



Newsletter 73

APRIL 2017

# CAS ON THE MOVE



Dear Reader,

The title of this newsletter is “CAS on the Move”. This is not new for CAS, we are always on the move, but in this case it refers to the new initiatives in the streets.

## STREET-CORNER EDUCATION

The CAS ‘on the move’ program is an awareness creation program which is being financed by CISU Denmark through the partnership agreement with 100% for children a NGO in Denmark. The main aim is to create among the children the awareness that they have their own rights and obligations, to engage duty bearers and also to create the awareness in society about the plight of these street children.

The foundation for this program was laid years ago. Right from the beginning CAS organized fieldwork activities. Ten permanent fieldworkers were employed to visit the streets daily and interact with the children. We wanted to know how these children live and work in the streets. We studied their hierarchy and frankly speaking we are still discovering “new” things we did not know.

Street-corner education was organized at certain meetings points. We bought foldable stools which were stored in kiosks nearby. Teaching materials were made and the teaching was carried-out regularly.

But we stopped the main fieldwork. One of reasons was lack of financial support, but the main reason was, we wanted that the Department of Social Welfare became the main organizer and the NGOs to augment their activities.

This decision was taken after a joint meeting was held to carry out a census and headcount were programmed. This took place in 2002. Unfortunately, again because of lack of financial support the census and headcount only took place in 2008.



CAS wanted to work in the streets with officers of partner NGOs and the DSW.

In 2016 we started this program with the assistance of Right to Play a Canadian organization who educates children by means of games and sports. Now we can extend this work with the help of 100%/CISU.

A partnership has been formed and meets regularly. Plans are made as to know what to do in the streets. Before anything can be organized the authorities in the streets should agree and cooperate. CAS has learnt, often in the hard way, that many different authorities exist when it comes to the implementation structure. The Head offices should be notified but the offices in the district decides.

As one of the activities, the children learn all their rights as enshrined in the U.N. convention. During each lesson, two of the rights are highlighted. This means that it would take several weeks before all these rights are taught.



Three different locations have been chosen. In one location many migrant children operate. In the second district, a mixture of migrants and those born on the street are located. And in the third district many urban poor children live.

You might say, but children are children why these differences? We know that circumstances of living influences their readiness to learn and cooperate. For instance, when a mother or parents are around the child has to listen to them first. This is different for migrant children they are on their own and decide for themselves.

In addition, children who in the evenings go to a kind of “home” have better living conditions and are assured of protection and sometimes food and clothing.

I placed “home” between inverted comas because often it is a wooden shed, a single room where the parents and the children live together. With no running water or electricity.

The awareness program also includes schools, churches and organizations which are close to the meetings points. The awareness committee is preparing a program to address some of the new challenges the children are facing in relation to utilizing their rights in the streets.

## HOPELAND CENTER

The street corner education is also organized at Adjei Kojo near Hopeland Center. Many houses have been built around Hopeland and the fence is protecting the center from intruders.



We had to repair the fence mainly at the back of the compound where people damaged parts of it, to have access to the football field. The area where the water passes was broken and had to be renewed.

Surrounding schools and clubs are allowed to use the football field with the condition that they keep the place clean. A gate has been made but that does not mean that it is the only entrance.

Five girls from Adjei Kojo have decided to learn sewing at Hopeland. We have agreed although, no social survey reports have been written as yet.

The two teams from the City's street corner program will strengthen the team at Adjei Kojo during the month of April. The partners will continue the education in the city.

SETTLEMENT Misereor is financing the settlement of 10 trained ex-street children. CAS initialing was trying to rent places in the city, but up till now no suitable place has been found. Misereor agreed that as a first step the children could be settled at Hopeland. One the chicken houses has been partitioned and out of it 4 different workshops have been created. Those trained in catering, hairdressing-pedicure-manicure, sewing and decoration as well as carving can be settled at Hopeland. Rooms have been renovated for accommodation.



volunteers



shelter



Still some final touches have to be done before these children can start their own workshops. Rules and regulations have been made. We will keep you informed.

## HOUSE OF REFUGE

At the refuge, the education of basic literacy continues. NVTI exams took place. Several children who sat for the NVTI grade one exams some time ago sat for the NVTI grade two exams. The examiners came to the Refuge and exams took place in catering, hairdressing and carving. The examiners noticed that several children had difficulties reading text in the English language. Also, not all aspects of the exams were known by the children. Although, the exam was completed successfully, CAS has to improve a lot and prepare the children better.



They have to know a bit of English to be able to read what has been written on the containers of creams, oil and shampoos. They should be able to measure in length, in weight and in volume.

More importantly, the youngsters have to practice on a regular basis so that, they will be really prepared before the exams.

CAS has decided that all those who want to sit for the grade two exams would have to sit for an internal test to be conducted by CAS.

The Norwegian volunteers as well as some part time teachers are ready to educate the children in smaller groups. Those who learn hairdressing will be taught to read and write in English. The same will be done with the other skills/trades.

The candidates should be able to write the names of tools and the materials they have to use.

Some of the exams could not be done at the Refuge and the candidates joined others at various centers. Electrical exams and decoration were conducted elsewhere.

We have to buy some books for the different skills and trades. The syllabus of the skills/trades are known but that is not sufficient.

## DRAMA

Another drama school wanted to train some of the children. This time we did not approve that the children attend the school

straight away. We asked the drama teachers to come to CAS and work with the children at the Refuge. The teachers have to be educated in the street technology. Behavior is questionable. Time is not important. And everything can be said to the teacher, he will never be offended. Etc.

## GANGS

Some weeks ago, we were confronted by some gang fights. Members of one gang stole a phone of the other. They were beaten in the streets. This had to be settled, and the gang of 25 angry youth came to the Refuge to beat up some members of the other gang. It was not only a fist fight, others had wanted to use offensive objects like knives but were stopped.

Fortunately, we managed to keep the gangs separated, and at a later stages during the street corner education, the issue was talked over and settled amicably.

We learned that “so called” leaders at the Refuge do not have much authority in the streets. There, others are in charge.

Seniority counts as well as membership of certain tribes. In the city the tribes are clearly separated.

This knowledge is very helpful when “peer to peer’ educators have to selected. These are children who have influence over others and can educate them as well.

We conclude to thank all of you who have assisted us with various support either in cash or in-kind. Thank you very much!

CAS’ website: [www.casghana.wix.com/casghana](http://www.casghana.wix.com/casghana)

However, we are constructing a new site at

[www.casghana.org](http://www.casghana.org). Please take a look and share your comments.

  
Bro. Jos van Dinther  
(Director CAS)

