



Executive summary

Project

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

Location

Nyanyano and Buduburam communities, Central Region Ghana

Start project

1st of October 2021

End project

TBC

Target population

Adolescent girls aged 12-21 and their communities

Overall objectives

Girl Equality

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

Reducing teen pregnancy

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

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

Creating a safe space center for IT lessons, sewing lessons, group sessions and library

2 year project budget

€109,750.97

Executive Director

Contact number

Email address

Country Coordinator

Contact number

Email address

Website

Leonie Heppener

+31 6 50283016

leonie@gogirlghana.org

Comfort Nukpeta

+233 54 5219210

comfort@gogirlghana.org

www.gogirlghana.org

Registration number NL

Registration number GH

66755123

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Context Analysis

In the districts in which Go Girl Ghana (GGG) is active, the unemployment rate is high and girls are expected to work and help in the household. Many children can be observed on the streets to be “out of school”. Teen pregnancy numbers in the area have increased by about 10% 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. Girls 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.

In principle, basic education is free in Ghana. With the country’s new president in power, the policy has been changed 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 come by in remote areas. Parents commonly state these issues as reasons for not sending their children to school. Girls frequently view the lack of parental support as the main obstacle for not attending school. 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 works with “in and out of school” girls in the age range of 12-21 years. They are located in communities Nyanyano and Buduburam 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 their respective districts lack the funds to make a meaningful change and have welcomed Go Girl Ghana to work together with them on improving girl education and contributing to addressing the challenges that go with this objective.

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 the high likelihood for community action/local response.



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 such as 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 importance of taking responsibility for their children and 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

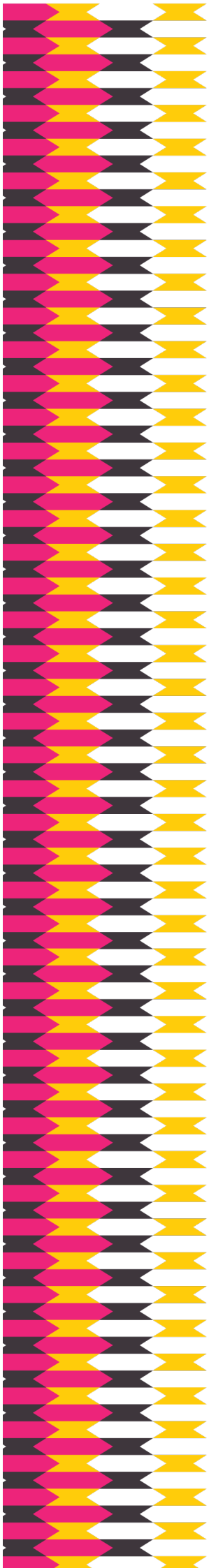
GGG has created community-based projects that respond directly to the root of the issue. As the goal is to achieve long term, sustainable change, we looked at a project that will educate, facilitate and inspire not only girls but the community as a whole. Ultimately we want to enable girls to let their 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 girls 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 reproductive health. Additionally monthly workshops will provide opportunities to experience activities outside of the formal education system, which will enable them to consider that education can bring about other options in their life.

SALT training gives our facilitators the tools to motivate their communities during weekly home-visits. This will give opportunities to raise issues to disseminate information and discuss ideas regarding why it is important for parents to take responsibility for their girls, why girls deserve an equal place in society, what difference educating girls can make to 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 Mother Clubs and quarterly community events to reinforce the goals and ideas of the communities. These events will be



open discussion forums to keep the debate on education and local response going between guest speakers, beneficiaries and other stakeholders talking about subjects as money saving, reproductive health and the importance of education as a whole.

For the committed students, whose families see the importance of education but are struggling with the how-to or the financial means, we will give “back to school support” by making a personalised plan to work together and get the girls back to school. This can include providing books, uniforms, bags.

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



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 organization 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.

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. The volunteers will focus on the running of the weekly Go Girl Groups, organise the Mother’s Clubs and will go on weekly home visits so we ensure that communities as a whole will come together and create change. They will be monitored and managed by the field officer and project coordinator, also from the area.

GGG partners with the local education directorate seeking to gain 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 core GGG team will have an active advocacy role within the various Ministries as well as the corporate world in Ghana to contribute to raising awareness on the importance of educating girls. They are creating a strong bond with the (female) community leaders (Queen Mothers) and elders to help community involvement and support for the girls.

Location

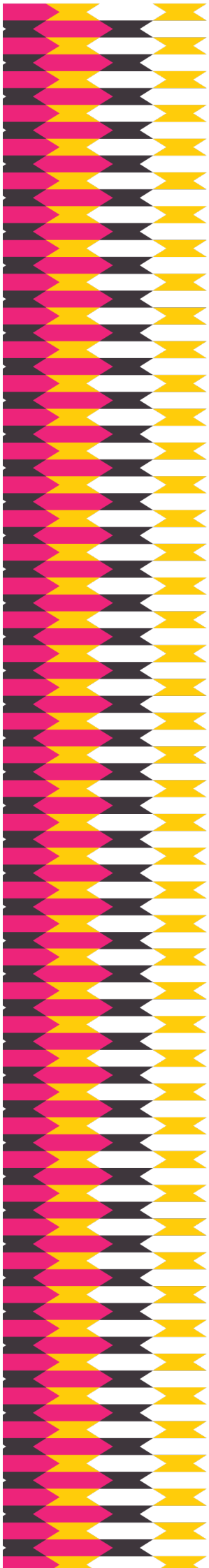
Our activities in the last 2 years have focused on 12 communities in the Central Region of Ghana. These are: Awutu Bereku, Akrampah, Awutu Bontrase, Aberful, Bonsuoku, Chochoe, Fianko, Mafadwen, Ayiresu, Odotom, Ofaada, Okwampah

From 2021 we are looking to moving into Nyanyano, Central Region Ghana
<https://goo.gl/maps/H4paeTsm1uo7Jzod9>

As well as Buduburam, Central Region Ghana
<https://goo.gl/maps/Y3Z51E5aADw1otMTA>

Beneficiary involvement - CLCP process

GGG has a partnership with the Constellation who trained the team in CLCP (Community Life Competence process) and SALT approach (Stimulate, Appreciate, Learn, Transfer). CLCP and SALT is a method using strengths and mutual learning 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. They stay connected with GGG to ensure continuity in the use of the method in our new communities.

Reviews

For GGG to evaluate if we are working towards the same collective goal successfully, we hold quarterly team reviews with the volunteers. As they talk to the communities on a day to day basis, they have a great deal of 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 by the Executive Director.

Administration

GGG has an accountant on staff, who is responsible for maintaining monthly bookkeeping and accounts. GGG will use an external auditor to create 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 previously, 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, community members, 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 districts for a minimum of 2 years. We will review progress continuously and see if there is a need for extension and potential for expansion into other districts in Ghana.



Human Resources

Founder and Executive Director, Leonie Heppener, is the general manager of the organisation tasked with overall the project, financial and human resources management, monitoring and evaluations, advocacy and PR. Based in the Netherlands, she has a background in brand marketing where she leads global projects for a various corporations. She gained experience in Central Ghana as an English teacher and soon found herself in a coaching role for girls. She has retrained to focus on social change, specifically on the growth of adolescent girls' future. And she travels to Ghana every 3 months.

Go Girl Ghana's project country coordinator is tasked with the day to day management of the projects. She is supported in every district by a field coordinator who collectively also manages the facilitators and their communities, finance, monitoring and evaluation.

The group of facilitators are at the core of all GGG projects. This includes community volunteers, teachers and 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 on health topics but also monitoring and evaluating skills.

To help Go Girl Ghana grow strategically and financially, we have a Board of Trustees with prominent members of Ghanaian society. They are there to monitor our work, advise on programming and help with fundraising.

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

The Constellation

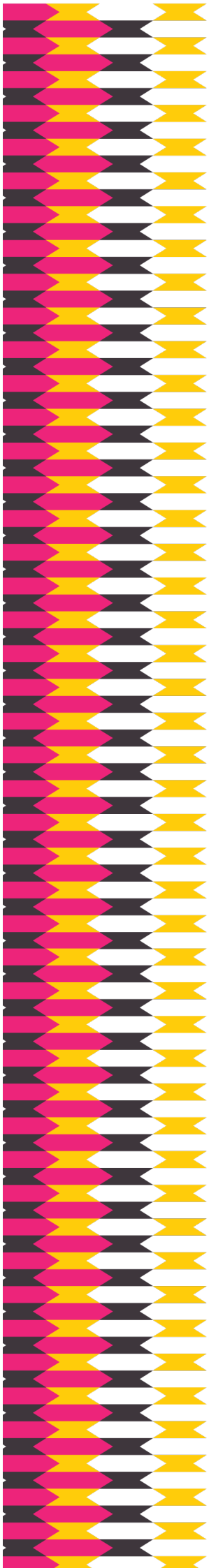
This is an organisation which has developed a reputation for their work with the CLCP since 2004. This is a method to motivate communities into local response. They first started as a project to counter AIDS in Thailand, now the method is being used worldwide, by different organisations, in several different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

Partners

District Assembly and district MP
District Education Office or Girls Education Unit (GEU) which lies under the Basic Education Division of the Ghana Education Service (GES)
Health services directorate
Origin8
Queen Mothers as patrons of the community groups
Community elders
(Peer) Role models and (international) volunteers for workshops

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.



Exit Strategy

The organisation aims to prepare communities to maintain the road to change for girls' education and take ownership of the challenges by 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 will provide the required support to maintain momentum in encouraging continued education for girls.