

Chance for Childhood believes that no child should have to fight for a safe, happy childhood. We exist to ensure that every child in Africa can thrive from their early years through to adulthood. We don't work alone. Together with partners, supporters, children and their communities, we protect, educate and create lasting change for every child threatened by violence, neglect and conflict. We specialise in ensuring access to inclusive education and safe spaces so that children in Africa can play, grow, learn and thrive. In 2021 we supported over 11,000 children in the Democratic Republic of Congo, Ghana, Kenya, Rwanda and Uganda.

Chance for Childhood was established in the UK in 1992. We have been working in Ghana since 1999 and officially registered there as an INGO in 2019. We are working with the Government of Ghana through the Ghana Education Service as an inclusion partner to input into the new guidelines for the national Early Childhood Education (ECE) curriculum.

Why Early Childhood Education, Inclusive Education and Safeguarding?

Early childhood inclusion embodies the values, policies, and practices that support the right of every young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (National Association for the Education of Young Children, NAEYC, 2009). Inclusion in early childhood education is therefore about the issue of recognition and commitment and who is included or excluded within education and society.

According to the 2017 UNICEF global database on early childhood education, Ghana has a 68% attendance rate, with only 42% of the poorest 20% within the wealth quintile enrolled in Early Childhood Education (ECE) centres compared to 97% of the richest 20% within the wealth quintile. This clearly indicates a wide gap between the rich and poor in accessing ECE education and this points to the fact that children from disadvantaged groups and poor families have limited access to ECE education. These inequalities are ever-increasing with the steady pressures of rural-to-urban migration. Poor rural families continue to arrive in cities such as Accra in vast numbers without access to shelter, reliable work and/or access to vital health and social services.

In line with this goal, the Government of Ghana with support from UNICEF developed an Inclusive Education Policy together with the Inclusive Education Monitoring Tool (IEMT) and Implementation Plan (2015-2019). The Inclusive Education Policy provides an opportunity for all stakeholders in the education sector to address the diverse learning needs of various categories of citizens in the Ghanaian education system under the universal design for learning and within a learner-friendly environment for all.

As a result, we work on the principle of Inclusive Safeguarding. We believe that every person has equal rights to protection from violence and so work to ensure that our safeguarding policy, procedures, and practices are inclusive and accessible to every person we support. We believe that safeguarding is everyone's responsibility and that should be seen as a Golden Thread that weaves its way throughout the organisation and is much more than a compliance issue but is at the heart of the organisation's culture.

KEY IMPACT SO FAR

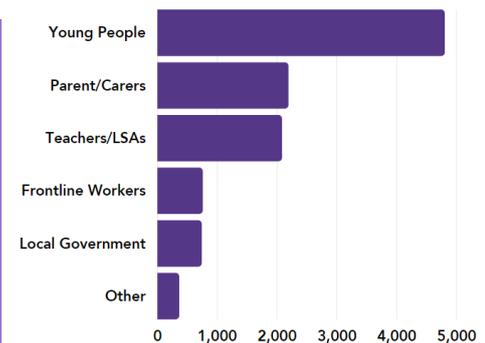


Figure 1 - Targeted CfC Beneficiaries Inclusive Education Projects 2016-2021

25% Of children with disabilities of primary school age are still not enrolled in primary school

315 Master teacher trainers have been trained by Chance for Childhood specialists on inclusive Early Childhood Development

'I have understood the difference between health problem, impairment, disability and developmental delay' - trained NGO staff

'I have learnt how to collect data related to developmental delay and disability using designed tools of Chance for Childhood - trained NGO staff

TECHNICAL ADVISORY

- Using our extensive expertise on inclusion to train and strengthen skills of service providers
- Leading on inclusive safeguarding to build capacity of project teams, beneficiaries, and service providers
- Delivering on several global safeguarding training consultations

PROGRAMME DESIGN AND IMPLEMENTATION

- Managing interventions at a variety of scales & contexts
- Evidence-based models of programme impact
- Experimenting with new innovative pathways to impact
- Working to with key stakeholders build robust policies, procedures, and referral pathways

RESEARCH AND MAPPING

- Designing validated screening tools for early identification of developmental delays or functional disabilities
- Collecting and analysing child disability and safeguarding data
- Comprehensive mapping and desk review of in-country legislation regarding inclusivity and safeguarding

EARLY CHILDHOOD EDUCATION, INCLUSION AND SAFEGUARDING

Screening, pre-primary education support and advocacy for children experiencing disabilities

Best Start project: We have developed three screening and early detection tools that enable non-medical personnel, such as parents and teachers, to administer the identification activity. These tools are based on the universal instruments of Washington Group Question Sets and WHO's international classification on functioning, Disability and Health (ICF):

The tools for children aged 3 and above measure a child's level of functioning against their hearing, vision, communication/comprehension, learning, mobility and emotions, and can generate disaggregated data for robust monitoring. These tools can also help identify less visible disabilities, such as autism, among children.

We are currently implementing a 2-year pilot project, in collaboration with Ghana Education Service and Special Education Division, to screen 600 children aged 4-6 in 10 early childhood centres, for early detection of disabilities and special education needs, using this screening tool. A unique feature of this project is our close collaboration with our government partners to ensure the screening tool used is adapted to the Ghana context to achieve sustainability, ensuring that early detection of disabilities and providing inclusive education is embedded in the ECE teacher training curriculum

The children will then be given tailored support using Learning Support Assistants to achieve improved learning outcomes and letter prepare them for transiting to primary education. Through this project, we are also building the capacity of parents, teachers government officials and community members to foster an environment of inclusion and safer spaces for marginalised children.

Training teachers and other school officials and advocating for inclusive play-based methodologies in ECES to improve learning outcomes

Collaborating with Ghana Education Service and the Government of Ghana's Special Education Division we have developed a nationwide refresher teacher training manual, specifically integrating inclusion as a thematic area in the ECE national curriculum. This manual was approved by the National Teaching Council and is currently being rolled out nationwide.

We have provided inclusivity training to NGO staff, frontline workers and government personnel involved in the delivery of ECD services using a 'Training of the Trainers' (ToT) methodology. In 2022, we have partnered with Sabre Education to deliver transformational training to 300 Kindergarten master trainers in the Eastern region of Ghana. This transformational training develops the capacity of teachers to effectively introduced play-based methodologies in the classroom. Our role in the partnership with Sabre Education was to embed inclusivity in the transformational training of teachers. Focusing on head teachers in this project has been vital, as they play a critical role in cascading this inclusive training in the Eastern region, therefore reaching more children.

We have trained Learning Support Assistants, who promote social skills as part of learning while providing individualised physical and educational support to improve learning outcomes of children with disabilities and improve chances of transition to primary education. Learning Support Assistants are also trained to facilitate communication between children and their teachers and family.

ACCESS TO
QUALITY
INCLUSIVE
EARLY
CHILDHOOD
EDUCATION



INCLUSIVE
PLAY-BASED
PEDAGOGY



EARLY CHILDHOOD EDUCATION, INCLUSION AND SAFEGUARDING

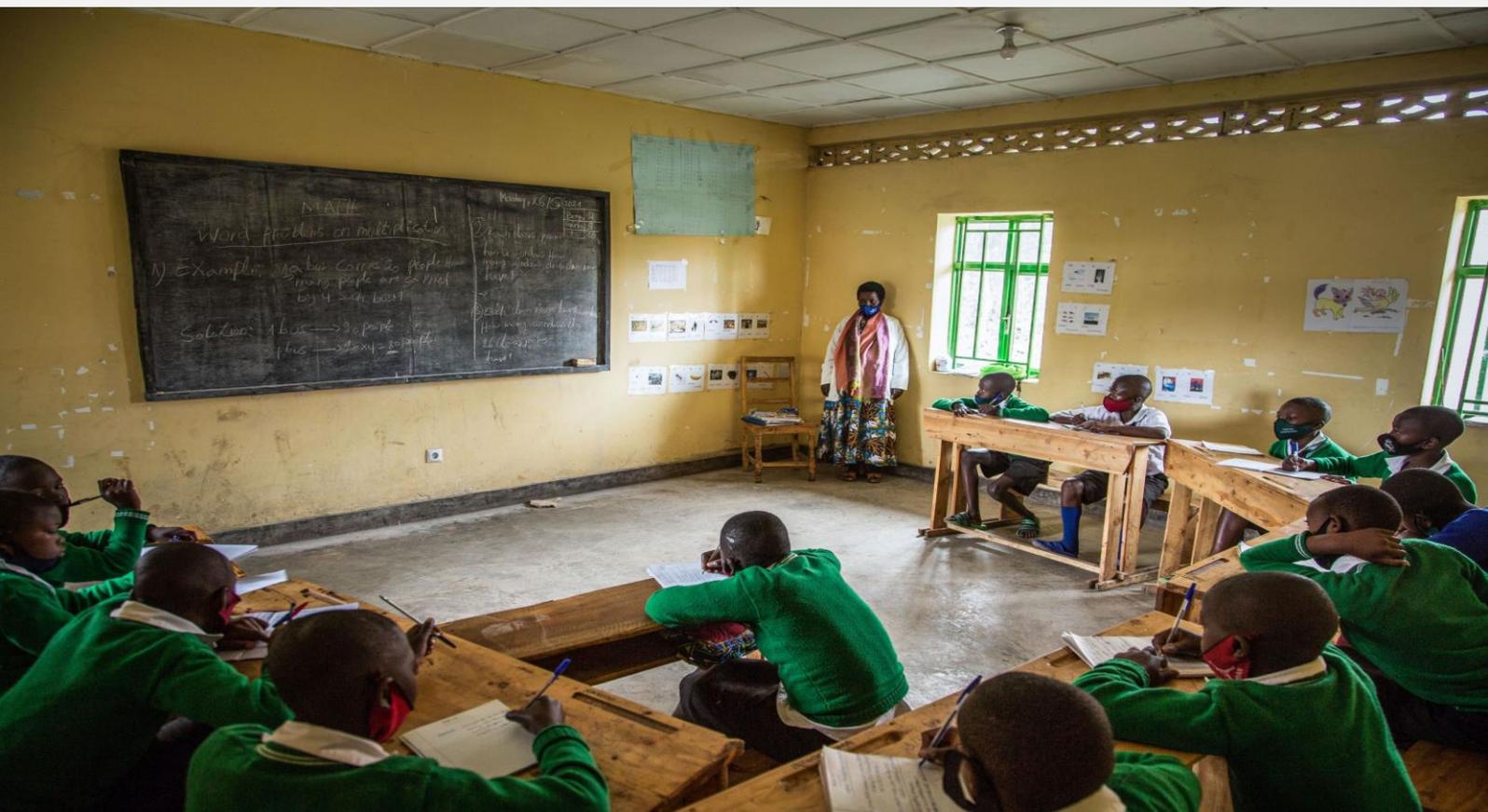
Training key actors on inclusive education and safeguarding

We are committed to generating evidence through our work, and the delivery of high-quality training to key actors in the sector is a key component of our strategic objectives. Under the project supported by UNICEF Rwanda, we trained 70 staff from 7 NGOs working in ECE on our inclusive education screening tool. Other topics covered included introduction to ECE, developmental delay/disability, child rights, access to ECE services, inclusion, families, resources, activities, support systems and referrals. More recently, we delivered several safeguarding training consultancies. The most recent being to the South West International Development Network. This was a two-day training focusing on Improving Safeguarding Practice. We have been invited to deliver two further pieces of training for Board Members later this year in 2022.

CONSULTANCY SERVICES



“After the training of AVSI capacity-building officers and caregivers by Chance for childhood, community mobilizations included “Inclusive early childhood development” in messaging. From then, 68 children (38 boys and 30 girls) were enrolled in early childhood development centres! This was a great achievement because most of them had never thought of attending any children’s space, or school, but now their parents have understood the importance of care services for children experiencing disability”- AVSI Management Staff.



STAY IN TOUCH

Alice Barley

Head of Fundraising

Tel: 01483 230 250

Email: alice.barley@chanceforchildhood.org

PO Box 3030, Romford, RM1 7US, UK

www.chanceforchildhood.org

Abdul-Ghaffar Adam

Country Representative - Ghana

Tel: +223 (0)244666458

abdul-ghaffar.adam@chanceforchildhood.org

212, Lame Dwaah Street, Adenta, SSNIT Flats. Accra, Ghana