

## Report working visit Ghana June 05-12-2021

### *Introduction:*

In 2018, the Scottish CPA started a program on inclusive education for children with CP, which was funded by DFID (GBP75.000), in collaboration with Multi Kids Inclusive School as the implementing partner. After the transition from CPA Scotland, CPA NL was requested to organize a final Master-training (ToT) for Multi Kids staff, mainly SPED teachers and para medics.

Because of Covid 19, the outreach component of the program (to promote IE for children with CP in 19 regular schools throughout the country) could hardly be implemented, because M&E visits were not possible. Since traveling from Europe was also restricted until recently, as a compensation several WhatsApp training sessions were organized in the first half of 2021. Our visit was the first since the (last and only) training visit in 2019 organized by the Scottish CPA : a) on production of APT seats for the SPED Teachers and b) on sharing knowledge about CPA, aiming to improve skills for therapeutic/ ADL interventions by the SPED teachers). The objectives of our visit were related to the indicators of the result framework (*enclosures 1*).

### *Observations:*

-) Despite several Zoom – and WhatsApp sessions, the situation became only clear after a few days being on the spot: the MK school is a highly professional inclusive school, with 65 staff and 70 children; the annual fee per child is USD10.500; one third of the students are allowed for reduced rates. The classes are having 4-8 kids with 2 – 4 (assistant) teachers, apart from about 15 para medics, who are partly treating patients from the neighborhoods, which is generating additional income for the school. Apart from the school, MK inclusive school founded a separate NGO-: Multi Kids Africa (MKA), with a goal to provide outreach services for CP to deprived communities through community clinics. The ambition was/ is to have an impact through promoting and facilitating/ supporting inclusiveness at regular schools and to promote day care centers; so far this has hardly any results, also because of COVID 19.

-) The training on APT by the Scottish CPA resulted in a well-equipped workshop at the MK school, with a competent staff), producing mainly APT seats for outside day care centers/ schools, none is used at the MK school, where highly sophisticated assistive devices are purchased/ imported. The plan was to train SPED teachers to produce APT devices; so far without much results. In our evaluation we conclude the project was not quite sustainable: see evaluation report (*enclosure 2*).

-) The results of the previous training (2029) to transfer knowledge on CP was difficult to measure, because 3 out of 5 SPED trainees joined MK after '19 and were not aware of the DFID program.

During the week we met with:

a) 2 day care centers, the first one in Bujumbura, a refugee camp, very committed parents, poor facilities, mainly TLC (Tender Love & Care) and the second one in Winneba which was a big surprise, showing remarkable relevant vision/ leadership from a CBR trained person (Grace, we spontaneously invited her to join at our training at MK the following day and we consider her as a potential candidate for the Master Training in October '21 in Ethiopia).

b) Mr. Acheampong, Head of the Faculty in charge of a diploma course on CBR at the University of Winneba, who showed keen interest to get involved with CPA in developing an extra module with CPA NL on a new practical approach to deal with NDD within CBR;

c) Director and senior staff of the Salvation Army CBR center; they're running a CBR program and the Director, a former CBR fieldworker, showed immediate understanding/ recognition of the issue at stake and showed strong interest to get involved in the new approach with CPA NL;

d) Hanna Awadzi, a journalist and mother of a CP child, who became a well-known activist on CP in Ghana; with Hanna, founder of the "Special Mothers Program", and also a goodwill Ambassador for CPA NL, we discussed the option to collect stories through regular (1 – 2 times per year for at least 5 years or longer) interviews with 5 – 7 families and children with NDD (level 3-5); next to this we've suggested to offer her a platform for stories on NDD on our website. She'll let us know in 2 weeks whether and on what condition she could do this.

e) Two days of training session, separate for SPED teachers and for para medics: *see enclosure 1*

f) Finally we met with the senior management of MK school (Mrs. Mandy) and MKA (Mr. Farouk) to discuss possible future partnership, with the following

*main conclusions:*

- 1) The MK-leadership will prepare a vision document, for approval/ decision making by the Board on June 21<sup>st</sup> (feedback to CPA within 1 week)
- 2) CPA NL is interested to be involved as partner (with MKA as a implementing partner) on condition it's based on a policy decision of the Board, to adopt this a new approach and a new strategy.
- 3) CPA NL will be able to support in capacity building for this new approach (characteristics: evidence based, reference to CAN child/ GTKCP/ STEP) on the management of NDD within the broader context of CBR.
- 4) CPA NL, though not a funding agency, is willing to seek for co-funding opportunities, with MKA being in the lead.
- 5) Main components for the Board to decide upon will be:
  - ) investment in building a community team with a PT (Juliet?) and CBR staff (Patrick? and Kenneth?)
  - ) identify the needs for community services on NDD in 2 – 4 nearby neighboring communities
  - ) start with baseline in these communities; if wanted, students from Leiden could be asked to do fieldwork
  - ) evidence building is a pre-condition from the start
  - ) establish small day care centers in nearby communities
  - ) use MK school as a resource center for NDD services in nearby deprived communities; assist children in day care centers with special needs on tailor made and concrete means, e.g. digital devices (NB: e.g. case story of Elsa: athetoid, 13 years, non-speaking, highly intelligent, intellectually not at all being challenged yet)
  - ) explore options with Winneba University CBR Bachelor course to develop extra modules on NDD, on which CPA NL will be supporting the curriculum needs and will assist to get possible funding ( NUFFIC?)
  - ) explore options to liaise with the Salvation Army

NOTE: these points were shared during a final lunch meeting with Mandy; it was a constructive, openhearted sharing, important for us to understand far better the ins and outs in between the formal lines. She seems committed to develop community services through MKA and is ready to take the lead in a future partnership, awaiting the Board's decision on June 21<sup>st</sup>.