

SUNY COIL

PROJECT PROPOSAL

NATIONAL RESOURCE CENTRE FOR CHILDREN WITH DISABILITIES

Accra, Ghana



"The only way your child with disability would be very useful to you as parents, community and the entire nation is to send them to school."

Paul Anomah-Kordieh



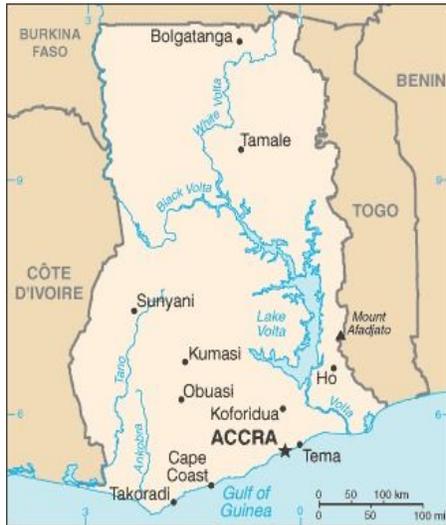
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Introduction

About Ghana



Ghana is located in Western Africa bordering the Gulf of Guinea, between Cote d'Ivoire and Togo. More than 31 million citizens are concentrated in the southern half of the country, with the highest concentrations being on or near the Atlantic coast. Formed from the merger of the British colony of the Gold Coast and the Togoland trust territory, Ghana in 1957 became the first Sub-Saharan country in colonial Africa to gain its independence. The Ghanaian government is a hybrid between a national democracy and local lineal tribal leadership.

Within Ghana lives a diverse citizenry with 8 main ethnic groups. Although there are over ten different languages spoken, English is the official language. Major religions include Christianity, Islam, and traditional providing a deep spiritual landscape.

National Resource Center for Children with Disabilities Background

The National Resource Center for Children with disabilities (NRCCD) exists to provide children with disabilities with the tools, training and support necessary to succeed both academically and socially and to become contributing members of society. Co-Founded in 2018 by Cynthia Tysick, Head of Education Services, University at Buffalo Libraries and Paul Anomah-Kordieh (the first visually impaired Newscaster in Africa), the NRCCD collaborates with a variety of health care, educational and research organizations, state agencies, families, and caregivers to plan and implement programmes that improve systems of care and increase access to health, education and community resources for children with disabilities. Currently the NRCCD consists of four board members and relies on a permanent staff of 4 volunteers to assist in carrying out its mission.

Within Ghana is a subpopulation of nearly 4.8 million of persons with disabilities (PWDs), who are in desperate need of services that would enable independence and inclusion in the Ghanaian society. While there have been traces of progress in education and pockets of services provided throughout the country, there is still work to be done to replace negligent and discriminatory practices that

create an island community for PWDs. Many persons with disabilities in Ghana face numerous challenges in gaining access to necessary education. While some do not receive an education, others have been found on the streets begging for alms during vacation in order to support their schooling. This stems from family abandonment either because they are incapable of taking care of their complex needs or the perception of the individual with a disability as a burden.

Political barriers exist that prevent equal representation with nondisabled people. They lack acceptance at local Chiefdoms due to traditional beliefs that their infirmities are caused by demonic possessions. These traditional beliefs can result in death and banishment from everyday society that threatens their ability to attain basic human services such as education, healthcare, and employment. This denial of basic human services inhibits PWDs from developing their own potentials.

The NRCCD relies on donations from corporate sponsors, global partners such as WNY STEM through their Hand in Hand program, and collaboration with other local NGO organizations. Current needs include increased access to supplies and low cost and high cost technologies, repurposed technologies, reduced shipping expenses, and increased volunteerism to increase effectiveness. To increase awareness of their mission, the NRCCD requires digital assets to present to potential donors and encourage community engagement and activism.

NRCCD Efforts and Progress Towards the United Nations Sustainable Development Goal #10

The NRCCD mission is currently aligned with the United Nations Sustainable Development Goal #10 (SDG #10). SDG #10 has original roots from The Convention on Rights of Persons with Disabilities which was ratified by the UN in 2006. Since then the Millenium Development Goals and the Sustainable Development Goals have acknowledged the inequalities that those with disabilities still face in society. SDG #10 includes a provision for the equitable treatment and inclusion of PWDs in all areas of society (education, healthcare, business, and government). PWDs are also included in SDGs related to education and health.

SDG #10 Targets

10.2 Promote Universal Social, Economic, and Political Inclusion

By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

Past Interventions

- July 2019: Spoke to teachers about inclusive education at Agbogba Model School and presented the head teachers with a science kit. The assistant deputy director of the Ghana East school district attended and assured teachers they are forging the way for inclusive education and will be included in decisions and policies going forward.
- September 2019: Opened a model inclusive school that welcomes all children. The school, located at Agbogba in Accra, was adopted by the African Rights Initiative International and refurbished, with the support of Ecobank Foundation, has an assessment unit, counselling and placement unit, academic resource centre, sick bay, conference room for teachers and other facilities to cater for children with all kinds of disabilities.

10.3 Ensure Equal Opportunities and End Discrimination

Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, and practices and promoting appropriate legislation, policies and action in this regard.

Past Interventions

- January 2019: Carried out a massive education and sensitization campaign on issues concerning children with disabilities on the Dwarf Island at the Afram Plains in the Eastern Region of Ghana. The four-day community outreach educated the people on the need to send their children with disabilities to school.

10.4 Adopt Fiscal and Social Policies that Promote Equality

Adopt policies, especially fiscal, wage, and social protection policies, and progressively achieve greater equality.

Past Interventions

- December 2018: Organized a forum to commemorate the international Day of Persons with Disabilities. The day was to deliberate on how best to move inclusive education forward to improve outcomes for children with disabilities in the country. The forum, which was on the

theme; “Achieving Inclusive Education-Our Collective Responsibility” was aimed at building consensus with key stakeholders to translate the policy into action.



DIALOGUING TO IMPROVE OUTCOMES

for Children with Disabilities in Ghana





SUNY COIL Background

In 2004, The Office of International Programs (OIP) and the Office of Learning Environments (OLE) at SUNY System Administration began the Cross National Project (CNP), in an effort to help to develop more online courses with an international dimension throughout SUNY. The idea was to work with faculty across SUNY to develop courses that would be team taught with a partner abroad and would enroll students both from SUNY campuses and from the partner institution. In the fall of 2006, OIP joined with SUNY's Purchase College to create the SUNY Center for Collaborative Online International Learning (COIL). COIL developed from the efforts of a group of SUNY faculty innovators who were each exploring ways to bring international students into their classrooms using technology.

A team of twelve students from SUNY COIL have come together to help promote the mission of the NRCCD and their main organizational objective of leveling the playing field for PWDs. Team members include Darla Boczek, Mark Heick, Marlee Bickford-Bushey, Mary Darnell, Pam Doran, and Timika Edwards. Each team member brings unique qualities and creative talents appropriately suited to provide support to complete the proposed projects.

SUNY COIL Project Proposal

National Resource Centre for Children with Disabilities

Be The Miracle

Organizational Objective: Level the playing field for those with disabilities

Project 1: Digital Collateral - Video

Video Description

Theme

Technology being the miracle that provides freedom for people with disabilities.

Video Synopsis

Ghana is a deeply spiritual country and we want to show the benefits of giving real time, attention and resources to those with disabilities. Per the request of NRCCD, we will focus heavily on the different technologies available to help people with various disabilities (from low-tech to high-tech).

We will feature various examples of positive interventions, as well as some personal narratives from Paul and our very own Marlee and Pam. Additionally, a soundtrack using popular Ghannian tribal songs will backdrop the short film to evoke a sense of spirituality.

We want to show how differently abled people can thrive and become productive members of society with the right support. By providing a focus on the ability of technology to bring about miracles, we are able to release people with disabilities from the bounds of their personal challenges.

In showing how technology can be the source of miracles, our hope is to provide the NRCCD with digital collateral that can be used to showcase the effect technology can have as well as encourage others to "Be the Miracle" by supporting the NRCCD's efforts. This collateral can be used as a standalone medium, such as in a kiosk, and/or placed on the organization's website or other internet based platforms.

NRCCD will provide stock footage showing the life of individuals who do not have access to assistive technologies and this will be juxtaposed against those who have received technology illustrating how the miracle has been realized. SUNY COIL will produce a video that blends the different elements into a cohesive digit film using storytelling to show how miracles are possible through



technology. The film will conclude with the "Be the Miracle" slogan with a call to action to get involved.

Runtime: Approximately 5 min

Digital Elements

Audio

Soundtrack: 3 Popular Tribal, spiritual songs/music - 1 soundtrack evoking sadness and or despair, 2 uplifting or motivational soundtracks

Narration

Narrators: Paul, Marlee, Pam

Proposed Narratives

Main Narrator, Paul

Narrative: Opening and closing, Script TBD

Supporting Narrators

Narrative-Marlee: Fill Script TBD

Narrative-Pam: Fill Script TBD

Sample Video Content

Video of man using AAC we have permission to use:

<https://vimeo.com/206079883>

Video of child with CP using AAC (We have permission to use)

<https://vimeo.com/25316411>

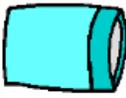
Below are some examples of PECS for reuse. The board with a velcro strip is a method for teaching language. Symbols are attached to the real objects to help a student learn to associate them into a sentence.





Non-verbal Hospital card

I need help with something.....

head 	up 	fix my pillow 	bathroom 	TV remote 	nurse call button 
feet 	down 	Please wash & change me. 	blanket 	glasses 	clean glasses 
turn lights on 	turn lights off 	open/close curtains 	telephone 	listen to music 	doctor 
lip balm 	lotion 	eye drops 	wash my face 	sit in the chair 	go to bed 
stop 	that's okay 	thank you 	Get me off this board!!! 	leave me alone 	don't leave 

Courtesy of www.speakingofspeech.com

Project 2: Play

Runtime: 10 minutes

Play Description

A (5 or 10 minute) skit to be acted out for education and awareness purposes. It will involve (number of actors needed here) and be set (school? Home? market?)

Theme

Challenging stereotypes about people with disabilities.

Synopsis

The play would revolve around people with disabilities and their daily struggles as they have to face society with ignorance about people with disabilities.

Plot

An autistic young man and a blind woman who are in relationship studies to be doctors. They know the struggles of how society treats them with disabilities. It shows their strength and courage, as they endure med school together, and find out new things.

Setting

Medical school

Characters

Dannielle who is blind young 20s

Mohammed who has autism young 20s

Appendix 1 - Other Needs

Classrooms	Dorms	ICT Center	Home	Training
Visualizers	Raised dots	Desktop	Money	ECC
Speech to text OCR	Alarm clock	Braille printer	Cooking	Braille
Braille Note Taker	Games	CCTV	Cleaning	Nemeth Code
Photocopier (enlarging)	Sports	Scan marker	Laundry	
CCTV		Audio graphing calculator	Color	
Audio graphing calculator		Education magazines (ie Science World)	Identify objects	
Nemeth Code			Raised dots	
			Alarm Clock	