



**International Conference:
Evidence in Global Disability and Health**

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ABSTRACT

Title:

AN ASSESSMENT OF THE LEVEL OF SUPPORT GIVEN BY THE STATE TO SPECIAL SCHOOLS IN THE ASHANTI REGION OF GHANA

Abstract text (limited to 300 words, should include background, methods, results and conclusions):

For most disabled children in special schools, lack of support to facilitate teaching and learning presents towards receiving quality education. This study examined gaps in the level of support provided by the government to special schools in the Ashanti Region of Ghana.

The study which employed qualitative methods was conducted in three special schools tasked with the training of intellectually disabled children within the Kumasi Metropolis in the Ashanti Region of Ghana. A total of 15 respondents comprising 3 special education coordinators, 3 head teachers and 9 teachers and were selected and interviewed for the study.

Respondents indicated that among others, the state is obliged to cater for the boarding and lodging of the students, remunerate staff of the schools, provide infrastructural and transportation needs as well as resources needed for effective teaching and learning in classrooms.

However, findings suggested a lack of support and prolonged neglect from the state in the provision of these services. Among the gaps in the provision of these services by the state included delays in the release of feeding grants, non payment of support staff, failure to provide funds to service broken down vehicles, lack of teaching and learning materials and many others which frustrate the provision of quality education to these children.

Among other recommendations, the study calls on policy makers to quicken the pace of the implementation of the nation's inclusive educational policy as a way of providing opportunities for most of these children to receive education in the same environments as their non-disabled peers; where resources and support are comparatively, better provided.

