

Equity and Accessibility for Inclusion: A Study of the Lived Experiences of Students with Disabilities in a Ghanaian University

Authors : Yaw Akoto

Abstract : The education of people with disabilities remains one of the major concern of policymakers, advocacy groups and researchers. In Ghana, as in many other countries, there is a policy commitment for the educational inclusion of people with disabilities, including in the context of higher education. This qualitative research investigates how students with disabilities experience equity and accessibility in a Ghanaian university. The study also investigates factors that influence equity and accessibility in a Ghanaian university. The study draws on the views of students with disabilities, on lecturer insight and organisational and national policy documents. The findings specifies that the quality of students with disabilities lived experiences are affected by the physical environment, infrastructure facilities and lack of academic and non-academic information. The study highlights the need for the university to ensure equity in making the university accessible for all students in order to ensure retention and participation of students with disabilities; failure to make the university accessible for students with disabilities compromises the ability of this group of students to realise their academic potentials.

Keywords : accessibility, educational inclusion, equity, students with disabilities

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