



PROJECT REPORT

Summary

Partner's name:	Human Rights Advocacy Centre
Project title	Learning Disability Awareness Project
Country, Region(s)	Greater Accra, Ghana
Main thematic	
Start date	19 th September 2024
End date	20 th September 2024
Total Budget (\$CAD)	1,019
MoU Number:	
Funder's name:	Crossroads International

Progress towards VCP results

Please provide a **4–5-lines evidence-based description of the progress made** towards achieving the VCP target : “1220 - Strengthened local CSOs and govt. partners’ ability to implement gender transformative programming (women's rights, access to justice, GBV, leadership and economic empowerment) for women and girls” AND “1221 - Local CSOs and govt. partners initiatives on women's rights, access to justice, GBV, leadership, and economic empowerment for women and girls supported”, using information collected from the project (qualitative and quantitative).

The project aimed to highlight and awareness about dyslexia among educators, parents, and the general public to reduce stigma, increase understanding, and encourage collaboration in supporting individuals with dyslexia.

- The project successfully highlighted the various ways young girls are affected by learning disabilities.
- **Over** 85% of participants reported increased confidence and knowledge in integrating gender equality frameworks during their teachings
- It established various ways in which young pupils can identify these learning disabilities themselves through self-help and other agencies
- Ensuring that young girls are able to assess themselves and have access to better educational services goes a long way to improve on women's' rights and access to justice



Summary of results

Summarize how the project was managed for results, including changes made to reflect an improved understanding of the issues or to respond to changing circumstances. **Make sure to fill the tables below to present the planned results, the achieved results and explain the gaps if applicable as well as beneficiaries reached through the initiative.**

Planned results	Achieved results	Gaps explanations, if applicable
Develop gender-sensitive materials that illustrate the specific challenges faced by each gender.	The activity developed sensitive materials successfully	The main gap was that teachers wanted to keep some materials that facilitators used. They couldn't as that was private property.
Provide specialized training for teachers to recognize and address gender-specific manifestations of dyslexia.	This was achieved as some teachers had specific stories based on their experiences teaching both male and female pupils.	No gaps were identified
Equip teachers with strategies to create inclusive classrooms that cater to the needs of both girls and boys.	This was achieved	No gaps identified
Foster an understanding of how gender biases can influence the diagnosis and support of dyslexic students and how to mitigate these biases	This was achieved	No gaps identified
Provide counselling and support services that address the emotional and psychological impacts of dyslexia, with a focus on gender-	Support services were given with many teachers enquiring about other agencies and programs they could potentially continue the education	Counselling services were given briefly to teachers who had identified some pupils to be struggling. However, most teachers wanted the services to continue after the activity as they found it helpful



specific issues such as self-esteem and peer relationships.		
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Project's beneficiaries:

Table of beneficiaries	Direct	Indirect
Total number of male adults	6	
Total number of female adults	10	
Total number of male young adults (19-35 years)	4	
Total number of female young adults (19-35 years)	9	
Total number of boys	32	
Total number of girls	57	
TOTALS	118	

Challenges and Lessons Learned:

Overall, the project was a success with the principal of the school inviting us to the next PTA meeting to further discussions. Almost all teachers identified a student in their class whom they believed was struggling. They also admitted that the activity has given them tools that would help them approach parents of such students. They added that they had previously used a "one size fits all approach" prior to the training but as the facilitators highlighted, that would not work and is not a gender responsive approach.

A challenge I had experienced prior to the beginning of the activity was the lack of statistics on learning disabilities in Ghana. Our facilitators who were from the dyslexia association of Ghana recognized this problem and encouraged more NGOs and CSOs like HRAC to get into the space and continue to raise awareness.



Lastly, the teachers expressed their heartfelt gratitude towards HRAC and Crossroads International for implementing the project. They expressed their concerns over the lack of awareness in the field and wanted both organizations to continue the activity to nearby schools in the region.

Unfortunately, with lack of funding, the project lacks the continuity needed to make a more meaningful impact.

Please attach quotes/interviews from beneficiaries and projects photos/videos

1. News Article

<https://myghanadaily.com/teachers-need-basic-knowledge-on-learning-disabilities-hrac/>

2. Highlighted questions from trainings from both teachers and students

- How can I help a friend with dyslexia?
- Are there any famous/successful people with dyslexia?
- Can dyslexia be cured?
- What strategies can be used to teach students with dyslexia?
- How can we identify dyslexia in students?
- What accommodations can we provide for dyslexia students during exams?

Suggestions

- Provide training for students on dyslexia awareness
- Invite experts to provide workshops for parents as well
- Develop school wide policies for supporting dyslexic students

3.

























4. Survey for M&E. (We suggested that the survey was done anonymously, however, the teachers insisted on adding their names)



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Post Survey Questionnaire – Learning Disability Awareness Program

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(1: No increase, 5: Significant increase) 4

2. After participating in this program, how confident do you feel in addressing and reducing the stigma surrounding dyslexia in your community or school?

(Not confident at all, somewhat confident, very confident)

3. How likely are you to collaborate with other educators, parents, or specialists to better support students with dyslexia?

(Very unlikely, somewhat likely, Very likely)

4. Do you feel that the program has equipped you with tools or strategies to create a more inclusive and enabling learning environment for dyslexic students?

(Not at all, Somewhat, Yes, definitely)

5. How prepared do you feel to identify signs of dyslexia in students at an early stage as a result of this initiative?

(Not prepared, Somewhat prepared, Fully prepared)

6. How confident are you in applying new and inclusive teaching methods to support students with dyslexia in your classroom?

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7. To what extent do you believe the training has enhanced your ability to provide effective remediation and intervention for students facing dyslexic challenges?

- (Not at all, Somewhat, Significantly)

8. Do you feel more autonomous and empowered to assist students with learning disabilities since participating in this program?

- (No change, Slightly more, Significantly more)

9. Did this initiative increase your awareness of the gaps in the educational system regarding the support of students with learning disabilities like dyslexia?

- (Not at all, Somewhat, Definitely)

10. How has the program impacted your willingness to embrace early detection and intervention strategies for dyslexia?

- (No impact, Somewhat increased, Greatly increased)

Azilah Julius S-K
Azilah



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Adri Foster


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Benjamin Torges Badu




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Richard A. Al



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Loyce Gomeo
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