper East present a particularly challenge if even more children enter classrooms where the Pupil teacher ratios' are beyond the government recommended level (35:1).

One of the most important findings from the study suggest that where the infrastructure of the school is not up to a "child friendly standard" as required by the Government or donor agencies, the transforming element of a school is the attitudes and behaviour of its teachers. The IE study revealed that in schools where the infrastructure and facilities are not up to a child friendly standard, teachers exhibiting participatory teaching practices and care for their children were vital to ensuring literacy attainment and child participation in the classroom. The classroom practices and the transformation of teachers into caring and participatory facilitators of learning are having a positive impact on retention and participation of children in the classroom level (ACE, SpED and UNICEF child friendly schools). Teacher discipline and punctuality are also important factors for parents in order to sustain the gains made in attracting and enrolling marginalised children.

Training of teachers to adopt non abusive approaches to classroom management and towards child discipline particularly at the early childhood and lower primary level are contributing factors to a child's retention, completion and success in schooling and ensuring a "child friendly environment" is created. The UNICEF child friendly and the ACE wing school models both demonstrate the need to ensure that teachers are able to improve their instructional practice using

simple appropriate language methods at the lower primary level and non abusive approaches by the teacher. The usage of the local language was a key factor in both enabling communities to set up their own schools in rural deprived and underserved areas along with selecting a young SHS volunteer teacher from the community to serve in these community schools.

Several government strategies are in place to support and enhance inclusive education across the country. These include the following:

- Support and scaling up of the government's complementary education policy which will involve partnerships between state and non state actors in education;
- Support and more resourcing for girls education programming particularly in the areas of ensuring basic needs provision for girls at upper primary and JHS; the support for sensitization against abusive socio-cultural practices including fosterage and early marriage; A district level protocol for ensuring the protection of girls who are physically and sexually abused and experience school based gender violence should be explored and instituted.
- Support for the Government's national accelerated literacy campaign (NALAP) is also likely to be effective in ensuring more participatory and child friendly methods within the lower primary level are attained. The NALAP programme will assist children attain basic literacy skills and ensure their language and cultural inclusion in the classroom based on the curriculum and books. Much more in-service training and the adequate supply of textbooks are needed in coming two years.

Finally, the Inclusive education policies and strategies by SpED should also be supported and scaled up particularly in the northern region of the country in targeted schools where special needs resource teachers can be supported. Emphasis should be placed on training all teachers in proper early detection and referral of special needs children to better cope at the school levels. Inclusive education should focus on improving teacher attitude and behaviour towards vulnerable children in harsh rural environment. The care and support needed to help children that are from deprived rural communities should continue to be the focus of inclusive education programs. The training of teachers on child friendly approaches in the classroom should move beyond just the use of participatory approaches to include helping teachers recognize that they are like the second caregivers of the children who may have several challenges (physically, mental, emotional and other related to socio economic, gender, cultural practices). This will help to increase access, retention and improve children performance in school

Increasing Access and ensuring inclusivity with quality

One of the major findings from the study suggest that participation schools is increasing in northern Ghanaian schools due to a number of factors including long term awareness creation

regarding free universal access, the introduction of school feeding, capitation grants and other social safety nets set up by GOG/District Assemblies including school uniforms, and the support to needy children and the girl child. Capitation grant for instance has had positive impact education access and retention. In all the districts visited it has been used for minor school repairs, provision of water container, TLMs and play materials. The IE study also found that there has been greater awareness concerning the right of the child to access formal schools and its enforcement by communities has spawned a greater intake of children with severe disabilities. In some cases, teachers interviewed are unable to cope with using participatory methods and other IE strategies in schools due to the large numbers of children and managing children with severe disabilities within the classroom.

- *More systemic thought is needed by MOE to ensure the gradual introduction to 'integration of children with special needs and differential abilities*
- *A more strategic focus and scaling up of integrated schools will be needed in the north to ensure integration is a positive experience for teachers and children; much more training and support for teachers in relation to facilitating learning with special needs children is also needed.*
- *More assessment is needed to properly ensure that children with severe disabilities are placed in the most effective learning environments.*

The understanding of educational inclusivity in Ghana and across the TENI district is growing due to the emphasis by government on universal primary education, importance of girls' education, complementary education and the promotion by donors of child friendly learning environments. Most of the district education officers, recognized that inclusive education meant not only supporting and including children with special needs and their integration in school but also reaching out to a broader group of marginalized children who are unable to access the school system (e.g. rural girls, cow boys, orphans, etc). Very few of the officers interviewed recognized that child-friendly classrooms might also help to achieve access and retention targets. This was particularly the case in the TENI districts studied (Upper East) and was surprising given the level of district involvement in the launching of TENI.

Surprisingly there are still significant barriers to children's access and retention, particularly in the northern region despite best practices in inclusive education schools such as ACE, UNICEF and SFL. Interviews with parents, teachers and children indicated that a basic challenge remains for schools to reach the out of school child and that there are still large pockets of out of school in the same communities where significant donor assistance focussed s attempting to ensure that schools and teachers are more child friendly (e.g. UNICEF best practice schools etc). Parents reported that there are still out of school children in their communities despite the heavy investments in school feeding, take home rations, child friendly infrastructure and changes in the

classroom in relation teaching learning materials. These challenges are related to poverty and socio cultural patterns including: fosterage to aunties, Kayayoo, teenage pregnancy (....these were some of the reasons given for girls out of school or dropping out in Tarakapaa and Diare).

Parents also pointed out to the IE research team that “children on the farm have to feed those in school.” There are still strategic decisions being made by rural parents that restrict some children from attending school simply because they have to work on the farm and help the family feed itself. Large family sizes and traditional agricultural practices continue to characterize the northern communities visited and will likely continue to be the greatest barrier to achieving inclusive education and universal primary enrolment and completion in the northern region unless more flexible schooling systems are adopted (e.g. SfL models or ACE models). Finally traditional values of parents are also deep factors in the resistance to sending and retaining particularly the girl child in school. “*Educating a woman is like watering another man’s garden*”... Parents told us in some communities where they still believe that the benefits of educating girls will not be reaped by the immediate family but the husband who eventually marries the girl. Therefore girl’s education is undervalued and not seen as a priority for the family.

One of the most important findings is that the good ***community school relationship*** is key to ensuring that schools function better, and teachers become more child friendly and effective in achieving the basic literacy outcomes. SMCs are crucial in communicating to parents and community member of the consequences of not sending a child to school. They are also key community development agents able to consult with the traditional leaders and parents to find solutions to ongoing socio-cultural and poverty barriers related to girls’ education in Ghana. Secondly, the study particularly in the Upper East suggests that more work and support is needed to scale up methods which ensure that teachers are held accountable for their results, behaviour and work at the school level. Performance monitoring test results and other means of informing SMCs of child performance will be vital in adding the accountability dimension to the inclusive education agenda.

Communities visited in some areas were beginning to hold their teachers accountable for attendance and time on task but some SMCs complained of not knowing the channels of complaint if a teacher is negligent or abusive. For instance in communities in the West Mamprusi district very strong SMCs described a process in holding teachers accountable where they would ensure that all new teachers were presented to their SMCs and their expectations explained teachers (e.g. to be punctual and attend on a regular basis). These communities’ members also described how they would check their children’s note books on a daily basis to ensure that the children had done something in the school. Finally these same communities were also gaining experience in transforming or getting rid of indisciplined teachers. Across the ACE and the SfL communities there was evidence that communities were able to effect the transfer of teachers who impregnated girls, or were not respectful to other teachers or the SMC.

In-service training of teachers

Most of the CoEs reported their lecturers had received training in inclusive education, special needs education and child centred methods during their training at the UCC and UCEW before becoming teachers at CoEs. Colleges of Education principals and senior management also suggested that inclusive education methods and child centred approaches including issues of gender sensitivity and special education were mainstreamed and covered in the second year of the College of Education programme. District Education officers also reported that they have received several in-service training programmes over the last five year years. The in-service training programmes in the two districts are the following:

- Gender sensitive training
- Special needs training
- Methods of better handling classroom management
- Lesson note preparation

Complementary Education and the way forward

The complementary education policy is probably the most relevant policy programme for ensuring that excluded children are eventually integrated into the formal education system and or receive access to basic literacy/numeracy and life skills education. Implementation of the complementary education policy including partnerships between state and non state actors will ensure the attainment of universal primary education and more inclusive education practices are realised. The IE study suggests that there is the need for close partnership between TENI focal districts and Ibis and SFL programs which are currently implementing complementary education approaches to ensure universal primary completion is attained. The ACE wing schools will likely assist communities whose children of school going age are unable to access primary school due to distance to the nearest school, receive instruction in the lower primary. SFL's approach to providing flexible schools eventually leads to literacy attainment of learners and potential integration of learners in public schools. The flexible schools clearly act as an alternative route for marginalised children to attain basic literacy and numeracy with minimal direct and indirect costs to their parents and in many cases more impressive learning outcomes. One common conclusion from the IE study and CBE policy document is the need to support the promotion of local language approaches which are using a phonic/syllabic pedagogy in CBE learning centres. There is the need to also focus on local language instruction to ensure inclusivity in the classrooms particularly at the lower primary levels.

Key Recommendations

Key recommendations from the IE study in northern Ghana are:

- VSO should collaborate and promote an inclusive education network with likeminded NGOs and donor agencies promoting inclusive education, child friendly standards and models which have proven effective in supporting upper primary retention; This network could then build a more cohesive policy framework for the implementation of in-service training and pre-service in line with the child friendly standards being developed by BED.
- VSO should explore with the Teacher Education Division (TED) and Basic Education Division (BED) the approaches which improve teacher instructional practices and quality teaching at the lower primary level by studying the IE methods, curriculum and teacher training packages used by SfL, GES, MOE, UNICEF and ACE. These have proven context relevance and specific to the northern learners.
- The inclusive education framework being developed by the MOE and based on the “child friendly standards and indicators” should be adopted by VSO to train and sensitize teachers and parents concerning the concept of IE and help to develop a common vision for inclusive education across the TENI districts.
- An inclusive education trainer’s network should be built using initiatives by other NGOs and donors in the Northern region and strengthened by VSO. VSO should invite the Bagabaga and St. John Bosco Colleges of Education, GES, TED, BED, SPED, CRDD, NALAP master trainers and other ACE/Ibis trained trainers from the various district levels across the north to share their experiences in assisting head teachers and teachers become more inclusive in both their teaching methods to attract children to stay in school. The University of Winneba and the University of Cape Coast’s Institute of Education should be involved in these training discussions to improve their own curriculum in inclusive education and gain practical knowledge based on the experience from UNICEF, Ibis, GES/NALAP, WUSC and JICA in training teachers in inclusive methods in northern Ghana.
- More training is needed for GES staff to increase their sophistication in dealing with children with mild to moderate physical, mental disability, and those with hearing impairment and low vision. The training should not focus on one or two peripatetic officers but a broader range of DTST and district education officers. Trainers from Winneba and the SPED division should be invited to share with northern district education officers the latest approaches in screening children, and integrative strategies for strategically rolling out inclusive education at the district levels across the three TENI districts. Such discussions with SPED should begin with the possibility of including TENI in the pilot programme for

integrative schools demonstrating inclusive education. An international VSO volunteer with experience in integration should assist the SPED division in the roll out of this approach across the northern regions.

- VSO should liaise more closely with SPED on selecting schools across the three TENI districts where resource teachers can be placed and use SPED as a major trainer in promoting the approaches to achieve inclusive schools.
- Identification of an accelerated literacy method for improving learning outcomes among upper primary school children is needed. The Universal reading method of the Olinga Foundations phonic/syllabic approach to remedial reading should be explored to strengthen retention and decrease drop out at upper primary levels.
- VSO should support the NALAP programme and ensure that their own methods are in harmony with this lower primary bilingual approach; Multi grade and NALAP methods in the schools are likely to improve the inclusive education programming in the TENI schools based on the international literature.
- The ACE and SfL participatory methods of teaching should be explored to facilitate more child-centred training INSET and pre-service. Bagabaga and Dambai a Colleges of Education have tutors who are trained in these methods by Ibis/SfL.
- VSO should collaborate with SfL to reactivate the SfL programme in the TENI districts in order to ensure higher levels of integration and retention at the upper primary level particularly among marginalized girls and special needs children.

At the district level frequent and coordinated in-service training of teachers should be discussed with TED to update teaching skills on delivery of inclusive education teaching methods; this was recommended by all the four District Education Offices. More sensitization of community members on the importance of inclusive education especially the vulnerable and marginalized in the communities is needed.

One of the key findings from the study suggests that despite agencies having some evidence that child friendly schooling is having an impact, much more work is needed to established standard measure to assess the outcomes and impact of IE programming³⁸ across the varied contexts of schooling in northern Ghana. The usage of “child friendly check lists” developed by UNICEF and the new standards and indicators by GES should be used as a basis to measure the results of the VSO programming and to further advice both government and other agencies on scaling up

³⁸ VSO, UNICEF, SfL and Ibis approaches

approaches. A key dimension of the assessment must also be the cost effectiveness of these IE initiatives and methods to monitor the performance outcomes of children.

Bibliographic References

- ADB (2010). Strengthening Inclusive Education. Philippines: Asian Development Bank
- Casely-Hayford, L, Akabzaa, R and Quansah, T.(2009). Strengthening the Chain of Accountability across Ghana's Primary education system: an evaluation of the Link Community Development Program (LCD), Accra: VSO commissioned.
- Casely-Hayford, L and T Walters and M. Johnny (2010) WFP Ghana's Programme Evaluation for 2006-2010, (Rome: WFP) See www.wfp.org
- Casely-Hayford L. and Ghartey A. (2005) The Leap to Literacy and Life Change in Northern Ghana: An impact assessment of School for Life (SfL). Final report, Accra.
- Casely-Hayford (2004) The Complementary Education Programming in Ghana. Report Commissioned for CARE Ghana.
- Fraser, C., and R. Gorinski. *Literature Review on the Effective Engagement of Pasifika Parents and Communities in Education (PISCPL)*. Report. Education Counts, 2006. Web.<http://www.educationcounts.govt.nz/publications/pasifika_education/5907>.
- Giffard-Lindsay, K. *Inclusive Education in India: Interpretation, Implementation, and Issues*. Report. CREATE, 2007. Print.
- Hadi, Abdullahel, and MannanMajumdar. *Assessing the Teacher Training Programme of SAB in Afghanistan* Report. BRAC, 2005. Web.<http://www.bracresearch.org/reports_details.php?scat=24&v=20&tid=376>.
- Hartwell, A., with C. Adger, C. Hammond and L. Casely-Hayford (2010) The National Accelerated Literacy Campaign (NALAP) Implementation Study. USAID/EDC: Ghana.
- Harris, Ray, Shirley Miske, and George Attiq. *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*. Report. United Nations Educational, Scientific and Cultural Organization, 2004; 2007. Web.<http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=137522&set=4D303D9B_1_277&gp=1&lin=1&ll=1>.
- Kluth, Paula. "Differentiating Instruction: 5 Easy Strategies for Inclusive Classrooms."(2005). Web.<<http://www.paulakluth.com/articles/diffstrategies.html>>.
- Kuyini, Ahmed B., and Fati K. Mahama. *Implementing Child Rights and Protection Law in Ghana: Case Study*. Report. Crescent Educational & Volunteer Service, Ghana. Web.<<http://www.cevsghana.org/publications>>.
- Language as an Inclusive Education Issue*. Report. Enabling Education Network, 2008. Web.<http://www.eenet.org.uk/resources/eenet_newsletter/news12/page8.php>.

Ministry of Education (2009) Education Strategic Plan (ESP) 2010-2020. Ministry of Education
Accra: Ghana

Ministry of Education (2008) Complementary Education Policy (draft). Ministry of Education
Accra: Ghana

Osher, D., D. L. Kelly, N. Tolani-Brown, L. Shors, and C. Chen. *UNICEF Child Friendly Schools Programming; Global Evaluation Final Report*. Report. Washington, DC: American Institutes for Research, 2005. Print.

Rose, P. *Supporting Non-state Providers in Basic Education Service Delivery*. Report. CREATE, 2007. Print.

Strengthening Inclusive Education. Report. Asian Development Bank, 2010.
Web.<<http://www.adb.org/documents/guidelines/strengthening-inclusive-education/default.asp>>.

UNESCO (2001) "International Workshop on Education and Poverty Eradication."
Web.<<http://www.unesco.org/education/poverty/news.shtml>>.

UNESCO (2009) *Policy Guidelines on Inclusive Education*. Report.
Web.<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/single-view/news/unescos_new_policy_guidelines_on_inclusion_in_education/>.

UNICEF (2004) *Strategies for Girls Education*. Report.
Web.<www.unicef.org/publications/index_21345.html>.

UNICEF(2009a) *Child Friendly Schools Manual*. Report.
Web.<http://www.unicef.org/publications/index_49574.html>.

UNICEF and UNESCO (2009b) Conceptual and Methodological Framework on Out of School Children Initiative. UNICEF New York.

UNICEF (2010) *An Analysis of Out of School Children in Ghana: Demographic and Health Survey 2003-2008*. Report. Accra. Print

UNICEF (2010) *Raising Clean Hands: Call to Action for WASH in Schools Communications Strategy Report*.
Web.<www.unicef.org/wash/schools/files/rch_cta_com_strat_2010.pdf>.

USAID (2007) *Continuum of Approaches for Achieving Gender Integration in Programming: a Decision-Making Tool For Education Officers*. Report. United States Agency for International Development.
Web.<www.usaid.gov/our.../EQUATEGenderContinuum_FINAL.pdf ->.

Other Useful Websites:

Enabling Education Network (EENET)
www.eenet.org.uk

Inclusive Education, UNESCO
www.unesco.org/en/inclusive-education

Global Monitoring Report on marginalization
www.efareport.unesco.org

Eldis Key Issues Guide: Inclusive Education
www.eldis.org/go/topics/resource-guides/education/key-issues/inclusive-education

Basic Education and Gender Equality, UNICEF
www.unicef.org/girlseducation

Languages in Education, UNESCO
www.unesco.org/en/languages-in-education

Annex 1: Learning Goals and Key Questions for The Study

The study will assist VSO conceptualize and define inclusive education with its key stakeholders in order to easily facilitate future programming direction. It also addresses at least three of the TENI **learning questions** including:

LQ 1: What key drivers at all levels (school, community, district and regional and national) promote or inhibit inclusive education and the retention, transition and performance of disadvantaged children?

LQ 2: What key drivers promote or inhibit girls' education with emphasis on the Northern Region of Ghana

LQ 3: How do different groups in the community see their roles, rights and responsibilities in education and what good practices ensure community participation including the voices of women and children to achieve quality and inclusive education for all—(consider: access to information, formal and informal channels/ the relationship between duty bearers and rights holders)?

Annex 2: Persons Interviewed During the Field Work

School/Stakeholder	Group /Institution	Names or Numbers of Persons Interviewed	Designation
Ghana Education Service	Special Education Division	Mr. Godfred Tay	Director
Ghana Education Service	Teacher Education Division	Mr. Victor Mantey	Director
Partner Organization	VSO Inclusive Education	Mrs. Mary Tobbin	
Partner Organization	UNICEF office, Accra	Mr. Maadeez Mr. Hiro	Education Officer Education Officer
University of Cape Coast	Institute of Education	Dr. George Odo	Head
University of Cape Coast		Dr. Kafui Etse	Lecturer
Regional Interviews			
Ghana Education Service	Ga South District Education Office	Mrs. Florence A. Addo Rev. Naana Dan Nyame Miss. Florence A. Baah Miss. Cynthia Aboni Mr. M.I. Shaban	District Director of Education, Ga South Head of Supervision District Girl Child Officer Human Resource Officer Deputy Director of Finance and Administration
Ngleshie Amanfro St Peters Primary school	Head teacher/Teachers	Mr. Agbomadzi Evans	Head teacher
	SpED	Miss Beatrice Alayi	SpED Resource Person
	Pupils	9 pupils (4 boys and 5 girls)	
	SMC/PTA's		
Mallam DA 1 & 2 Primary School	Head teacher/Teachers SpED	Paulina Odamtten Georgina Adorkor Emma Serwa Ntim	Head teacher Teacher Teacher

		Mr. Roland	SpED Resource Person
	Pupils	10 pupils (5 boys and 5 girls)	
	SMC/PTA's		
School/Stakeholder	Group /Institution	Names Or Numbers of Persons Interviewed	Designation
Ghana Education Service	Regional Education Office, Northern	Alhaji Abdulai Yahaya Iddrisu Mahama Abibata Faustina Aidoo D.K Ahadzi Alhassan Salifu Alice A Balbaar Amofa P. Acheampong	HRMD RTO IPPD Planning Unit Personnel Culture Statistics
Partner Organization	ISODEC	Eva Agana	TENI Project Coordinator
Partner Organization	School for Life	Mr. Ziblim	
BagaBaga College of Education, Tamale		Yakubu I Issah Gregory S Yiryour-Basing	Vice Principal (Administration) Vice Principal (Academics)
Ghana Education Service	West Mamprusi District Education Office	Charles Mijida Iddisah Nasamu George Abanga	AD Supervision AD Training Officer AD Human Resource
Nasiriya E/A Primary School	Head teacher/Teachers	Mr. Adam Mahama Awulatu Mahama Inusah Basiru	Head teacher Teacher Teacher
	Pupils	9 Pupils (4 Boys and 5 Girls)	
	SMC/PTA's	10 members (5 men and 5 women)	
Kperiga D/A Primary School	Head teacher/Teachers	Madam Helen Ayikonde Awuviri	Head teacher Teacher
	Pupils	15 pupils (7 boys and	

		8 girls)	
	SMC/PTA's	6 member (3 men and 3 women)	
Ghana Education Service	Gushiegu District Education Office	Zakaria Iddrisu Sumani	AD Human Resource
Batei L/A Primary School	Head teacher/Teachers	Tongdow Laksa Wakpam Ibrahim	Head teacher Teacher
	Pupils	10 pupils (5 boys and 5 girls)	
	SMC/PTA's		
Sugu L/A Primary School	Head teacher/Teachers	Bintu Abdulai	Head teacher
	Pupils		
	SMC/PTA's		
Ghana Education Service	Savelugu-Nanton District Education Office		
Tarikpaa D/A Primary School	Head teacher/Teachers	Adam John Bosco Alhassan Sulemana Zakaria Abi Saaka	Head teacher Teacher Teacher
	Pupils	11 pupils (3 boys and 8 girls)	
	SMC/PTA's		
Diare D/A Primary School	Head teacher/Teachers	Alhassan Inusah Iddrisu Issah Wumpini Yakubu Adjoa	Head teacher Teacher Teacher
	Pupils	9 pupils (6 girls and 3 boys)	
	SMC/PTA's	15 members (5 men and 10 women)	
Ghana Education Service	Regional Education Office, Upper East		
St. John Bosco College of Education, Navrongo		Mr. Alfred Adago	Principal
Partner Organization	LCD	Mr. Bashiru	TENI Project Coordinator

Ghana Education Service	Talensi-Nabdam District Education Office	Paul Ponka Nicholas Kolgo Victoria Akapame	AD Supervision HRMD SHEP Coordinator
Tongo D/A Primary School	Head teacher/Teachers	Mr. Henry Ayoka Kenneth Ziba Matilda Asamso	Head teacher Teacher Teacher
	Pupils	9 pupils (4 boys and 5 girls)	
	SMC/PTA's	15 members (13 men and 3 women)	
St. Martins Primary School	Head teacher/Teachers	Mr. Naab Michael Patience Adompoka	Head teacher Teacher
	Pupils	9 pupils (4 boys and 5 girls)	
	SMC/PTA's	12 members (8 men and 4 women)	

Annex 3: Northern Region and Upper East field work for the VSO TENI Inclusive Education

Dates	Main Activities	Northern Region field work	Upper East Region field work	Persons responsible
Wednesday 17 th November 2010	Planning for northern field work and final meeting	-	-	Leslie Pat /Adam Connie/Driver
Thursday 18 th November 2010	Travel to Tamale	-	-	Pat Adams Driver
Friday 19 th November 2010	Meeting in AfC office, Tamale. Finalize preparation for training of field staff, Conduct Regional interviews for school mapping (ISODEC, LCD, Pronet, NSS, Baga Baga College, UNICEF,ACE/Ibis, SfL)	-	-	Pat Rukaya Adams
Saturday 20 th November 2010	Conduct training for field team and make logistic arrangements and select schools and communities to be visited	AfC office in Tamale	-	-Full team;
Sunday 21 st November 2010	Planning for field work in two regions			2 field team, West Mamprusie and Talensie Nabdam
Monday 22 nd November 2010	Start field work in West Mamprusie and Talensie Nab dam	School level interview AM Interviews at	School level interviews AM	Pat, Charity, Rukaya, Adams, GES, TTC,

Dates	Main Activities	Northern Region field work	Upper East Region field work	Persons responsible
	Morning with the School After noon with district education officers	Wale-wale of DEO,TENI staff and Partners	Interviews at Talensie Nabdam (UE) of DEO,TENI staff and partners	Select schools for TENI based on GES members of team experience /interviews with the partners (LCD ISODEC)
Tuesday 23 rd November 2010	School interviews with Head teachers, teachers, children	West Mamprussie School level work (TENI community work)	Talensie Nabdam (School level)	Team 1 Northern Region and 2 Upper East Region
Wednesday 24 th November 2010	School interviews with Head teachers, teachers, children	Gushiegu (ACE best practice school)	Savelugu Tarakpaa village (UNICEF)	Team 1 West Mamprusi Team 2 Talensie Nabdam
Thursday 25 th November 2010	School interviews with Head teachers, teachers, children	Gushiegu (ACE/Ibis best practice school)	Second UNICEF selected village	Eric 0244-985458
Friday 26 th November 2010	Field work in districts at school/community or district education level A few members of the team finish up regional interviews: (e.g. Leslie Pat...)	SfL (out of school programme in Gushiegu	SfL (school that has had in service training in SfL methods)	(Ziblim to give names of school) 0249649260
Saturday 27 th November	Field reporting on an individual level;	Tamale	-	

Dates	Main Activities	Northern Region field work	Upper East Region field work	Persons responsible
2010				
Sunday 28 th November 2010	Debriefing meeting of Northern and Upper East field work at the AfC Office in Tamale;	Tamale	-	
Monday 29 th November 2010	Tentatively --Head back to Accra;			Team 1 and Team 2

Annex 4: Special Schools in the Country

Types of Special Schools	Number	Regions, Districts and Town
1.Schools for the Deaf	<ul style="list-style-type: none"> • Gbeogo School for the Deaf. • School for the Deaf • Cape Coast School for the Deaf • Salvation Army School for the Deaf • Savelugu School for the Deaf • Demonstration School for the Deaf • School for the Deaf • School for the Deaf • State School for the Deaf • School for the Deaf • Volta School for the Deaf • Ashanti School for the Deaf • Bechem School for the Deaf 	Bolgataga Wa Cape Coast Agona Swedru Savelugu Akwapim Mampong Kibi Koforidua Adjei Kojo Accra Sekondi Hohoe Jamasi Bechem
2. Schools for the Mentally Handicapped	<ul style="list-style-type: none"> • Shalom Special School • Garden City Special School • Twin City Special School • Dzorwulu Special School • Castle Road Special School • Yumba Special School • Community Inclusive Special School • Three Kings Special School • Gbi-Kledjo Special School • New Horizontal Special School • Life Community Special School • Koforidua Special School (unit) • Wa Special School 	Nkoranza Kumasi Sekondi Accra Accra Tamale Kpando Battor Gbi-Kledjo Accra Deduako-Ashanti Koforidua Wa
3. Schools for the Blind	<ul style="list-style-type: none"> • Methodist School for the Blind • Akropong School for the Blind 	Wa Akwapim-Akropong
4. School for the Deaf and Blind	<ul style="list-style-type: none"> • Centre for the Deaf and Blind 	Akwapim-Mampong
5. Units for the Education of the Mentally Handicapped (EMH)	<ul style="list-style-type: none"> • Rev. Fr. John Memorial Inclusive Education • Swedru Presby Inclusive School • Nadowli R/C Basic School • Koforidua School for the Deaf EMH Unit • Volta School for the Deaf EMH Unit 	Winneba Agona-Swedru Nadowli Koforidua Hohoe

	<ul style="list-style-type: none"> • Obuasi St. Joseph Catholic KG School • Goaso Presby Primary School • Walewale Suguru R/C JHS • Navrongo Arch Angel Catholic School • Bolga St. Charles R/C Primary • Akwatia GCD Primary School • Akuamoia Acheampong Primary School • Aboom Methodist Primary “A” • Yilo State Primary/JHS • Ada-Kesse Basic School • Madina Cluster 1 Schools • Tarkwa R/C Basic School • Techiman St. Paul R/C Basic School • Sunyani Methodist Basic School • Ho Kpodzi Anglican Basic School • Adukrom Methodist Basic School • Dansoman Methodist Basic School • Denu R/C Basic School • Dakpema SDA Basic School • Effiduase Methodist Basic School 	Obuasi Goaso Walewale Navrongo Bolgataga Akwatia Nkawkaw Cape Coast Somanya Ada Madina Tarkwa Techiman Sunyani Ho Adukrom-Akuapim Accra Denu Tamale Effiduase-Juabeng
6.Integrated Secondary/ Technical	<ul style="list-style-type: none"> • Wenchi Secondary School (Blind) • Wa Secondary School (Blind) • Okuapeman Secondary School (Blind) • Winneba Secondary School (Blind) • Sirigu Secondary School (Blind) • Integrated Secondary/Technical for the Deaf • Adidome Secondary School (Blind) 	Wenchi Wa Akwapim-Akropong Winneba Sirigu Navrongo Adidome
7. Special Segregated Secondary/Technical Schools	<ul style="list-style-type: none"> • Secondary/Technical School for the Deaf • Technical Institute for the Deaf 	Akwapim-Mampong Bechem
Integrated Programming of SPED		
8. Integrated Teacher Training Colleges	<ul style="list-style-type: none"> • Presbyterian Training College (PTC) • Wesley College • N.J.A Training College 	Akwapim-Mampong Kumasi Wa

9. Integrated Educational Programmes for Low Vision Children	<ul style="list-style-type: none"> • Akwapim North District • Hohoe District • Krachi West District • Krachi East District 	Akropong Hohoe Krachi Dambai
10. Units for the Education of the Visually Impaired (EVI)	<ul style="list-style-type: none"> • Bechem School for the Deaf (EVI Unit) • Cape Coast School for the Deaf (EVI Unit) • Three Kings Special School (EVI Unit) 	Bechem Cape Coast Battor/Adidome

Annex 5: International Conventions and Declarations reaffirming inclusive education.

UN Declaration on Human Rights	Inclusive Education as a Human Rights Issue is influenced by International legislation, policies, acts, treaties, world forum on education etc. At the core of IE is the human right to education pronounced in the Universal Declaration of Human Rights (United Nations, 1948).
UN Convention on the Rights of the Child (1989)	<p>Of equal importance is the right of children not to be discriminated against, as stated in Art. 2 of the United Nations Convention on the Rights of the Child (1989).</p> <p>Logical consequence of this right is that all children have the right to receive an education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities, and so on.</p>
UNESCO Salamanca Statement on Principles and Practices of Special Needs Education (1994)	UNESCO organized “ Salamanca Statement on the Principles, Policies and Practice in Special Needs Education” of 1994. Standard rules on equalization of opportunities for persons with disabilities: ‘ Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building on inclusive society and achieving education for all”. Art 2: schools should accommodate all children, regardless of their physical, intellectual, social, linguistic or other conditions. “This should include disabled and gifted children, street and working children, children from the remote and nomadic population, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.”
EFA Framework for Action (2000)... World Education Forum Framework	<p>World Education Forum Framework for Action, Dakar, (EFA goals) + Millennium Development Goals – 2000 “ Ensuring that all children have access to and complete free compulsory primary education by 2015 focusing on the marginalized and girls. The Jomtien World conference on Education for ALL (1990) and the United Nations Standard Rules (1993) re-stated education is a basic right for all people and recognized those particular groups that were excluded. The Salamanca Statement and Framework for Action on Special Needs Education (1994) question where special education should be placed in relation to Education for All (EFA), and called for inclusion in mainstream education to be the norm asserting that;</p> <p>The World Education Forum placed a great emphasis on promoting girls access to school. Although there was no specific mention of disabled children and term ‘inclusive does appear in the framework for action in which governments and other agencies pledged to create: safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all” (UNESCO, 2000)</p>
UN Convention on	UN Convention on the Rights of Persons with Disabilities promotes the rights of

Rights of Persons with Disabilities (2005)	persons with disabilities and mainstreaming disability in development.
The Millennium Development Goals (United Nations 2000),	<p>The Millennium Development Goals endorsed at other UN Millennium Development summits? (United Nations 2000), targeted the eradication of extreme poverty and hunger and the achievement of universal primary education as its first two goals. IE offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing countries. The EFA flag on education and disability (UNESCO 2001) aimed to place disability issues squarely on the development agenda and advance</p> <p>IE is about getting children both into and through school by developing schools that are responsive to the actual diverse/differential needs of children and communities. IE is therefore about both access and equality and is a means for achieving these fundamental aspirations as highlighted in the EFA and MDG Action Frameworks (Stubbs 2002).</p>

Annex 6: Example of In-Service Training in Talensi-Nabdam District

No.	In-Service Type	Sponsors
1	Workshop for teachers on the formation of girls clubs.	LCD/TENI 13/10/10
2	Five days residential workshop on multigrade teaching	UNICEF, 23 rd to 27 th August, 2010
3	Workshop for Heads of,KG, Primary and JHS on the implementation of school report cards.	UNICEF, 12/03/10
4	Workshop for JHS library teachers	World Vision International,
5	Workshop for leaders of 8 girl child and 10 child rights in selected schools.	Action Aid Ghana
6	Five days workshop for 18 volunteer teachers in KG and Primary Schools.	World Vision International, 15-19 March, 2010.
7	Orientation workshop	
8.	Sensitization workshop on child rights and disabilities (15 communities)	World Vision International, 23-28 Feb. 2010
9	Curriculum Leaders training on SBI(CB) Implementation	VSO/TENI 30 th Aug.-3 rd Sept. 2010
10	Workshop for 126 KG Teachers	ActionAid Ghana, 4 th -7 th May 2010
11	Three days Maths, Science and English workshop for teachers.	World Vision International 16 th , 17 th and 19 th April 2010
12	SMC/PTA's Executives training workshop	World Vision International
13	Workshop for Heads of JHS on effective supervision of HIV alert model in schools.	Ghana Education Service. 21/10/09
14	Workshop for Primary Heads on cultural practices that affect girls' education and the integration of these practices in Maths, Science and English as well as their roles in effective school management.	VSO, 11-13 Aug, 2009
15	Capacity building workshop for SMC/PTA's	UNICEF, July 2009
16	Workshop for Head teachers on the Capitation Grants (and other) financial documentations (SPIP)	DFID (GES), 17-19 June,2010
17	Workshop on the use of new syllabus for 1500 teachers.	UNICEF
18	Workshop for circuit supervisors and other officers.	DFID (GES), 23-26/01/09
19	Capacity Building workshop for DTSTs on KG Curriculum	GES, 10-13/11/08
20	Workshop on the use of new syllabus	DFID (GES), 5 th -7 th Nov. 2008
21	Workshop for Technical teachers on basic Design and Technology	UNICEF, 22 nd -24 th Oct.2008.

22	ICT Training for JHS teachers	DFID 2 nd -3 rd July 2008
23	ICT Training for JHS teachers	DFID 11 th -12 th Sep.2008
24	Workshop for P2 and P3 teachers on preparation of TLMs on NALAP.	GES 2 nd -5 th Oct. 2007

Annex 7: Key Areas included in the Inclusive Education Framework (2009) Adopted at the GES Forum on Inclusive Education in Adjumaku

1. **Screening/early identification** by primary health workers, parents and teachers; Responsible agencies are MOH, GES and DSW. This approach is available but not being consistently implemented.
2. **Early intervention to inform planning** by clinical and educational assessment between ages zero to 16 years of life: Responsible agencies are MoH, GES and Parents. It is in place but needs to be strengthened.
3. **Referral for clinical assessment** by multi-sectoral collaboration for inter-referral linkages: Agencies responsible are MoE, MoH, Teachers and Parents..Assessment centres, clinics, hospitals are in place but not consistent.
4. **Eligibility for IEPs (Individual Education Plans)** different levels of functional educational assessment in classrooms and conducted at periodic intervals with referral to the Assessment and Resource Centres in event of need. Agencies responsible are GES and MoH. In place but not consistent: 1 in Accra and 4 others - not comprehensive.
5. **Placement** should be based on the assessment result and individualized educational plan, done at GES Headquarters and Assessment Centres by Resource teachers.The current situation is children with mild to moderate disabilities/SEN should be in regular schools, and this needs to be enforced.
6. **Class size:** To enable teachers to provide individual attention, recommended class sizes should be maintained in classes with children with SENS.
7. **Adopt a national standard of individualized educational plan (IEPs)** through the establishment of long term, short goals, persons responsible for intervention and evaluation by MoE, GES, Parents and DSW and the standard must be adapted and enforced for inclusive education.
8. **Infrastructure(physical structures)** improvement of existing facilities to be disability friendly such as furniture, architecture and redesigning of new facilities - classrooms, compound, recreational facilities by AESL, MoE, MoLG Development partners and this needs to be enforced.
9. **Accessibility and Participation:** There should be enforcement of Child's Rights to Education, atmosphere should be cordial and least restrictive, parental and community involvement for children who need a greater level of support than the regular school system, special arrangement would be required to facilitate their education e.g. nomadic children, street children, kayayes, etc.
10. **Materials and Resources:** ICT, text books, large print, Braille sheets and Brailers, and appropriate materials for children with other learning needs, budgetary provision (ST),

assistive devices, mobility devices, recreational devices etc. Where available Metro mass transport for special schools for children who need greater help or support.

11. **Curriculum** must be flexible and accessible for inclusive education e.g. the methods, child centred programme based on the IEPs, co-curriculum activities (sports, recreation, gardening, cultural drumming and dancing etc). Responsible agencies: MoE, CRDD, Universities, Teachers - these need to be intensified and created.
12. **Examination:** Registration for exams should be based on child's needs. Flexibility in how the child is evaluated and examinations must be modified to suit the child e.g. 80% continuous and 20% exams, by MoE, WAEC, NVTI and Police but need to be intensified and created.
13. **Human Resource:** In addition to existing human resource, the following will be required- Generic Resource Teacher: 1: School, Specialist 1: cluster of schools, need of teaching assistants: in each school with children with variability or differences, special needs or disabilities at lower primary level. Senior High schools will require Resource Centres staffed with Specialist teachers, by MoE and GES, Universities and Colleges of education and this need to be enforced.
14. **Monitoring and Evaluation, Research:** periodic monitoring, performance and impact indicators with collaboration with appropriate research institutions and a database on children with developmental needs.

Annex 8: Regions, Districts and Schools Practicing Inclusive Education on a Pilot Scheme

Greater Accra Region		Central Region		Eastern Region		Brong Ahafo Region		Volta Region	
Districts	No. of Schools	Districts	No. of Schools	Districts	No. of Schools	Districts	No. of Schools	Districts	No. of Schools
Accra Metro (Tudu)	7	Cape Coast Municipal	5	New Juabeng Municipal (Koforidua)	4	Tano-South (Bechem)	1	North Tongu (Adidome)	1
Ga West (Amasaman)	6	Ewutu/Effutu /Senya (Winneba)	8	Birim South (Akim Oda)	5				
Dangme East (Ada Foah)	6	Agona District (Agona Swedru)	6	Yilo Krobo (Somanya)	4				
Ga East (Abokobi)	6			Manya Krobo (Odumase)	3				

Annex 9: Equall/ Sen IE Districts

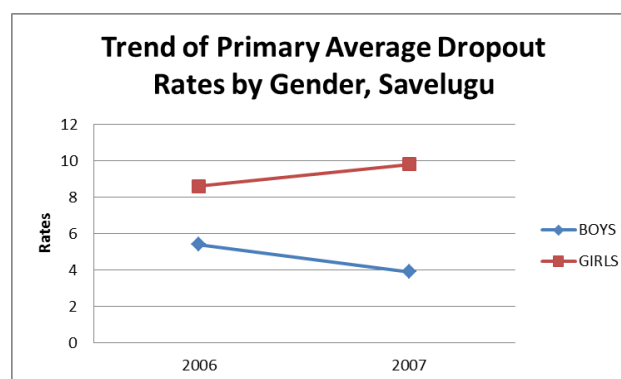
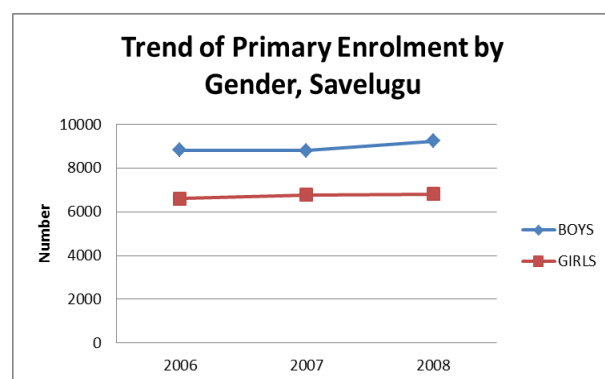
Eastern Region		Northern Region		Volta Region	
Districts	Number of Schools	Districts	Number of Schools	Districts	Number of Schools
Birim South (Oda)	70	Bole (Bole)	70	Ho Municipal	70
New Juabeng (Koforidua)	70	West Gonja	70		

Annex 10: Savelugu District Education Data set

EMIS Reports indicate that in 2007 that the primary school completion rate increased from 86.6% to 88.6% in 2008. The rate for boys rose from 95.5% to 98.4% while the enrolment rate for girls increased from 75.8% to 76.9%. At the JHS level the rates only marginally increased from 56.1% over the same period. The rate for boys dropped from 66.1% to 64.1% while the enrolment rate for girls at JHS increased from 41.7% to 40.7%.

The district is challenges with ongoing retention issues at upper primary level. The Average rate of pupils who drop-out of school at the primary level is 6.3%. The average dropout rate for girls is 9.2% and that of boys is 4.7%. Classes which were worst affected are P1, P2 and P5 which have rates of 21.1%, 6.5% and 5.7% respectively.

YEAR		LEVEL	2006	2007	2008	LEVEL	2007	2008	
NER	B	PRIMARY	75.8	72.7	88.7	JHS			
	G		62.5	60.3	69.9				
	T		69.4	66.7	78.1				
NAR	B		77.8	69.8	81.8				
	G		66.1	57.8	66.8				
	T		72	63.8	74.3				
COMPLETION RATE	B		-	95.5	98.4			66.1	64.1
	G		-	75.8	76.9			41.7	48.7
	T		-	86.6	88.6			56.1	57.8
Source: MOE/EMIS									

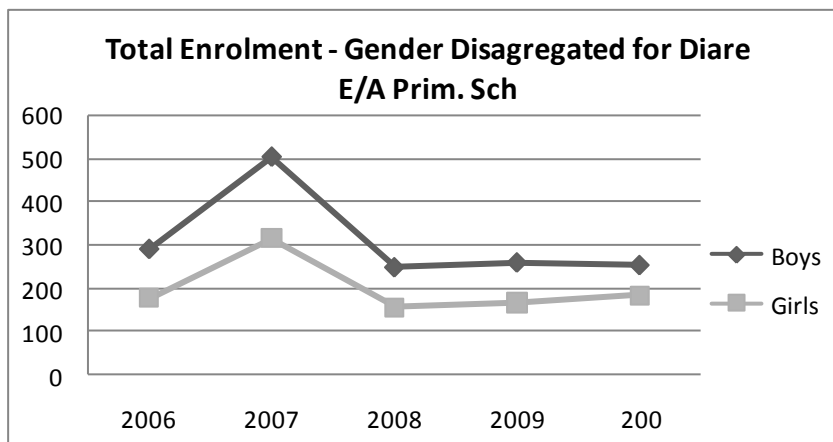


Annex 11: Savelugu School based data sets for best practice Schools ³⁹

Enrolment trends in two sampled schools visited indicate that there are challenges related to enrolment and retention.

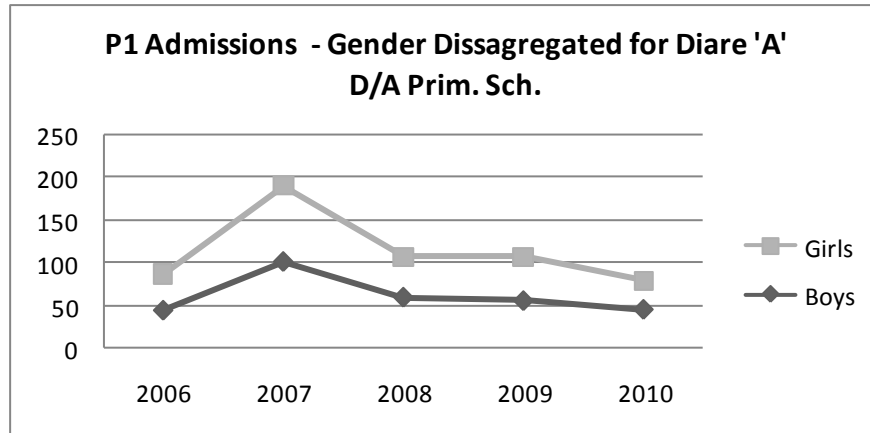
Diare E/A Primary School

In 2006 Diare primary school enrolment was 467 but decreased to 437. Boys enrolment dropped from 291 (2006) to 254 (2010) with a negative growth rate of 3.3%. Girls recorded a positive growth of 0.1% with enrolment increasing marginally from 176 (2006) to 183 (2010).

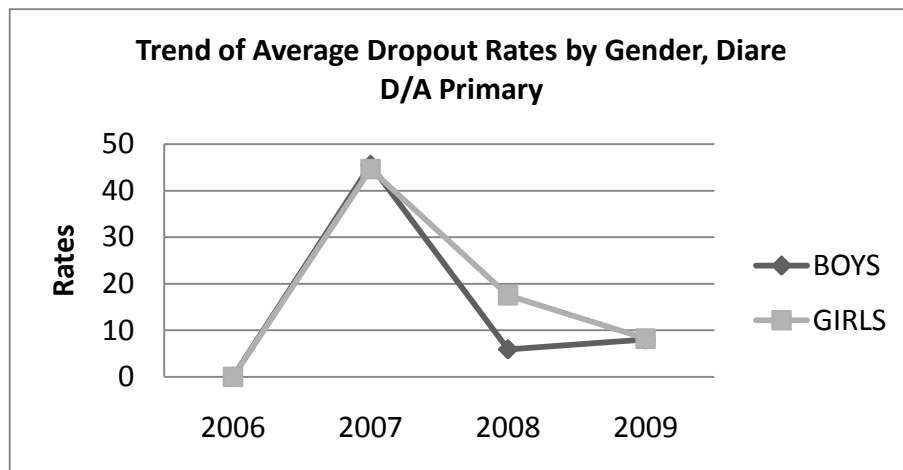


Within the same period, P1 admissions do not reveal any significance improvement from 2006 to 2010. The P1 admission rate improved in 2007 but consistently dropped to 80 in 2010 with a negative growth of 2.4%. The number of boys admitted shows a marginal growth of 1% from 45 (2006) to 46 (2010). However, the enrolment growth for girls was negative 5.7%. In 2006, 43 girls were admitted. This number improved in 2007 but fell to 34 in 2010.

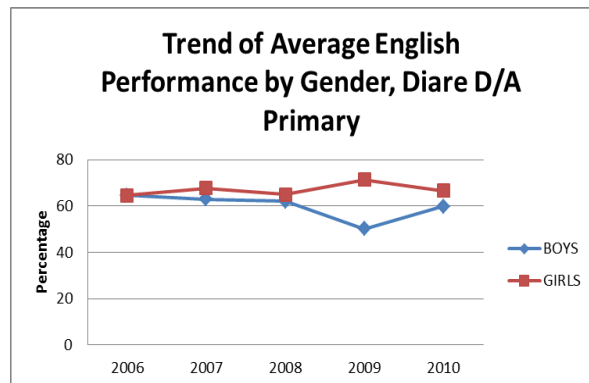
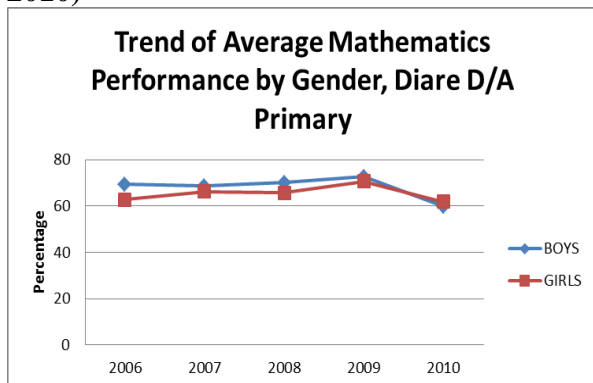
³⁹ All data contained in this annex was collected from the Savelugu District Education Office during the IE study, (Nov 2010).



The average drop-out rate for the Diare primary school in Savelugu district was 15% between 2006 to 2009; girls recorded a 17.6% drop out rate compared to boys with a 14.9% drop out rate. The highest incidence of drop-out of girls was recorded in P2 and P3 compared to boys who tended to drop out mostly at P1 and P4.

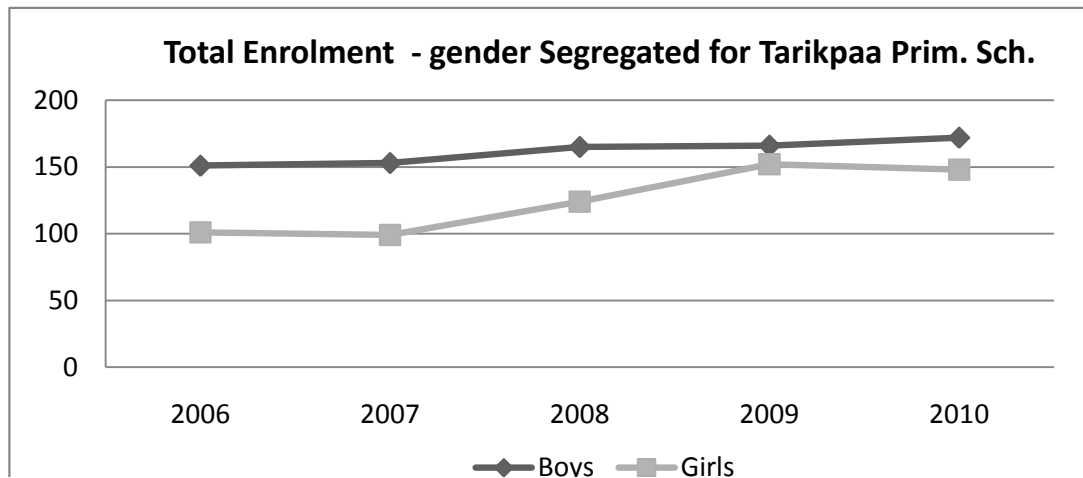


Performance of Primary students in Math and English based on PMT results (2006 to 2010)

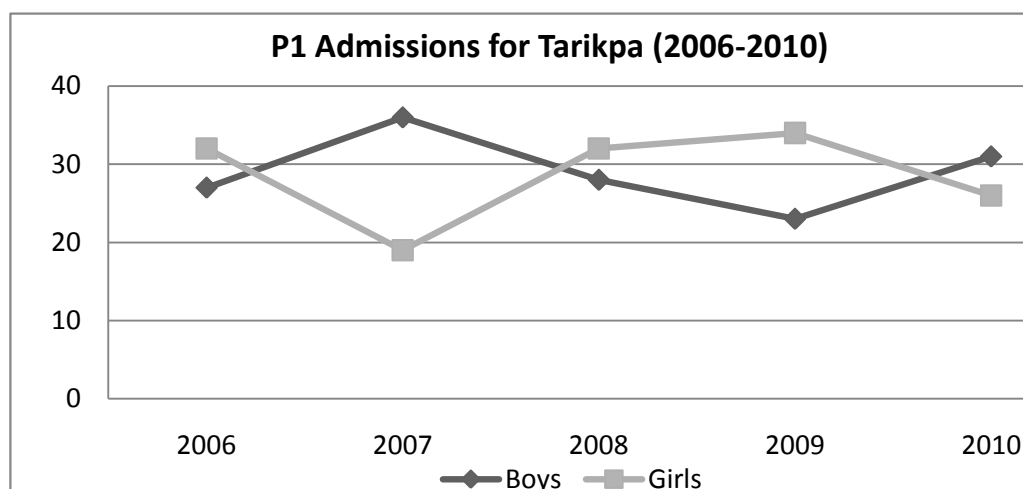


Tarikpaa E/A Primary

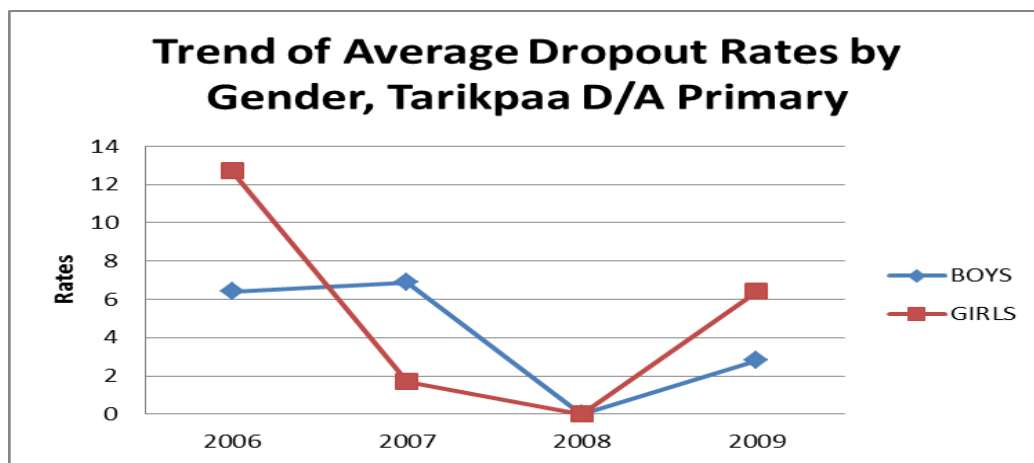
The Tarikpaa Primary school had a consistent enrolment growth of 6.2% between 2006 and 2010. Enrolment increased from 252 pupils in 2006 to 320 pupils in 2010. Girls recorded a higher growth enrolment at 10% over the period with girls enrolment at 101 in 2006 which increased to 148 in 2010. Similarly the boys enrolment was at 151 in 2006 which increased to 170 in 2010 registering an enrolment growth rate of 3.3%.



However, P1 admission rates showed a negative growth of -1%. There were 32 girls admitted to P1 in 2006 which decreased to 26 in 2010 revealing a negative P1 admission growth rate of 5.1%. Boys on the other hand showed a stronger growth rate for primary admission at 3.5%.



This implies that admission of girls to P1 has not kept pace with that of boys. Negative socio-cultural and poverty factors might contribute to this trend. Drop-out rates for the Tarikpaa school were 4.3% for the period under review (2006 to 2010).



Performance data based on PMT scores for children in Tarikpaa

