



Annual Report 2012

Special Attention Project (SAP)

In Full Flow

2012: a Year in Full Flow

The year 2012 has been good for SAP. We have been able to reach more children than ever before through our support programme for out-of-school children. We also expanded our awareness and advocacy activities on Specific Learning Difficulties, and continued to strengthen our organisation.

In this annual report we give an overview of our activities and programmes. We also share statistics and we follow four children who participate in our programme: Kofi, Akua, John and Yaw. They were introduced in SAP's Annual report 2011, and are still part of our programmes.

The stories of these children show that re-integrating children who are out-of-school because of learning difficulties is not exactly smooth flowing. So many factors play a role, as it is not only the learning aspect but also the social environment of the child that plays a major role. It highlights the importance of prevention: once a child is out-of-school and is used to street life, it is very difficult to return to a mainstream setting.

That is why SAP continues to go against the flow and advocates for the rights of children with Specific Learning Difficulties!

We wish you happy reading.



SAP has been opened for the children **242 days** in 2012.
Average attendance: **11.10 children per day** (9.34 boys and 1.76 girls). Total attendances for 2012: **2663**
Highest attendance for boys: **211 days**
Highest attendance for girls: **86 days**

Total number of children: **109** (91 boys and 18 girls)

Children admitted in 2012: **62**

Children admitted before 2012: **47**

These figures indicate that we had a much higher number of new children than in 2011.

Average attendance per individual child was **6.91 days per month** (6.87 for boys and 6.41 for girls). This means that children do attend **less than 2 days in a week**.

This can be partly attributed to the nature of our target group, who are children who are often 'on the move'. Developments in the streets are another factor; see report on Fieldwork on page 4.

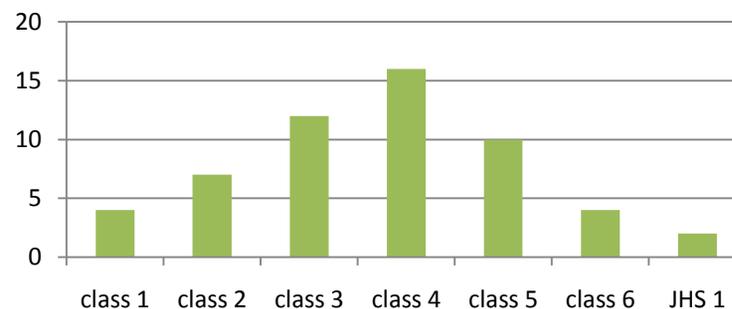
Number of social surveys: **17**

Number of children re-integrated: **12**

Special Attention Project (SAP) was founded in 2007, and offers support to children who live and work in the streets around Kaneshie Market in Accra. Special focus is at children who have **learning difficulties**. SAP operates an educational centre inside the Market where children from the target group receive individual education, practical support and help to re-integrate in their families.

SAP also creates awareness on Specific Learning Difficulties and advocates for better support for pupils with learning difficulties in public basic schools. Research on this issue serves to strengthen advocacy efforts. Lastly, SAP trains teachers on Specific Learning Difficulties, both for the public and the private education sector.

School drop-out level of SAP children in 2012:



Children who have a learning difficulty typically drop out from lower Primary school. Compared to 2011, the educational level at which SAP-children had dropped out is slightly higher: last year the majority of children dropped out from Primary class 3, this year the peak is at Primary class 4. One reason is that because of changes in available support programmes for out-of-school children, SAP has eased its admission criteria slightly. Previously, children who showed some potential to return to school were immediately referred, while this year a number of these children were admitted for lack of referral options. See the flowchart on page 9 for the way SAP works.



Education Programme for out-of-school children

Throughout the year, SAP's educational team has been teaching the children to read, write, use the computer and solve mathematical problems. We have teaching and learning materials that help in aiding the children better to understand what is taught.

Our various classroom activities start every day with playing with Lego, puzzles and colouring. We have individual learning plans whereby the children are taught according to their abilities. We teach the alphabet sounds, shapes, numbers, writing, general science and general knowledge. We also teach the children creative arts and how to boot and use a computer. The children learn to identify games and play them. We also teach them to be neat and clean through daily training and supervision of bathing and washing of clothes.

Barbara Asante, Special Education Assistant



Quarter 1: Akua

Akua is a girl of eight years who is slow at class work. She has been attending SAP for some months now and has made some progress. But she still cannot write her name well and does not know all the letters of the alphabet, so she cannot read.

She also does not know all the numbers, and cannot do basic mathematics exercises. Her writing skills are poor, though they have improved.

Akua cannot relate well to other children. She is quick tempered and picks up a quarrel at every little thing.

Akua also has a problem with personal hygiene, despite the fact that she is staying with her mother. But her mother recently lost her room and is now sleeping in the streets, together with Akua. SAP has discussed several times with the mother that Akua should go to school, so that she can receive formal education and be among children from the community. The mother keeps promising that she will do so.

Barbara Asante, Special Education Assistant

Practical activities

Children learn through different means. For some, they prefer to see, others want to touch and feel the world around them whilst another group prefers to listen. Yet others like to explore patterns and relationships.

SAP's practical programme allow children to learn through all these different channels. During the week there are practical activities which help to identify the children's talents in addition to their classroom work.

SAP's practical activities are designed to give children a breathing space from the regular classroom work. The activities include drumming and dance, cookery practical, sports, bead work and drama.

This year, children moved from being partial participants in the cookery lesson to preparing full meals on their own.

Children enjoyed their Thursday afternoons not only dancing to tunes, but also creating the tunes- we have now added drumming. Children are now also creating nice bead designs. Rehearsal time for drama has been reduced due to changes in the story lines to ensure that children can perform on regular basis. Interested in sports? Come join us on Fridays with or without boots!

Bernard Boaheng, Head of Education



Booklet for Parents

SAP developed an easy-to-read booklet on Specific Learning Difficulties for parents and other persons who care for children with Specific Learning Difficulties.

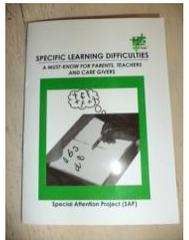
The purpose of the publication is to make it easier for parents and other care givers to have access to information on Specific learning Difficulties. The booklet can also be used by teachers.

The 16 page A6-size booklet includes descriptions of different Specific Learning Difficulties, advice on how to help children with particular learning difficulties and potentials of children with Specific Learning Difficulties.

A total of 1000 copies were printed and almost half of it has already been distributed. It is shared at Parents workshops, community campaigns, during training for teachers and at conferences that SAP attends.

Evans Perry-Quao, Advocacy Officer

→ The booklet can be downloaded from SAP's website.



Fieldwork

Field work this year was challenging as it brought about new trends in the field. The children moved from Kaneshie to the Airport to beg for alms in the streets. This made them completely invisible at Kaneshie in the morning. This also affected the daily number of children that report to our centre to participate in our educational programme.

At Airport, they are usually seen in front of the Silver Star towers either begging for alms or washing car screens for money. Some of the children sleep at the 37 lorry station whilst others come back to Kaneshie to sleep and return to their Airport base in the morning. Attempts were made to involve the 37 GPRTU executives and the Airport district police but little came out of it as apparently they have little information concerning these children and what they can do to help. SAP will continue to create awareness among these groups and the general public to better understand the link between learning difficulties and school drop-out.

The trend has however changed again as towards the end of the year most of the children in our programme are back at Kaneshie and we have a full house again.

Ishmael Hammond,
Social Worker /
Awareness Officer



Quarter 2: Akua

Akua looks ready to learn anytime she walks into SAP willingly. She looks quite calm and attentive in class. But sometimes she finds it difficult to understand the explanations of the teacher. She tries, and bit by bit she improves.

Akua is calm in behaviour, but sometimes she gets annoyed and she is easily provoked by the other children at SAP. She is also becoming a bit lazy when it comes to class work, but she is good at drawing and colouring. She is now learning the letters and begins to read with the help of her teacher.

But, Akua becomes less punctual at SAP. She spends her days rather in the streets, as her mother is still not making any effort to put her in school, despite SAP's reminders.

Monica Dankwah, Special Education Assistant

Training of Teachers of the Ghana Education Service

In 2012 we were able, with funding from Disability Rights Funds, to organize two major training programmes for Resource Teachers and regular teachers. A total of nineteen (19) teachers from the Ghana Education Service (GES) were trained at SAP. SAP's training consists of identification and management of Specific Learning Difficulties and the rights of children with disabilities according to the UN-Convention on the Rights of Persons with Disabilities (CRPD).

Another nineteen (19) teachers were trained at the Asikuma-Odobeng-Abakwa District in the Central Region. This was organized in collaboration with Empowerment Through Community Volunteering (ETCV), an NGO based in Asikuma and a fellow DRF-grantee. One significant thing that happened during this training was the immediate formation of an informal group who said they were going to be responsible for the training of other teachers in their district.

Evans Perry-Quao, Advocacy Officer



Quarter 2: John

John still has some weaknesses in letters of the alphabet and their sounds and has poor writing skills. But he gradually improves and learns to spell 3-letter words. He finds multiplication and division also still difficult, but in time is able to do some exercises.

John's behaviour is however becoming more difficult. He is very hyperactive, lacks concentration; he can be very rude and loud and easily becomes angry. He is also not very punctual in attending SAP's programme but at times prefers to work as a driver's mate. Often, he challenges authority and more than once he is asked to leave the Centre and come back the next day.

During this time, John joins an excursion to an auto mechanics workshop together with a group of other children from SAP. He is interested in this profession and persistently tells his teachers that he wants to become a mechanic.

Barbara Asante, Special Education Assistant

Inclusive Education Policy

The Special Education Division of the Ghana Education Service came up with a draft policy for implementation of Inclusive Education in Ghana's public schools.

Inclusive Education (IE) is an approach or a process which occurs when children with and without disabilities learn together in the same classroom, and interact socially with each other within the regular school setting for the whole day. After receiving the first draft and during a forum to discuss the draft policy, SAP made the following recommendations:

- Inclusion of Specific Learning Difficulties in the document and the need for appropriate support to be given to children to help them learn.
- Steps to be taken to bridge the gap between children in the regular schools and those on the streets.
- Ensuring that rights of children enshrined in the various laws do not just sit on the shelves.
- Need to do regular in-service training for teachers to enhance their capacity in helping children with Specific Learning Difficulties.
- Aligning the policy to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) which Ghana ratified in March 2012.
- Development of an Inclusive Curriculum.

SAP believes that the worth of the Special Needs and Inclusive Education Policy lies in the quality of its implementation.

Bernard Boaheng, Deputy Project Coordinator





Quarter 2: Yaw

Yaw returns, together with his brother Kofi, to the streets of Kaneshie, after SAP had sent the boys home to the Ashanti Region just before Christmas 2011. Yaw is now 13 years, and he comes back to SAP's classroom. He has forgotten many of the letters and their sounds and mathematics concepts need revision again.

Gradually he is helped to recollect what he learned last year. His main problem is that sitting down to do an assignment is challenging. He prefers to put a knee on the floor while writing, or sit with his legs in all directions. His teachers suspect this has something to do with his sense of balance.

Yaw is generally behaving well but he is easily annoyed by his peers. But he always seems happy and often dances around.

Moses Obuobi, Special Education Assistant

Advocacy in Juvenile Justice Administration Sector

In 2011 SAP carried out a study in the Juvenile Justice Administration sector. The reason was that quite a number of children at SAP come into conflict with the law, and that Specific Learning Difficulties seemed to play a role. In March 2012 the report, titled "**Specific Learning Disabilities and Children in Conflict with the Law in Ghana**" was presented to a stakeholders meeting. Present were representatives from all stages of the justice process, majority of who were also part of the Focus Group Discussion that formed part of the study.

The stakeholders meeting concluded that to protect the rights of children with Specific Learning Difficulties there need to be a change in legislation while at the rehabilitation stage remedial education should be provided.

After the stakeholders meeting, the Senior Correctional Centre (SCC) in Accra invited SAP to facilitate a one day training workshop on Specific Learning Difficulties for their officers. The SCC is a facility where offenders below 18 years of age are sent to be rehabilitated before being re-integrated in their communities.

The Centre provides opportunities for children to continue their education, and also has various workshops to learn trades like tailoring and technical skills.

Participants of the training were taken through an introduction on Specific Learning Difficulties and how to manage children with learning difficulties like Dyslexia, Dyscalculia, and Attention Deficit (Hyperactivity) Disorder. The facilitator also brought to light the fact that Ghana has ratified the UN-Convention on the Rights of Persons with Disabilities (CRPD) some months ago, implying that children with disabilities have a right to education on an equal basis with others in their own community.

Evans Perry-Quao, Advocacy Officer

→The report can be downloaded from SAP's website



Internal Training (Education)

The educational success of children with special needs may be dependent on factors such as the teachers' willingness to attend to the needs of these children. The willingness and ability to offer the needed help may also be dependent on the training the teacher has received.

This year, we held ten training sessions for four teachers of the education programme in the area of teaching and learning, human development, handling children with Specific Learning Disabilities/Difficulties and report writing. The trainings have helped in increasing the ability of teachers to address the needs of our children individually.

We learnt that we need to do more training sessions next year than we did this year. The key challenge faced was the issue of limited time for our training sessions and distractions from children during our training sessions.

In addition, two of the teachers started formal training; one was enrolled in a diploma course for Early Childhood Development and the other in basic Montessori training (1st certificate).

Four out of the five resource teachers (instructors for the practical lessons) of SAP were involved in one group training. The training focused on helping children with Attention Deficit Hyperactivity Disorder fully participate in lessons. We also held other training sessions which were individual based.

The training sessions have helped the resource teachers to make the lessons more practical. The teachers now relate better to the children in terms of teaching and learning. The key lesson learnt is that due to the diverse nature of their fields, it is better to offer more individualised training. A major difficulty had to do with getting all the resource teachers together as group to be trained.

Bernard Boaheng, Deputy Project Coordinator and Head of Education



Quarter 2: Kofi

Kofi (12) was sent home to the Ashanti region by SAP at the end of 2011, together with his brother Yaw. But now the two boys have come back to Accra. They say their family did not send them to school and they instead had to work at the farm. Kofi is quite quick-tempered and he now sleeps in the streets again. During his previous stay at SAP he received education. But he now does not remember any of the letters or their sounds and cannot read. He also has forgotten how to do division and multiplication.

When Kofi is at SAP he shouts a lot and often fights with other boys. He also has poor interpersonal relationships with his teachers and peers.

Barbara Asante, Special Education Assistant





Involvement of Stakeholders at Kaneshie

SAP is located inside the Kaneshie Market Complex and recognizes the need for cooperation with other groups and individuals in the area. The problems of out-of-school children are so complex that a collective approach is necessary. A stakeholders' meeting for 7 groups operating in and around the Kaneshie community was held in November 2012 to discuss how to prevent children with learning difficulties from dropping out of school. Among the groups were the Kaneshie Dressmakers Association, Kaneshie Residence Association and Kaneshie Neighbourhood Watch Committee. The aim of the meeting was to create awareness on children with learning difficulties, child labour and network building for awareness purposes.

Topics such as what are learning difficulties, effects of learning difficulties and what stakeholders can do to help were discussed. Members were also taken through the four main interventions of SAP in addressing specific learning difficulties. Stakeholders on their part lauded the work of SAP and pledged to contribute to awareness creation to help children with learning difficulties stay in school.

Ishmael Hammond, Social Worker / Awareness Officer



Quarter 3: Kofi

Kofi finds things very difficult in class but is somehow ready to learn. At times he is calm, very attentive and able to concentrate on his work. He then is happy to learn at SAP instead of working outside. He has poor handwriting skills but he is becoming good at mathematics and can now do addition, subtraction and division. He is beginning to learn multiplication.

But other times he is not punctual and prefers to work as a drivers mate. If some days he comes to SAP he becomes very inactive in class because of tiredness, and it is difficult to make him finish his work and to teach him new things. The Social Worker of SAP talks to Kofi about going back home again. Though his brother Yaw agrees to go, Kofi stays behind at Kaneshie.

Monica Dankwah, Special Education Assistant

Find SAP on Facebook: visit our page @
<http://www.facebook.com/pages/Special-Attention-Project-Ghana> and like us or link up!



Children in workshops

This year, seven children have been able to go on an exposure or apprenticeship in workshop of different categories of work; examples are electronics, fitting and spraying. The aim is that they will have an experience on how the work goes and what is really involved.

After the child chooses the specific trade he or she is interested in, we first visit the designated workshop, and explain the interest of the child to the master. Secondly the master is made aware of the fact that the child has some traits of learning difficulties, and there is the need to have a bit more attention on him. After that, we negotiate with the master on a three-month exposure period to observe the child's seriousness to undergo the training. If that turns out positively, the necessary full and actual payment is made, as well as the provision of tools and feeding allowance of the child. During the exposure period, the child either stays with relatives or reports every morning and afternoon to SAP to bath and to eat. Two of the children had the privilege to stay at home while on the training, and another two stayed at the workshop during apprenticeship.

We have had a series of challenges, like children engaging in theft at the workshop, having relationships with girls which interfered with their attendance at work, family conflicts, disrespectful conduct and also ignoring the training and returning back to the streets. We have learnt that it is important to inculcate some responsibilities in every child in the training, and that 'quick money thinking' in the children easily attracts them back to the streets.

Moses Obuobi, Special Education Assistant



Quarter 3: Akua

Akua attends SAP irregularly, and though she academically improves, her social situation becomes worse. There are reports that she is out in the streets till late at night, and that she follows other girls 'to look at prostitutes in mini-skirts'. She also is reported to spend more and more time with the boys who attend SAP. The Social Worker of SAP talks again to the mother, and receives other vague promises. The team then decides to take action, and refers Akua to the Drop-in Centre of Chance for Children in Central Accra. The mother agrees to pay for the bus, and Akua is now spending her days among children from another part of Accra. But soon the teachers hear reports that Akua is still spending her evenings in the company of the boys in the streets, without any supervision from the mother. SAP decides to take action again, and lodges a complaint at the Department of Social Welfare. The Social Workers details Akua's mother's failure to send her daughter to school and to properly supervise her. The mother receives a formal warning.

Barbara Asante, Special Education Assistant

Awareness creation programme

This programme aims at identifying grass root groups to educate them on Specific Learning Difficulties and to increase their capacity to advocate and educate others on behalf of children with learning difficulties. So far we have educated and empowered eight (8) groups: two(2) students' group at the University of Ghana; three (3) PTA groups and two (2) church groups around the Kaneshie community; and also stakeholders in the Kaneshie community, comprising of leaders of about eight groups have been educated on learning difficulties.

The various groups have been taken through information on learning difficulties and school dropout. Most participants acknowledge the fact that they attributed children's difficult behavior to factors such as spiritualism, laziness, and improper parental care, but the training has now enlightened them that Specific Learning Difficulties are a real factor.

Challenges include time constraint and identification of target groups. We found that most parents, teachers and caregivers indeed don't know about Specific Learning Difficulties.

Ishmael Hammond, Social Worker / Awareness Officer



Quarter 3: John

John is still improving in class despite his irregular attendance and difficult behaviour. He still often forgets the letter sounds, and needs regular revision. His mathematics however continues to improve and he also does general assignments and science. He is also practicing writing his surname. But he has more interest in working as a driver's mate in order to generate money. If he is at SAP, he often beats the younger children and he is not willing to go home at all. He is clearly becoming too old to be part of SAP's education programme.

Based on his interest in becoming an auto mechanic he is given the opportunity to go for a three-month exposure, to test if his interest is really in this profession. After much talking he agrees to stay at home and a workshop is found close to his house. So he again stays at home and goes to the workshop every day. He is doing well and going along well with his Master.

After a month however, the Master calls SAP that John's aunt has come to his shop and suggests he dismisses the boy. This is because John has once stolen a phone, so the aunty thinks it possible that he would steal again. But the Master opposes the aunt, because she is not responsible for the boy's learning agreement, and secondly his own personal observation of John is opposite to the aunt's view. After consultation with John's supervisor from SAP he decides to rather dismiss the aunt from his shop!

Moses Obuobi, Special Education Assistant

Study day for staff

On the 13th of July this year, both the regular and resource teachers numbering eight (8) had a joint training at Abokobi. This was done for two reasons: to increase teachers capacity in lesson preparation, presentation and evaluation and to share experiences-from the classroom and practical lessons.

This training has helped teachers to plan and present lessons systematically leading improved participation by pupils.

The major lesson we have learnt is that there is the need to have regular interaction between the regular and resource teachers to share experiences and fashion out best approaches to helping the children learn.

The key difficulty faced had to do with getting a venue for our training that was suitable and affordable.

The Advocacy Officer, the Awareness Officer and the Project Coordinator spend the same day at Aburi and explored concepts around awareness creation and advocacy. We learned about different types of communication and their effectiveness in different contexts. We also planned activities for the second half of the year.



Quarter 3: Yaw

Yaw has expressed interest to stay with his grandmother again.

Yaw's grandmother and paternal family live in a farming community in the Ashanti region. On our arrival at the family house, we met a group of family members in a meeting to discuss funeral arrangements for a deceased relative. Everybody was happy to see Yaw, but they were also quick to conclude that he was very difficult to handle and he does not listen to instructions and even feared the boy might run back to Accra. The social worker took advantage of the large gathering to educate the group on learning difficulties and how they affect children's behavior. The group was educated to be patient with the boy in giving instructions and expecting results; and that they should be willing to understand things from the child's point of view. The family, including the grandmother agreed to put all that they've been taught to practice and help the boy to stay. They also expressed their willingness to send the boy back to school. Yaw has since September 2012 been reintegrated and we have heard no report about him being back in the streets.

Ishmael Hammond, Social Worker / Awareness Officer



Parents Workshops

We continued this year with our quarterly parents and care givers workshops. Participants this year also included some parents whose children do not attend SAP but are in school and have learning problems, plus a teacher from a neighbouring school and a police officer from Kaneshie Police Station. In all the sessions there was discussion on the various learning difficulties, how to detect them and manage them. It was also a platform where parents of can come and share ideas and freely discuss about their children without feeling stigmatized.

The outcomes of the workshops are diverse. Parents who otherwise did not understand the behaviour of their children expressed better understanding and made commitments to communicate with their children in a different way. The workshops also contributed to re-integration of children with their families. Two families who have attended the workshops for a long time this year agreed to accept their children back home in order to go to a workshop and learn a trade. The challenge has been the number of parents who decline our invitation to come for the workshop. A lot of parents feel reluctant to attend because they are not comfortable with their child being out of school and living in the streets. We will have to intensify our education again to explain the purpose of the workshops.

In line with SAP's vision to expand the parents' workshop in terms of participants and effect, we are now planning to initiate a **Mutual Support and Advocacy Network** with a broader membership than only the parents of children who attend SAP's programmes. The intention is to advocate for the rights of children with learning difficulties and create a platform for sharing ideas and mutual support.

Evans Perry-Quao, Advocacy Officer

→Interested individuals and organizations can subscribe through SAP's website.



Quarter 4: John

John is back in the streets of Kaneshie, after spending two months at home and in the workshop. His supervisor calls him to SAP for a discussion to find out why he has come back. John says that his grandmother does not make the house comfortable for him, and often insults him.

The supervisor calls his Master to find out if there is any hidden trouble, but the Master confirms that the only difficulty is that John is now not regular at the workshop. The supervisor calls John's home, and hears that John refuses to submit to authority, and that that is the reason that he has run away.

John's grandmother comes to SAP's parents' workshop and receives more education on how to care for children with Specific Learning Difficulties. She also participates in discussion with other parents and caregivers. After the workshop she meets with John's supervisor. She confirms that John does not submit to authority, but adds that she will never accept disobedience without insulting the boy. During the discussion with other parents she had also insisted that this was the best course to take.

When the supervisor later speaks to John he too insists that he will not go back home as long as his grandmother does not change her style. The supervisor again consults with the Master to find alternative accommodation for John. The Master then reports that he too has seen John's grandmother, but without success. He undertakes to arrange a place for John to sleep, so that he can continue his exposure period. But John keeps postponing his return to the workshop and so he ends the year where he started it: in the streets...

Moses Obuobi, Special Education Assistant

Quarter 4: Akua

Several Parties have now been involved in the quest to send Akua off the streets permanently and put her into school. Akua herself has stopped going to Chance for Children and comes only occasionally to SAP. After the warning from Social Welfare, Akua's mother puts in an official request for residential care. This is granted by Social Welfare, but the mother is made responsible to pay for some items that Akua will need when she moves to a children's home. Despite the fact that the mother sells in the market, she claims she cannot make the payment, not even after the amount is reduced. The mother then also travels and is away for several weeks, without making any effort to help Akua. It becomes clear that the challenge is rather on the part of the mother who does not cooperate with other parties for the benefit of her child. The way forward is not clear at this point in time.

Ishmael Hammond, Social Woker /Awareness Officer

Quarter 4: Kofi

Kofi is now doing quite well in class; he is calm and complains less. He can now identify letters and knows some of the sounds, and starts to spell using the sounds. His handwriting improves

and becomes a little established. He now starts asking for more attention. But he gets annoyed easily when in class or when playing with other children. He is also becoming very lazy when he has to do chores in the Centre. He goes back to work as a drivers mate for some time. Then he returns to SAP, recaps everything that he has learnt before and is ready to learn more. But soon, he is fighting with other boys when they play or crack jokes with him. He feels that everybody is disturbing him at SAP and returns to his job as drivers mate. The Social Worker of SAP proposes to pay a visit to Kofi's uncle in Accra. They visited him last year, and though he promised to help Kofi and Yaw he never did so. Kofi now refuses to go and see him, and is still not interested in returning to his family in the Ashanti Region.

Monica Dankwah, Special Education Assistant

New donors

In 2012 we welcomed **STAR-Ghana** as a new donor. STAR is supporting a programme to increase SAP's sustainability as an organisation. The programme includes staff capacity building so that SAP in the near future will be able to generate income from its expertise. It also includes strengthening the internal structures by decentralising management and improving the financial administration. Another component is development of a marketing and fundraising strategy, and a strategic plan for the next five years.

We also receive monthly support from the **Welfare Union of the Kaneshie GPRTU** (Ghana Private Road Transport Union). We are very grateful for their commitment to contribute to the work of SAP and their involvement in our efforts to make a difference in the lives of children at the market and the station.

We received a grant from **Inclusion Ghana** to support our work with families, aiming at re-integration of the children. We also received a grant from **Aurea Borealis** (Switzerland) to support our education programme. It is the second time Aurea Borealis is supporting SAP, the first grant was in 2009.

We also say thank you to our existing donors **Impulsis/Stichting ASK Ghana** (The Netherlands) and **Disability Rights Fund** (USA) for their continued support. And a big Thank You to individual supporters and contributors. Lastly, we thank the management of Kaneshie market for continuing good working relationships!

Margaretha Ubels, Project Coordinator

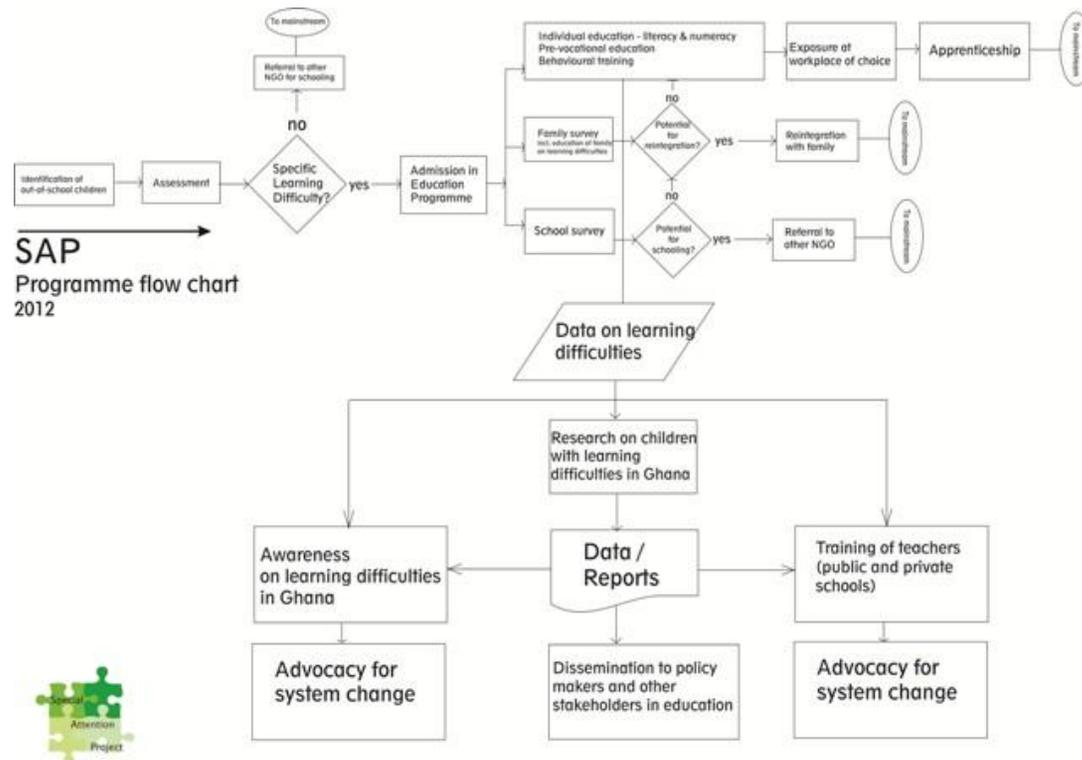
SAP - WWW

We say **Thank You** to **Marieke IJkema** (Stichting ASK Ghana) for being the webmaster for SAP's website for more than four years. Earlier this year SAP took over the administration of the website because easy-to-use tools became available for designing and updating. www.sapghana.com

SAP Newsletter

In 2012 SAP published five newsletters which provide more information on Specific Learning Difficulties and the activities of SAP. The newsletters can be accessed through our website: <http://www.sapghana.com/subscribe-to-network-or-newsletter/>

Flowing, flowing...:



Organisation

SAP as an organisation has been quite stable this year, though there were some changes in the staff. In February Patience Bening resigned after nearly four years with SAP. She was replaced by Monica Dankwah, and Barbara Asante took over some of her coordinating duties in the education programme.

Ishmael Hammond combined his role as social worker with the new position of Awareness Officer and has started spreading information on Specific Learning Difficulties to different social groups. Moses Obuobi took over from Evans Perry-Quao as secretary for the weekly team meetings. And in November 2012 Flora Ninson joined the team as part-time Accounts Officer.

To all staff: thank you for your hard work and commitment!

Margaretha Ubels, Project Coordinator

