Country Profile on Disability
Republic of Ghana

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List of Abbreviations

CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
DACF	District Assemblies Common Fund
GDP	Gross Domestic Product
GFD	Ghana Federation of the Disabled
GNAD	Ghana National Association of the Deaf
ICT	Information and Communication Technology
ILO	International Labor Organization
JICA	Japan International Cooperation Agency
LEAP	Livelihood Empowerment Against Poverty
NADMO	National Disaster Management Organization
NCDs	Non-Communicable Disease
NCPD	National Council on Persons with Disabilities
NGO	Non-Governmental Organization
NHIS	National Health Insurance System
NSDRR	National Strategy on Disaster Risk Reduction
OPD	Organization of Persons with Disabilities
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VNR	Voluntary National Review
WEI	Women Enabled International

1. Basic Profile

1-1. Basic Indicators[1]

Gross Domestic Product[2] per Capita	USD2,390	2024

Government Expenditures by Sector

Healthcare (% of GDP)	3.69%	2022
Education (% of GDP)	2.9%	2022
Social protection (% of GDP)[3]	0.5%	2019

Population

Total Population	34,427,414	2024
Male (% of total population)	49.9%	
Female (% of total population)	50.1%	
Urban population (% of total population)	58.4%	
Rural population (% of total population)	41.6%	
Life expectancy at birth (total)	65.4 years	2023
Male	63.1 years	
Women	67.9 years	

Health

Prevalence of undernourishment (% of total population)	6.3%	2023
Infant mortality rate (per 1,000 live births)	28.2	2023

Education

Education System[4]		
Primary Education	6 years	
Compulsory Education	11 years	
Literacy rate (% of ages 15 and above)	76.4%	2023
Adult male	85.1%	
Adult female	66.7%	

[1] Based on the World Bank Database (https://data.worldbank.org/indicator（Accessed: 17 April 2026))

[2] Hereinafter referred to as "GDP."

[3] Excluding healthcare. Based on the International Labour Organization (herein after referred to as "ILO") (2024) World Social Protection Report, https://www.ilo.org/sites/default/files/2024-09/WSPR_2024_EN_WEB_1.pdf ((Accessed: 5 April 2026)

[4] Ghana's education system consists of Primary school (6 years), Junior high school (3 years), Senior high school (3 years), and university (4–7 years). Children begin school at age 6. The period of compulsory education is 11 years, including 2 years of preschool education starting at age 4. Based on the UNESCO website (https://education-profiles.org/sub-saharan-africa/ghana/~ghana (Accessed: 29 May 2026)) and the Ghana Education Act 2008.

Enrollment rate		
Primary education (gross enrollment rate) (total)	100.9%	2024
Boys	101.3%	
Girls	100.7%	
Secondary Education (Gross Enrollment Rate) (total)	75.7%	2024
Boys	75.0%	
Girls	76.4%	
Higher education (gross enrollment rate) (total)	21.3%	2024
Boys	21.1%	
Girls	21.6%	

Employment

Unemployment Rate (total)	2.8%	2024
Men (% of male labour force)	2.6%	
Women (% of female labour force)	3.1%	

1-2. Definition of Disability and Indicators on Disability

1-2-1. Definition of Disability

The Republic of Ghana (hereinafter referred to as "Ghana") signed the Convention on the Rights of Persons with Disabilities (hereinafter referred to as "CRPD") in 2007 and ratified it in 2012, and is currently working to bring its domestic laws into alignment with the Convention. The Persons with Disabilities Act, 2006 (Act No. 715)[5] defines a person with a disability as "an individual with a physical, mental or sensory impairment, including a visual, hearing or speech functional disability which gives rise to physical, cultural or social barriers that substantially limit one or more of the major life activities of that individual[6]. According to the Ghanaian government's response to advanced questions in June 2024[7], the 2006 Persons with Disabilities Ordinance is currently being revised, and as of 2024, a Persons with Disabilities Bill is under discussion. In its Concluding Observations of September 2024, the Committee noted that although work on drafting the bill began in 2019, progress has been

[5] https://lawsghana.com/post-1992-legislation/table-of-content/Acts%20of%20Parliament/PERSONS%20WITH%20DISABILITY%20ACT,%202006%20(ACT%20715)/164 (Accessed: 10 April 2026)

[6] According to the State Party's Report (2018), the Government of Ghana acknowledges that there are differences between its definition of disability and that of the CRPD. The report cites the CRPD definition following the definition in the 2006 Persons with Disabilities Ordinance, stating as follows: "Omitted. According to the United Nations Convention on the Rights of Persons with Disabilities, persons with disabilities include 'those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.'"

[7] CRPD/C/GHA/RQ/1. Hereinafter referred to as "Questions and Answers."

extremely slow and recommended establishing a schedule to expedite its enactment. As of the time of this survey, the passage of the bill could not be confirmed.

1-2-2. Indicators on Disability

In Ghana, the Population and Housing Census has been conducted approximately every 10 years since 1960[8] (1st in 1960, 2nd in 1970, 3rd in 1984, 4th in 2000, 5th in 2010)[9]. Questions regarding disability were first included in the 2010 census[10]. Starting with the 2021 Census, the Washington Group Short Questionnaire on Disability was used. Based on a report summarizing the census results on disability, the status of disability is shown in Figures 1 through 6[11].

Number of Persons with Disabilities (Ages 5 and Older)	2,098,138	7.8% of the total population[12]	2021
Male	1,030,186		
Female	1,067,952		

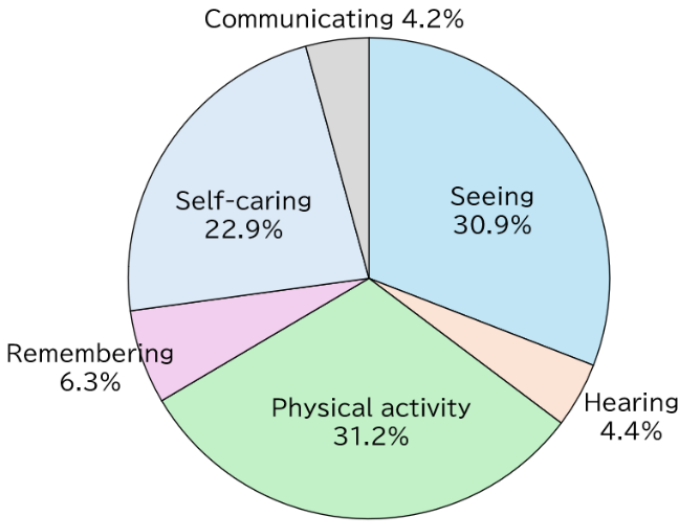


Figure 1 Percentage of Functional Limitation (ages 60 and above) (2021)

The highest proportion was for "Physical activity" (31.2%), followed by "Seeing" (30.9%) and "Self-caring" (22.9%). "Remembering" was 6.3%, "Hearing" was 4.4%, and "Communicating" had the lowest proportion at 4.2%.

Note: The Washington Group Shortened Questionnaire was used for this survey, but "Walking" has been replaced with "Physical activity."

Source: Prepared by the study team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana*.

[8] The census had been conducted since 1891, during the British colonial period.

[9] https://census2021.statsghana.gov.gh/getthefacts.php?readpage=MjkwMzA1NjI0LjE0MTU=&History-of-censuses-in-Ghana (Accessed: 10 April 2026)

[10] Ghana Statistical Service (2014) *2010 Population & Housing Census Report, Disability in Ghana*.

[11] https://census2021.statsghana.gov.gh/gssmain/fileUpload/reportthemesub/Persons%20with%20Difficulty%20in%20Performing%20Activity.pdf (Accessed: 10 April 2026)

[12] *Ibid.*

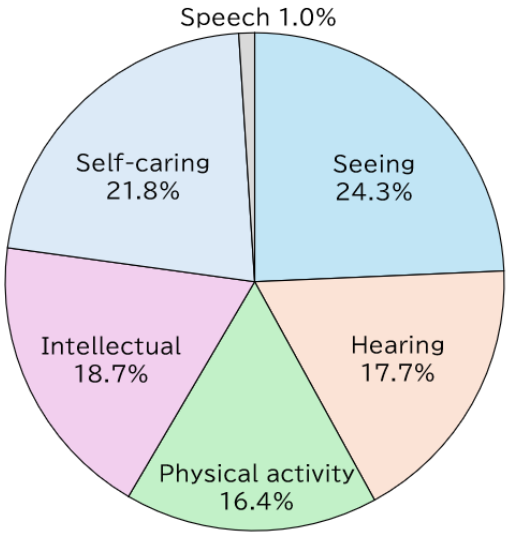


Figure 2 Percentage of Functional Limitation (ages 5 to 14) (2021)

The highest proportion was for "Seeing" (24.3%), followed by "Self-caring" (21.8%) and "Intellectual activities" (18.7%). "Hearing" was 17.7%, "Physical activity" was 16.4%, and "Speech" had the lowest proportion at 1.0%.

Note: The Washington Group Shortened Questionnaire Set was used for the survey; however, "Walking" was replaced with "Physical activity," "Remembering" with "Intellectual," and "Communicating" with "Speech."

Source: Prepared by the study team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana*.

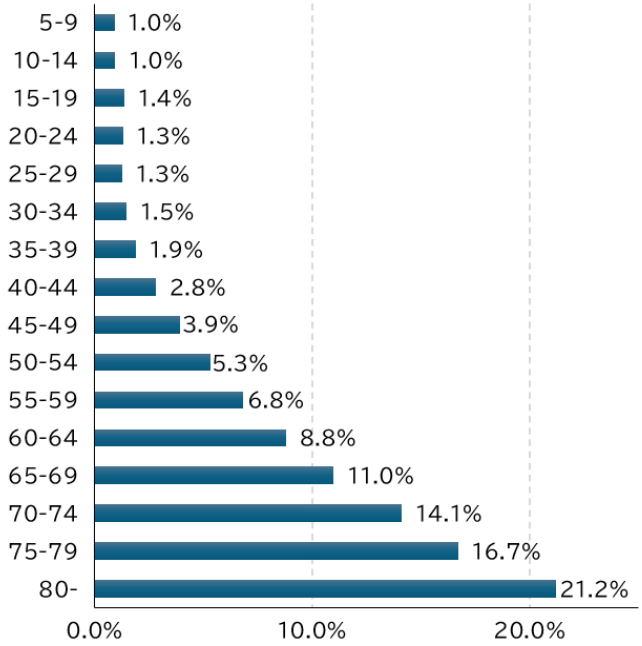


Figure 3 Percentage of Persons with Disabilities by Age Group (ages 5 and above) (2021)

The highest proportion was 21.2% for those aged 80 and above, followed by 16.7% for those aged 75–79, 14.1% for those aged 70–74, 11.0% for those aged 65–69, and 8.8% for those aged 60–64; the proportion generally increases with age.

Source: Prepared by the research team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana*.

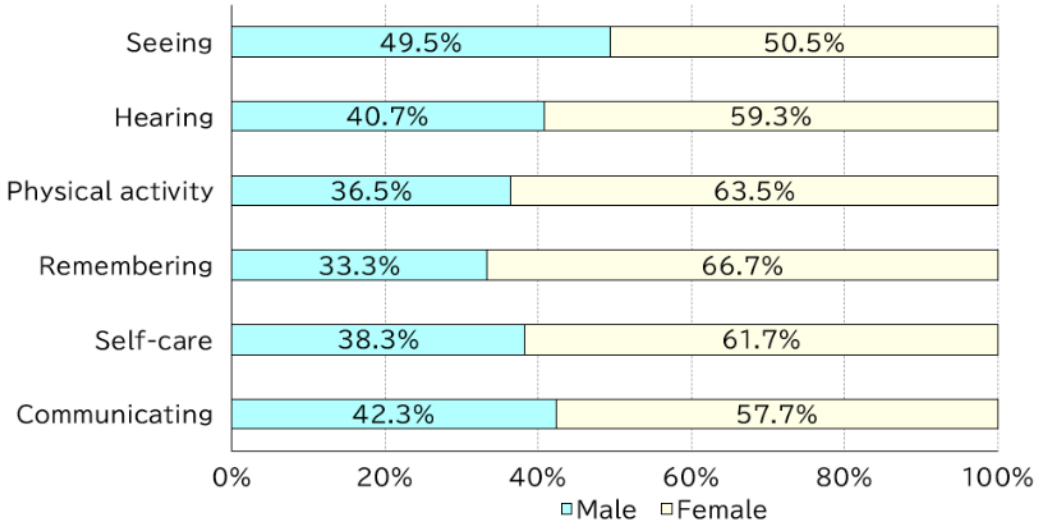


Figure 4 Percentage of Functional Limitation by Sex (ages 60 and above) (2021)

For "Seeing," the rates are 49.5% for men and 50.5% for females; for "Hearing," 40.7% for men and 59.3% for females; and for "Physical Activity," 36.5% for men and 63.5% for females. For "Remembering," the figures are 33.3% for men and 66.7% for females; for "Self-care," 38.3% for men and 61.7% for females; and for "Communicating," 42.3% for men and 57.7% for females.

Source: Prepared by the research team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana.*

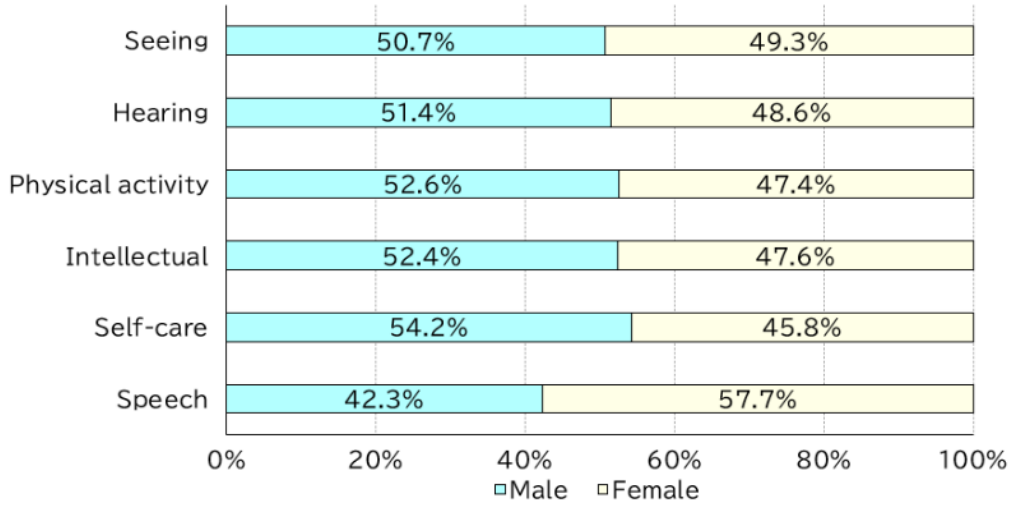


Figure 5 Percentage of Functional Limitation by Sex (Ages 5 to 14) (2021)

For "Seeing," the figures are 50.7% for men and 49.3% for females; for "Hearing," 51.4% for men and 48.6% for females; and for "Physical activity," 52.6% for men and 47.4% for females. "Intellectual" was 52.4% for men and 47.6% for females; "Self-care" was 54.2% for men and 45.8% for females; and "Speech" was 42.3% for men and 57.7% for females.

Source: Prepared by the research team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana*

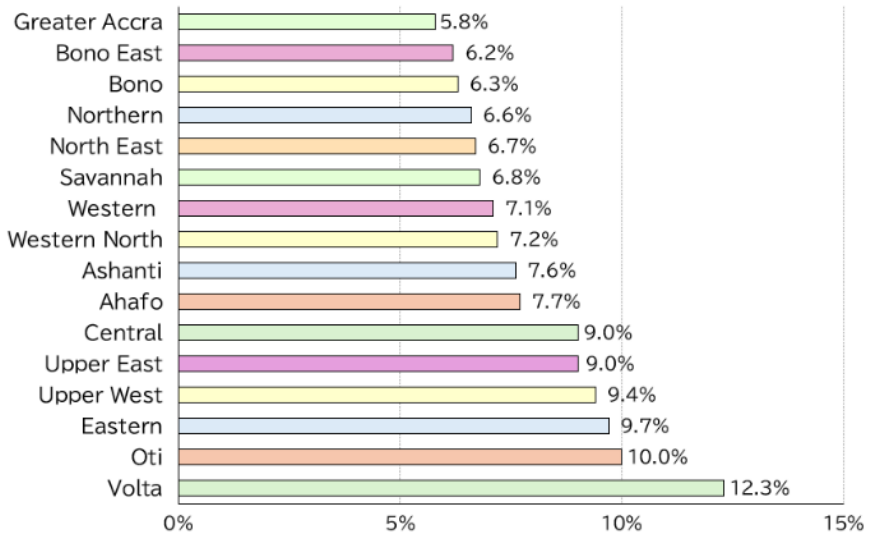


Figure 6 Percentage of Persons with Disabilities by Residential Area (ages 5 and above) (2021)

Volta Region had the highest rate at 12.3%, followed by Oti Region at 10.0%, Eastern Region at 9.7%, Upper West Region at 9.4%, and Central Region and Upper East Region tied at 9.0%. Among the lower-ranked regions, Ahaafa Region had 7.7%, Ashanti Region 7.6%, Western North Region 7.2%, Western Region 7.1%, Savannah Region 6.8%, North East Region 6.7%, Northern Region 6.6%, Bono Region 6.3%, Bono East Region 6.2%, with the Greater Accra Region recording the lowest rate at 5.8%.

Source: Prepared by the research team based on Ghana Statistical Service (2024) *Thematic Brief, Persons with Difficulty in Performing Activities in Ghana*

2. Administration and Policy on Disability

2-1. Administration on Disability

<Central government>

Entities responsible for disability issues

Table1 Entities Responsible for Disability Issues in Ghana

No.	Name	Overview
1	Ministry of Gender, Children and Social Protection[13]	Responsible for formulating social protection policies for vulnerable groups, including persons with disabilities, women, and children, developing and implementing related programs, promoting gender mainstreaming, and promoting the advocacy of the rights of persons with disabilities and vulnerable groups, as well as their integration and coordination into national development. To this end, the Ministry collaborates with all ministries, departments, and agencies, as well as development partners and civil society organizations, to formulate guidelines and advocacy strategies for mainstreaming social protection, ensure compliance with international protocols, treaties, and agreements on social protection, conduct relevant research, monitor and evaluate related programs and projects, and formulate and coordinate human resource management policies.
2	Ministry of Health[14] Ghana Health Service	Its goal is to improve the health status of all citizens, achieve universal health coverage, and promote public health. It conducts awareness campaigns to ensure that persons with disabilities can access medical infrastructure, information, and services. To protect the privacy of persons with disabilities and enable them to use medical services, it provides necessary facilities in cooperation with the Ghana Health Service, the National Commission for Civic Education, and other public agencies. It oversees rehabilitation centers and hospitals as medical facilities and leads community-based rehabilitation programs. As part of inclusive healthcare, it conducts awareness campaigns targeting gender and disability issues. It oversees the Mental Health Authority[15].
3	Ministry of Education Special Education Division, Ghana Education	It is responsible for formulating policies on inclusive education for all children, including those with disabilities, as well as establishing standards and guidelines for the implementation of inclusive education. The Special Education Division of the Ghana Education Service, under the Ministry of Education, is responsible for the education and empowerment of children

[13] https://www.mogcsp.gov.gh/ (Accessed: 10 April 2026)
[14] https://www.moh.gov.gh/ (Accessed: 10 April 2026)
[15] https://mha-ghana.com/ (Accessed: 10 April 2026)

	Service[16]	with disabilities and special educational needs, aiming to provide them with equitable access to high-quality primary education. At the same time, its mission is to eliminate prejudice against disabilities and ensure that children with disabilities are not left behind by the education system. With a focus on advocating for the rights of persons with disabilities, it oversees both special schools and pilot inclusive programs. It also has jurisdiction over vocational training for persons with disabilities.
4	Ministry of Local Government and Rural Development	The ministry is responsible for the birth and death registration system. All Ghanaian citizens are required to register their children's births and give them a name, regardless of whether the child has a disability. It is also responsible for promoting the establishment and development of a decentralized local government system. In addition, together with the National Council for Persons with Disabilities[17], the Department of Social Welfare, the Ghana Education Service, and the Ghana Health Service, it is responsible for addressing issues related to functional training and rehabilitation for persons with disabilities.
5	Ministry of Labour, Jobs and Employment	Responsible for the formulation, development, and coordination of labor and employment policies, the promotion of labor-management relations, and ensuring workplace safety. It focuses on creating decent work in both the public and private sectors and regulating labor-management relations. To improve the employment environment for persons with disabilities, it has been developing an Employment Equity Policy since 2023. In 2015, it changed its name from the Ministry of Employment and Labour Relations.
6	Ministry of Transport	Responsible for formulating transportation policies. As many transportation services are inaccessible to persons with disabilities, measures to address their needs are under consideration.
7	The National Disaster Management Organization (NADMO)[18] under the Ministry of the Interior	NADMO was established under the National Disaster Management Organization Act (Act No. 927) as a statutory body responsible for coordinating the resources of the government and non-governmental organizations[19] for national disaster management. It mandates that the government, local authorities, and emergency services develop emergency preparedness, response, and recovery plans that take into account the needs of persons with disabilities and ensure they receive equal protection and support. It is obligated to ensure

[16] https://www.ghana.gov.gh/ministries/2c22fdf796/ (Accessed: 10 April 2026)
[17] National Council on Persons with Disabilities. Hereinafter referred to as "NCPD."
[18] Hereinafter referred to as "NADMO."
[19] Non-Governmental Organization. Hereinafter referred to as "NGO."

		that persons with disabilities and their organizations[20] are integrated into Ghana's disaster management system so that their needs and concerns are appropriately considered.

Status of Coordination Mechanism[21]

To ensure the steady fulfillment of its obligation to monitor national implementation under Article 33 of the CRPD, the Government of Ghana established the NCPD as the body responsible for managing and monitoring matters related to persons with disabilities[22].

Table 2 Overview of NCPD

Name of Agency	Overview
National Council for Persons with Disabilities (NCPD)[23]	It was established under Article 41 of the Persons with Disabilities Act (2006). It falls under the jurisdiction of the Ministry of Gender, Children, and Social Protection. Its purpose is to mainstream disability issues in all areas of national development in cooperation with persons with disabilities and other stakeholders. Article 42 of the Act states that the NCPD coordinates the activities of the OPD and international organizations dealing with disability issues. The Chairperson and members of the Council are appointed by the President. The composition is as follows. The Chairperson, and representatives at the level of Deputy Director-General or higher from the Ministry of Health, the Department of Social Welfare of the Ministry of Gender, Children, and Social Protection, the Ministry of Local Government and Rural Development, the Employers' Association, the Ministry of Education, the Ministry of Labour, Jobs & Employment, Ministry of Youth Development and Empowerment, the ministry responsible for women's and children's issues, three representatives from the OPD (one of whom must be a women), and two other members (one of whom must be a woman).
Commission on Human Rights and Administrative Justice (CHRAJ-Ghana)[24]	Established in 1993 under the 1992 Constitution. It serves as a national human rights institution, as well as the Public Service Ombudsman and the anti-corruption and ethics body for the public sector. It maintains regional offices in Ghana's 10 administrative regions, two sub-regional offices, and 100 district offices. In 2024, it submitted a parallel report to the Committee on the Rights of Persons with Disabilities on behalf of the national human rights institution.

[20] Organization of Persons with Disabilities. Hereinafter referred to as "OPD."
[21] Based on the State Party's Report (2018).
[22] *Ibid.*
[23] https://www.mogcsp.gov.gh/national-council-for-persons-with-disabilityncpd/ (Accessed: 10 April 2026)
[24] https://chraj.gov.gh/ (Accessed: 15 April 2026)

<Local government>

Ghana's administrative divisions consist of 16 regions, with districts under each region.

Entities responsible for disability Issues

Agency Name	Overview
NCPD Regional Offices	The NCPD's activities at the local level are primarily managed by the District Assemblies. District offices are required to promote the registration of persons with disabilities and allocate a specified percentage of the District Assemblies Common Fund (hereinafter referred to as "DACF")[25] to support persons with disabilities, in accordance with the Persons with Disabilities Act (2006) and the NCPD's guidelines for managing DACF expenditures[26]. In its Concluding Observations issued in 2024 (hereinafter referred to as the "Concluding Observations"), the Committee on the Rights of Persons with Disabilities expressed concern that the NCPD faces difficulties in fulfilling its mandate due to a lack of resources and a lack of decentralization.

2-2. Law and Policies on Disability

Article 17 of the Constitution of Ghana[27] states that "all persons shall be equal before the law" (clause 1) and that "no person shall be discriminated against on the grounds of gender, race, color, ethnic origin, religion, creed, or social or economic status" (clause 2). Article 14 of the Constitution states that "all Ghanaians, including those with disabilities, have fundamental human rights enshrined in the Constitution which government and public authorities are legally obliged to respect. No one is deprived of his or her liberty on the basis of one's disability" (clause 1). Article 29 of the Constitution addresses the rights of persons with disabilities, stating that "persons with disabilities shall be protected against all forms of exploitation, all forms of restriction, and all treatment of a discriminatory, abusive, or degrading nature" (clause 4). The main laws and regulations related to disability are as follows.

Title	Ghana Disability Act (Act No. 715)[28]
Year of enactment	2006

[25] https://commonfund.gov.gh/（Accessed: 10 April 2026）

[26] https://rodra.co.za/images/countries/ghana/policy/Guidelines%20for%20Disbursement%20of%20District%20Assembly%20Common%20Fund.pdf（Accessed: 10 April 2026）

[27] https://ghanacitizenship.com/wp-content/uploads/2025/10/The_1992_Constitution_of_the_Republic_of_Ghana.pdf（Accessed: 10 April 2026）

[28] https://sapghana.com/data/documents/DISABILITY-ACT-715.pdf（Accessed: 10 April 2026）

Overview	It defines "persons with disability" and, in Article 1(1), guarantees their right to participate in political, social, and economic activities. It emphasizes the right of children with disabilities to receive equal treatment with regard to all facilities, equipment, and protective measures available to children without disabilities (see Articles 1, 2(1), 16(1), 17(1), and 18). It also stipulates that access to sports and cultural events must be ensured for persons with disabilities. Following the ratification of the CRPD in 2012, a review was conducted to ensure the law complied with the Convention's provisions. The amendment process began in 2019, and a draft amendment bill has been in development since 2020. The 2024 bill aims to prohibit derogatory depictions of persons with disabilities, strengthen the rights to equality and non-discrimination, and ensure rights regarding legal capacity and community living; however, as of April 2026, it has not yet been enacted.

Other major laws related to the rights of persons with disabilities include the following.

Title	Mental Health Act (Act No. 846)[29]
Year of enactment	2012
Overview	This Act repealed the 1972 Mental Health Decree, which sought to restrict the freedom and safety of persons with mental disorders, and replaced it with this Act. Under this Act, the Mental Health Agency was established as the government body responsible for managing mental health services. This comprehensive law focuses on patient rights, community-based care, and reform of mental health care, with the aim of treating and protecting persons with mental disorders and decriminalizing their status (removing them from the scope of criminal punishment). It focuses on eliminating discrimination and neglect against individuals with mental disorders and includes measures to address abuse in prayer and healing camps[30]. It shifts the focus from institutional care (such as psychiatric hospitals) to community-based care and regulates procedures for voluntary and involuntary hospitalization and treatment. A mental health fund was established, and Regional Visiting Committees were set up to monitor the treatment of persons with mental disabilities.

Title	Social Protection Act (Act No. 1148)[31]
Year of enactment	2025
Overview	With the aim of strengthening the social protection system, this Act establishes the Social Protection Fund and provides a legal framework for the Livelihood Empowerment Against Poverty

[29] https://www.moh.gov.gh/wp-content/uploads/2016/02/Mental-Health-Act-846-2012.pdf（Accessed: 10 April 2026）
[30] Residential facilities that provide spiritual healing, counseling, and prayer for mental health issues and economic and social challenges. According to government reports, these facilities can sometimes become places where persons with disabilities are subjected to inhumane treatment.
[31] https://gra.gov.gh/wp-content/uploads/2023/04/Ghana-Exemption-ACT-2022-2-1.pdf（Accessed: 10 April 2026）

	(hereinafter referred to as "LEAP"), a program designed to improve the livelihoods of the poor, the socially vulnerable, and persons with disabilities, as well as to provide other forms of sustainable support to the poor. It aims to promote the inclusion of persons with disabilities.

Title	Exemptions Act (Act No. 1083)[32]
Year of enactment	2022
Overview	This Act establishes tax exemptions and provides relief measures for persons with disabilities. Books, publications, documents, and goods designed to promote the education, science, and culture of persons with disabilities, as well as specially designed vehicles certified by the authorities, are exempt from customs duties and taxes. In addition, persons with disabilities are eligible for a personal income tax reduction equivalent to 25% of their annual income.

Title	Education Act (Law No. 778)[33]
Year of enactment	2008
Overview	This Act aims to promote inclusive education by requiring district councils and school principals to ensure that school facilities are accessible and easy to use for children with special needs. It stipulates that schools must be designed to accommodate children with special needs and that existing educational institutions must be renovated to meet the needs of special education.

Title	Affirmative Action (Gender Equity) Act (Act No. 1121)[34]
Year of enactment	2024
Overview	Ghana's first affirmative action law for women. It represents a commitment to building a just and equitable Ghana, and the law stipulates that its implementation requires the active participation of not only the government but also civil society, members of parliament, the media, and local community stakeholders. The Act mandates that the proportion of women in decision-making positions reach at least 30% by 2026 and aims to achieve full gender equality by 2034. It also requires public institutions to allocate budgets for gender equality programs and provides legal remedies for victims of gender discrimination[35].

Title	Labour Act 2003 (Act No. 651)[36]

[32] https://gra.gov.gh/wp-content/uploads/2023/04/Ghana-Exemption-ACT-2022-2-1.pdf（Accessed: 10 April 2026）
[33] https://repository.parliament.gh/server/api/core/bitstreams/ab144b9d-5a95-4383-b242-bf14047d2da8/content（Accessed: 10 April 2026）
[34] https://www.purc.com.gh/attachment/735270-20241129071158.pdf（Accessed: 10 April 2026）
[35] https://parlcent.org/a-decade-of-determination-ghanas-journey-to-gender-equity/, https://www.mogcsp.gov.gh/mogcsp-launches-affirmative-action-act-to-advance-gender-equality-in-ghana/（Accessed: 10 April 2026）
[36] https://webapps.ilo.org/static/english/inwork/cb-policy-guide/ghanalabouract2003section109.pdf（Accessed: 10

Year of enactment	2003
Overview	This law guarantees persons with disabilities the right to employment, vocational training, and equal pay for equal work, and prohibits workplace discrimination. It establishes preferential measures for employers who hire persons with disabilities.

Title	Ghana Accessibility Standard for the Built Environment (GASB, GS1119: 2016)
Year of enactment	2016
Overview	To ensure compliance with the Persons with Disabilities Act (2006), this standard establishes legally binding specifications for the construction of inclusive infrastructure. It mandates the installation of accessible facilities, such as ramps, elevators, and tactile paving, in public buildings and transportation terminals, aiming to create an environment that is easily accessible to persons with disabilities, the elderly, and pregnant women. The scope of application includes schools, hospitals, transportation terminals, parking lots, and public restrooms. Key requirements include appropriate wheelchair ramps, adequate door widths, tactile paving, and accessible parking spaces.

Title	Building Regulations
Year of enactment	2022
Overview	This law mandates that new public buildings be equipped with accessible facilities for persons with disabilities. In addition to the principles of universal design, it requires installing ramps, elevators, and accessible restrooms.

Title	National Disaster Management Organization Act (Act No. 927)[37]
Year of enactment	2016
Overview	This law establishes a legal framework for disaster management regarding disaster risk reduction and recovery, and mandates that NADMO manage disasters and provide relief and recovery support to all disaster victims. It does not detail specific procedures for including persons with disabilities in emergency response and evacuation, such as disseminating early warnings that account for their needs.

Disability Policy

Title	National Medium-Term Development Policy Framework 2022-2025[38]
Year implemented	2021
Overview	In line with the Sustainable Development Goals (hereinafter referred to as "SDGs"), this policy prioritizes the inclusion of persons with

April 2026）

[37] https://www.refworld.org/legal/legislation/natlegbod/2016/en/148238（Accessed: 10 April 2026）

[38] https://ndpc.gov.gh/media/MTNDPF_2022-2025_Dec-2021.pdf（Accessed: 10 April 2026）

	disabilities by focusing on equitable and accessible education, social protection, and employment. It emphasizes eliminating discrimination, strengthening legal protections, expanding coverage of the National Health Insurance System (hereinafter referred to as "NHIS"), and improving access to public spaces and transportation.

Title	Child and Family Welfare Policy[39]
Year implemented	2015
Overview	The goal is to establish a comprehensive system to protect all children, particularly those with disabilities, from violence, abuse, neglect, and exploitation. The initiative promotes inclusive, community-based care and prioritizes family-based support over institutional placement, while aiming to coordinate with social protection programs such as the LEAP program and the National Health Insurance Service (NHIS).

Title	Twelve-Year National Mental Health Policy 2019-2030, Ensuring a Mentally Healthy Population[40]
Year implemented	2018
Overview	The policy aims to improve mental health services, promote mental well-being, and prevent mental disorders through decentralized, community-based care. It integrates mental health care into primary health care services and, in accordance with the Mental Health Act (2012), focuses on reducing stigma and advocating for the rights of persons with mental disorders.

Title	Inclusive Education Policy (2015)[41] National Strategy and Action Plan on Inclusive Education (2024 Revised Inclusive Education Policy for Ghana)[42]
Year implemented	2015, 2024
Overview	The policy focuses on integrating children with developmental disabilities and those requiring special educational support into regular schools, aiming to remove barriers and provide a supportive and accessible learning environment. Regarding infrastructure and accessibility, it mandates universal accessibility, including installing ramps at schools and providing appropriate sanitation facilities. In terms of teacher training and curriculum, the policy promotes Universal Design for Learning (UDL), a flexible teaching approach designed to meet the needs of diverse students. Support for

[39] https://www.unicef.org/ghana/reports/child-and-family-welfare-policy#:~:text=Highlights,if%20it%20is%20to%20work.&text=and%20Family%20Welfare%20Policy%20is,issues%20in%20a%20holistic%20manner（Accessed: 10 April 2026）

[40] https://mha-ghana.com/wp-content/uploads/2024/09/MH-Policy-pdf.pdf（Accessed: 10 April 2026）

[41] https://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf（Accessed: 10 April 2026）

[42]https://www.unicef.org/ghana/media/5551/file/Ghana's%20Roadmap%20for%20Strengthening%20the%20Gender%20Responsiveness%20of%20Social%20Protection%20Programmes%20Report.pdf（Accessed: 10 April 2026）

	vulnerable learners includes enhancing Science, Technology, Engineering, and Mathematics (STEM) education for girls and providing assistive devices and specialized care for children with severe disabilities.

Title	National Gender Policy 2015[43], 2025–2034[44]
Year implemented	2015, 2025
Overview	A strategic framework aimed at mainstreaming gender equality into national development. It focuses on the empowerment of women and socially vulnerable groups, the promotion of women's leadership, the expansion of economic opportunities, the guarantee of legal rights, and the advancement of gender-sensitive social protection systems.

Title	National Employment Policy[45]
Year implemented	2014
Overview	Prioritizing the economic inclusion of persons with disabilities, the policy focuses on improving employability through technical and vocational education and training (hereinafter referred to as TVET), eliminating discrimination in the labor market, and promoting decent work. The policy is transitioning to a rights-based framework that guarantees persons with disabilities are not discriminated against in employment. It focuses on establishing inclusive hiring practices and enhancing the participation of persons with disabilities in both the private and public sectors. This policy was formulated in collaboration with the Organization of Persons with Disabilities (OPD) and NGOs. In 2023, the Draft Employment Equity Policy was formulated through collaboration between the Ministry of Employment and Labour Relations (hereinafter referred to as "MELR"), the NCPD, and the Ghana Federation of the Disabled (hereinafter referred to as "GFD"), with the aim of promoting inclusivity in employment for socially vulnerable groups, including persons with disabilities.

2-3. Measures on Disability[46]

1) Healthcare

The 2020 National Health Policy[47] aims to ensure that discrimination and prejudice, which

[43] https://www.mogcsp.gov.gh/mdocs-posts/national-gender-policy/（Accessed: 15 April 2026）
[44] https://mofep.gov.gh/sites/default/files/pbb-estimates/2024/2024-PBB-MGCSP_.pdf（Accessed: 15 April 2026）
[45] https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40africa/%40ro-abidjan/%40ilo-abuja/documents/publication/wcms_373458.pdf（Accessed: 15 April 2026）
[46] Based on the State Party's Report (2018), multiple parallel reports (2024), and strategy documents from relevant ministries and agencies.
[47] https://www.moh.gov.gh/wp-content/uploads/2020/07/NHP_12.07.2020.pdf-13072020-FINAL.pdf（Accessed: 15 April 2026）

act as barriers to care for persons with all forms of functional impairments, are eliminated, and to empower socially vulnerable groups, including those requiring special support. Additionally, under the principle of "ensuring a healthy life for all," the focus is on achieving universal health coverage. Despite the existence of this policy, many persons with disabilities face difficulties such as inaccessible infrastructure (e.g., a lack of ramps), inadequate sign language services, and the high out-of-pocket costs of specialized care and assistive devices. The Constitution of Ghana guarantees the fundamental human right that no person shall be deprived of their liberty on the grounds of their disability (Article 14(1)). In accordance with this Constitution, the Mental Health Act (2012) stipulates that the liberty and safety of persons with mental disorders shall be guaranteed, and mandates that the Mental Health Authority promote mental health, prevent mental disorders, and provide appropriate community mental health care. However, due to cultural and religious beliefs, persons with disabilities such as albinism are viewed in certain communities as cursed or omens of misfortune and are subjected to situations such as being ostracized from their communities.

Health Status

In Ghana, although life expectancy is on the rise, the maternal mortality rate remains high, and improving maternal and child nutrition is an urgent priority. Malnutrition continues to be the leading risk factor for both death and disability, as it was in 2013 and 2023[48]. Although mortality from infectious diseases such as malaria remains high, the proportion of deaths caused by non-communicable diseases (NCDs) is increasing, indicating a shift in the disease profile. In 2023, stroke was the leading cause of death, and ischemic heart disease ranked third, reflecting changes in the causes of death[49]. According to the National Health Policy (2020), as the population ages, the prevalence of musculoskeletal and neurodegenerative diseases, as well as the burden of mental health issues, is increasing, with the estimated prevalence of common mental disorders (depression and anxiety disorders) reaching 10%.

Availability of Medical Services

The Persons with Disabilities Act (2006) stipulates free medical services for persons with disabilities. Two percent of national revenue allocated to district councils is allocated through the DACF to cover medical expenses, training, and assistive devices for persons with disabilities. Support is also provided for rehabilitation and the provision of necessary assistive devices. However, while some family planning programs offer instruction on family planning methods in sign language, and some materials are printed in Braille, many essential medications for persons with disabilities remain excluded from NHIS coverage, and

[48] www.healthdata.org/ghana（Accessed: 10 April 2026）
[49] *Ibid.*

mechanisms to ensure free access to all necessary care are not yet fully established. According to the Parallel Report (2024)[50], healthcare professionals lack sufficient knowledge about persons with disabilities and their rights. This, combined with negative perceptions and attitudes, as well as a lack of appropriate communication skills with patients with disabilities, leads to violations of patient rights, particularly regarding the failure to obtain informed consent from persons with disabilities. Stigma and discriminatory attitudes regarding disability, gender, and sexual orientation, along with a lack of infrastructure and information accessibility in healthcare facilities, and a shortage of healthcare workers trained in a human rights-based approach to disability, further hinder women with disabilities from accessing sexual and reproductive health services.

Access to Healthcare Services

According to the parallel report[51], most medical facilities and institutions are not sufficiently accessible to persons with disabilities. Information regarding medical services, as well as sign language and other means of communication, is not provided in accessible formats, and there is a shortage of personnel trained in specialized care, including sign language interpreters. Hospital beds, prescriptions, and medication labels are also inaccessible to some persons with disabilities. Stigma and discriminatory attitudes regarding disability, gender, and sexual orientation negatively impact women with disabilities' ability to exercise their rights to sexual and reproductive health services and family planning.

The Persons with Disabilities Act (2006) mandates that the Ministry of Health and the NCPD cooperate in implementing curriculum-based training for healthcare professionals focused on rehabilitation and habilitation techniques tailored to the needs of persons with disabilities, with the aim of equipping healthcare professionals with the knowledge and skills necessary to effectively support the rehabilitation of persons with disabilities. The Parallel Report[52] commends the inclusion of provisions regarding habilitation and rehabilitation centers in the Disability Act Amendment Bill (2024). These services are expected to play a crucial role in promoting the rights and welfare of persons with disabilities.

Assistive Devices

The national health policy is based on the Persons with Disabilities Act (2006) and mandates the free provision of general and specialized medical care, rehabilitation, and assistive devices. Key support systems include the NHIS and the DACF, which aim to reduce financial barriers; however, implementation challenges and inadequate regulatory enforcement persist. The Persons with Disabilities Act (2006) provides tax incentives to

[50] GFD (2024)
[51] *Ibid.*
[52] Commission on Human Rights and Administrative Justice (CHRAJ)-Ghana (2024)

support manufacturers and importers of assistive devices. By offering these tax incentives, the government seeks to encourage investment in the development and distribution of assistive devices, thereby promoting accessibility and inclusion. The NCPD is responsible for managing a dedicated fund to provide mobility aids to persons with disabilities. This fund aims to ensure that persons with mobility difficulties have access to essential assistive devices such as wheelchairs, crutches, and prosthetics. By centralizing this responsibility within the NCPD, the goal is to streamline the distribution of assistive devices and improve accessibility for persons with disabilities nationwide.

However, according to the Parallel Report[53], tax incentive regulations have not been established or implemented. Assistive technology is excluded from the NHIS, and the system explicitly excludes medical devices and prosthetics, such as visual aids, hearing aids, orthopaedic aids, and dentures[54]. Consequently, since virtually all assistive devices are excluded from NHIS coverage, it is nearly impossible for persons with disabilities in general, and those living in poverty in particular, to access such devices.

Health Insurance

The NHIS covers outpatient, inpatient, and certain specialized medical services. As of 2025, the enrollment rate is 56%[55]. To ensure the inclusion of health services, system registration is conducted through home visits to persons with disabilities. Persons with disabilities registered as "severely disabled" under the government's LEAP program[56] are exempt from paying NHIS premiums. The Concluding Observations express concern over the low registration rate of persons with disabilities in the NHIS, the fact that most essential medicines for persons with disabilities remain excluded from the system, and the lack of a comprehensive strategy to train healthcare professionals based on the rights-based model of disability. The Committee on the Rights of Persons with Disabilities recommends promoting the enrollment of persons with disabilities in the NHIS, amending the NHIS to ensure that all persons with disabilities have access to assistive devices at affordable prices, and expanding the coverage of essential medicines for persons with disabilities under the scheme.

[53] GFD (2024)
[54] https://www.nhis.gov.gh/benefits（Accessed: 15 April 2026）
[55] https://www.nhis.gov.gh/News/nhis-active-membership-hits-56-percent-coverage--5966（Accessed: 15 April 2026）
[56] https://www.mogcsp.gov.gh/projects/livelyhood-empowerment-against-poverty-leap/（Accessed: 15 April 2026）

2) Education

Status of Legislative Framework

In Ghana, the Constitution guarantees the right to equal education for all. The Education Act (2008) aims to promote inclusive education by requiring schools to be accessible to children with special needs. The Inclusive Education Policy (2015 and the 2024 amendment) aims to ensure that all individuals attending educational institutions have equal access to all aspects of education. The Government of Ghana provides free tuition for students with disabilities attending primary and secondary schools.

School Enrollment

According to a 2017/18 survey[57], the out-of-school rate for children without disabilities aged 12–17 is 8%, whereas the out-of-school rate for children with disabilities in the same age group is 17%. The completion rates for primary, secondary, and higher education are lower among students with disabilities than among students without disabilities[58]. In primary education, the completion rate for boys without disabilities is 72% and for girls 75%, whereas for boys with disabilities it is 67% and for girls 62%. Similarly, in secondary education, the completion rate for boys without disabilities is 67%, compared to 58% for girls. For boys with disabilities it is 51% and for girls 38%, indicating a wider gap than in primary education. In higher education, the gap is even wider: while 17% of male students without disabilities and 11% of female students without disabilities complete their studies, only 2% of male students with disabilities and 3% of female students with disabilities do so.

Inclusive Education

The Inclusive Education Policy, formulated in 2015, promotes equitable access to high-quality education within the regular school system for all children, particularly those with special educational needs and socially disadvantaged groups. By incorporating universal design for learning, it aims to shift from segregated special education to a comprehensive "all-inclusive" approach. According to the State Party's Report submitted by the Government of Ghana to the Committee on the Rights of Persons with Disabilities (hereinafter referred to as the "State Party's Report")[59], pilot programs for inclusive education are being tested in 379 schools across 70 districts. However, while many teachers have embraced this policy, there is a lack of specialized training in implementing it effectively. In addition, limited budgets for specialized learning materials and infrastructure, such as Braille materials, hearing aids, and accessible facilities, prevent adequate support from being provided. Additionally, prejudice

[57] University of Ghana/International Center for Evidence in Disability/Mastercard Foundation (2023) Disability – Inclusive Education & Employment, Understanding the Context, Ghana (Ghana Multiple Indicator Cluster Survey 2017/18)
[58] *Ibid.*
[59] Initial report submitted by Ghana under Article 35 of the Convention, due in 2014 (2018)

persists in some communities, leading to situations where children with disabilities are hidden or where there is resistance to inclusion. In its Concluding Observations, the Committee calls for accelerating the implementation of the Inclusive Education Policy currently under revision, formulating and implementing an action plan that sets a deadline for the transition from segregated education to high-quality inclusive education, and ensuring sufficient budget allocation as well as technical and human resources so that all children with disabilities can receive reasonable accommodations and individualized support at all stages of education.

Special Schools

According to the State Party's Report, the Ministry of Education, through the Special Education Division of the Ghana Education Service, has established special schools (schools for the blind, schools for the deaf, and special schools for children with intellectual disabilities) in each region. Special schools have also been established by private individuals. In addition to special schools, there are schools with special classes and integrated schools (integrated school/institute[60]) for students requiring special support. The Ghanaian government plans to make enrollment in special schools free starting in the new academic year in July 2026. The Special Education Division produces Braille materials for learners with visual impairments. For children requiring special support, services using itinerant teachers are provided not only at school but also at home. Additionally, training is provided to teachers on how to identify and respond to children who require special education.

3) Gender

Status of Legislative Framework

Despite the absence of specific provisions for women and girls with disabilities in the Persons with Disabilities Act (2006), the Government of Ghana enacted the Affirmative Action (Gender Equality) Act in 2024 to promote gender equality. This law mandates that by 2026, women, including those with disabilities, must constitute at least 30% of decision-making positions, and requires public institutions to allocate budgets for gender equality programs. It also provides legal remedies for victims of gender discrimination[61]. The National Gender Policy (2025–2034) is incorporated into the National Medium-Term Development Policy (2022–2025). It is a strategic framework aimed at mainstreaming gender equality into national development, with a focus on empowering women and socially vulnerable groups, promoting women's leadership, expanding economic opportunities, ensuring legal rights, and advancing

[60] Educational institutions that accept children and students with disabilities.

[61] https://parlcent.org/a-decade-of-determination-ghanas-journey-to-gender-equity/, https://www.mogcsp.gov.gh/mogcsp-launches-affirmative-action-act-to-advance-gender-equality-in-ghana/ (Accessed: 10 April 2026)

gender-sensitive social protection systems. The Concluding Observations (2024) recommend providing legal protection against the multiple and intersecting forms of discrimination faced by women and girls with disabilities, as well as women and girls with albinism. It is expected that the human rights of women and girls with disabilities will be guaranteed, discrimination will be eliminated, and their situation will improve through the enactment of the aforementioned laws and policies[62]. At the same time, the OPDs point out that it is important to implement concrete measures based on these laws and policies and to strengthen cooperation among relevant stakeholders to achieve this[63].

Situation of Women with Disabilities

According to a 2017/18 survey[64], there is a disparity in completion rates for primary, secondary, and higher education between girls and boys with disabilities. In particular, in secondary education, there is a significant gap: 51% of boys with disabilities complete their studies, compared to 38% of girls. The Parallel Report highlights the following points[65].

- The 2024 Disability Bill should allow for flexible working hours based on the specific needs of women with disabilities, rather than the type of disability.
- The 2007 Domestic Violence Act lacks specific provisions to protect women with disabilities; as a result, cases of sexual abuse and violence against women with disabilities are often not addressed by the state, and the police may fail to take an interest in such cases.
- There are no concrete measures to promote the participation of women with disabilities in policymaking and decision-making.
- They often face barriers to accessing the justice system due to difficulties in accessing the courts, a shortage of sign language interpreters, and a lack of awareness regarding their legal rights.
- Access to sexual and reproductive health services is limited by physical barriers, a lack of accessible information, and discriminatory attitudes.
- Although the content of the national gender policy is commendable, budget allocations and appropriate funding to implement the policy are insufficient, and barriers preventing women with disabilities from enjoying their rights have not been fully eliminated.

[62] https://www.mogcsp.gov.gh/gender-minister-receives-gfd-to-strengthen-collaboration-on-disability-inclusive-development/（Accessed: 15 April 2026）
[63] https://www.mogcsp.gov.gh/gender-minister-receives-gfd-to-strengthen-collaboration-on-disability-inclusive-development/（Accessed: 15 April 2026）
[64] University of Ghana/International Center for Evidence in Disability/Mastercard Foundation (2023) Disability – Inclusive Education & Employment, Understanding the Context, Ghana (Ghana Multiple Indicator Cluster Survey 2017/18)
[65] GFD (2024), Voices of Women and Children with Disabilities and Caregivers of Children with Disabilities in Ghana (VOWACGhana) (2024)

4) Vocational Training and Employment

Status of Legislative Framework

The Ghana Labour Act (2003) prohibits discrimination in employment, vocational training, and the workplace. The Act stipulates the following.

（1） Persons with disabilities may apply for registration at employment centers.

（2） Employers who hire persons with disabilities are provided with special incentives.

（3） Employers who hire persons with disabilities must notify the nearest employment center.

（4） Employment contracts with persons with disabilities must include details of the job or position, working hours, remuneration, transportation arrangements, and any benefits to be granted to the individual under the employment.

（5） Persons with disabilities who become civil servants must be appointed on terms equivalent to those of other persons, regardless of whether they are granted reduced working hours.

（6） The employment of a person who becomes disabled after being hired shall not be terminated as long as the person's remaining work capacity allows them to perform the same or other equivalent duties within the same entity. However, if no such equivalent duties can be found, employment may be terminated upon notice.

（7） The notice period for dismissal of a person with a disability must be at least one month.

（8） If a person with a disability requires training or job retention support to cope with all aspects of their employment, the employer may provide or arrange for training or retraining at own expense.

The National Employment Policy (2015) prioritizes the economic inclusion of persons with disabilities, focusing on improving employability through TVET, eliminating discrimination in the labor market, and promoting decent work. In 2023, the Draft Employment Equity Policy was developed through collaboration among the MELR, the NCPD, and the GFD to promote inclusivity in employment for socially vulnerable groups, including persons with disabilities.

Status of Employment

The Act on Persons with Disabilities (2006) stipulates tax incentives for employers who hire persons with disabilities, as well as the provision of tools and appropriate facilities necessary for the performance of their duties; however, it does not specify penalties or other sanctions for violations. No quota system for the employment of persons with disabilities has been introduced for either the public or private sectors. According to the Concluding Observations (2024), despite certain laws, policies, and initiatives to support the employment

of persons with disabilities, their employment rate remains low. According to a report by the United Nations Development Programme (hereinafter referred to as "UNDP") based on the Ghanaian government's Voluntary National Review of the SDGs, the unemployment rate for persons with disabilities in 2021 was 13.5% (11.1% for men and 15.4% for women)[66].

In the Concluding Observations, the Committee expressed concern that the "Disability Act" does not recognize the refusal to provide reasonable accommodation as a form of workplace discrimination, that there is no principle of equal pay for equal work for persons with disabilities, including in the private sector, that access to education and TVET is insufficient and employer awareness is low, which contributes to the exclusion of persons with disabilities from the general labor market, and that the equal employment opportunity policies advocated by employment centers for persons with disabilities and the OPDs have not yet been established. The parallel report points out the following.

- The employment rate of persons with disabilities is at a remarkably low level.
- Little progress has been made in addressing structural and institutional barriers that limit the employability of persons with disabilities in the workplace.
- The fact that employers have no legal obligation to provide individual support negatively affects persons with disabilities' access to meaningful employment.
- Although tax credits on taxable income for persons with disabilities and special preferential measures for companies that employ persons with disabilities have been established, there is no clear explanation of these measures, and they have not been implemented.
- The process of formulating an equal employment policy that promotes fair employment opportunities for persons with disabilities, with the active participation of OPDs in policy formulation and implementation, is progressing very slowly.

Vocational Training

Vocational training for persons with disabilities in Ghana is primarily overseen by the Special Education Division of the Ministry of Education, which provides technical and vocational education through institutions such as national schools for the blind and deaf. In higher education and vocational training, efforts are underway to create an environment in which persons with disabilities can access general vocational training services and technical and vocational guidance programs, in accordance with ILO guidelines. In 2020, the Education Regulatory Bodies Act 2020 was enacted, and the Commission for Technical and Vocational

[66] UNDP (2025) Counting Everyone In: What Will It Take for Ghana to Achieve Disability Inclusion by 2030? (https://www.undp.org/sites/g/files/zskgke326/files/2025-12/policy_brief-achieving_inclusion_for_all.pdf#:~:text=In%20the%20same%20period%2C%20only%208%25%20of,2023%20noted%20in%20the%20next%20VNR%20cycle)

Education and Training (CTVET)[67] was established. However, the enrollment rate for persons with disabilities remains low. According to the Ghana TVET Report[68], in 2022, out of 231 vocational training schools, only 77 received 357 learners requiring special support (57.4% male, 42.6% female). Regarding completion rates, among the surveyed educational institutions, a total of 70 students with disabilities graduated in the 2020/2021 academic year, comprising 29 males (41.4%) and 41 females (58.6%).

5) Social Security, Social Service for Persons with Disabilities

Status of Legislative Framework

Since 2008, the Government of Ghana has implemented the LEAP program[69], which provides cash transfers to poor and vulnerable households. The program targets 1) orphans and vulnerable children, 2) persons with severe disabilities who lack productive capacity, 3) older adults aged 65 and over, and 4) households living in extreme poverty[70] or vulnerable households with pregnant women or mothers with infants. The main forms of support include bimonthly cash transfers to meet basic living needs and free enrollment in the NHIS. Three % of the District Council Common Fund is set aside to support livelihood improvement activities for persons with disabilities and others.

Service Delivery

The number of LEAP program beneficiaries increased from 1,654 households in 2008, when the program began, to approximately 350,000 households in 2023. Of these, 17% were households with a person with a disability. Regarding social security for persons with disabilities, the Concluding Observations expressed concern over the very high number of persons with disabilities living in poverty and the lack of a comprehensive social protection system, including disability-related funding, to guarantee an adequate standard of living for persons with disabilities, and made the following recommendations:

- Formulate laws, policies, and strategies on social security and poverty reduction for persons with disabilities.
- Introduce a universal social security system, including subsidies and allowances to cover disability-related expenses, to ensure that all persons with disabilities who have no other source of income can secure an adequate standard of living.

[67] https://ctvet.gov.gh/
[68] Ministry of Education/CTVET (2023) Ghana TVET Report 2nd edition (2023).
[69] https://leap.mogcsp.gov.gh/（Accessed: 15 April 2026）
[70] The poverty level is determined using a "proxy means test," which estimates the degree of poverty based on multiple indicators correlated with income, such as household possessions and assets, household composition, employment status, and educational attainment.

- At the same time, address stigma and deepen understanding of their specific needs.
- Include persons with disabilities in programs to expand access to safe and affordable drinking water and sanitation facilities, including in rural and remote areas, and in programs to promote an adequate standard of living.
- Simplify the application process for the District Council Common Fund and strengthen awareness-raising activities. At the same time, provide comprehensive guidance to increase awareness of and opportunities to utilize the 3% allocation from the District Council Common Fund designated for persons with disabilities.

6) Transportation and Urban Development (including accessible urban planning)

Status of Legal Framework

The Persons with Disabilities Act (2006) guarantees that persons with disabilities have access to all public facilities and services. The Act contains several transportation-related provisions, including the obligation to reserve seats for persons with disabilities on commercial buses, the government's obligation to take into account the needs of persons with disabilities in the design, construction, and operation of transportation network, special allowances for the import of vehicles modified for persons with disabilities, regulations regarding drivers' conduct toward pedestrians with disabilities, and regulations regarding parking spaces for persons with disabilities. The Building Regulations (2022) mandate that new public buildings be equipped with accessible facilities for persons with disabilities. In addition to the principles of universal design, these regulations require the installation of ramps, designated wheelchair parking spaces, accessible elevators, and accessible restrooms. Restrooms must be equipped with vertical and horizontal handrails for persons with disabilities.

The Reality of Accessibility

According to the Parallel Report[71], access to transportation remains a major challenge for persons with disabilities in Ghana. Despite numerous provisions in the Persons with Disabilities Act and other legislation, accessibility regulations are largely unenforced. Roads remain inaccessible, with uncovered gutters, a lack of tactile paving, and obstacles that hinder their use by persons with physical and visual disabilities. Newly constructed footbridges also continue to pose problems, particularly for wheelchair users. According to domestic airlines, the small size of aircraft and insurance policy restrictions make it impossible to accommodate wheelchairs on board. They also point out a shortage of mobility skills training for persons with disabilities, as well as mobility instructors and specialized staff.

[71] GFD (2024)

7) Information Accessibility

According to the Reply to List of Issues (2024) submitted by the Government of Ghana, the current Persons with Disabilities Bill 2024 (Article 48) contains the following provisions regarding access to information, communication, and technology services:

- The Minister responsible for communications and digitalization must take the necessary measures to ensure that persons with disabilities can access information.
- Providers of information and communication technology services to the public must take appropriate measures to ensure that such services are accessible to persons with disabilities.
- Any person providing information to the public through media such as television, radio, and social media platforms must ensure accessibility so that persons with disabilities can access that information.
- Persons providing information to the public must provide such information in accessible formats, including the following: (a) braille, (b) Ghana sign language, (c) augmentative and alternative communication, (d) live transcribe technology, (e) tactile signage, (f) easy read, and (g) large print.

The Right to Information Act (2019) does not contain provisions regarding the provision of information in formats accessible to persons with disabilities. There are no guidelines regarding the use of appropriate accessible communication methods (including different languages).

According to a Parallel Report[72], the majority of official government documents are not typically communicated through the means of communication chosen by persons with disabilities, such as sign language, braille, or simplified text versions, and public communications (television broadcasts) at public events are still conducted without sign language interpretation or subtitles. Despite the Ghana National Association of the Deaf (GNAD) advocating for the recognition of sign language as an official language of Ghana, this has been ignored, and sign language is not recognized at all under Ghanaian domestic law. Additionally, there is a shortage of trained professionals proficient in braille, sign language, and other methods, which limits effective communication and service delivery.

[72] *Ibid.*

8) Disaster Risk Management

In 2022, the NCPD, in collaboration with NADMO, developed the National Disability-Inclusive Disaster Risk Management Guidelines. These guidelines are intended to complement existing disaster risk management frameworks and ensure that persons with disabilities are given priority consideration before, during, and after disaster risk responses. However, according to the Parallel Report,[73] these guidelines were published, they have yet to be implemented. There are no specific measures in place for persons with disabilities during emergencies. The releases from the Akosombo and Koupa dams in September 2023 forced 26,000 persons, including 1,004 persons with disabilities, to evacuate.[74] Prior to the release, emergency alerts were not provided in accessible formats, hindering the dissemination of information to persons with visual, hearing, and cognitive disabilities. Furthermore, persons with disabilities and OPDs were not involved in the development of emergency response plans, resulting in their needs being overlooked.

[73] *Ibid.*

[74] GFD Report 2023, Rapid Assessment on the Spillage of Excess Water in the Akosombo and Kpong Dams (https://constromartafrica.com/wp-content/uploads/2023/10/2023-Akosombo-and-Kpong-Dams-Spillage-A-Rapid-Assessment-Report.pdf（Accessed: 15 April 2026）)

3. International Treaties and International Cooperation

3-1. Status of Implementation Following the Ratification of the CRPD[75]

The Government of Ghana signed the CRPD on March 30, 2007, and ratified it on July 31, 2012. It has not ratified the Optional Protocol. In 2018, the government submitted a State Party's Report to the Committee on the Rights of Persons with Disabilities. Following a constructive dialogue, the Committee adopted its Concluding Observations in 2024. In its Concluding Observations, the Committee noted the measures taken to establish a public policy framework to promote the rights of persons with disabilities in order to implement the CRPD, particularly the Mental Health Act (2012) and the Exemption Act (2022), the Child and Family Welfare Policy (2014) and the Social Protection Policy (2014), the Accessibility Standards for the Built Environment (2016) and the Building Regulations (2022), the revised Inclusive Education Policy (2024), and the National Gender Policy (2023–2032).On the other hand, the Committee recommended, as immediate measures, amending the Constitution, the Criminal Offences Act, and other relevant laws to remove derogatory terminology and replace it with language consistent with the Convention, establishing a schedule to expedite the enactment of the "2024 Persons with Disabilities Bill", and ensuring that all existing and new laws and regulations comply with the rights-based model of disability, and ensuring that women and girls with disabilities, including those with intellectual and psychosocial disabilities as well as albinism, are closely consulted and actively involved, through their representative organizations, in the formulation, implementation, monitoring, and evaluation of laws, policies, and programs that affect them. The deadline for the next government report is 2030.

3-2. Status of Implementation of the Marrakesh Treaty

In 2017, the Government of Ghana ratified the Marrakesh Treaty. The Persons with Disabilities Bill 2024 (Article 48) stipulates that necessary measures must be taken to ensure that persons with disabilities have access to information. A Parallel Report submitted to the Committee on the Rights of Persons with Disabilities[76] points out that, even after ratifying the Marrakesh Treaty, educational materials in alternative formats suitable for all types of disabilities have not been produced in school facilities, access to publications has not been promoted, and domestic legislation guaranteeing the right to access documents has not been enacted.

[75] https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Countries.aspx?CountryCode=Ghana%3dEN（Accessed: 15 April 2026）
[76] GFD (2024)

3-3. Initiatives on Disability Issues within SDG-Related Policies

According to the UN Statistics Division's SDG Indicator Database, under Indicator 1.3.1 "Proportion of the population covered by social protection systems," the proportion of persons with severe disabilities receiving disability benefits was 0.2% in 2019 but fell to 0.1% in 2022[77]. This is the only indicator related to persons with disabilities.

The Government of Ghana conducted Voluntary National Reviews in 2019, 2022, and 2025, in which national governments report on their progress toward achieving the SDGs and the status of their policies to the UN High-Level Political Forum(hereinafter referred to as "VNR") in 2019, 2022, and 2025. The Second VNR Report (2022) focused on "Participation and Inclusion," striving to assess the situation of persons with disabilities and socially vulnerable groups, while also acknowledging the lack of accurate data for such assessments. According to the Third VNR Report (2025), consultations were held with a wide range of stakeholders, including city and district councils, civil society organizations, the private sector, academia, traditional leaders, OPDs, women, and youth. The report indicates a focus on improving social protection systems that are inclusive of persons with disabilities by reflecting their perspectives.

3-4. Ratification of and Initiatives regarding Other International Treaties to Disability and Development

The Government of Ghana ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1986. The most recent Concluding Observations were adopted in 2014, and follow-up with the Government of Ghana has continued over the subsequent years. The most recent government report was submitted in April 2026, indicating that challenges remain in addressing violence against women, legislative measures to eradicate human trafficking and exploitation, women's political participation, women's right to education, women's economic and social rights, and equality in marriage and the family.

The Government of Ghana ratified the Convention on the Rights of the Child (CRC) in 1990. The latest Concluding Observations were issued in 2026. These observations noted that the Government of Ghana had ratified the Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment and the 1993 Hague Convention on Protection of Children and Cooperation in Respect of Intercountry Adoption (No. 33), the adoption of the "National Strategic Framework for the Eradication of Child Marriage (2017–2026)," and the enactment of laws such as the Cybersecurity Act of 2020, the Affirmative Action Act of 2024, and the Social Protection Act of 2025. On the other

[77] https://unstats.un.org/sdgs/dataportal/countryprofiles/gha（Accessed: 15 April 2026）

hand, it is recommended that urgent measures be taken regarding abuse, neglect, sexual abuse and exploitation, harmful practices, children with disabilities, health, standard of living, and education. Regarding children with disabilities, the Committee recommended aligning the legal framework, including the Persons with Disability Act, with the human rights model of disability, collecting data on children with disabilities and conducting a situation assessment, formulating policies and strategies for children with disabilities and allocating sufficient resources for their implementation, ensuring access to high-quality healthcare, including mental health services, through early identification, intervention, and rehabilitation programs, mental health, and to expand awareness-raising efforts to protect children with disabilities, combat stigma and prejudice, and promote their image as rights holders.

The Government of Ghana has not ratified the Convention concerning Vocational Rehabilitation and Employment of Persons with Disabilities (ILO Convention No. 159)[78], an international treaty that calls on countries to formulate and implement national policies to ensure that persons with disabilities receive appropriate vocational rehabilitation and have equal access to employment opportunities.

3-5. International Cooperation on Disability[79]

- The Government of Japan[80]

<Technical Cooperation Project>

・ Volunteer Dispatch

- Other Donors

<International Organizations>

<u>The World Bank</u>

・ Ghana Productive Safety Net Project 2 (2023–2026)[81]

・ Extending Universal Health Coverage to Disadvantaged Populations in Ghana: Analytical Report[82]

<u>United Nations / United Nations Development Programme / United Nations Children's Fund / United Nations Population Fund / World Food Programme / European Union / World Bank</u>

[78] Convention on Vocational Rehabilitation and Employment (Persons with Disabilities), entered into force in 1985

[79] Project names are listed exactly as they appear in the original text. However, this does not apply in cases where there is no English name or the English name is unknown.

[80] Based on the JICA Country-Specific Projects List (https://www.jica.go.jp/activities/schemes/partner/kusanone/country/project/ghana.html) and the Ministry of Foreign Affairs Country-Specific Commitment Information (https://www.mofa.go.jp/mofaj/gaiko/oda/data/zyoukyou.html). (Accessed: 15 April 2026)

[81] https://projects.worldbank.org/en/projects-operations/project-detail/P180659 (Accessed: 13 April 2026)

[82] https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099200503262610048 (Accessed: 9 June 2026)

・ LEAP Program (2008–)[83]

United Nations Educational, Scientific and Cultural Organization / Foreign, Commonwealth and Development Office / Education Outcomes Fund / Bridges Fund Management / UBS[84] Optimus Foundation / Jacobs Foundation / International NGOs / Local Organizations (2023–)

・ Ghana Education Outcomes Project[85]

UNDP (implemented through the Ghana Federation of Disability Organizations)

• The Young Africa Innovate programme[86]

<Bilateral Aid Agencies>

UK Department for International Development (UK Aid)

・ Ghana Participation Programme (Ghana Somubi Dwumadie) (2020–2024)[87]

<International NGOs>

Humanity & Inclusion

・ Sowing the Seeds of Inclusion Project (2021–)

・ Victim Rehabilitation and Social Reintegration Program (UXO[88]Victim Rehabilitation and Inclusion Program) (2018–)

CBM (Prosthetic and Orthotic Worldwide Education and Relief)

・ Community-Based Inclusive Development (2018–2022)

<Private Sector>

Mastercard (Implemented through the Ghana Federation of Disability Organizations)

・ We Can Work Program (2023–2030)

・ Building the Financial Capability of People with Disabilities (2024–2027)

[83] https://www.mogcsp.gov.gh/projects/livelyhood-empowerment-against-poverty-leap/（Accessed: 15 April 2026）
[84] Union Bank of Switzerland
[85] Joint projects with UNESCO and others.（Accessed: 15 April 2026）
[86] https://africayouthinnovate.org/about-us（Accessed: 15 April 2026）
[87] https://options.co.uk/programme/ghana-somubi-dwumadie/#:~:text=Ghana%20Somubi%20Dwumadie%20(Ghana%20Participation,specific%20focus%20on%20mental%20health（Accessed: 16 April 2026）
[88] Unexploded Ordnance

4. Disability-related Organizations and Activities[89]

4-1. Overview of Activities by Organizations of Persons with Disabilities

The initiatives of OPDs in Ghana primarily focus on awareness-raising, education, skills development, and policy advocacy. Leveraging the unique characteristics of their organizations based on disability type and member attributes, they participate in meetings with relevant government agencies and the NCDP, creating opportunities for collaborative efforts. Major organizations and coalitions have submitted parallel reports on the CRPD.

Name of Organization	Overview
Ghana Federation of Disabled Persons (GFD) https://gfd.org.gh/	Established in 1987. A national umbrella organization that coordinates OPDs throughout Ghana. Prepares and submits parallel reports on the CRPD. It comprises nine OPDs (hearing impairment, autoimmune and neurological disorders, intellectual disability, visual impairment, physical disability, psychosocial disability, women with physical disabilities, albinism, speech impairment, etc.). While member organizations maintain autonomy and address specific issues related to their respective disabilities, GFD focuses on general and cross-cutting matters. It also collaborates with OPDs representing persons with leprosy, persons with dwarfism, and parents of children with special needs. To promote the fundamental rights and freedoms of persons with disabilities, it works on themes such as inclusive employment, health, and inclusive education, and implements related projects.
Women Enabled International (WEI) https://womenenabled.org/	Established in 2012. An international organization advocating for the human rights of women and persons with disabilities. A pioneer in applying the framework of the intersection of gender and disability to international human rights advocacy. Has conducted advocacy work at the United Nations for many years. In Ghana, in collaboration with GFD, it submitted a Parallel Report on the CRPD in 2024.
Ghana National Association of the Deaf (GNAD) https://gnadgh.org/	Established in 1968. The umbrella organization for deaf organizations in Ghana. It's a member of the World Federation of the Deaf (WFD) and GFD. Organizes approximately 11,000 members (60% male, 40% female), representing nearly 100% of Ghana's estimated deaf population. Works to ensure access to education and information, remove communication

[89] Based on the questionnaire survey conducted for this study, the websites of each organization, Parallel Reports (2024), and the State Party's Report (2018).

	barriers, and advocate for equal opportunities for the deaf.
Ghana Blind Union (GBU) https://ghanablindunion.org/	The organization was formed in 2010 through the merger of the Gold Coast Association for the Blind (founded in 1951) and the Ghana Association for the Visually Impaired (founded in 1963). It aims to create a just society where persons with visual impairments and low vision can enjoy equal rights and opportunities to lead dignified and productive lives, and carries out awareness campaigns while providing education, training, and rehabilitation services. It operates 218 district branches across all 16 administrative regions of Ghana. The organization has 23,920 members, 48% of whom are women. It is a member of GFD.
Voices of Women and Children with Disabilities and Caregivers of Children with Disabilities in Ghana (VOWAC Ghana) https://vowacghana.org/	Established in 2020. Aims to eliminate the disparities faced by persons with disabilities, including women and children, and caregivers of children with disabilities, so that they can fully realize and enjoy their fundamental human rights and be included in society. Carries out empowerment, research, and advocacy activities. Submitted a parallel report on the CRPD in 2024.
Africa Albinism Network (AAN) https://africaalbinismnetwork.org/	Launched in 2021. Aims to create a non-discriminatory, inclusive world for persons with albinism. Submitted a Parallel Report to the CRPD in 2024.
Inclusion Ghana https://inclusion-ghana.org/	Established in 2009. A member organization of Inclusion Africa, Inclusion International, the International Down Syndrome Federation, and GFD. The largest national network organization promoting the social participation of persons with intellectual and developmental disabilities and their families. It carries out a wide range of activities, including advocacy and the development of guidelines in plain language.
Roshelle Brago Boakye Foundation https://www.robbfoundation.org/	Established in 2016. Works to advance the rights, inclusion, mental health, and social protection of persons with Down syndrome.

4-2. Disability Support Organizations

Name of Organization	Overview
Human Rights Advocacy Centre (HRAC) https://hracghana.org/	Established in 2008. With the aim of promoting and protecting human rights, including those of persons with disabilities, the organization focuses on research,

	advocacy, and the provision of free legal services. It carries out policy advocacy, social inclusion initiatives, health programs, TVET projects, and awareness-raising programs nationwide.
Hope for Life Association https://www.facebook.com/ hopeforlifeghana/	Established in 1986. A support group for persons with disabilities and their families. It has 16 branches. It supports the economic independence of persons with disabilities through health care, education, and skills training, and the establishment of community support facilities.

5. Barriers and Needs Faced by Persons with Disabilities[90]

5-1. Barriers to and Needs regarding Healthcare Services

In Ghana, the infrastructure necessary for persons with disabilities to access health care services is inadequate. Several parallel reports have pointed out the following:

- Physical barriers to mobility: Much of the infrastructure is not accessible, including roads leading to medical facilities, public transportation, and the lack of ramps at facilities.
- Lack of specialized assistive devices to support mobility: Necessary assistive devices are often too expensive to purchase, and there is a limited number of personnel available to provide guidance on their use.
- Lack of understanding of the situation of persons with disabilities among relevant stakeholders, including healthcare professionals: Support services such as sign language interpretation are insufficient, and the inability to communicate effectively creates a major barrier to accessing healthcare services.
- Prejudice and discrimination against persons with disabilities: Due to cultural and social backgrounds, persons with disabilities may face difficulties being included in certain communities.

To remove these barriers, it is essential to improve access to healthcare facilities and provide health information in more accessible formats, including sign language and other communication methods. Specifically, it is necessary to renovate healthcare facilities, expand NHIS coverage, provide training for healthcare professionals to respect the rights of patients with disabilities and facilitate effective communication, and implement awareness campaigns to eliminate the stigma affecting women with disabilities.

5-2. Barriers to and Needs regarding Education

In the education of children with disabilities, the high proportion of out-of-school children and low completion rates are major challenges. Statistics show that the out-of-school rate for children with disabilities is higher than that for children without disabilities, and the gap widens as students progress from primary to secondary and higher education. This is due to limited budgets for appropriate specialized learning materials and infrastructure, such as Braille, hearing aids, and accessible facilities, for each child with a disability, resulting in an inability to provide sufficient support. A lack of understanding of disabilities among teachers and insufficient specialized instructional skills also hinder the continuity of learning. In some communities, prejudice against persons with disabilities persists, leading to situations where

[90] Based on multiple parallel reports.

children, particularly girls and those with albinism, are sometimes hidden away. The inability to access appropriate support places an excessive financial, psychological, and physical burden on parents of children with disabilities. To transition to high-quality inclusive education, in addition to adequate budgetary measures, strengthened teacher training, facility improvements, and the development of teaching materials and support systems tailored to individual needs, community awareness campaigns regarding inclusive education are also necessary.

5-3. Barriers to and Needs regarding Employment

In the employment sector, legislation and initiatives to support the employment of persons with disabilities are being advanced, but the employment rate for persons with disabilities remains low. The failure to provide reasonable accommodations is not recognized as a form of workplace discrimination, and the principle of equal pay for equal work for persons with disabilities does not exist, including in the private sector. Access to job advertisements is limited. While tax credits on taxable income for persons with disabilities and special preferential measures for employers of persons with disabilities are stipulated, in the Parallel Report, [91] there are no clear arrangements for these measures, and they are rarely implemented. Access to education and TVET is insufficient, and completion rates are low. It has also been pointed out that there is a lack of reliable data on the employment of persons with disabilities. To address these issues, key needs include improving the legal framework to promote inclusive employment for persons with disabilities, improving access to education and TVET for persons with disabilities and providing support for their studies, and conducting awareness-raising activities for employers.

5-4. Barriers to and Needs regarding Transportation

Regarding transportation, the Persons with Disabilities Act guarantees that persons with disabilities have access to all public facilities and services, and the Building Regulations stipulate accessible design. However, accessibility regulations are rarely enforced, and access to public transportation remains a major challenge for persons with disabilities. There is also a shortage of mobility skills training for persons with disabilities, as well as mobility instructors and specialized staff. These constraints hinder access to healthcare services, education, and employment. To address these challenges, it is necessary to implement existing laws, policies, and regulations, improve public transportation and road infrastructure, adopt universal design in infrastructure, and promote mobility support.

[91] GFD (2024), Commission on Human Rights and Administrative Justice (CHRAJ)-Ghana (2024)

5-5. Barriers to and Needs regarding Information Access

In the field of information accessibility, there is a disconnect between legal frameworks and reality, resulting in situations where persons with disabilities cannot access necessary information. There is a shortage of accessible information, such as sign language interpretation, Braille, and easy-read versions, leading to communication difficulties in settings such as healthcare, education, and the judicial system. Information accessibility tailored to specific types of disabilities is also insufficient, and Ghanaian Sign Language is not recognized as an official language. Limited access to information leads to situations in which legal rights and support systems go unused despite their existence. To address these issues, the Persons with Disabilities Bill 2024 (Article 48), which includes provisions guaranteeing access to information, communication, and technology services, must be promptly approved and implemented. This requires providing information in diverse formats tailored to the individual needs of persons with disabilities, the dissemination of information and awareness-raising regarding information accessibility and related systems, and the establishing of communication support systems and service provision.

5-6. Barriers and Needs regarding Gender

Women with disabilities face complex challenges stemming from the intersection of disability and gender. While persons with disabilities in general are often excluded from political and public life due to prejudice and stigma, this social exclusion is particularly severe for women with disabilities. In addition, cases of sexual abuse and violence against women with disabilities often go unaddressed due to a lack of government intervention or appropriate response. Access to sexual and reproductive health services is restricted by physical barriers, a lack of accessible information, and discriminatory attitudes. Due to a lack of awareness regarding their legal rights, they also frequently face barriers in accessing the justice system. Significant gender disparities also exist in access to education and labor force participation. With the enactment of the Affirmative Action (Gender Equality) Act, the country has now “provided legal protection against the multiple and intersecting forms of discrimination faced by women and girls with disabilities, as well as women and girls with albinism,” as recommended in the Concluding Observations. There is a strong need for concrete measures to be implemented within the legislative and policy framework, as well as for enhanced coordination among relevant stakeholders to achieve this.

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