

Title:

The intersection of disability, education and technology in Ghana

Presented by

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Presentation Outline

- Background
- Statement of the Problem
- Research Questions
- Literature Review
- Methodology
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Background

- Literature shows that People with disabilities are severely underrepresented in higher education(Braun & Naami,2021)
- Most university campuses are not accessible to student with disability (Naami&Hyashi,2012,Nketsia&Saloviita,2013)
- Students with special needs experience unfair distribution of educational resources, teaching and learning aides(Naami&Hyashi,2012;Yssel, Pak & Beilke,2016)
- African Disability Protocol recognizes inclusive education as a basic human right and the basis for a fair and equitable society (ADP,2018)

Problem Statement

In the emerging digital world, accessibility to digital products and services for persons with disability has become imperative(G3iCTs.n.d)

The pandemic has brought the world to a situation where those without digital skills are facing total exclusion(UNICEF,2020) and persons with disability constitute majority of this excluded population(Amponsah,2021)

Little is known about the effect of the digital exclusion for persons with disability from the Ghanaian context(Adarkwah,2020; Saalim, Sakyi, Tuz-Zohra, Morrison, Owusu, Dalglish, Kanyangarara,2021)

Considering the magnitude of marginalization, exclusion etc. that exist, this study seek to understand how exclusion to education and technology affects students with disability in their education(Adarkwah,2020;Amponsah,2021)

Research Questions

1. What is the state of inclusion in higher education in Ghana for persons with disability?
2. What is the state of inclusion of digital technology in higher education for students with disability ?
3. How has the state of exclusion in education and technology affected the participation of students with disability in their education?

Literature Review

Literature for this study was reviewed under the following themes.

Theme One: What is the state of inclusion in higher education in Ghana for persons with disability?

There is little to no information available on the representation of students with disabilities in higher education in the nation(Braun&Naami,2019).

Due to the perception, that educating persons with disability is a waste of resources, they are often excluded from education (Gavu et al., 2015; Kassah et al., 2014; Opoku et al., 2017).

Persons with disability dont attend school because of stigma (Gregorius, 2016; Opoku et al., 2017). Gregorius (2016) found that social isolation at school led to low self-esteem.

Continuation

Theme Two: What is the state of inclusion of digital technology in higher education for students with disability ?

Persons with disabilities face barriers in accessing the Internet, ICTs, digital skills. Assistive technology, including Affordability barriers(Global System for Mobile Association report,2019)

Kajee(2010) in her study, “Disability, social inclusion and technological positioning in a South African higher education institution “ found university did not have technological policy or plan stipulating the adoption of technology

Studies in the area of ICT, disability and inclusion in Africa are limited due to the digital divide(Kajee,2008)

continuation

Theme Three: How has the state of exclusion in education and technology affected the participation of students with disability in their education?

Student with special needs experienced many challenges with remote learning(Amponsah,2021)

According to a study by Samaila, Mailafia Ayanjoke& Joshua (2020) in Nigeria on “impact of covid19 on students with special needs” revealed that both student and teacher lack digital skills.

Life Course Theory

Life course is multidisciplinary frame work for the study of human lives in relation societal institutions as advanced by Elder in 1974. It has been applied to pathways of families (Min, Silverstein, & Lendon, 2012), organizations (King, 2009), and social movements (Della Porta & Diani, 2006) as well as individual life journeys. The theory has 5 key themes and 5 key concept

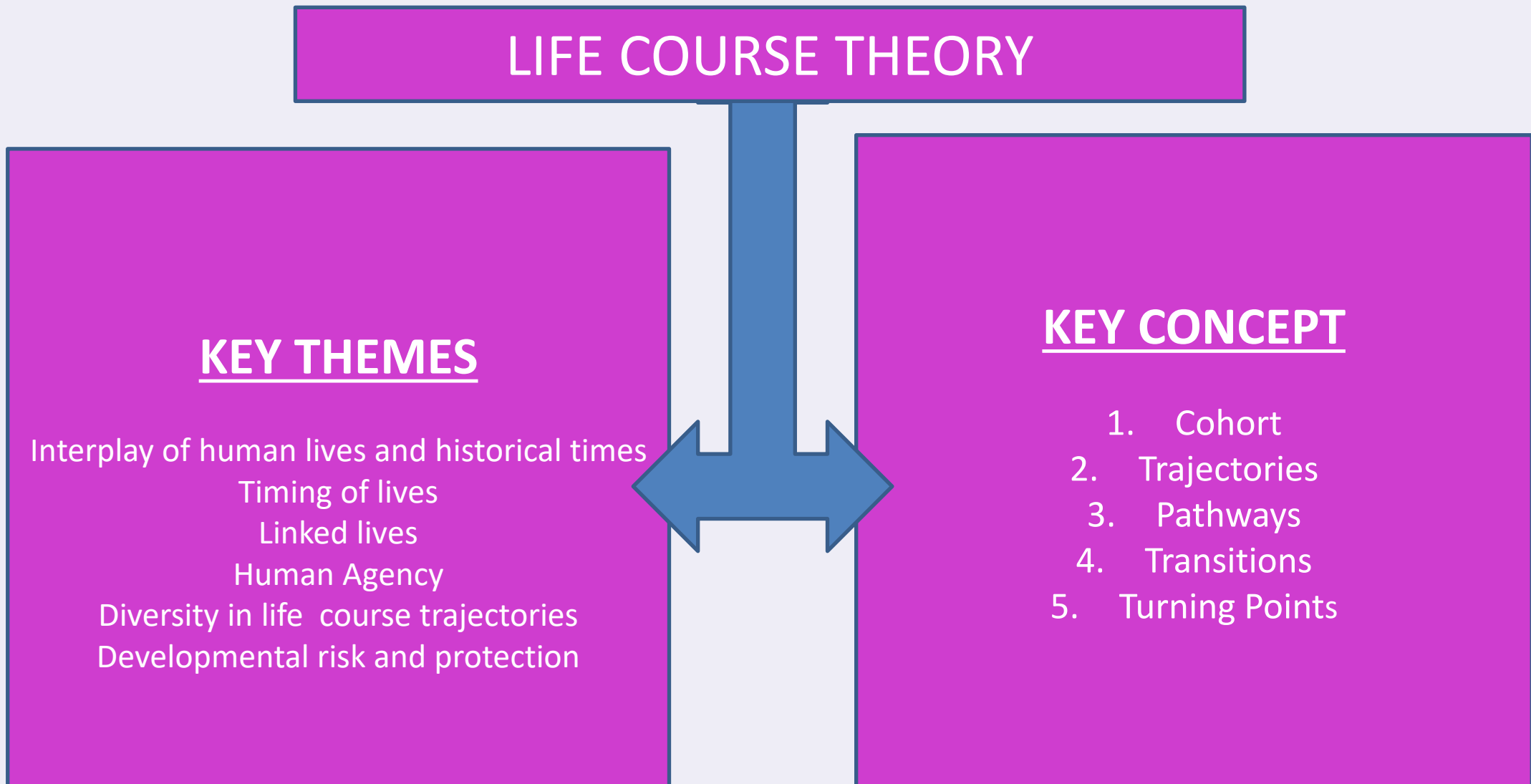
Elder(1985) define life course as “a sequence of age-linked transitions that are embedded in social institutions and history” It is the most cited definition, but other authors have also come up with their own definition:

Mortimer and Shanahan, have also defined life course as ‘age-graded, socially-embedded sequence of roles that connect the phases of life’(2007)

According to Meule-mann, 1990 ,the life course is a series of individual decisions between institutionally offered alternatives which an individual is forced to make at several specific points in history

“how biological, psychological, and socio-cultural factors act to produce great diversity in life course journeys and shape people’s lives across family generations”. (Hutchison, 2019)

Theoretical Framework



Life Course Perspective

The life course provides a framework for studying exclusion at the nexus of social pathways and social change (Elder, 1999). Social pathways are the trajectories of education, technology etc. that are followed by students with disabilities

Though, previous study by Cook and Gazso (2009) seem to ignore the effect of life course on social structure and the interplay with disability (Cook & Gazso, 2009) But, a more recent study found an intersection of disability and institutional context in shaping pathways into adulthood (Erickson & Macmillan, 2018)

In addition, it offers a stronger and more nuanced interpretation of individuals' experiences with social services (Friebel, 2008; Cooke & Gazso, 2009).

This is true for German life course, which places much emphasis on the role of social institutions and state policies in shaping the life course (Leisering 2003)

Thus, this study builds on the argument that the exclusion of persons with disability from mainstream social pathways such as education, technology etc. which make lives much more easier intersect to further aggravate the lives of the disabled.

It will further use the life course theory as basis for interpreting the data

Methodology

This qualitative inquiry will employ Qualitative Document Analysis(QDA) as the main method of data collection and analysis. This study will involve the analysis of written policies on digital leaning for student with disability that exist at the University of Education Winneba, University of Ghana and University of Cape Coast.

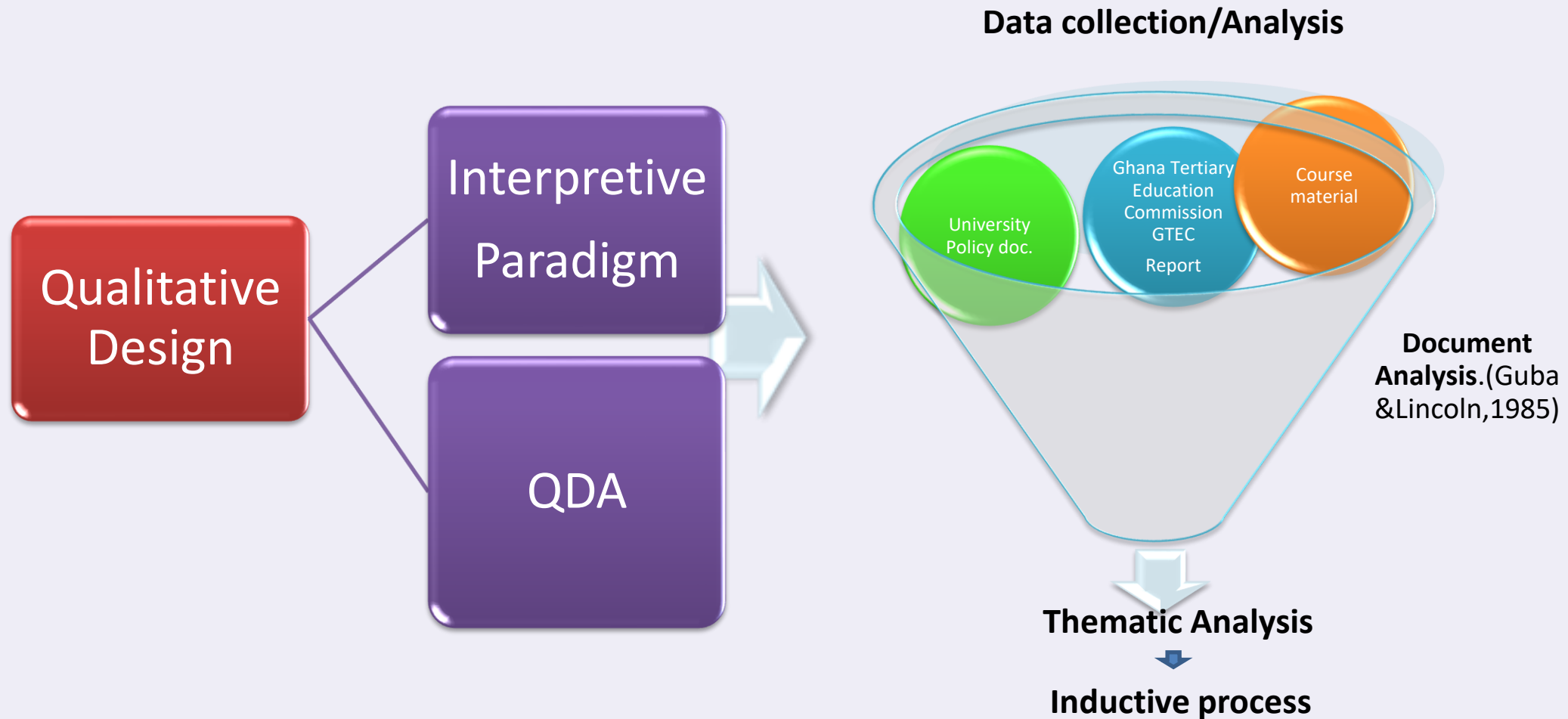
Wood,Sebar and Vecchio (2020) define QDA as an “umbrella” descriptor for a systematic, reflexive process that may employ a range of document analysis methods. Scanning articles across the broad range of disciplines within which QDA is used.

While Bowen also define QDA as technique that provides a systematic methodological process for eliciting meaning from documentary evidence (Bowen, 2009).

The study will analyze official university policies, Annual reports, department meeting minutes etc. from the three main public universities in Ghana on the state of inclusion of technology for student with disability.

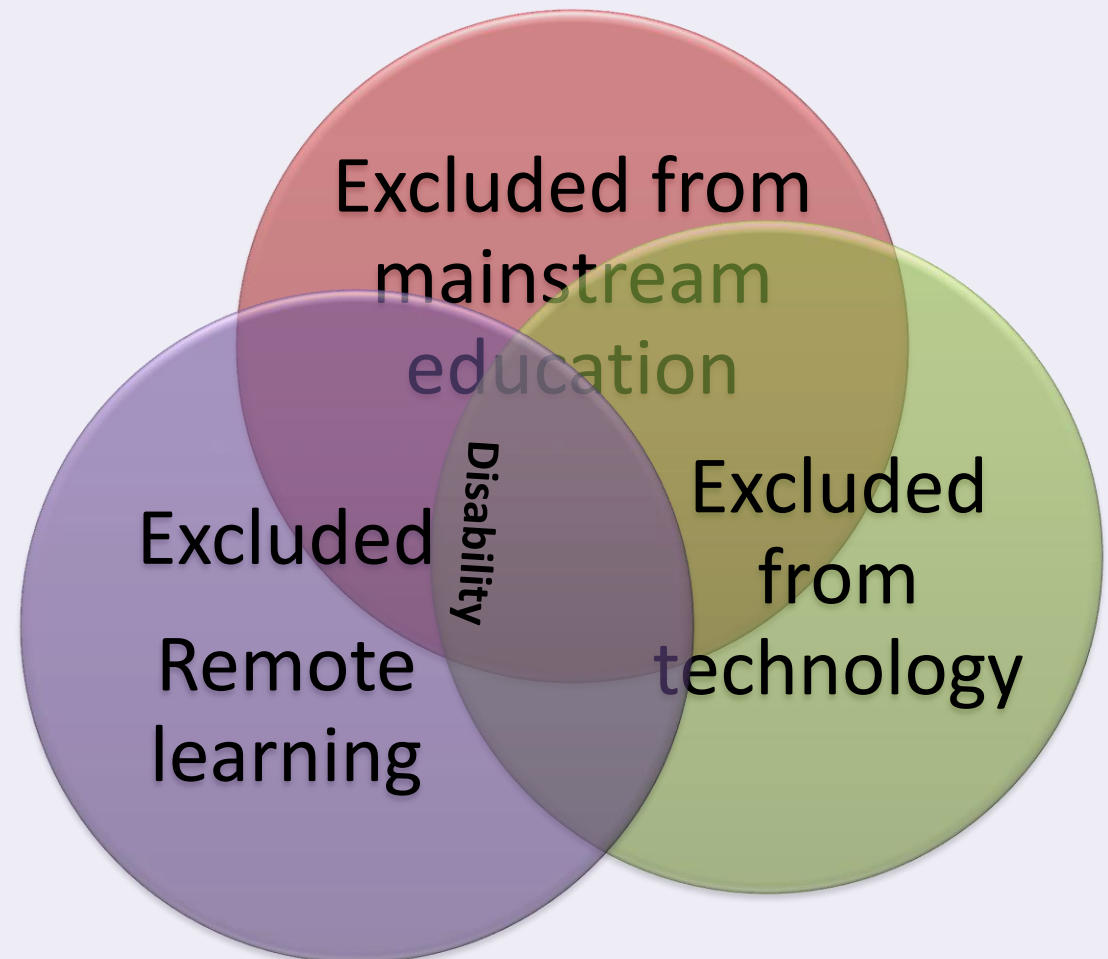
These documents will be reviewed and analysed thematically using the research questions as a guide. The study might use Qualitative Data Analysis Software (QDAS) to facilitate the data analysis.

Qualitative Document Analysis



Expected Outcome

It is expected that the interlocking of exclusion from mainstream education and technology will affect the participation of student with special needs in digital learning during the Emergency or crises situation.



Some Reference

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THANK YOU



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