Inclusive Education Thematic Workshop Co-Sponsors
Logistics

• Interpretation is available in Arabic, French, Spanish, Portuguese, English, with International Sign thanks to GCE and CRS

• CART/closed captioning in English is available thanks to the Disability Rights Fund; transcription is available in Zoom, or for URL Stream Text: https://www.streamtext.net/player?event=GDS-2022


• Please use the Zoom webinar Q&A panel for questions

• Today’s workshop will be recorded and livestreamed on Facebook: https://www.facebook.com/campaignforeducation

• Proposed Call to Action: Recommendations from the Global Disability Summit Thematic Workshop on Inclusive Education
Speakers and Moderators

- **Refaat Sabbah**, President, Global Campaign for Education
- **Sue Swenson**, Board Treasurer, International Disability Alliance
- **Linda Etim**, Special Assistant to the President and Senior Director for Development, Global Health, and Humanitarian Response, National Security Council
- **Josh Josa**, Disability Inclusive Education Specialist, USAID
- **Alexander Bankole Williams**, Advocacy Chair, Ghana Federation of Disability Organizations
- **Penny Innes**, Head of Disability Inclusion Team; Foreign, Commonwealth & Development Office, UK
- **Dr. Magreth Matonya**, Director of Inclusive Education, Tanzania Ministry of Education, Science and Technology
- **Alexandra Matei**, World Vision Syria Response Advocacy and Communications Director
- **Charlotte McClain-Nhlapo**, Global Disability Advisor, World Bank Group
- **Khansa Maria**, MPhil in Development Studies Candidate and Rhodes Scholar from Pakistan, University of Oxford
- **Jaime Cruz Juscamaita**, Self-Advocate (Peru), Inclusion International/Empower Us
- **Dr. Ernestine NGO MELHA**, Founder and Executive Director, Association d'Aide à l'Education de l'Enfant Handicapé (AAEEH)
- **Dragana Ciric Milovanovic**, Director, European Regional Office, Disability Rights International
- **Jennifer Rigg**, Executive Director, GCE-US and Co-Chair, Inclusive Education & Early Childhood Community of Practice
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Advocacy Chair, Ghana Federation of Disability Organisations
INCLUSIVE EDUCATION IN GHANA

Presented by Alexander Bankole Williams
Ghana Federation of Disability Organizations
Introduction/Background

- According to Ghana’s 2010 Population and Housing Census, the absolute number of learners with disabilities at school going age (6-14 years) is 129,833, of which 16,288 are out of school.

- The 2010 Integrated Public Use Microdata Series (IPUMS) also puts the proportion of persons with disabilities between the ages of 15-29 years in Ghana as 2.1% of its population. It further shows that persons with disabilities are less likely to have attended school than persons without disabilities.

- On average, 83.2% of persons without disabilities attended school, compared to 74.8% of persons with disabilities, which yields an adjusted disability parity index of 0.90.

Ghana ratified in August 2012, confirming the right to education for learners with disabilities.

Ghana’s Inclusive Education Policy
In May 2016, Ghana adopted an Inclusive Education Policy with the overall goal of redefining and recasting the delivery and management of educational services to respond to the diverse needs of all learners within the framework of Universal Design for Learning and Child Friendly School Concept.

This is in line with the intent and objective of article 25 of Ghana's 1992 constitution requires all persons to have the right to equal educational opportunities and facilities.
Achievements of the Inclusive Education System in Ghana

- Children with disabilities have the opportunity to access education in their communities
- Contributing to awareness on disability in schools (among teacher and students without disabilities)
- Increment in school enrolment of children with disabilities
- It is a positive initiative of government to promote inclusion and participation of persons with disabilities in Ghana.
- The Inclusive Education policy and system are serving as examples/learning for other African Countries.
Challenges of the Inclusive Education System in Ghana

- The Inclusive Education system in the Ghana faced with some challenges despite the achievements with implementation of the Inclusive Education Policy. These challenges include the following:
  - There are no adequately trained teachers to teach children with disabilities.
  - No appropriate and adequate teaching and learning materials in schools for effective participation in school curricular activities.
Challenges of the Inclusive Education System in Ghana

- There is also limited capacity of social actors to accommodate special needs which often place people with disabilities on societal margins.

- Low level of awareness of parents/guardian or communities of the opportunities available in schools for learners with disabilities also remains a contributing factor to the low enrollment of learners with disabilities in schools.

- Inadequate resources being allocated by both the central and local governments for the implementation of inclusive education. For instance, in 2020 the budget of the Ministry of Education of Ghana for Inclusive Education 0.3% of total budget.
Conclusion

- Studies conducted by the Ghana Federation of Disability Organisations in January 2019 identified a total of One Thousand Nine Hundred and Fifty-five (1,955) children located in 10 districts who risk losing out on participation in Ghana's educational system due to their disabilities.

- At the last Global Disability Summit held in UK (2018), the government of Ghana through the Ministry of Gender, Children and Social Protection made a commitment to increase the budget allocation for the implementation of the inclusive education policy by 1.5%. However, stakeholders including civil society organizations have expressed the misgivings about the adequacy of funding allocation for the implementation of the inclusive education policy.

- Indeed, the COVID-19 pandemic exposed the shortcomings, fragilities, risks, and inequalities in the education of learners with disabilities and decreased their chances of achieving formal education in Ghana and if Africa.

- **GFD** therefore calls on all stakeholders to prioritize inclusive education in the efforts to ensure no one is left behind. Partnerships should be broadened and strengthened to achieve the full rights to education by all.
Penny Innes
Head of Disability Inclusion Team; Foreign, Commonwealth & Development Office, UK
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1998: INCLUSIVE KINDERGARDEN
PRIMARY AND SECONDARY LEVEL IN AN INCLUSIVE SCHOOL
WORKING WITH ADAPTED MATERIALS
MY CLASSMATES ALWAYS MADE ME FEEL GOOD
SPORTS AT SCHOOL ARE A GOOD HELP FOR INCLUSION
SPORTS AT SCHOOL ARE A GOOD HELP FOR INCLUSION
TOOK PART IN SCHOOL PRESENTATIONS
MORE FUN
UNTIL I GRADUATED
Jaimito es una persona única, es esa persona que siempre está pendiente de ti, esperando que todo salga bien, preocupándose por ti, es un muy buen amigo, muy cariñoso y súper activo.

Uno de los detalles que más llama la atención de él es que es un chico muy caballero y respetuoso, no solo con su familia sino también con sus amigos y profesores. Sobre todo muy deportista, le encanta el básquet y en natación ha logrado muchas veces reconocimientos nacionales. Pero que hablar de sus talentos, es un chico a quien le encanta bailar pero sobre todo actuar, siempre dispuesto a participar de todas las actividades de la promoción.

Estamos seguros que será un chico que logrará todo lo que se proponga.

Éxitos en tu nuevo trabajo y en todo lo que se te aproxime.

Autor: Fernanda Vásquez
BUT I'M STILL IN CONTACT WITH CLASSMATES
STILL IN CONTACT WITH CLASSMATES
THANK YOU!
Dr. Ernestine NGO MELHA
Founder & Executive Director, Association d'Aide à l'Education de l'Enfant Handicapé (AAEEH)
Association d'Aide à l’Éducation de l'Enfant Handicapé (AAEEH)

GDSIE

Pour une éducation inclusive attentive aux leçons tirées de la covid19 et respectueuse du genre

20 Janvier 2022
Nos missions

- Promouvoir le droit à l’éducation pour les enfants handicapés
- Contribuer à la réalisation de l’éducation de qualité pour TOUS
- Favoriser l’autonomisation des personnes handicapées et notamment les filles handicapées par le biais de l’éducation et la formation
- Contribuer aux recherches sur la problématique de l’éducation et du handicap
Nos actions

• Sensibilisation

• Plaidoyer

• Appui multiforme (aides, soutien financier, accompagnement...)

• Partenariat
Covid19, continuité pédagogique et handicap: leçons apprises

- **Contexte**
  - fermeture des écoles du fait de la pandémie Covid19

- **Objectifs de l’enquête**
  - avoir une vue d’ensemble de l’expérience de la continuité pédagogique pour les élèves handicapés

- **Principaux résultats**
  - scolarisation des enfants handicapés à l’épreuve de la crise sanitaire
  - difficultés d’assurer la continuité des apprentissages aux élèves handicapés quand bien même des mesures auraient été mises en place
Covid19, continuité pédagogique et handicap: leçons apprises

- **Principales recommandations**

- Garantir la continuité pédagogique à tous en se basant sur le droit à l’éducation pour tous
- Associer les parents d’élèves handicapés à la définition des réponses éducatives
- Reconnaitre l’impact du COVID19 sur les élèves handicapés
- Préconiser une approche dualiste en veillant que les élèves handicapés soient inclus dans les cibles concernées par les efforts de réponses à apporter
- Inscrire l’éducation des enfants handicapés comme priorité de la politique éducative nationale avec une attention particulière pour les filles handicapées
- Prendre en compte les spécificités du handicap dans toutes les réponses éducation dans les situations de crise et d’urgence, données désagrégées
Renforcer les efforts pour une éducation inclusive respectueuse du genre

• Promouvoir l’éducation des filles handicapées
• Éliminer des stéréotypes préjudiciables envers les filles handicapées ainsi que les pratiques sociales et culturelles qui augmentent le risque de violences
• Mettre en place un dispositif de signalement et accompagnement des victimes de violences en milieu scolaire
• Soutenir et accompagner les familles de diverses manières
• Prendre en compte les enjeux de santé de la reproduction pour les filles en situation de handicap
• Donner les possibilités d’avoir des modèles qui inspirent
• Associer les familles et les communautés pour une action efficace
Merci!

Site: [https://aaeeh.fr/](https://aaeeh.fr/)

Nous rejoindre ou faire un don: [https://aaeeh.fr/nous-rejoindre/](https://aaeeh.fr/nous-rejoindre/)

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Dragana Ciric Milovanovic
Director, European Regional Office, Disability Rights International
Thank you for participating in the Global Disability Summit

Inclusive Education Thematic Workshop

Resource Links:

• Global Disability Summit: https://www.globaldisabilitysummit.org
• Inclusive Education & Early Childhood Community of Practice: https://bit.ly/JoinIECOP
• Please share your feedback from today’s session at: https://bit.ly/GDSIE-Eval