

CURRICULUM VITAE

Name : Samuel Kweku Hayford
Date of Birth : December 19, 1959
Nationality : Ghanaian

Current Address : University of Education, Winneba
Department of Special Education
P. O. Box 25
Winneba, Central Region – Ghana

Email : Samuelhayford@hotmail.com
Mobile : +233(0) 206255781/ (0)247597871

PROFILE

Rich experience in managing as well as preparing teachers to manage learners with special educational needs (SEN) in special or inclusive settings. I am a leader, team player, an active listener, self motivated, and focused.

Key skill attributes

Researching and publishing issues relating to disabilities and special educational needs. Rich experience in planning, designing, developing and implementing curriculum for teachers, service providers and rehabilitation personnel.

A. ACADEMIC QUALIFICATION AND PROFESSIONAL TRAINING

Type of Academic Qualification	Year	Institution Attended
PhD in Educational Studies, Special Education	2007	University of Birmingham, United Kingdom
Post Graduate Certificate in Research in Education	2004	University of Birmingham, United Kingdom
Certificate in Study Skills in Higher and Teacher Education	2003	University of Birmingham, United Kingdom
MPhil Educational studies (SEN)	2000	University of Cape Coast Ghana & Eastern Washington United States of America
B Ed. Special Education, First Class Honours	1992	University College of Education, Winneba, Ghana
Diploma Special Education, First Class Honours	1990	College of Special Education Mampong Akuapem, Ghana
Certificate 'A' 3-year Post Secondary	1983	Komenda College, Komenda, Ghana
GCE O-Level Certificate – Grade 2	1979	Private Candidate

B. INSTITUTION ATTENDED	YEAR
University of Birmingham, United Kingdom	2002 – 2007
University of Cape Coast, Ghana & Eastern Washington University, USA	1998 – 2000
University College of Education, Winneba, Ghana.	1992 – 1994
College of Special Education, Mampong Akuapem, Ghana	1987 – 1990
Komenda College, Ghana	1980 – 1983
Damongo Secondary School, Ghana	1975 – 1977
Kintampo Secondary School, Ghana	1974 – 1975

C. WORK EXPERIENCE

Head, Department of Special Education	2012 –
<ul style="list-style-type: none"> • Chairs the committee for development programmes in the department • Chairs the committee for designing disability policy for the university 	
Vice Dean, Student Affairs (UEW)	2011 - 2012
<ul style="list-style-type: none"> • Assisted the Dean in addressing welfare issues of students on Winneba and Ajumako campuses. • Chaired the committee which inspected halls of residence and private hostels • Conducted investigation into cases involving students, landlords/ladies 	
Head, Department of Special Education (UEW)	2008 - 2011
<ul style="list-style-type: none"> • During my tenure the Department developed and introduced a Post Diploma Programme (Bachelor) in Community Based Rehabilitation and Disability Studies, and five Graduates programmes: Master of Philosophy/Master of Education, Assessment in Special Education; Post Graduate Diploma in Braille; Post Graduate Diploma in Educational Audiology; and Post Graduate Diploma in Sign Language. • The Department restructured all old programmes: Diploma in Sign Language; 4-year Bachelor of Education, Special Education; Master of Education, Special Education; Master of Philosophy, Special Education; and Doctor of Philosophy, Special Education. • The Department established a 5-year exchange programme in an MOU with Malmo University in Sweden for staff and students' exchange in 2008. • Collaborated with University of Ghana, Department of Linguistics to host an international conference and summer school on Sign Language in June 2010 • Submitted a proposal to FORCE Foundation which received an initial package of equipment worth 19,000 Euros: Everest Embosser, 2 computers and accessories, a printer, photo copier, ZY fuse, 19 Dolphin pens and headsets to equip the Resource Room for students with Visual Impairment in the University. 	

Co-ordinator School Attachment Programme.

1996 - 2000

Served as the coordinator of the School Attachment Programme of the Department of Special Education. Collaborated with a colleague to present a report on attachment at an International Conference on Inclusive Education, ISEC 2000 Manchester, UK

Tutor

1997 - 2000

Promoted from Teaching Assistant to a Tutor at the Department of Special Education, UCEW

Teaching Assistant

1994 - 1996

Appointed as a Teaching Assistant at the University College of Education, Winneba, Ghana

Special Education Teacher

1990 - 1992

Worked at Twin-city Special School, Sekondi-Ghana, handled the severe group of individuals with intellectual disabilities, appointed as the Special Olympic Coach and Housemaster of the school.

D. NATIONAL AND INTERNATIONAL ASSIGNMENT

National Committee on Inclusive Education

Since 2008, I have been involved in advisory and collaboration activities with the Division of Special Education, Ghana Education Service and the Ministry of Education on issues relating to Inclusive Education. Participated in Public sensitization programmes towards the Launching of Inclusive Education in five regions in 2008; Royal Dutch Visio of the Netherlands-GES Visual Impairment Teacher Training (VIIT) Programme for inclusive education

Consultant UNESCO Ghana Office

Worked with UNESCO Ghana office in June 2009 to discuss and adopt a National report on Early Childhood Education and Special Needs

Association of African Universities/Ford Foundation International Fellowships Programme (IFP) 2009

Served as Panel Member of Country Selection Committee for Ghana in July 2009; groomed three awardees with visual impairment for further studies abroad

National Accreditation Board

A member of a panel which assessed programmes of SS Peter and Paul Seminary at Wa and the Catholic University College at Sunyani in December 2010 and March 2011 respectively

Technical Advisor, Samuel Wellington Botchwey Foundation (SWEB) 2010

Provided technical support to the Foundation in the evaluation of programmes of Lilliane Fond of the Netherlands in the country, which covered 34 Partner Organizations and 140 Mediators working for Children with Disabilities.

External Examiner, University of Cape Coast**2009**

External Examiner of Faculty of Education, University of Cape Coast; have examined the following Master of Philosophy Theses:

1. Sam-Tagoe, W. (2009). The perceived impact of premarital counselling on marriages in Ghana- a survey in the Techiman Municipality, University of Cape Coast.
2. Mills-Graves, B. (2010). *An Assessment of Counselling Needs of Students in the University of Cape Coast*, University of Cape Coast.
3. Akyina, K. O. (2010). *An Assessment of the rationality or irrationality of students' choices of programmes at Senior High Schools in Kwabre District of Ghana*, University of Cape Coast.
4. Opoku-Nkoom, I. (2010). *Examining pre-service teacher preparation for inclusive education in Ghana*, University of Cape Coast.
5. Danso, J. B. (2010). *Evaluation of Inclusive Education Practice in Ghana: A Survey of Inclusive Pilot Schools*, University of Cape Coast.
6. Bukari, N. (2011). *The influence of selected demographic factors and self-esteem on academic adjustment of fresh undergraduates in the University of Cape Coast, Ghana*, University of Cape Coast.
7. Maison, R. S. (2011). *Impact of perceived parenting styles on adolescents' psychosocial development in two Senior High Schools in Cape Coast*, University of Cape Coast.
8. Amuaful, G. A. (2011). *Determinants of Students' Learning Behaviour in Selected Public Senior High Schools in Cape Coast Metropolis of Central Region of Ghana*, University of Cape Coast.
9. Francisca Esi DeGraft Johnson (2012). *The relationship between external influencing factors and sexual behaviour of Senior High students in Cape Coast*, University of Cape Coast.

External Examiner, Kyambogo University, Uganda**2011 -2014**

External Examiner of the Department of Special Needs Education, Faculty of Special Needs and Rehabilitation, August 4 - 16, 2011 visited Kyambogo University and vetted four programmes of the Department: Post Graduate Diploma in Special Needs; Bachelor of Education, Special Needs Education, Diploma in Special Needs Education and Diploma in Sign Language. Assessed the structure and contents of courses, examinations questions quality of marking guides and students' performance, as well as research reports for the 2010/2011 academic year

External Examiner, University of Development Studies**2011/2012**

- Review programmes of study
- Assess theses
- Moderate examination questions and marking schemes

Editor/Reviewer

1. Member of Publication Board of the University of Education, Winneba, (2008-2011)
2. Member of Editorial Board, African Journal of Interdisciplinary Studies, UEW, (2008-date).

E. PUBLICATIONS

A. Journal Articles

1. Hayford, S. K. (2001). "An evaluation of vocational programmes of special schools for individuals with mental retardation in Ghana", *Behinderung und Dritte Welt* Germany. School
2. Hayford, S. K. & Avoke, M. (2000). "Promoting inclusive education in basic schools in Winneba circuit: The role of Attachment Programme", *D: /Abstracts/papers m/mawutor 1.htm ISEC 2000* Manchester
3. Hayford, S. K., Avoke, M., & Ocloo, M. A. (1999). "The skills of an advisory teacher in an inclusive environment," *Lagos Journal of Science Education*. Vol. 4, 94-99.
4. Hayford, S. K., Avoke, M., & Ocloo, M. A. (1999). "The role of computer in mapping out essential job in Special Education", *Ghana Journal of Education and Teaching* (GHAJET) Vol. 1, 107-111.
5. Hayford, S. K. (1999). "Student-teachers' perception about inclusive education in Ghana", *Ghanaian Journal of Special Education*: Vol. 1 (4) 1-7.
6. Hayford, S. K. (1998). The role of media and technology in promoting teacher effectiveness in inclusive schools. *Ghanaian Educational Media and Technology Association Journal* (GEMTAJ): Vol. 2, 39-47.
7. Hayford, S. K. (1998). "Empowerment of parents and families of individuals with mental retardation for better results", *Ghanaian Journal of Special Education*: Vol. 1 (3) 80-86.
8. Hayford, S. K. (1997). Preparation of Special Teachers in the production and application of appropriate instructional technology. *Ghana Educational Media & Technology Association Journal* (GEMTAJ) Vol. 1.
9. Hayford, S. K. & Avoke, M. (1997). The impact of late identification on the education of individuals with mental retardation. *Ghanaian Journal of Special Education* Vol. 1 (1) 76-82.
10. Hayford, S. K. (1996). Children with Special Needs. *Ghanaian Journal of Special Education*. Vol. 1 (1) 31-37.
11. Hayford, S. K. (2008). "Frustrations of lower performing learners about class tests in primary schools in Ghana," *African Journal of Vocational Education*: Vol. 2 (2), 59 – 80.
12. Hayford, S. K. (2001). Vocational Instructional Approaches Employed in Special schools for Children with Intellectual Disability in Ghana", *Journal of Educational Development*: 1 (1) 44 - 48.

Co-authored Books

13. Avoke, M., Hayford, S. K. & Ocloo, M. (1999). *Principles and methods in Special Education*. Accra: Primtexp press. 71 pages.
14. Avoke, M., Hayford, S. K., Ihenacho, I. J., & Ocloo, M. (1998). *Issues in Special Education*. Accra: City publishers. 138 pages.

Publications submitted for consideration for promotion to the rank of Associate Professor

Journal Articles

15. Hayford, S. and Avoke, S. (2011). “Teachers’ Support Strategies for Lower Achievers in Basic Schools in Ghana”, *Multicultural Learning and teaching*: Vol. 6: Issue 1 Article 6.
16. Hayford, S. K. (2011). “Ghanaian Basic School Teachers’ Perceptions about the Effects of School Based Assessment on Lower Attaining Pupils” *African Journal of Vocational Education*. Vol. 4 (1), 25 – 37
17. Hayford, S. K. & Asare, D. (2011). “That’s why we sometimes fall into gutters...’ Recounting Experiences of Visually Impaired Students in a Mainstream Senior High School in Ghana’. *African Journal of Interdisciplinary Studies*, Vol. 4, No. 2, pp 86 – 94.
18. Hayford, S. (2010). “Experiences of student-intern-interpreters for the Deaf at the University of Education, Winneba, Ghana”, *Journal of Advocacy and Rehabilitation in Special Education*, (JARSE) Vol. 8, 15 – 21.
19. Hayford, S. K. (2008). “Improving basic school teachers’ continuous assessment practices to promote inclusion in Ghana”, *African Journal of Interdisciplinary Studies*: Vol. 1, 39 – 54.
20. Hayford, S. K. (2008). “Continuous Assessment and inclusion of Lower Attaining pupils in Primary schools in Ghana”, *Journal of Research and Development in Education*: (JORDE) Vol. 8, 181 – 196.

Chapter Contribution to Books

21. Hayford, S. K. (2005). Including special educational needs children in mainstream schools. In M. Avoke (Ed.) *Rudiments of Special Education*. Winneba: Department of Special Education.
22. Hayford, S. K. (2011). Children with Autism. In Yao E. Yekple and Prosper Deku (Ed) *Special Needs Education, Perspectives and Insights: A Practical Guide for Teachers*. Winneba: Department of Special Education.

Co-author of Books

23. Ocloo, M. A., Agbeke, W. K., Gadagbui, G. Y., Hayford, S. K., Essel, J., & Boison, C. (2002) *Preschool Education in Ghana*. Winneba: Department of Special Education. 118 pages.
24. Ocloo, M. A., Hayford, S. K., Agbeke, W. K. Gadagbui, G. Y., Avoke, M., Oppong, A., Boison, C., & Essel, J. (2002) *Foundations in Special Education: The Ghanaian Perspective*. Winneba: Department of Special Education. 227 pages.

Papers submitted for Peer Review and Publication

1. Hayford, S. K. (-). Adopting Units in Inclusive Schools as Mechanism for Increasing Access to Quality Education for Children with Moderate to Severe Intellectual Disabilities in Ghana: The Case of Reverend Father John Unit for Children with Intellectual Disability in Winneba, Ghana. Paper Submitted at the Sub-Regional International Conference on Inclusive Education - West and Central Africa, University of Education, Winneba. February 6 – 10, 2012
2. Hayford, S. K. & Oduro, R. (-). Challenges of Children Using Prostheses in Accessing Quality Education in Ghana: A Case Study of Perseverance International School at Nsawam. Paper Submitted at the Sub-Regional International Conference on Inclusive Education- West and Central Africa, University of Education, Winneba. February 6 – 10, 2012
3. Hayford, S. K. & Brew, B. (-). Tutors' Perceptions about Pre-Service Teacher Preparation towards Inclusive Education in Ghanaian Colleges of Education. Paper Submitted at the Sub-Regional International Conference on Inclusive Education- West and Central Africa, University of Education, Winneba. February 6 – 10, 2012

Distance Education Materials

1. Hayford, S. K. (1996). Concept of Mental Retardation. In Introduction to Special Education. *Unit 4, IEDE, Distance Education Module*, UCEW, pp. 201-213.
2. Hayford, S. K. (1996). Causes of Mental Retardation. In Introduction to Special Education. *Unit 4, IEDE Distance Education Module*, UCEW, pp. 214-241.
3. Hayford, S. K. (1996). Characteristics of Mentally Retarded Children. In Introduction to Special Education. *Unit 4, IEDE, Distance Education Module*, pp. 242-249.
4. Hayford, S. K. (1996). Identifying the Mentally Retarded. In Introduction to Special Education. *Unit 4, IEDE Distance Education Module*, UCEW pp. 260-270.
5. Hayford, S. K. (1996). Management of Mentally Retarded Children. In Introduction to Special Education. *Unit 4, IEDE Distance Education Module*, UCEW, pp. 272-286.
6. Hayford, S. K. (1996). Implications of Gifted and Talented. In Introduction to Special Education. *Unit 3 IEDE, Distance Education Module*, UCEW, pp. 182-187.

F. CONFERENCES/WORKSHOPS/SEMINARS & PAPER PRESENTED

7. Workshop on Designing & Writing Distance Education Materials for Post-Diploma B.Ed. learners. UCE Winneba - Ghana. July 4 – 8, 1995. Organised by ODA, UK
8. Hayford, S. K. (1997). *Sources of learning problems among primary school children*. A paper presented at a workshop on Learning Disabilities for primary and junior secondary schools teachers in Winneba. UCEW. March 21, 1997.
9. Hayford, S. K. (1998). *Causes, management and training of persons with mental retardation*. Paper presented at a workshop on Personnel working with persons with disabilities in the community-based rehabilitation programme. Battor, Volta Region. August 10 -14, 1998.
10. Hayford, S. K. (1998). “Bridging the gap from initial diagnosis to school placement: The need for early childhood programmes for children with mental retardation”. In J. I. Ihenacho (Ed.) *Pre-plan for Special Education Services in Ghana in the 21st Century. Conference Proceedings*. UCEW, Winneba. (144-149).
11. International workshop on Human resource development in support of inclusive education, Kampala, Uganda. February 22, - March 3, 1999. UNESCO
12. Hayford, S. K. (1999). Preparation and use of instructional technology for children with learning difficulties. April 19, 1999.
13. Hayford, S. K. (1999). *Using play to help young children with disabilities to learn reading*. A paper presented at International workshop on successfully educating students with learning and behaviour difficulties. October 7, 1999. WWBH. USA.
14. Follow-up workshop on clinical issues on reading disorders and behaviour problems. May 26 - 27, 2000. WWBH. USA.
15. Hayford, S. K. (2000). Types of childhood disability and support for parents and families in Ghana. National radio talks on special education in the 21st century. A challenge for the nation. June 28 – 30, 2000. ACCRA, GHANA.
16. Workshop on Counselling parents and families of children with exceptionalities. July 10 – 12, 2000. GTZ/GES
17. Hayford, S. K. (2000). Vocational Programme and transition services for the mentally retarded in Ghana Workshop on vocational programming for persons with moderate/severe learning difficulties. October 2 – 6, 2000. GTZ/GES/SED.
18. Hayford, S. K. (2000). *Adapting the National Curriculum to suit children with mental retardation*. Materials presented at workshop on curriculum for special schools for children with learning difficulties in Ghana. October 9 – 13, 2000. GTZ/GES/SED.
19. Hayford, S. K. (2001). *Language activities, personal and social skills for children with mental retardation*. Materials presented at workshop on designing curriculum for special schools for children with moderate to severe learning difficulties in Ghana. Convener, March 8 – 9, 2001. GTZ/GES/SED.

20. Seminar researching needs and possibilities for the education and training of persons with learning difficulties in Ghana. Moderator, March 26 - 27, 2001. *University of Munich, Germany and Ghana Education Service (GES)*.
21. Workshop on appraisal of inter-agencies services for persons with disabilities in Ghana. Participant, August 12 – 17, 2001. *British Council, Accra. VSO*

Activities to support submission for Promotion to the rank of an Associate Professor

22. Hayford, S. K. (2005). “Class tests are not the best method for organizing continuous assessment: Basic school teachers’ perceptions about continuous assessment”. A paper presented at the *British Educational Research Association, Annual Conference* – University of Glamorgan, UK, September 13 – 14, 2005
23. Hayford, S. K. (2006). “Examining the impact of continuous assessment on the motivation and learning of lower achieving primary school pupils in two circuits in Ghana”. *Research Student Conference*, University of Birmingham, UK. (Peer-reviewed)
24. Hayford, S. K. (2008). *Inclusive education, education for all: Prospects and Challenges*. Paper presented as Guest Speaker’s Keynote Address at the Launching of Inclusive Education in five target districts in Ghana, by GES and USAID Ghana Office. July 8, 2008 at Damongo Senior High School, Northern Region; and July 10, 2008 Bole, Upper West Region.
25. Hayford, S. K. and Mama, V. (2008). *Inclusive Education: The way forward*. Stakeholders’ workshop organised by the Ghana Association of the Blind (GAB) at Banquet Hall Coconut Groove Regency Hotel, Accra September 18, 2008.
26. Hayford, S. K. (2009). *Children with Special Needs*. A paper presented at the National Forum on Inclusive Education, Ajumako, Organisers GES, USAID
27. Hayford, S. K. (2009). *Inclusive Education in Ghana: The Role of the Special Educator*. 12th Departmental Annual Week celebration Special Education Students’ Association (SESA)
28. Hayford, S. K. (2010). *Collective effort of improving special needs education in Ghana, a responsibility of all*. A paper presented at the 40th Anniversary celebration and Speech and Prize giving day of Cape Coast School for the Deaf. November 18, 2010.
29. Hayford, S. K. (2010). *Social inclusion of persons with disabilities*. A paper presented at a Seminar organized by CEDRES, Department of Community Health, SMS/KNUST – Kumasi, December 1-4, 2010.
30. Hayford, S. K. (2011). *Introduction to Programmes of University of Education, Winneba and Community Based Rehabilitation and Disability Studies*. A paper presented at a 2-day Stakeholders’ Workshop at ILGS-Accra. June 2 & 3, 2011.
31. Participant, Training and Coaching in Disability and rehabilitation Research, held at Centre for Disability and Rehabilitation Studies (CEDRES) KNUST, November 3 -5, 2011.

32. Participant, Psychology of Disability and Rehabilitation Studies (CEDRES), KNUST, December 5 – 16, 2011
33. Facilitator, Stakeholders' Forum on Draft Special Needs & Inclusive Education Policy, held at Cleaver House, Accra, November 27 – 28, 2012.

Theses Supervision

1. Master of Education

1. Arthur, I. (2010). *Provisions for Pupils with Hearing Impairment and Low Vision at Ashanti School for the Deaf at Jamasi*, University of Education, Winneba.
2. Thompson, M. N. A. (2010). *The use of drawing and painting in developing fine motor skills among learners with mild intellectual disabilities at Dzorwulu Special School in Accra*, University of Education, Winneba.
3. Owusu S. (2010). *Reading difficulties among Upper Primary Pupils in Twenty selected Schools in Obuasi Municipality*, University of Education, Winneba.
4. Ramatu, A. (2010). *Analysis of records of clients at the National Assessment and Resource Centre for Children at Achimota from 2003-2007*, University of Education, Winneba.
5. Montii, A. C. (2010). *Concerns of Integrated School Teachers in Accra Metropolitan Area about Inclusive Education*, University of Education, Winneba.
6. Orleans M. P. (2010). *Communication modes for persons with Deaf-Blindness at the centre for Deaf-blind Children at the Demonstration School for the Deaf, Akwapim Mampong*, University of Education, Winneba.
7. Soglo-Sevor, C (2010). *Related services available for pupils with special educational needs in regular classrooms in Akasti District*, University of Education, Winneba.

2. Master of Philosophy

1. Cobbinah, J. B. (2009). *Analysis of Clients' Records at the Centre for Hearing and Speech Services, University of Education, Winneba, UEW*.
2. Asare, D. (2010). *Resource Services for Students with Visual Impairment at Okuapeman Senior High School, Akropng Akuapem*, University of Education, Winneba.
3. Awini, A. (2010). *Social Inclusion of Students with Blindness at Cape Coast Basic School*, University of Education, Winneba.
4. Alayi, M. (2010). *Functionality of Curriculum for Schools for Individuals with Intellectual Disability in Ghana*, University of Education, Winneba.
5. Ahaimeny, C. (2010). *Providing support services for pupils with special needs in regular school: A case study of Methodist A & B Basic School, Winneba*, University of Education, Winneba.
6. Brew, B. (2011). *Views of Tutors of Colleges of Education on Pre-service Teachers Preparation towards Inclusive Education in Ghana*, University of Education, Winneba.

7. Ocran, I. J. (2011). *School-Based Assessment and Inclusion of all Learners at Basic Schools in Central Region of Ghana*, University of Education, Winneba.
- 3. Master of Science Theses of students from CEDRES/DCH/SMS/KNUST**
 1. Boakye-Yiadom, H. (2011). *Inclusion of children with special needs in mainstream basic schools in Kwadaso Sub- Metro of Kumasi Metropolis*. Kwame Nkrumah University of Science and Technology, Kumasi.
 2. Mireku, O. A. (2011). *Early identification and intervention services for childhood disabilities in Akuapim North District*, Kwame Nkrumah University of Science and Technology, Kumasi
 - 4. Co-supervisor of 2 Doctoral students**
 1. Oppong A. M. (2012). *Performance of Deaf Students of Ashanti School for the Deaf in Standardized Examination*, University of Education, Winneba.
 2. Asiamah, K. (-). *Evaluation of Inclusive Pilot Schools in Ashanti Region of Ghana*, University of Education, Winneba.

Committee Membership of the University of Education, Winneba

1. Publication Board, UEW (2008- 2011)
2. Strategic Plan Monitoring Committee, UEW (2010 - Date)
3. Chairman of Departmental Programme Re-structuring Committee (UEW)
4. Chairman of Departmental Graduate Board 2008-2011
5. Chairman of Department Graduate Programme Designing Committee (UEW)
6. Faculty of Educational Studies Board, UEW
7. Hall Fellow for Kwegyir Aggrey Hall, UEW (2008 - 2011)
8. Patron Association of Students with Disabilities at UEW
9. Programme Designing Committee of the MSc. Disability, Rehabilitation and Development, Department of Community Health, School of Medical Sciences, KNUST.
10. Chairman, Committee for drafting Disability Policy for the University (UEW) -2013

G. NATIONAL AWARD

1. 1991 Recipient of Best Tertiary Student in Akwapim North District.
2. 1996 Co-recipient of National Award from UNCEF and GNCC for promoting the welfare of children

H. PROFESSIONAL ASSOCIATION

University Teachers Association of Ghana (UTAG)

REFEREES

- 1) Prof. Mawutor Avoke
Dean, School of Graduate Studies
University of Education
P. O. Box 25

Winneba

2) Prof. Grace Yawo Gadagbui
Director Quality Assurance
University of Education
P. O. Box 25
Winneba, Ghana

3) Prof Ann Lewis
School of Education
University of Birmingham,
Edgbaston, Birmingham
B15 2TT
UK
A.Lewis@bham.ac.uk

Signature: ...SHayford.....

Date: 06/02/2013.