



# Go Girl Ghana project proposal

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## Executive summary

### Project

Empowerment and Community building for the enhancement of girls' equality and education

### Location

Awutu-Senya district, Central Region, Ghana

### Start project

1st of April 2017

### End project

31st of March 2019

### Target population

Adolescent girls aged 12-21 and their communities

### Direct beneficiaries

300 girls

### Indirect beneficiaries

5500 girls and their families

### Overall objective

Improving girl attendance and enrolment in late primary and secondary school

### Specific objectives:

Mobilising girl groups and building on self empowerment and strengths

Changing parents perception on girls' equality and the importance of girl education

Provide better access to information on reproductive health, personal hygiene and family planning

Promote inclusive community ownership by bringing parents, officials, teachers and youth together with as common goal equality and education of girls

### Total budget 2 years

EU 97.605,-

### Executive Director

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### Registration number NL

66755123

### Registration number GH

C0006309895

## 1. Context analysis

Ghana, officially the Republic of Ghana, is a country which is located on the Gulf of Guinea on the west coast of Africa with a population of approximately 26 million people. It has a tropical climate. The eastern coastal belt is warm and comparatively dry, the south-west corner is hot and humid, and the north is hot and dry. Ghana has been a democratic economy with elected leaders since December 1992. Therefore in the last 20 years, there has been relative stability and peace in the country. However, like other African nations, the population still face many challenges. Criminality is high and about 30% of its population lives in extreme poverty. The GDP per capita<sup>1</sup> is 1,858.24 USD with a 7,6% annual growth rate with their key sectors being into cocoa production (#1 in the world), gold production (#2 in the world), the export of hydrocarbons and industrial minerals as well as manufacturing digital technological goods. Ghana is included on the list of developing countries.

In the region where Go Girl Ghana (GGG) will be active, livelihoods revolve mainly around farming and fishing. The unemployment rate is high and girls are expected to work on the land and help in the household. Prostitution and child trafficking are high in the coastal (Senya) community, and many children can be observed on the streets to be “out of school”. Teen pregnancy numbers in the area have increased by about 10%<sup>2</sup> in past years, which almost automatically results in drop out from school.

According to our research, less than half of the girls in the district are enrolled in school with the attendance being even lower than that. The girls in the Awutu-Senya district have often finished lower primary school but then do not continue schooling to the upper primary or senior high school level. In one of the communities GGG is active in, only 10 out of 180 girls went on to secondary school.

Basic primary education is in principle free in Ghana. With the country’s new president in power, policy might change to make secondary school free as well. This could result in an enormous boost for girls’ education in the future.

However, families are expected to pay for extra lessons, uniforms, shoes and school supplies, which are often difficult to find in remote areas. Parents commonly state these issues as reasons for not sending their children to school. Girls frequently view a lack of parental support as the main obstacle for not attending school.

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<sup>1</sup> World Bank, 2013

<sup>2</sup> Awutu-Senya Health directorate, 2016



Community action to stimulate education is rare and family financial assets, if any, are normally reserved for social gatherings like weddings and funerals. Culturally girls are expected to remain within the household and take care of the family chores. In general, the communities do not consider education as relevant for girls, as they do not anticipate that girls can gain meaningful employment and subsequently contribute to the family income.

GGG will work with “in and out of school” girls in the age range of 12-21 years. They are located in 10 communities in the Awutu-Senya district in the Central Region of Ghana. The girls speak the local dialect and/or Twi in the villages, however school education is usually conducted in English. Often their ability to speak English is limited within the home environment, which consequently can make learning more difficult. However the girls are literate and numerate in the basic essentials. Those who drop out of school will occasionally go on to a vocational training, which is traditionally gender orientated towards catering, sewing or hairdressing.

The education and health directorates in the area lack the funds to make a meaningful change in the district and have welcomed Go Girl Ghana to work together with them on improving girl education and contribute to addressing the challenges that go with this objective.

District nurses are quite active in the communities already. They work with the schools and have, in the past, created adolescent clubs for boys and girls focussed on health education. Their knowledge in this area is also the base on which we have build our Go Girl Groups on.

GGG has strong ties with the communities through our local personnel and the organisation has gained support from Chiefs and community elders. In addition, GGG only works with national volunteers from the respective communities, which enhances a high likelihood for community action/local response.

## **2. Problem analysis, project justification and activities**

### **Problem analysis**

In Ghana, social and cultural norms within most rural communities dictate that girls have no future in either further education or gaining meaningful employment. They are often not supported by their families and/or communities and as such look into other ways to break free. They have not been exposed to greater life skill opportunities and experiences, equipping them to be able to make informed choices about their education, career and general life potential. GGG aims to address this by enabling and empowering rural girls to reach their own potential as well as supporting their communities to in turn facilitate this change for girls.

### **Project justification**

Informing girls on issues like sexual and reproductive health, hygiene, family planning but also more soft education like peer pressure and the opportunity to discuss personal issues with their peers, enables them to make better informed life decisions and feel strong enough to make them. Demonstrating that there are different (vocational) opportunities available to them, also through the lens of their peers, will make them more likely to remain in school or return to school. As GGG supports the communities by informing them about the benefits of equality and educating their girls, they will be able to take ownership of the issue and as such take positive action themselves. In turn this can inspire other girls and their families in the communities to be educated and aspire for a better future.

### **Activities**

In the Awutu-Senya district, GGG aims to create community-based projects that respond directly to the root of the issue. As the goal is to achieve long term, sustainable change, we envision a project that will educate, facilitate and inspire not only girls but the community as a whole. Ultimately we want to enable girls to let their voices be heard and to be educated so they are better prepared to take care of themselves and their family, consequently contributing to an improved quality of life within their society.

Support in assisting girls to attain objectives will be provided through:

GGG has created “Go-Girl-Groups” for in and ‘out of school’ girls. Connecting the groups to local role models and peers will create a safe space where girls feel confident to express issues and raise awareness in relevant topics such as education, health, hygiene and family-planning. Additionally monthly workshops will provide opportunities to experience activities outside of the formal education system, such as photography, creative writing, or other vocations that will enable them to consider that education can bring about other options in their life.

GGG will implement a 3-day volunteer training based on the CLCP (Community Life Competence Process) and SALT approach (Stimulate, Appreciate, Learn, Transfer) with trainers from the Constellation organisation.

This training will give facilitators tools to motivate their communities during weekly home-visits. This will give opportunities to raise issues to disseminate information and discuss ideas regarding why girls deserve an equal place in society, what difference educating girls can make for their future and encourage communities to develop their own long-term solutions (local response) to maintain girls in school.

These visits will be complemented by quarterly community events to reinforce the goals and ideas of the communities. These events will be open discussion forums to keep the debate in education and local response going between guest speakers, beneficiaries and other stakeholders talking about subjects as money saving, sexual education and the importance of education as a whole

GGG has weekly airtime with Enyidado FM, a local radiostation to talk about what we do and spread the word on girls’ equality and education.

GGG actively advocates with (local) governments and (inter-) national businesses to assist reaching the beneficiaries’ goals.

For the talented students, whose families see the importance of education but are struggling with the financial means, we will give “back to school support” (books, uniforms, bags)



### 3. Logframe

Please see appendix 1 for logical framework

### 4. Implementation strategy

#### About Go Girl Ghana

‘When you educate a man, you educate an individual but if you educate a woman, you educate a nation.’ – Kwegyir Aggrey

Go Girl Ghana is a registered NGO in both the Netherlands and Ghana. The organisation believes that girls are the force for change and education is key to growth. The mission is to empower girls and their communities to improve girl education and let girls’ voices be heard. GGG does so by involving not only the full communities in Ghana, but also the diaspora Ghanaian communities in the Netherlands.

The organisation aims to make sure that the communities maintain the road to change for girls, even without their physical support. GGG believes that by training, inspiring and mobilising the communities to think of community based solutions, they will take ownership of the challenges that they face and work together. This way they are on the road to sustainable social change and the improvement of girls’ education.

GGG works with an inclusive project model. We work with a team of volunteers from each community with a gender balance, 1 male/ 1 female from each community. Whilst they work as a team, the female volunteers will focus more on the running of the weekly Go Girl Groups, as we want to make sure girls are in the centre and feel safe to speak about subjects that might be a taboo. The male volunteers’ focus will be on the home visits and community meetings so we ensure that communities as a whole will come together and create change. They will be monitored and managed by the project coordinator, also from the area.

GGG partners with the local education directorate seeking to have access to schools, teachers and PTA meetings to reach as many beneficiaries in the communities as possible and show support to the importance of education with this group. The organisation also works with the district nurses from the health directorate to facilitate the Go Girl groups, identify difficult to find beneficiaries, as well as giving the girls health talks.



The executive director will have an active advocacy role with the Ministry of Education, the Ministry of Gender as well as the corporate world in Ghana to contribute to raising awareness on the importance of educating girls. She will create a strong bond with the female community leaders (Queen Mothers) of each community and the paramount chief to help community involvement and support for the girls.

### **Beneficiary involvement – CLCP process**

GGG has a partnership with the Constellation who will train the full team in the CLCP (Community Life Competence process) and the SALT approach (Stimulate, Appreciate, Learn, Transfer). They will stay connected with GGG throughout the duration of the project.

### **Reviews**

For GGG to evaluate if we are working towards the same collective goal successfully, we will hold quarterly team reviews with the volunteers. As they talk to the communities on a day to day basis, they have great knowledge as to how the project is resonating with the communities. This information will allow us to collectively discuss progress to make sure we are effective, how we can be of better support to the community and as such if we need to adjust our plan in any way. A report will be created and made available from the Executive Director.

### **Administration**

GGG has an administrator on staff, who will be responsible for maintaining monthly bookkeeping and accounts. GGG will use an external accountant to create quarterly financial reports as well as an annual report at the end of the first running year. This process is managed by the Executive Director.

### **Monitoring and reporting**

In addition to the quarterly reviews mentioned above, a regular project review will be conducted by the GGG team in collaboration with the partners. This review process will help in determining the pace of progress as well as provide an opportunity to identify prevailing issues and areas in need of specific attention. Attendees for this review will be the school officials or teachers, community leaders, education and health directorates, facilitators but not in the least the beneficiaries (1 girl per community for instance) as it is their voices that need to be heard.

We will start with a baseline IMCS research and provide a detailed milestone plan along with quarterly reports to make sure we have a well-rounded evaluation process. This will lead into an end of year evaluation which will be conducted by a national external consultant.

### **Timeframe**

We plan to be active in the Awutu-Senya district for a minimum of 2 years. Early in 2018 we will review progress and see if there is a need for extension and potential for expansion into other districts in Ghana.

## **5. Human Resources**

The Executive Director is the general manager of the organisation tasked with financial management, overall human resources, monitoring and evaluations, advocacy and PR. She has a background in marketing where she has worked for international companies and delivered projects on a global scale with adjoining budget, time management and review tools. She has experience in Central Ghana as an English teacher and soon found herself in a coaching role for girls. She has retrained to focus on the growth of adolescent girls in Ghana.

The main driver of Go Girl Ghana is an experienced project coordinator who has worked for other NGOs as well as a teacher in the proposed area. He will focus on the day-to-day management of the projects. This includes management of the facilitators and their communities, finance, monitoring and evaluation. He is very well connected and poised to make a positive change for girls. He is also part of the board of Director with the position of secretary.

The last but not least part of the Ghanaian board of Directors, we have the Strategic Director who has degrees in accounting, law and marketing and is a known spokes person. He assists the organisation in management, media and overall business support.

GGG works with 20 volunteer facilitators, as well as 10 health resource people, all working in their own respective communities. All the facilitators have an affinity with the empowerment of girls, some have volunteered for other projects in the area and are experienced in working with NGOs. The health resource people are already active in the communities and are a great support in health topics but also monitoring and evaluation skills.



GGG also plans to recruit a female intern who will assist and be coached in the day-to-day management of the organisation.

The Constellation is an organisation which has developed a reputation for their work with the CLCP since 2004. This is a method to motivate communities into local response. They first started as a project to counter AIDS in Thailand, now the method is being used worldwide, by different organisations, in several different thematic areas.

Currently groups from 68 countries are converting their challenges into action. Worldwide organisations like UNAIDS and Unicef apply it to motivate communities into local response in their battle against malaria and HIV.

GGG will work together with other (governmental) partners to contribute towards changing community perceptions of education for girls.

### **Partners**

Awutu-Senya MP

Awutu-Senya Municipal Assembly

Awutu-Senya District Assembly

Awutu-Senya Health services directorate

Awutu-Senya District Education Office or Girls Education Unit (GEU) which lies under the Basic Education Division of the Ghana Education Service (GES)

Queen Mothers as patrons of the community groups

Community elders

(Peer) Role models and (international) volunteers for workshops

Enyidado FM

### **Girls Education Network**

As of June 2017, Go Girl Ghana has become part of the advisory board of the Girls Education Network in the Central Region of Ghana. This is a collaboration between the Ghana Education Services (Ministry of Education), Ghana Health services, the Ministry of Gender and several NGOs to ensure close cooperation for the improvement of quality education for girls.

## 6. Budget

GGG budget totals	Cost 2 year project
Staff and other personnel costs	€34.650
Supplies and materials	€21.260
Equipment	€1.700
Contractual services	€13.115
Travel	€17.060
General operating and other direct costs	€2.500
<b>Budget subtotal</b>	<b>€90.285</b>
7% unforeseen	€6.320
<b>BUDGET TOTAL</b>	<b>€96.605</b>

## 7. Exit Strategy

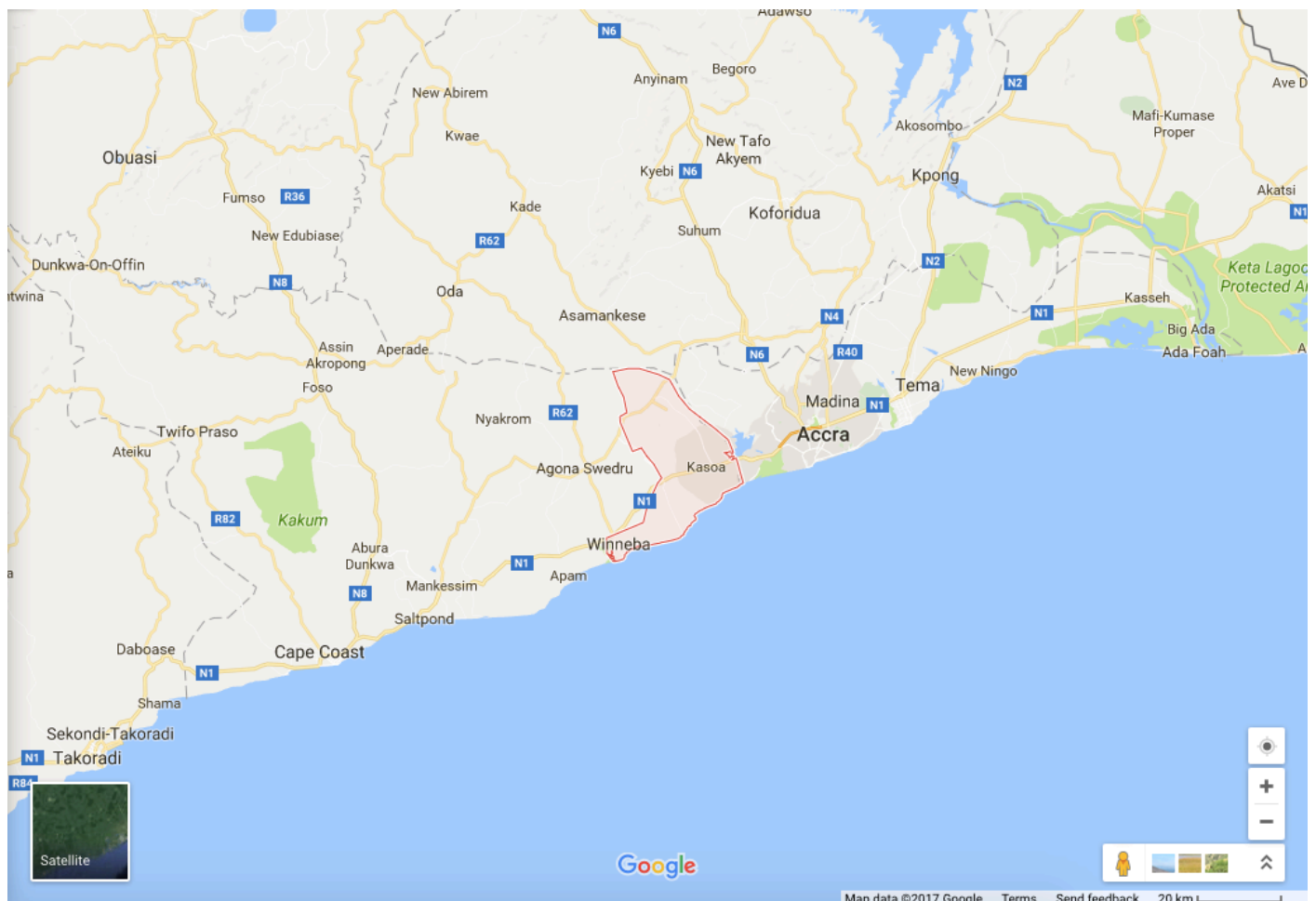
The organisation aims to prepare communities to maintain the road to change for girls' education and take ownership of the challenges through working together with local government authorities. GGG will be the catalyst for change by facilitating and encouraging stakeholders to work together. As such it is envisaged that in time, the government departments and community stakeholders would provide the required support to maintain momentum in encouraging continued education for girls.

## 8. Annexes

We will start our activities in 10 communities in the Central Region of Ghana.

These are: Awutu Bereku, Awutu Bontrase, Okwampa, Ahintia/ Kwame Whettey, Aberful/ Amadua, Fianko/Otopiase, Mafadwen/Nkwadum, Ayiresu/Bentum, Ofaada, Bonsuoku

<https://www.google.nl/maps/place/Awutu,+Ghana/@5.6288767,-1.1069063,9z/data=!4m5!3m4!1s0xfdfb116303e707b:0x27d3946cffabc037!8m2!3d5.5195405!4d-0.4879916>



## Community information based on research by Go Girl Ghana

Community	HC*	CHP*	Basic Schools	Total girls in basic school	Girls in upper Primary - JHS*	Girls in SHS*
Awutu Beraku	1	0	10	564	306	63
Awutu Bontrase	1	0	5	416	304	14
Awutu Bawjiase	1	0	9	675	496	73
Awutu Senya	1	1	6	248	164	86
Ahintia/ Kwame Whettey	0	1	6		136	
Aberful/ Amadua	0	0	2	184	78	
Mfadwen/ Nkwadum	0	1	1	103	66	
Ayiresu/ Bentum	0	1	3	293	184	
Fiankor/ Otopiase	0	1	3	437	294	
Ofaada	0	1	2	252	175	
<b>TOTALS</b>	<b>4</b>	<b>6</b>	<b>47</b>	<b>3172</b>	<b>2203</b>	<b>236</b>

\* HC = Health centre, CHP = Community Health planning, JHS = junior high school, SHS Senior high school

Empty cells means no data available.

## District numbers on total amount of girls\*

Age-group	Total number of girls
0-4 years	6750
5-9 years	5786
10-14 years	5410
15-19 years	4711
20-24 years	4103
25-29 years	3685

\*as provided by the district education and social welfare offices

## CLCP and SALT

CLCP and SALT is a method to motivate communities into local response, which will allow them to take ownership of the issue of girl's education and come up with their own solutions to create change.

