



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

Applicant Details	
Name:	HAGAN ABENAA AMOAKOWAA, OWUSU ISAAC AND ANTHONY K. EDUSEI
Position:	TEACHING ASSISTANT
Institution:	CENTRE FOR DISABILITY AND REHABILITATION STUDIES, KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI.
Level of study (if applicable) (e.g. MA, PhD):	BSc
E-mail:	slopgee@yahoo.com / ikebunny@yahoo.com
Phone number:	+233-20-975-5079
Preferred presentation format:	<input type="checkbox"/> Oral ✓ <input type="checkbox"/> Poster <input type="checkbox"/> Oral or poster

Would you like to be added to the ICED Mailing List

Yes

ABSTRACT

Title:

ACCESSIBILITY OF THE SCHOOL ENVIRONMENT OF BASIC SCHOOLS TO PHYSICALLY DISABLED CHILDREN IN THE BANTAMA SUB-METROPOLIS OF GHANA.

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

Physical barriers in educational institutions serve as great impediment in the education of disabled persons. Many children with physical disabilities especially those in wheelchairs do not attend mainstream school because the school environment is not accessible to them.

The aim of this study was to assess the views of teachers on the extent to which built environments of basic schools in the Bantama sub-metro of the Kumasi Metropolis in Ghana are accessible to disabled children in the schools.

Fifteen (15) respondents, made up of 12 teachers and 3 head teachers were purposively selected from the three selected basic schools and interviewed for the study. In addition, an observation check-list and photographic images were also used to assess the consistency between views expressed by respondents and evidence on the ground. Data was analysed thematically.

Among the findings that classrooms, playgrounds, washrooms and eating places had been constructed without regard to the needs of disabled children. Though, some disabled children had been admitted in previous years, respondents indicated that these children had to drop out due to the inaccessible environments. Observations and photographic images corroborated these claims as, for instance, classrooms, washrooms, cafeteria and playground were such that disabled children would have difficulty using them.

The study recommends a strict compliance of the ten year moratorium given by Ghana's Persons with Disability Law (Act 715) for all public buildings to be made accessible to disabled persons. This would compel the Ghana Education Service to redesign and reconstruct facilities in these schools to make accessible to disabled children.

Until then, disabled children would continue to suffer discrimination and exclusion in educational institutions in Ghana.

