



2021 SOCIAL IMPACT REPORT

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ACRONYMS AND ABBREVIATIONS

CRPD	- Convention on the Rights of Persons with Disabilities
CSO	- Civil Society Organization
CSPSP-GH	- Civil Society Platform for Social Protection, Ghana
DACF	- District Assemblies Common Fund
DANIDA	- Danish International Development Agency
DFID	- Department for International Development
DPOD	- Disabled People's Organization Denmark
ECT	- Emergency Cash Transfers
GoG	- Ghana of Government
IE	- Inclusive Education
LEV	- Landsforeningen LEV
MMDAs	- Metropolitan, Municipal and District Assemblies
MO	- Member Organization
NORAD	- Norwegian Agency for Development Co-operation
PSHG	- Parent Self-Help Group
QR	- QualityRights
SHS	- Senior High School
SSNIT	- Social Security and National Insurance Trust
UNICEF	- United Nations Children Fund
WHO	- World Health Organization



WHY WE EXIST



OUR VISION

Equal opportunities and inclusion for all Persons with Intellectual and Developmental Disabilities in Ghana



OUR MISSION

To reduce stigmatization and ensure full inclusion of persons with intellectual and developmental disabilities and their families in Ghana by advocating for their rights and needs.



OUR VALUES

- We value the development of the potential of each person with an intellectual or developmental disability in an atmosphere characterized by love, respect and creativity.
- We foster partnership and collaboration to promote community inclusion for persons with intellectual and developmental disabilities and their families.
- We demonstrate integrity through honesty, civility, and fairness.
- We embrace the diversity of individuals, ideas, and expressions.
- We exercise stewardship of our global community.

CORE SERVICE AREAS

1. Training

- Strengthen the capacity IG Member Organizations and Parent Self-Help Groups (PSHGs) to improve the delivery of quality services to persons with intellectual and developmental disabilities and their families.

2. Research

- Conduct research to gather relevant evidence to advocate for services and support that will lead to improvements in the lives of persons with intellectual and developmental disabilities and their families.

3. Education

- Maintain an authoritative body of information and knowledge about intellectual and developmental disabilities, support proactive community outreach by IG Member Organisations and PSHGs to raise awareness and sensitise on intellectual and developmental disabilities.
- Provide accessible information that supports stakeholder ability to make informed choices.

4. Advocacy

- Advocate for inclusion, and participation in society for persons with intellectual and developmental disabilities and their families.
- Proactively inform, influence and develop public policy at the community, regional and national levels in collaboration with the greater disability community.
- Support Court Action or other initiatives by persons with intellectual and developmental disabilities and their families to demand their rights.



MESSAGE FROM THE BOARD



**MARY
AMOAH (MRS)**
President

The Year 2021 began with continuation of relaxation of various COVID-19 related restrictions and adherence to health protocols. As many of our programme activities planned for 2020 were outstanding, we sought doubling of efforts to make up for lost grounds so as to move on track in pursuit of our strategic objectives.

The main interventions carried out in the year included capacity-building for PSHGs, sensitization on intellectual and developmental disabilities and related issues, promotion of inclusion of children with intellectual and developmental disabilities community or school events, education on rights-based quality services/support in mental health, psychosocial or intellectual disability, promotion of social accountability in social protection delivery in Ghana and building the momentum for persons with intellectual and developmental disabilities to access inclusive education in their communities.

In the following sections, we present breakdown of engagements carried out under the above intervention areas, and what the immediate results or impacts were. Together, we can even achieve more results or impact on the lives of persons with intellectual and developmental disabilities.

As you read through, we welcome your feedback or suggestions for improvement, through info@inclusion-ghana.org or 0302 243 291.

INTERVENTIONS AND IMPACT

In 2021, we engaged:

1,215

PARENTS AND CAREGIVERS OF PERSONS WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES

703

PERSONS WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES OR SELF-ADVOCATES

753

GHANA SCOUT AND GIRL GUIDE MEMBERS

190

REPS OF DUTY BEARERS

116

REPS FROM OTHER DISABILITY GROUPS

2,640

COMMUNITY MEMBERS

44

REPS OF KEY NATIONAL LEVEL STAKEHOLDERS IN IE

CAPACITY-BUILDING FOR PSHG REPS

Various activities aimed at enhancing the capacity of PSHG leaders and representatives were implemented.

271 PSHG leaders/representatives and 35 Self-Advocates trained.

PSHG leaders, representatives and self-advocates were trained on disability laws (Disability Act, 2006 (Act 715) & UN CRPD), Group dynamics and leadership, and them upward & downward accountability. Participants were empowered to protect, respect and fulfil the rights of persons with intellectual and developmental disabilities. The leadership of the PSHGs were equipped with relevant information to enable them to lead the groups effectively from the forming to the performing stage.



84 PSHG District leaders trained in Mentor-Mentee Relationship.

To enable IG District leaders in 6 main project districts to support their counterparts in the 6 adjoining districts, leaders from these 12 districts were trained on IG's District Mentoring Program. This program developed on previous project guides IG District leaders in main project districts to transfer their knowledge to those in the Adjoining districts and provides cost-effective opportunity for IG leaders in project districts to replicate key interventions in neighbouring districts that did not directly benefit from a project, thereby increasing the overall reach of the project.

89 PSHG leaders/representatives participate in experience-sharing meetings.

PSHG leaders/ reps from the 6 project districts meet their counterparts in the 6 adjoining districts to share experiences, challenges, lessons, and successes in relation to leading the groups, engaging in local advocacy and supporting persons with intellectual and developmental disabilities. This aids knowledge enhancement amongst the PSHG leaders.

The experience-sharing platform instigates a reflection within the IG District leadership on their level of proactiveness in comparison with their colleagues in other districts.



SENSITIZATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AND RELATED ISSUES

Awareness-raising and education of key stakeholders were carried out to help highlight the rights of persons with intellectual and developmental disabilities, and the important role the Parent Self-Help Group (PSHG) plays in IG interventions at local level.

111 representatives of local disability movement sensitised

Across the 12 project districts, representatives of the local disability movement were sensitised on issues relating to persons with intellectual and developmental disabilities. The rights of persons with intellectual and developmental disabilities and their inclusion within the respective local disability

movement as well as legitimate representation of persons with intellectual and developmental disabilities by parents/caregivers in local disability movement activities were stressed at these meetings.

The acceptance of persons with intellectual and developmental disabilities within the local disability is needed to guarantee their access to interventions targeting persons with disabilities at district level.



143 representatives of duty bearers at district level sensitised

There is considerable misunderstanding amongst staff of duty bearer organization at district level in relation persons with intellectual and developmental disabilities being members of the disability fraternity in Ghana, and so inconsistencies abound across MMDAs when it comes to local government support

to persons with intellectual and developmental disabilities or their parents/caregivers.

The sensitisation meetings in the 12 project districts were meant to clarify any such misunderstanding, and pave ways for persons with intellectual and developmental disabilities in these districts to be given equal opportunities to access local government interventions targeting persons with disabilities on an equal basis.

In particular, the sensitisations facilitate persons with intellectual and developmental disabilities access to the 3% allocation of the District Assembly Common Fund (DACF) to persons with disabilities, and free National Health Insurance registration/renewal. Across the 12 project districts, around 80 persons with intellectual and developmental disabilities have benefited from DACF support directly or through their parents/caregivers, and many more have received free NHIS registration or renewal.



88 Influential community members in 6 main project districts sensitised. 48 volunteered champions enlisted.

National Health Insurance registration/renewal. Across the 12 project districts, around 80 persons with intellectual and developmental disabilities have benefited from DACF support directly or through their parents/caregivers, and many more have received free NHIS registration or renewal.

Influential persons including assembly members, traditional, religious and opinion leaders, youth and women groups leaders, and teachers from selected communities in the 6 main project districts were brought together to discuss effective ways to champion the social inclusion of children with intellectual and developmental disabilities in their respective communities.

A call for some of the influential community members to volunteer as role models in promoting the social inclusion of children with intellectual and developmental disabilities in communities received a positive response.

The champions promised to continuously keep their eyes on children with intellectual and developmental disabilities in their respective communities, ensuring they are not left loitering in streets without proper parental care and support.



82 local Scout/Girl Guide members, 54 parents/caregivers and 44 children in 6 main project districts sensitised.

The champions promised to continuously keep their eyes on children with intellectual and developmental disabilities in their respective communities, ensuring they are not left loitering in streets without proper parental care and support.

The partnership between PSHGs and Scout/Girl Guide at local level was a unique opportunity offered by the Sustainability project to help drill down deeply the message of inclusion of children with intellectual and developmental disabilities in society. Local Scout/Girl Guide members, parents/caregivers and children with intellectual and developmental disabilities were brought together in each of the

6 main project districts, to openly discuss the nature and modalities of the partnership. Through these meetings, local Scout/Girl Guide members were sensitised on children with intellectual and developmental disabilities, and parents/caregivers shared information on how the Scout/Girl Guide members could have easy and friendly engagements with children with intellectual and developmental disabilities.

The sensitisation helped the local Scout/Girl Guide members to debunk all the misrepresentations that society hold against children with intellectual and developmental disabilities, thereby boosting their enthusiasm and resolve to provide useful support to the promotion of the inclusion of children with intellectual and developmental disabilities in communities.



PROMOTING INCLUSION OF CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES IN COMMUNITIES

80 local Scout/Girl Guide members receive orientation on “best buddy” relationship. 48 local Scout/Girl Guides members opt as “peer buddies” of children with intellectual and developmental disabilities.

There were interventions aimed at promoting the inclusion of children with intellectual and developmental disabilities in community and school events.

In the 6 main project districts, Scout/Girl Guide members were orientated on the “Best Buddy” program, which establishes one-to-one friendship between persons with intellectual and developmental



disabilities and others without disability. Local Scout/Girl Guide members selected as “peer buddies” are supporting their friends with intellectual and developmental disabilities (buddies) to socialise and make more friends through taking them out on individual or group basis.

Through the “best buddy” initiative, children with intellectual and developmental disabilities develop a boost to their self-esteem and level of confidence that help them go out on their own to participate in community or school events. These group outings were deeply entertaining to the children with intellectual and developmental disabilities, the local Scout/Girl Guide members and other community children. They gave strong message to the other children in communities that it is very safe to play with children with intellectual and developmental disabilities.



535 persons (254 local Scout/Girl Guide members, 162 children with intellectual and developmental disabilities, and 119 parents/caregivers) participate in fun/sporting games in communities.

In 3 selected communities in each of the 6 main project districts, fun/sporting games were organised by the local Scout/Girl Guide together with children with intellectual and developmental disabilities and their parents/caregivers.

These games were highly patronised by community members most of whom for the first time saw the children with intellectual and developmental disabilities in really happy mood. They saw children with intellectual and developmental disabilities competing strongly Scout/Girl Guides members, and



also undertaking exercises they thought previously did not believe that children with intellectual and developmental disabilities could perform.

Consequently, the games enhanced general goodwill towards children with intellectual and developmental disabilities and their parents/caregivers in those communities. It boosted the confidence of children with intellectual and developmental disabilities to go out into the community to participate in events as many of community members cheered them during the games.



Estimated 2,640 community members reached with video screening showcasing the potentials of children with intellectual and developmental disabilities.

There are many in communities whose thinking is that children with intellectual and developmental disabilities do not have any potentials to contribute

to our social development. Videos highlighting the challenges that children with intellectual and developmental disabilities face at home and school, and how they could be supported to realise their potentials, were screened in 3 selected communities in each of the 6 main project districts. The videos were screened in open spaces at community durbar grounds or popular spots where many community members could be attracted.

Immediate feedback from the video screening indicated significant change of opinion towards children with intellectual and developmental disabilities, with many calling on parents/caregivers of children with intellectual and developmental disabilities to pay particular attention to those and offer them same opportunities as they give to their siblings without disabilities.



26 Children with intellectual and developmental disabilities boosted their confidence and endurance in a 3-day hiking with 33 Scout/Girl Guide, 12 PSHG Reps and 11 IG MO Reps.

Across the 6 main project districts, children with intellectual and developmental disabilities were selected to participate in a 3-day hiking, aimed at boosting their confidence and endurance to face future emergencies. The hiking involved jungle walk, river crossing, mountain climb, canopy walk among other exciting exercises.

The performance by the children with intellectual and developmental disabilities left the parents/caregivers who accompanied them baffled at the energy and perseverance possessed by the children.

Very positive feedback was received from both the children with intellectual and developmental

disabilities and the Scout/Girl Guide members who were involved. Following the hiking, some of the children with intellectual and developmental disabilities opted to join the local Scout Chapter.



QUALITYRIGHTS IN MENTAL HEALTH

Awareness-raising and education of key stakeholders were carried out to help highlight the rights of persons with intellectual and developmental disabilities, and the important role the Parent Self-Help Group (PSHG) plays in IG interventions at local level.



133 QualityRights Certificates delivered by Inclusion Ghana on QR Ghana

Inclusion Ghana engaged approximately 300 individuals to sensitise them on the QR e-Training, which has been carefully developed by experts to equip trainees with practical skills in providing rights-based health care and support to persons with mental health, psychosocial and intellectual disabilities.

The individuals engaged by Inclusion Ghana are mostly those who are more likely to have interactions with persons with intellectual and developmental disabilities in the course of their work or daily activities. These included teachers, nurses, family members, staff of IG MOs, and SHS pupils. A number of them were supported by IG to sign-up for the e-Training course. Completion of the course leads to QR certificate (see below), awarded by WHO.



Those who completed the e-Training have gained very good insight on providing quality services or support to persons with intellectual and developmental disabilities, with a focus on their human rights. They also serve as ambassadors in recruiting more relevant persons to pursue the QR e-Training.

PROMOTING SOCIAL ACCOUNTABILITY IN SOCIAL PROTECTION DELIVERY IN GHANA

Inclusion Ghana is actively involved in the partnership between the Civil Society Platform for Social Protection Ghana (CSPSP-GH) and UNICEF Ghana. The partnership which involves two other Civil Society (CS) platforms seeks to strengthen accountability in the delivery of social protection programs by the State. IG's active participation in the activities of the platform is underpinned by the need to ensure disability and gender inclusion in the delivery of social protection interventions.

807 individuals engaged to share their views and concerns relating to the Government's COVID-19 Emergency Cash Transfers to persons.

IG led the CSPSP-GH to conduct independent monitoring of COVID-19 Emergency Cash Transfers (ECT) to citizens who were hard-hit with the negative economic impact of the pandemic. IG developed all

the relevant data collection tools and sampled 1,077 reported beneficiaries of the ECT for interviews, to gather relevant evidence and views on the ECT. A detailed CSO Monitoring Report was prepared by IG and shared with development partners including the World Bank, DFID and UNICEF at a virtual dissemination workshop.

CATALYST FOR INCLUSIVE EDUCATION

IG is an implementing partner for the 2-year NORAD-II Catalyst for Inclusive Education (IE) project. Among others, the project seeks to build the capacities of relevant stakeholders to promote inclusive education for children with intellectual and developmental disabilities.

6 Staff of IG empowered as Trainers in Inclusive Education.

The project trained staff of implementing partners, to equip them with practical knowledge relating to implementation of Inclusive Education. The training enhanced the capacity of participants to effectively advocate for inclusive education (IE) for children with intellectual and developmental disabilities, as well as train professionals involved in the implementation of IE in Ghana.

44 National level Stakeholders and Duty Bearers engaged on IE in Ghana.

A day's workshop was organised to sensitise relevant national level stakeholders and duty bearers on making inclusive education really accessible to children with intellectual and developmental disabilities. The workshop sought to entreat stakeholders to send the right message down their respective reporting lines to reach implementers at community level.

71 Family members sensitised on Inclusive Education for Children with intellectual and developmental disabilities.

Two family workshops were organised for parents/caregivers, siblings and support persons to highlight the right and need of accessing inclusive education for children with intellectual and developmental disabilities. Participants were empowered to demand access to IE for children with intellectual and developmental disabilities.

EMPOWER US

Empower Us is a component of NORAD-II project being implemented in Ghana by IG. It aims to support Inclusion International (II) members to develop self-advocate leadership. It is facilitated by self-advocates.

**31 Self-Advocates and Support
Persons trained towards
“empower us”**

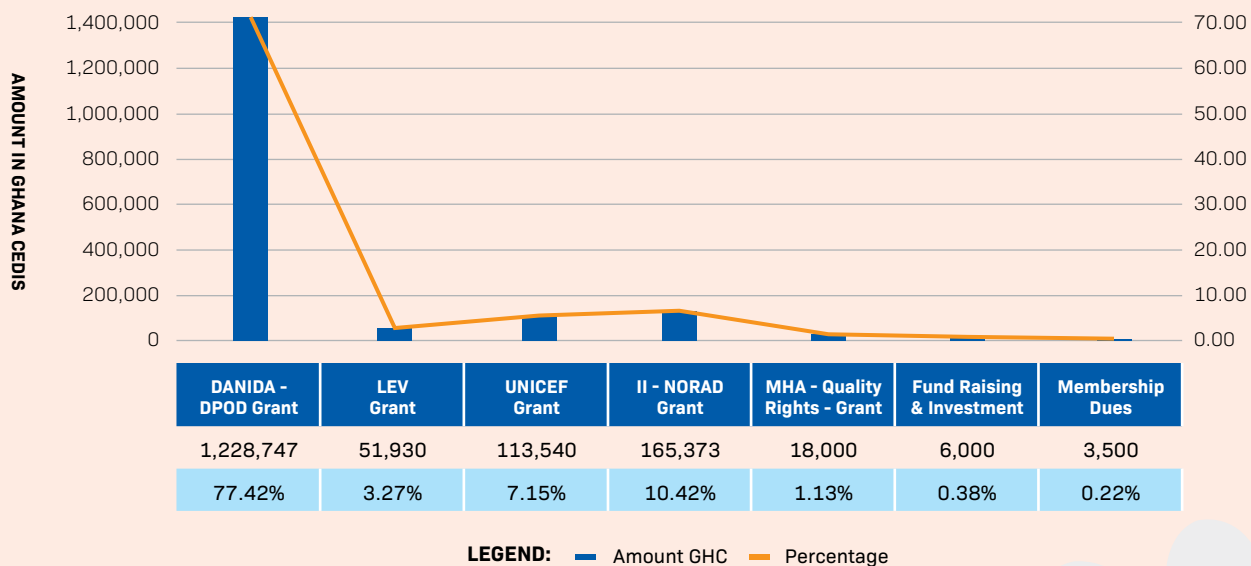
Two training workshops were organised for self-advocates and support persons to improve their knowledge in advocating for rights of persons with intellectual and developmental disabilities and providing effective support to them.

FINANCIALS

Raised over 1.5 million Ghana cedis towards achieving our core mandate

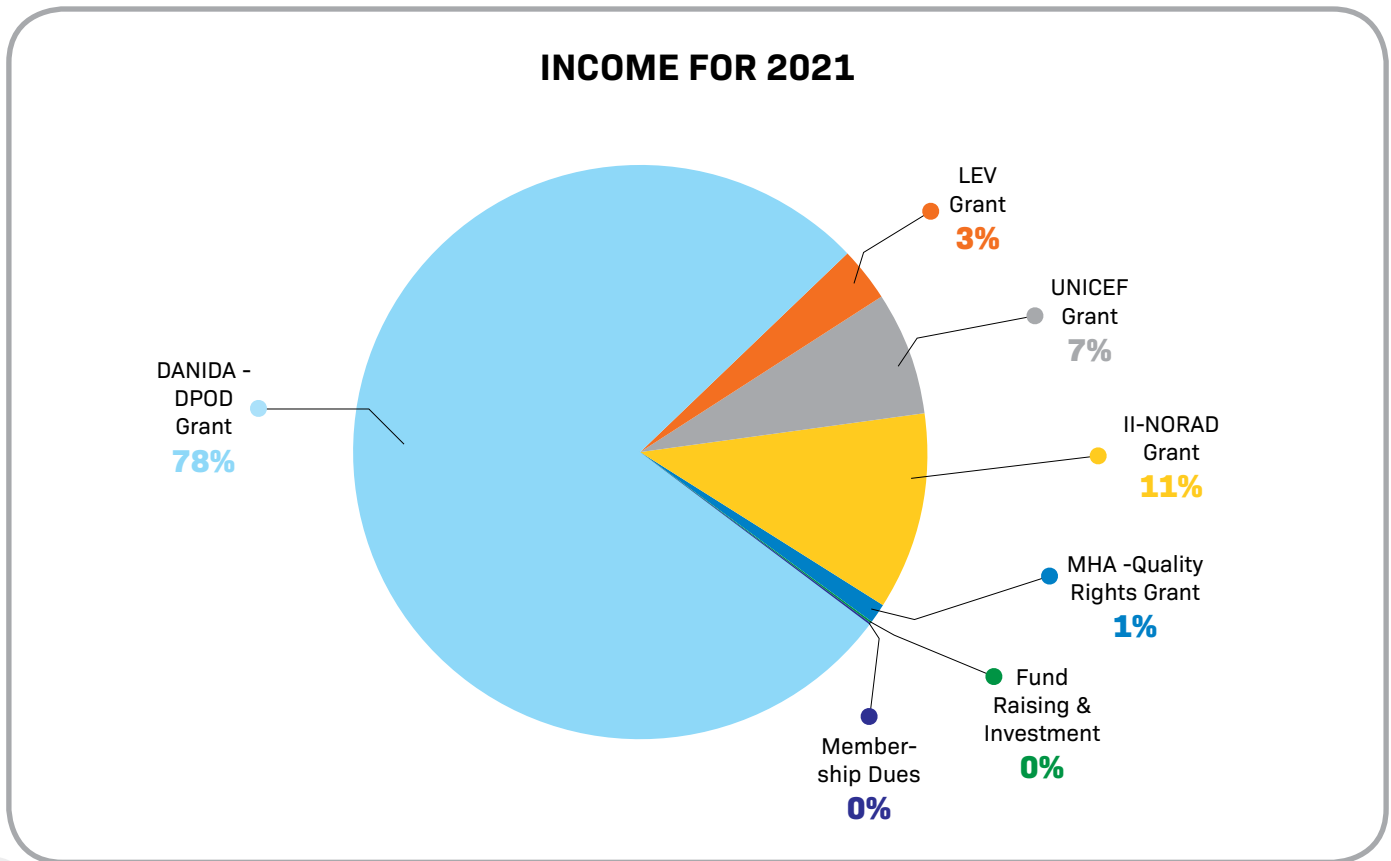
In 2021, IG raised more than GHC1.5 million to support the mission of reducing stigmatization and ensuring full inclusion of persons with intellectual and developmental disability and their families in Ghana by advocating for their rights and needs and creating equal opportunities and platforms for their involvement. The financial information below gives a true reflection of all activities carried out 2021.

INCOME OUTLOOK - 2021



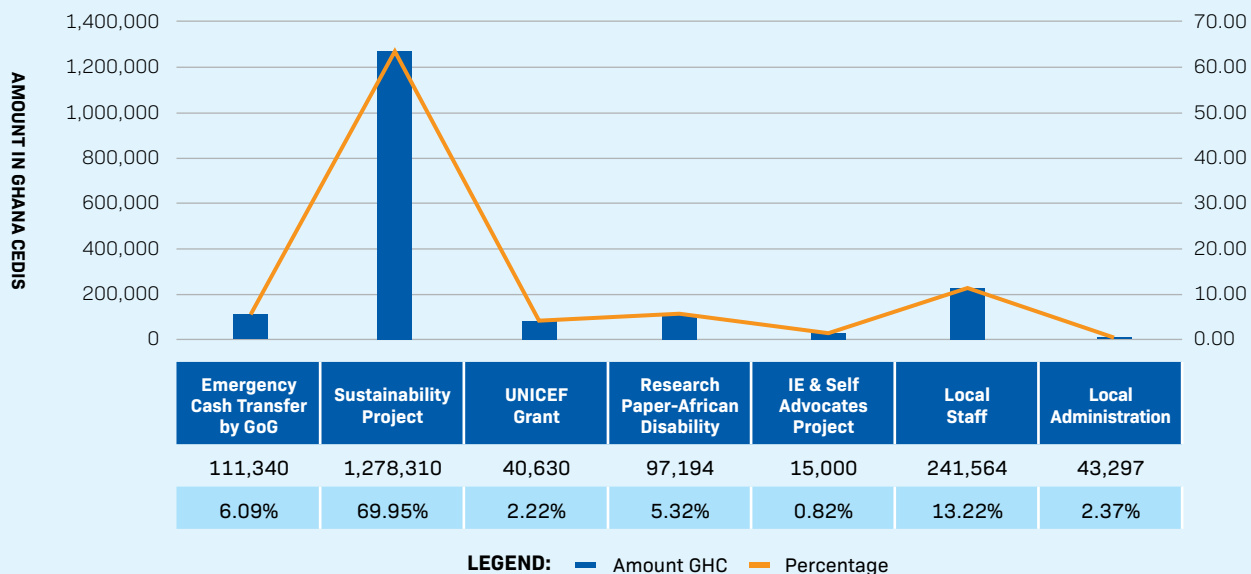
Consolidated Income 2021 Inclusion Ghana GH¢ 1,587,090

- **Grants** were funds received from DANIDA, UNICEF, LEV, Inclusion International/NORAD, and Mental Health Authority of Ghana for the implementation of the Sustainability Project - **Promoting Inclusion Ghana Sustainability from District to Organisational Level**; Research Paper on **African Disability Protocol**; Monitoring of **Emergency Cash Transfers by GoG**; Inclusive Education and Self Advocacy project, QualityRights E-training respectively. These are restricted funds with structured monitoring systems by the donors.



- **Fund Raising and Investment** – these were funds raised from innovative activities and engagements by the National Council through the National Secretariat and these included corporate engagements and appeals, church sensitisations, and placement of IG branded Donation Boxes at the various banks within Accra to raise funds to support the IG.
- **Membership Dues or Subscription** – these were funds received annually from member Organisations and members (Parents and caregivers) for continued membership in the Inclusion Ghana network for the year 2021.

EXPENDITURE OUTLOOK - 2021



Consolidated Expenditure 2021 Inclusion Ghana GH¢ 1,827,335

- **Programme Expenses** – includes expenditure on all activities relating to the DANIDA-DPOD, LEV, UNICEF, II-NORAD and MHA projects. The Activities ranged from empowering IG members and member organisations to be involved in awareness creations, trainings, elections of district, regional and national executives, monitoring and reviews, monitoring of emergency cash transfers by GoG to vulnerable groups including persons with intellectual and developmental disabilities, e-training on mental health, community, and church sensitisations on Inclusive Education in Ghana etc.
- **Local Staff** – Includes Salaries for National Secretariat Staff (National Coordinator, Finance & Admin Manager, Programmes Manager, Monitoring, Evaluation & Learning Coordinator, 3 Project Officers, Finance & Admin Clerk, Media & Communications Officer and Programmes Assistant), statutory payments (Income Tax and SSNIT) and Volunteer Stipends.
- **Local Administration** – activities include National Council Meetings, Auditing, Rent, Utilities, Communication, Sanitation and Maintenance, Stationery and office supplies, Project Development and Governance.





THANK YOU TO



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