

# An analysis of the management of state-maintained special schools for children with hearing impairment in Ghana

## Rationale and background

- The management of special schools and its relationship to the quality of education that children with special needs accessed was an unexplored area in Ghana.
- Considering that the UN considers about 10% of any country's population was disabled, it was imperative that the education sector ensures quality education to meet the educational needs of PWDs. This process to promote educational quality was critical in meeting the goals of the various national poverty reduction strategies including the Education for All (EFA), Millennium Development Goals (MDGS), Ghana Poverty Reduction Strategies (GPRS I and II) in a comprehensive and democratic mode. Findings from the study will inform policy regarding the management of schools for children with hearing impairment in Ghana.

## Study Aims

- For Phase 1, the aim was to examine the nature of the day-to-day management in State Maintained Special School Children Hearing Impairment.
- For Phase 2, the aim analysed the policy arena and the boundary issues that emerged in the day-to-day management of SMSSCHI in Ghana.

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## Findings at a glance

- Educational provision for children with hearing impairment(CHI) was available in segregated boarding schools across the country;
- The day-to-day management of SMSSCHI was described with the POSDCoRB framework;
- CHI have unique communication needs in educational settings;
- The lack of an official sign language was negatively impacting the education processes in schools;
- The lack of specific policy on SEN was challenging to practitioners;
- The non-implementation of the statutory policy on the decentralisation of educational decision making was impacting on school-community relationships and quality of educational provisions.

## Policy and/or practice implications

- Study findings implications for Policy and Practice
- Advocacy for the Enactment of Required Legislation on SEN
- Sensitization of all stakeholders on disability and the educational needs of PWDs
- Preparation and training of School Management Teams
- Data concerning the SEN sector should be extracted from the annual data collected by the GES and analyzed to provide a profile of special schools to facilitate planning.
- The study has generated debate amongst relevant stakeholders about the management practices in special education which will improve the quality of the educational experience for PWDs and help achieve EFA goals.

- I am a lecturer with interests in disability issues, educational provisions for (PWDs, human resource management and financial administration in educational institutions.
- My home institution in the institutue for educational planning and administration located within the faculty of education at the university of cape coast Ghana.
- I have over 20 years experience within the education sector in Ghana.
- Currently, I am completing my PhD in education at the department of Education University of Bath, England

- The PhD in education has exposed me to alternative methods in conducting research, notably the use of qualitative methods in education inquiry.
- My teaching and mentoring skills have been strengthened and my students have benefited from the international exposure I have experienced
- My academic experiences have also affected my personal life as my passion for working with the disabled has resulted in the establishment of an NGO that works with deaf children and their families in Ghana.

