Disability-Inclusive Education and Employment: Understanding the Context in Ghana

February 2023

Recognizing barriers to the inclusion of young people with disabilities in education and employment, a landscape report on Ghana was developed by the International Centre for Evidence on Disability at London School of Hygiene and Tropical Medicine and the University of Ghana, in partnership with Mastercard Foundation. This brief summarizes trends related to employment and education for young people with disabilities from the report.

Key Findings

- Ghana's policies reflect a disability rights agenda, but implementation gaps mean that people with disabilities are often excluded from education and employment.

- Key challenges in education include inadequate funding and resources, and a lack of institutional policies and programmes to enforce meaningful disability inclusion.

- A lack of enforcement mechanisms to hold employers accountable, and negative attitudes and discriminatory practices, result in exclusion from employment.

- Promising initiatives to promote disability inclusion include university outreach programmes, and digital and work skills training.

- There is a need for improved legislative instruments, monitoring, and enforcement to ensure effective implementation of disability-related policies.

- Future research should evaluate the impact of policy, interventions, and programmes to generate evidence on 'what works' for strengthening disability-inclusive livelihoods and education.

Disability-Inclusive Education and Employment: Understanding the Context in Ghana

The Ghanaian Context in Brief

3% of Ghanaians have disabilities according to the 2010 census, but this is likely an underestimate.

38% of the country's population of 30 million people are under the age of 15 years old.

Young people with disabilities are **2-4 x** less likely to have completed secondary school than those without disabilities.

Between youth with and without disabilities, there is a **6%** gap in rates of being not in education, employment, or training.

Policies Reflect a Disability Rights Agenda

The Government of Ghana ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2012 and reported on integration of UNCRPD in 2018. Disability rights are also included in education and employment policies, including the Persons with Disabilities Act (2006) which promotes the rights and the inclusion of people with disabilities and that prohibits discrimination on the basis of disability. The Disability Common Fund was initiated in 2005 with the purpose of poverty reduction for people with disabilities.

✔ Disability discussed in the Constitution

✔ Standalone Policy on Disability

◯ Disability discussed in National Development Plan (missing data)

✔ People with disabilities have a right to employment, free from discrimination

✔ Reasonable workplace accommodations for disability

✔ Quotas in contracts or jobs or incentives for employing PWD

✔ Legislation enshrining right of people with disabilities to equal access to education

✔ Access to inclusive education, including provisions required for specialised education

People with Disabilities in are Marginalized in Education and Employment

Young people with disabilities in Ghana are around 2 times less likely to have completed junior secondary and 3-4 times less likely to have completed senior secondary school compared to their peers without disabilities. Youth with disabilities are also twice as likely to be out of school (17%) than youth without disabilities (8%).

Available data suggest that 26% of young people with disabilities are not in education, employment or training (NEET) while this figure is only 20% for those without disabilities. Monthly earnings for adults with disabilities who are working are estimated to be considerably lower than their peers without disabilities.
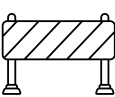
Key challenges include...
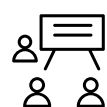
Limited teacher training on disability inclusion and insufficient resources.

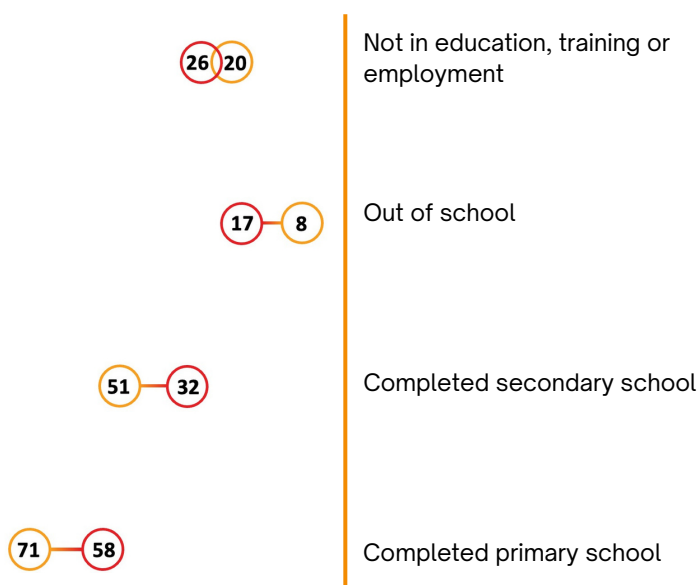Lack of disability-inclusive institutional policies and programmes.

Lack of policy prioritization and enforcement of disability inclusion policies.

Negative attitudes, discriminatory practices, and structural barriers.

Education, employment, and training disparities between people with and without disabilities (%).

	with	without	
Not in education, training or employment	26	20	
Out of school	17	8	
Completed secondary school	51	32	
Completed primary school	71	58	

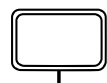## Initiatives to Promote Disability Inclusion for Youth Include...

Employability skills training and networking provided by OPDs and the private sector.

Job matching for people with disabilities and employer training on disability inclusion.

OPDs forming partnerships to provide small cash grants and loans to people with disabilities.

Digital training courses designed to be inclusive of people with disabilities.

Outreach activities to inform school students with disabilities about opportunities at university.

Funding and provision of accessible educational materials, and assistive technology.

Opportunities to Strengthen Practice and Generate Research are Clear

- Improve legislative instruments, monitoring, and enforcement to ensure effective implementation of disability-related policies.

- Prioritise the full, sustainable implementation of the Inclusive Education Policy, Education Strategic Plan (ESP) 2018-2030, and the Educational Sector Plan.

- Motivate public and private organisations to employ people with disabilities; and conduct training on disability rights and the value of disability diversity.

- Increase opportunities for disability-inclusive skills training in the digital space, and ensure training programs target and include women and girls with disabilities.

- Conduct research to evaluate the impact of policy, interventions, and programmes to understand 'what works' for strengthening disability-inclusive livelihoods and education.

Disability-Inclusive Education and Employment: Understanding the Context in Ghana

Acknowledgements and References

In partnership with