RESOURCE HANDBOOK FOR GIRLS' EDUCATION OFFICERS

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Acronyms and Abbreviations

BE	Basic Education (in Ghana 9 years)
CRDD	Curriculum Research and Development Division
DEO	District Education Officer
DEOC	District Education Oversight Committee
DGEO	District Girls' Education Officer
DSTMEO	District Science Technology and Mathematics Education Officer
EFA	Education for All
fCUBE	Free Compulsory Universal Basic Education
GES	Ghana Education Service
GEU	Girls' Education Unit
JSS	Junior Secondary School (3 years)
MOE	Ministry of Education
NGO	Non-governmental organization
P	Primary (6 years)
PRA/PLA	Participatory Rapid Assessment/ Participatory Learning and Action
PTA	Parent/Teacher Association
RGEO	Regional Girls' Education Officer
SAGE	Strategies for Advancing Girls' Education
SMC	School Management Committee
SSS	Senior Secondary School (3 years)
STMEO	Science, Technology, and Mathematics Education Officer
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
WITEDO	Women in Technical Education Officer

The Aims and Organization of the Handbook

The aim of this handbook is to incorporate in a single document the basic information and tools needed to operationalise the vision for girls' education in Ghana. The main audience for the book is education officers responsible for promoting and supporting girls' education. The use each officer makes of the Handbook will differ depending on where his or her responsibilities lie: at the national, regional, district or local levels. For this reason the handbook is organized around work that falls at each of these levels.

There are five chapters and an appendix. The first introductory chapter contains information about the national aims and objectives of girls' education, the policy guidelines providing a general framework for the efforts, the institutional structures and activities established to promote girls' education, and the official assignment of roles and responsibilities for achieving the targets. Chapters Two through Five contain the information, strategies, and tools needed by field officers to work at various levels of the education system in support of girls' education: Chapter Two for working at the district level, Chapter Three for working with communities to increase enrolments and retention, Chapter Four for working with school staff, and Chapter Five for working in classrooms with teachers. The appendices provide additional detailed resource information for officers, including a glossary of gender terms, a simple description of planning and evaluation, and techniques for identifying constraints and involving participants in problem solving. The appendices also include a section on communicating HIV/AIDs information and a list of references that may be useful for officers.

Working Chapters Two through Five each start with a section summarizing the information on girls' educational constraints that an officer needs to know to work at this level, followed by strategies that have been employed to impact positively on girls' educational participation. The second section in these chapters suggests a series of steps to achieve the GEU aims, while the final section provides examples of training activities to increase sensitivity to gender inequities, and tools to measure progress toward greater gender balance in education programmes.

The underlying assumption of the handbook is that those officers who have been implementing GEU activities are the most qualified to share with others their experiences in increasing girls' participation and retention. The main body of the text consequently is written by RGEOs, DGEOs, WITEDOs and STMEOs who attended the Workshop for Preparation of a Handbook to Support Girls' Education in October 2001. The list of those who wrote the Handbook appears in the Acknowledgements below.

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Excerpts from the speech by U.N. Secretary-General Kofi Annan at the World Education Forum on "Building a Partnership for Girls' Education," Dakar, Senegal (26 April 2000).

"....at least 880 million adults world wide are still illiterate, most of them women....The most tragic and unjust dimension of this state of affairs is this: of the more than 110 million children that should be in school and who are not, two-thirds are girls. For them the denial of human rights has struck twice over. For they are also denied something proclaimed on the first page of the United Nations Charter: the equal rights of men and women.

From issues of morality to issues of mortality, the denial of girls' right begins in early childhood. When a choice has to be made between educating a boy or a girl, girls are more likely to be kept at home. When a family income needs to be supplemented, girls are more likely to be sent to work. Even when girls do go to school, they will often have to do housework at the expense of homework. When they become pregnant, school policies force them to drop out. When parents consider their daughters' future, they often see education as a hindrance, not a help, to successful marriage and motherhood. And when catastrophe strikes -- in the form of illness or conflict, displacement or hardship -- women and girls, from sixty-five to five years old, are more likely to shoulder the burden of keeping family and household together. Nothing illustrates the burden more amply than the impact of HIV/AIDS.....

.... No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family, community and ultimately, country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high return.

It is also...a tool for preventing conflict and building peace. From generation to generation women have passed on the culture of peace. When ethnic tensions cause or exacerbate conflict, women tend to build bridges rather than walls. When considering the impact and implications of war and peace, women think not only of themselves but about the future of their children. Educating girls to build an empowered electorate of women could be the most cost-effective form of defense spending.

Clearly spending is required to meet this challenge. There is no substitute for good teachers who have to be paid and good textbooks which have to be bought. But spending is not all that is required. We need to remove the constraints that lead parents to keep their daughters from getting a basic education. We must ensure that girls are free and fit to make the best of learning opportunities by raising them in a sound, safe and stable environment.

We must involve the community and family in quality, non-formal learning approaches for girls who are prevented from attending school in a formal setting, and build bridges to allow them to continue in the formal system. Once children are in school, we must work to ensure that school prepares them for life, by developing curricula and materials, and by encouraging attitudes among teachers that emphasize the life skills these girls will need....

But the first step is for societies to recognize that educating girls is not an option; it is a necessity..."

INTRODUCTION

The National Vision is that...

> all Ghana's girl-children -- and their brothers -- are healthy, attend safe welcoming schools, are well taught by teachers who understand their needs, achieve according to their individual potential, graduate and become productive members of Ghana's nurturing society.

Why is Girls' Education an Issue?

The benefits to nations and communities of educating girls are well-known. With increases in girls' education, a nation's development indicators improve correspondingly. Some important ones are lowered infant and maternal mortality, longer life expectancy, lower fertility rates, and improvements in health, nutrition, literacy and economic growth. In addition educated women pass on advantages to their families in better health, nutrition, higher family income, and increased educational attainment of younger generations.

Recent years have seen major increases in girls' educational participation in Ghana. Yet statistics show the job is not complete. In the primary age range of 6 to 11 years, 84.4% of males and 81.6% of females go to school with a gender gap of almost 3%. Among 12 to 15 year old, the participation rate decreases only slightly for males (83.8%) but much more for girls (76.8%) leaving a gender gap of 7%. Among the age group 16 to 18 years only 51.9% of males and 41.8% of females attend school, further increasing the gender gap to 10%. These figures account for children in all of Ghana, and do not consider the larger disparities between regions. In general the highest enrolments of males and females occur in Urban and Rural Coastal areas and the lowest enrolments in Rural Savannah areas.

Looking at the low overall enrolment rates in areas of Rural Savannah, one might ask why there is not an emphasis on boys' as well as girls' education. No one argues in Ghana that girls' education should be developed at the expense of boys' education. Rather those who advocate for girls note that the education system in Ghana as in most countries has been designed for the convenience of the boy-child--not intentionally--but with the same effect. The "pupil" is seen as a person who has time to study, whose work at home is not so essential to the household, who is not in physical, spiritual or emotional danger in a school setting, who is not expected to marry early or is not in danger of becoming pregnant. This "pupil" for whom the school system is designed is respected for his abilities, has teacher role models he can emulate, and is expected to benefit in later life from the skills he develops there. The purpose in stressing the girl-child is that when conditions change to encourage her development and potential, the boy-child will also benefit, and those boys who remain out of school will be encouraged like the girl-child to enrol and continue longer. When the needs of half the population are neglected, both the individuals and the country suffer.

Policy Framework in Ghana

Successive governments of Ghana since 1951 have pursued policies to ensure the education of children. The policies include:

The Accelerated Education Development Plan (1951)

The Education Act (1961)

      stipulating free, compulsory, universal primary education

PNDC Law 42 (1983)

      providing for social justice and equality of opportunities for all

The Education Commission's Report on Basic Education (1986)

The Education Reform Programme (1987)

      aiming at expanding access, and improving equity, quality and sustainability

Constitution of Ghana (1992)

      making free, compulsory, and universal education a responsibility of government

Accra Accord on Girls' Education (1995)

      advocating a policy and special programme to eliminate the gender gap in educational participation

fCUBE Reform (1995)

      aiming at providing every school-age child with the opportunity to receive a quality basic education

Other Milestones in Girls' Education

The Beijing World Conference on Education for All (1995)

      calling for universal access and equity in education by targeting girls

World Education Forum, Dakar, Senegal (2000)

      renewing international commitment to Education For All with special emphasis on building partnerships for girls' education

MOE Management for Girls' Education Programme

The Ministry of Education has overall responsibility for managing the Girls' Education Programme. It is responsible for decisions about policy, programme development, budgeting, donor coordination, monitoring and evaluation. The MOE consults with the Ministry of Local Government and Rural Development (MLG & RD) about the location of new and single-teacher schools. The Government of Ghana has demonstrated its commitment to girls' education by creating a high-level post, the Minister of Primary, Secondary and Girl-Child Education.

Girls' Education Unit (GEU)

Establishment and aims of the GEU

The Girls' Education Unit was established within the Basic Education Division in 1997 to ensure that girls who had been lagging behind boys in all education indicators attain the aims of fCUBE. The mission of the GEU is to promote the education of girls along five dimensions:

- to bring parity of access to education and educational opportunities;

- to enable girls to contribute more effectively to the development of the nation;

- to improve the status of women and girls;

- to develop the social capital of women;

- to find adequate funding support and to mainstream gender-related issues.

The functions of the GEU

The GEU promotes girls' education through the following activities:

- coordinating with all relevant institutions, donors, NGOs and government departments to further advance policy and planning of girls' education in the country;

- establishing a database on girls' education by strengthening the Ministry's capacity to collect and analyse data on girls at national, regional and district levels;

- researching problems relating to girls' education and disseminating the information to policy makers, district assemblies and donors;

- examining and developing national and regional strategies for improving the access and retention of girls' in schools;

- acting as a pressure group within the Ministry to advocate for strategies that advance the implementation of policies related to enhancing girls' education;

- advocating for by-laws to boost girls' enrolment and retention in specific localities;

- organising public education campaigns in localities with low female access and retention and developing strategies to increase their participation;

- establishing links with NGOs and institutions involved in girls' education to encourage incentive schemes to boost girls' education;

- liaising with the Curriculum Research and Development Division (CRDD) and textbook writers to correct gender stereotyping in specific subjects and textbooks to ensure gender balance of illustrations and examples.

The scope of GEU activities

The GEU concentrates on populations of girls not adequately covered by existing programmes. The target groups include:

- Girls between 6 and 15 years of age who have not enrolled;

- Girls between 7 and 15 years of age who have dropped out of school;

- Girls between 15 and 20 years of age who terminated their schooling after Junior Secondary

Within these groups special attention is given to handicapped girls. The scope of GEU activities is derived from Government policies on girls' education.

Responsibilities of GEU officers

The GEU works through Regional and District Girls' Education Officers (R/DGEOs) who are charged with initiating activities at the national, district, community, and school levels. Their general responsibilities include five main functions:

1. Actively **promoting awareness of the importance of girls' education** at every opportunity by:
   - liaising with local institutions
   - advising colleagues
   - organizing activities during Girls' Education Week
   - contributing to Durbars
   - attending PTA/SMC meetings
   - making speeches
   - using all fora for promoting and lobbying

2.   **Linking the GEU with communities** in a two-way flow of information by:
- providing GEU with quarterly reports of activities promoting participation of girls
- conducting outreach;
- contributing to the GEU Newsletter, Gender Matters; and
- providing advice to girls and their parents.

3.   **Developing awareness of issues** relating to girls' education within the District Office by:
- organizing workshops/seminars for colleagues and teachers;
- distributing the newsletter, Gender Matters;
- working in close collaboration with the District Science, Technology, and Mathematics Organizer (DSTMEO).

4.   **Taking actions to raise female enrolment and retention rates** in school within the District by:
- seeking national information from GEU;
- working with colleagues to identify communities with low female enrolment;
- exploring the constraints to girls' participation in education;
- adopting and implementing strategies to overcome constraints;
- promoting the establishment of district by-laws and ensuring their implementation;
- supporting women teachers in the district.

5.   **Monitoring girls' enrolment, retention and achievement** rates by:
- collecting relevant, gender-segregated data;
- identifying specific constraints to girls' attendance at school.

Roles/Responsibilities of Partners in fCUBE

fCUBE: fCUBE stands for Free, Compulsory and Universal Basic Education. It is a comprehensive programme designed to provide a quality basic education to all school age children by the year 2005. The GEU contributes to fCUBE by working with partners to ensure the participation of all children, especially girls.

The school belongs to the community which has the main responsibility to manage, maintain, and sustain its existence. The community is supported by other recognized partners and stakeholders in the delivery of education. They include:

The District Assembly (DA)
The District Education Directorate (DED)
The District Education Oversight Committee (DEOC)
The District Education Planning Team (DEPT)
The School Management Committee (SMC) of Basic Education Schools
Parent-Teacher Association (PTA)
Old Pupils' Association (OPA)
Unit Committees (UC)
Youth Association and Organization

District and regional partners

The decision to decentralize functions of the MOE affects the administration of the GEU and its relation to other education components. The decentralization model has been described as a set of concentric circles with the outer circle, the District, implementing activities under the supervision and management of District Directors. As a result of decentralization, District Education Oversight Committees were established to mobilize grassroots efforts and assist the Ghana Education Service in supervising and managing schools of the district. Regional Directors exercise a coordinating, monitoring and management function over all the districts in their respective regions.

The duties and responsibilities of District and Regional Directors are organized in seven areas:

Human Resource Management (Personnel and Manpower)
Material Resource Management (Supplies, Equipment, Repairs, School Plant, etc)
Finance and Budgeting
Planning and Management of Schools, District and Regional Offices
Training Programmes
Monitoring and Supervision of Teaching/Learning (and Guidance and Counselling)
Work Coordination and Representation at Regional and District Levels

District Directors (DDEOs). District Directors manage all personnel and schools, Basic and Secondary (including Technical), within the District in accordance with current practice and relevant directives. They control budgeting and finances of all education institutions within the district and arrange for them to be audited once a year. They are responsible for the intra-district transfer of teachers and non-teaching staff in ranks up to Principal Superintendent and Assistant Administrator or Accountant. Across district transfers must be cleared with Regional Directors. District Directors deal with disciplinary cases referred to them and report them to the Regional Director if action is to be taken. DDOs are responsible for prompt delivery of school supplies and equipment and their proper monitoring and use, and they ensure that school buildings and grounds are maintained and in good order. They are also responsible for annual collections of data from schools for planning, monitoring and evaluation purposes at District, Regional and National levels. Finally they are responsible for resolving management problems and addressing crisis situations as they arise.

Regional Directors (RDEOs). The Regional Directors coordinate, supervise, and manage the work of District Directors in the Region and report directly to the Director-General. They advise on disciplinary cases brought to them, approve inter-district transfers of teachers, and exercise control over and rationalization of recruitment for all appointments into the Ghana Education Service within the Region. They approve the appointments of Heads and Assistant Heads of schools and technical institutes. They monitor and ensure the proper use of equipment, supplies and school buildings in the region. They prepare the regional budget and monitor financial management in the districts. They are also in charge of coordinating and monitoring training programmes. Through quarterly meetings with and reports from District Directors they monitor teaching-learning in schools and act on needs in the districts.

The District Education Oversight Committee (DEOC). The DEOC maintains close relations with DEOs (who are on the committee) and RDEOs. The DEOC receives reports from DEOs, Assembly members, SMCs and community members. The DEOCs ensure an adequate supply of learning materials, the safe and clean condition of schools, the adequacy of the teaching staff, the

punctual attendance of teachers and pupils, and the moral behaviour and proper discipline in schools. Finally the committee members act on any complaints from the community or the school. To act responsibly on these matters it is important that the DEOC receives timely information from the other stakeholders in education delivery. The DEOCs have the authority to make laws and formulate strategies in their districts to promote teaching and learning.

Community partners

At the community level the main partner organizations that support the school are SMCs, PTAs, Unit Committees and headteachers.

School Management Committees (SMC): The SMC is a community-based organization aimed at strengthening community participation and mobilization for delivering education. The committees are formed of the District Director of Education or his representative, and members appointed by the District Assembly, the PTA, the Village Development Committee/Unit, the Chief, the Educational Unit, two teachers and one from the ODA.

The SMC ensures that the premises of the school are clean and in a structurally safe state of repair. The SMC controls the general policy of the school but cannot encroach upon the authority and responsibility of the headteacher. The SMC must submit term reports and other information as required to the Director General of the Ghana Education Service through the District Director of Education. The SMC holds meetings at least two times a term and emergency meetings as necessary. It develops an annual education action plan for the improvement of teaching-learning. The headteacher presents his/her annual plan for review and approval by the SMC, and reports at each term. The SMC advises the headteacher on emerging issues, and makes proposals for the review and design of general school policy.

The SMC also reviews and approves all expenditures of the school. With the PTA and Unit Committees, the SMC mobilizes community efforts and resources to promote quality teaching and learning. In addition the SMC may raise funds for needed infrastructure, ensures that all children are enrolled and remain in school, sees that qualified teachers are assigned to the school, ensures that all children have supplies, monitors attendance of teachers and pupils, and conducts other activities in support of the school. The SMC is funded by contributions of parents, donations of NGOs, and grants and gifts.

Parent/Teacher Associations (PTA). The PTA is an association of parents and teachers in a particular school or cluster of schools. The members are parents, guardians and teachers who are interested in children's education. Their work is to forge links between the home, the school and the community in order to strengthen the school and to assist in fund-raising to provide the basic needs for the school. The PTA is funded by members' contributions, by NGOs and by the community.

The PTA meets with groups such as the elders/chiefs, the Unit Committees, the SMC and the general community to discuss issues relating to the progress of the school. It organizes fund-raising activities to improve the school facilities, and supports teachers through incentives such as accommodations. They assist the SMC increase school enrolment by encouraging parents to send children to school. They assist teachers in solving problems, and provide a forum in which parents and teachers can discuss any misunderstandings between them.

Unit Committees. Unit committees are Local Government structures that work collaboratively with SMCs and PTAs to achieve their mutual objectives. Their functions that bear directly on schooling include the registration of marriage, births, and deaths, sanitation, and community self-help activities.

Headteachers. Headteachers are responsible to the SMC for academic, social and internal organization and conduct in the school. They can admit students according to GES admission policies. They arrange the curriculum and syllabus of the school in accordance with GES guidelines. They foster a high moral tone, maintain discipline and can take disciplinary action against a student (although no pupil can be dismissed at the BE level which is mandatory). They collect fees, and are responsible for the expenditures of the school, reporting as required to the SMC, the DEO, and the REO. They are responsible for and have authority over the staff, submitting confidential reports on each individual to the DEO annually, but they are not allowed to dismiss or suspend teaching staff or employees.

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Plan of Action for Girls' Education

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Constraints and objectives

The fCUBE Plan of Action addresses the following constraints to girls' education:

- Low access: resulting from parent/community perceptions of girls' education, traditional beliefs and practices, the costs of education, and/or inaccessibility of schools.

- Low retention: attributed to the absence of female teacher/role models, child labour, school schedules, early marriage, pregnancy and irrelevant curriculum.

- Low achievement: attributed to girls' perceptions of themselves, biases in classroom practice, lack of counselling, poverty, and teasing or sexual harassment.

The strategies in girls' education aim to meet three basic objectives:

- to increase the access and participation of girls

- to improve the quality of teaching and learning, and

- to improve the efficiency of management

GEU targets for 2005

- to increase girls' enrolment in primary school equal to that of boys and to develop and maintain strategies aimed at ensuring girls' continuation into junior secondary school;

- to reduce the dropout rate of girls in primary from 30% to 20%, and of girls in junior secondary from 21% to 15%

- to increase the transition rate of girls from junior to senior secondary by 10%

- to increase girls' selection of science as an elective in Senior Secondary to approximately 30% - 35%

Enabling activities

A set of enabling activities are designed to achieve the objectives of girls' education.

To increase access, participation, retention and achievement of girls, enabling activities include:
- Using role models
- Mobilizing parents, communities, and the private sector to support girls' education
- Addressing local problems and barriers
- Assisting parents/guardians to support children's schooling
- Including children as stakeholders
- Addressing the special needs and concerns of girls
- Promoting complementary education
- Improving reproductive health knowledge and behaviours
- Providing feeding programmes
- Locating schools closer to pupils' homes

To improve the quality of teaching and learning, the enabling activities include:
- Making education relevant to the lives of girls
- Providing incentives to female teachers to teach in remote areas
- Providing sensitisation and training to teachers
- Eliciting teachers' formal commitment to quality teaching
- Forming a compact between communities and teachers
- Increasing the supply of teaching learning materials
- Providing science, technology and mathematics education (STME) clinics for girls and workshops for teachers of STME
- Providing schools of excellence
- Providing early childhood care and development (ECCCD) programmes
- Supervising teaching and learning

To improve the efficiency of management, enabling activities include building GEU capacity to:
- Provide a coordinating role
- Create linkages with other MOE-GES Divisions and Ministries
- Create mechanisms for collaboration among GEU and NGOs, CBOs, development partners and universities
- Develop annual workplans with indicators, and monitor and report results
- Address the needs of GEU teams

National Education Forum Recommendations on Gender Equity

The National Education Forum held in November 1999 made recommendations to address gender and equity issues in the Ghanaian education system (and assigned responsibilities for appropriate actions). They include:

- incorporating family planning issues into GEU activities;
- securing the support of Traditional Authorities to campaign against early marriage and teenage pregnancy in districts with low female participation in schooling (District Assembly);
- establishing scholarship schemes to support needy female students (District Assemblies);
- pursuing vigorous affirmative action/positive discrimination policies in favor of girls' admission to universities and extending these policies to include Mixed Boarding Senior Secondary Schools and Training Colleges where boarding facilities are fewer for girls than boys thus limiting their admission;
- providing incentives to female teachers to accept postings in rural areas where they can serve as role models to girls, with priority given to decent accommodations (District Assemblies and communities); and
- giving priority attention to gender issues in education in the 3 regions of Northern, Upper East and Upper West.

Accomplishments of the GEU

Since the beginning of fCUBE in 1996 and the creation of the GEU the following actions have been accomplished:

- R/DGEOs, STME coordinators and officers have been trained in techniques to sensitise communities.
- STME clinics have been organized annually to encourage girls in science, technology, and mathematics.
- A newsletter, Gender Matters, has been produced and disseminated nation-wide to share GEU activities and create awareness of the importance of girls' education.
- Development partners and NGOs have initiated and/or participated in:
    - community mobilization activities in support of girls' education,
    - the development of a SMC/PTA handbook
    - a female scholarship program
    - income-generating activities for women
    - Girls' Education Week celebrations, radio and television programmes, symposia, debates and essay competitions
- A food programme was initiated to encourage enrollment and retention in selected schools of the Northern Regions
- New gender sensitive syllabi was written in collaboration with the Curriculum and Development Division (CRDD) and gender sensitive textbooks are in the final stages of production.

Chapter 2

WORKING AT THE DISTRICT LEVEL TO SUPPORT GIRL' EDUCATION

There are 3 main objectives of officers' work at the district level: 1. To communicate information on the importance of girls' education to relevant audiences, including colleagues in the education service, 2. To achieve the objectives of girls' education effectively and efficiently through planning, monitoring, follow-up, and assessing progress, 3. To form linkages in support of girls' education though data collection, analysis, and reporting.

Objective one:

To communicate information on the importance of girls' education to relevant audiences

A.   Background Information

i.   Government Policies

Government policies and actions support the importance of education for all children. The information below summarises information needed by girls' education officers when communicating awareness of the importance of girls' education to district and other relevant regional audiences.

fCUBE for example has the following objectives:
- to increase access to basic education;
- to improve management capacity;
- to enhance quality education;
- to improve relevance and efficiency in order to attain universal primary enrolment by the year 2005.

The Government of Ghana has demonstrated commitment to girls' education by creating a special unit within the Basic Education Division devoted to girls' education and most recently, by creating a high-level post of Minister of Primary, Secondary and Girl-Child Education.

The Girls' Education Unit was established with the following objectives:
- To increase the enrolment of girls to equal that of boys.
- To reduce the drop-out rate of girls from 30% to 10%
- To increase the transition rate of girls from Basic Education to Senior Secondary level from 30% to 50%.
- To increase the educational attainment of females in tertiary level of education from 25% to 50%.
- To expose at least ten thousand (10,000) girls at the basic and secondary levels of education to Science, Technology and Mathematics Education (STME) Clinics with the expectation that at least 30% of the girls would choose Science as an elective at the Senior Secondary School level.

In pursuit of these objectives the Ministry of Education (MOE) has put in place a number of policy measures including:

- Infrastructure development, refurbishment and maintenance.
- Management reform, restructuring and training.
- Curriculum reform.
- Improved quality.
- Community participation.
- Non-formal functional literacy programmes
- Improved teacher education programmes.

The Government policies below have been grouped into categories: access and retention, teacher incentives, and relevance of education.

Access

To avoid overcrowded schools and to provide access to all children of school-going age, the Government has approved the following:

Space
- Enough classrooms should be provided by the District Assemblies, communities and companies to absorb increasing numbers of pupils, especially girls.
- Available community buildings like churches, mosques and community centres among others can be used as classrooms.
- The shift system should be applied in places of high enrolment and lack of space.

Distance
- Schools should be located at shorter distances from homes to avoid truancy, absenteeism, tiredness and insecurity. This is to be provided by communities, NGOs, institutions and private individuals.
- Appropriate transportation should be tapped into through the communities, NGOs and transportation companies to enable pupils and other education personnel to get to school on time.
- Hostel facilities should be provided to accommodate girls whose homes are far from the school.

Retention

Cost of Household
- Interventions have been put in place by the government to assist parents to provide tuition, textbooks, and other teaching-learning materials to pupils at reduced cost..
- Scholarship schemes have been instituted by the communities, NGOs and other individuals for needy girls.
- Incentive packages in the form of cash and kind are to be provided to both pupils and teachers on "Award and Open Days" and other occasions by the government, communities, NGOs, and Donor Agencies.
- The academic calendar can be adjusted to make up for contact hours lost. This is to be done by the school.
- For the success of the girls' education programme, parents must be made aware of the importance of girls' education through sensitisation by District Education Planning Teams.

Incentives for Teachers

In order to improve the teacher-pupil ratio in the country, the Government of Ghana has put in place the following measures:
- Introduction of special quotas for female admission to teacher training colleges on the basis of 50% male and 50% female.
- Incentive packages to keep teachers in schools have been implemented in the form of provision of accommodation, transportation etc.
- The training colleges are to be upgraded into Diploma Awarding Institutions.
- District Assemblies are to sponsor teacher trainees to boost the number of teachers in their areas especially females who can be there as role models.
- Distance Education, Sandwich, short courses during holidays and study leave with pay programmes have been put in place by the Ghana Education Service (GES) to upgrade teachers pedagogical and academic knowledge.
- The curriculum has been revised to increase gender awareness of teachers at all levels of the educational system.
- Gender sensitivity sessions in pre-service and teacher training programmes are to be implemented by the GES, as a part of the curriculum.

Relevance of Education

To make education more relevant to pupils, the following policies have been put in place:
- School dropouts are to be encouraged to go back to the classroom by the community, schools and parents.
- Victims of teenage pregnancy are encouraged to return to school through the initiative of the school, parents and the communities..
- Communities have been encouraged to become involved in the supervision and management of schools so they will develop a feeling of ownership, hence the setting up of School Management Committees, (SMCs), Parent Teacher Associations (PTAs) and District Education Planning Team (DEPT).

ii.   The Effects of Gender

Educating girls is a necessity to ensure the sustainability of the developmental efforts of a country. Much background information is available on the benefits of educating girls.

Generally, the talents of men and women have been tapped differently to support the development of countries. In Ghana, women form 51% of the population and therefore the nation cannot afford to ignore the potential talents of more than half of its human resources hence, the need to increase the education of females.

In most countries in the world, boys and girls are treated differently in school due to gender biases in the society, which ascribe roles according to cultural norms and religious beliefs. Furthermore, boys and girls are socialised differently, based on the cultural expectations of the society. Each culture has gender roles which define how males and females are expected to behave as well as defining their rights, responsibilities and the share of resources they receive.

Gender refers to the differences between men and women based on social expectations, traditional beliefs and norms. Gender is therefore different from sex. Sex is the physiological and biological differences men and women are born with. Sex gives the basis for what is involved in being a man or a woman.

Gender is socially constructed and can therefore change from country to country. The roles boys and girls play in society has an impact on a nation's development.

iii.   Development Rationale for Educating Girls

Education is important for all children but the education of girls has a stronger impact on a nation's development.

The tangible benefits that are derived from the education of girls and women fall into the following categories:
- Economic
- Social
- Health
- Civil Society/Human Rights

Economic Benefits
The education of girls promotes national development in the following ways:
- Increased agricultural production.
- Higher family income.
- Economic independence of women.
- Higher productivity in the work place.
- More skilled labour force.
- Better employment opportunities.
- Better management of resources e.g. time and money.

Social
- Delays in child-bearing.
- Reduced family size.
- More productive citizens.
- Reduced teenage pregnancy.
- Greater support for the education of their own children.
- Role models for young girls.
- Greater awareness of the negative aspects of such violent practices against women and girls as Female Genital Mutilation, battering, and rituals and rites that inflict pain on women and girls.

Health
- Lower infant mortality rate.
- Improved nutrition for the family.
- Lower fertility rate.
- Increased life expectancy of women.
- Better health habits including sanitation and immunisation.

Civil Society/Human Rights
- Increased awareness of the right to education.
- Increased participation of women in decision-making.
- Increased opportunities for representation of women on governmental, community and institutional bodies.
- Empowerment of women in public life.

B. Strategies to Communicate Information

Girls' education officers can communicate information consistent with fCUBE and Education Reform Programme policies on girls' access and retention to colleagues in District Offices and to community groups through the following strategies:

Holding discussion meetings
The DGEO, in collaboration with the District Director of Education, can organise meetings of circuit supervisors, unit heads and other educational personnel in the District Office, District Assembly, and other decentralised departments to talk about the importance of Girls' Education and, at subsequent meetings, to brief them on current issues in Girl-Child Education.

Organising Seminars
The DGEO in collaboration with the STME officer can obtain permission from the District Director to organise a day's seminar for teachers in charge of girls' education in the schools to brief them on the importance of girls' education.

Planning Training Workshops for Facilitators
The DGEO can select and invite two facilitators from each of ten communities in the district, preferably males and females for a three-day workshop to train them in Participatory Learning Activities (PLA) tools. This will enable them to sensitise their communities on the importance of girls' education. In the course of the workshop, facilitators can visit the communities for practical demonstrations. Other facilitators in the district can also be trained in the same way.

Creating Newsletters
The DGEO in collaboration with the headteachers and teachers can solicit articles on girls' education from the various schools for publication in a newsletter to be distributed in the district, communities and schools. (See appendix for creating a newsletter)

Preparing and exhibiting posters
The DGEO can liase with the National Commission on Women and Development (NCWD), the Commission on Human Rights and Administrative Justice (CHRAJ) and other NGOs like FAWE to prepare posters depicting messages about the importance of Girls' Education. The posters need to be hung at appropriate vantage points and the messages should be easily understood by the target audiences.

Showing appropriate films
The DGEO can contact agencies and bodies like the Forum for African Women Educationists (FAWE) Information Service, UNICEF, and the Ministry of Education for relevant films on the importance of Girl-Child Education to be shown to colleagues, pupils, parents and the public.

Participating in radio talk shows

The DGEO can contact radio stations to arrange for the Girls' Education Team (GET) to use programmes such as 'Women on the Move', 'Women's Magazine' and 'Girl-Child Education' as channels to sensitise the community to the need to send girls to school with an emphasis on the benefits for the girl, parents and the nation.

Organising radio dramas

The DGEO, in collaboration with the school, can organise dramas to be broadcast by radio in both the local language and English to sensitise communities to the importance of girls' education.

Performing role plays

The DGEO can liaise with headteachers and teachers to produce sketches on the importance of Girl-Child Education to be performed by pupils and students during Open Days, Durbars, Girls' Education Week Celebrations and other community and public functions.

Reciting poetry

The DGEOs should liase with the headteachers and teachers to compose and use existing poems to sensitise the community to the importance of girls' education.

Composing songs

The DGEO can involve Music and Dance teachers in composing songs on the need to send girls to school and retain them. These songs can be taught to the pupils to sing to the communities so they will send their girls to school and the girls will stay there until they complete their educations. (See songs below targeting different audiences)

Arranging for television programmes

The DGEO can contact the TV stations to arrange for the Girls' Education Team (GET) to sensitise the community to the importance of girls' education through programmes such as 'Mmaa Nkɔmmɔ' and ɔdɔ ne Asomdwee' (Popular women's programmes in Akan), 'Public Concern', 'Talking Point', 'Straight Talk', 'Adult Education' among other programmes in the various Ghanaian Languages..

Drama and relevant films on girls' education can also be telecast periodically and repeated, as can documentaries on girls' education.. TV crews can also be invited to cover programmes and events on the topic.

SOME GIRLS' EDUCATION SONGS FOR GIRLS

I have Decided to be Educated

I have decided to be educated 3x
And nothing can change my mind.
Financial problems can't deter me.
School conditions can't deter me.
Peer group pressure can't deter me.
So nothing can change my mind!

Parental attitude can't deter me.
Traditional beliefs can't deter me.
Teenage pregnancy can't deter me.
Nothing can change my mind.
Because, I have decided to be educated
3x
And nothing can change my mind.

By Mrs. Gertie Simpi-Amuzu
Accra Metro, DGEO

FOR COMMUNITIES

Education is so Important

Education is so important so send your
girl to school.
Education is a right for all so send your
girl to school.
Education has many benefits.
Education is right for all.
Education is so important so send your
girl to school 2x

By Mrs. Gertie Simpi-Amuzu
Accra Metro, DGEO

FOR COMMUNITIES

Parents Educate Your Children

1. Parents educate your children,
    especially the girl-child 2x
    For it's the best investment for your
    old-age security.
    So parents educate your children
    especially the girl-child.

2. Communities get involved in girls'
    education 2x
    For it's the best resource for your
    area's development.
    So communities, get involved in girls'
    education.

3. All stakeholders participate in girls'
    education.
    For it's the best contribution for the
    nation's development.
    So all stakeholders participate in girls'
    education.

By Mrs. Gertie Simpi-Amuzu

GIRLS EDUCATORS WE HAIL YOU!!

1. Girls' Educators we hail you 3x
    Oh! We hail you in our hearts.
    When we could not read,
    Girls' Educators you taught us
    Now we can read
    Oh! We hail you in our hearts.

2. Girls' Educators we hail you 3 x
    Oh! We hail you in our hearts
    When we could not write
    Girls' Educators you taught us
    Now, we can write
    Oh! We hail you in our hearts.

3. Girls' Educators we hail you 3x
    Oh! We hail you in our hearts
    When we could not count
    Girls' Educators you taught us
    Now, we can count
    Girls' Educators we hail you.

By Mrs. Gertie Simpi-Amuzu
Accra Metro, DGEO

Objective Two

To achieve the objectives of girls' education effectively and efficiently through:

Planning actions, monitoring, and assessing progress

An Action Plan presents a range of strategies, interventions and activities with the view of collaborating and co-ordinating efforts for finding solutions to the complex socio-cultural and economic problems surrounding girls' education in Ghana.

An Action Plan can be used to lay out strategies that are expected to resolve constraints on girls' educational participation. Below is a suggested format for an Action Plan for Advocacy--promoting awareness of the importance of girls' education. It provides columns for the activities to be undertaken, the tasks involved in implementing them, the partners who should be involved, the time or date when the activity or task is to be conducted, the funding or costs of the activity and the source of those funds, and finally the output/result indicator or clear evidence that the activity/task has been completed. The Plan of Action should take into account the requirements for activities falling under fCUBE.

ACTION PLAN FOR DGEOs
1. ADVOCACY

FUNCTION/ACTIVITY	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Sensitisation of education personnel						
❑ Celebrations of Girls' Education Week - STME Week - WITED Week						
❑ STME Clinic						
❑ PTA/SMC Meetings						
❑ Sensitisation of District Assembly members						
❑ Others						

ACTION PLAN FOR DGEOs
2. COMMUNICATION

FUNCTION/ACTIVITY	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Writing of Action Plans, Quarterly and other reports						
❑ Communicating policies to communities and schools						
❑ Writing articles for the newsletter, the Unit and newspapers						
❑ Collecting and analysing data						
❑ Distribution of GEU Newsletter and other materials						
❑ Holding television and radio discussions						
❑ Composing and conducting dramas, role plays and songs on the importance of girls' education						
❑ Others						

ACTION PLAN FOR DGEOs
3. PROFESSIONAL DEVELOPMENT, TRAINING, MONITORING AND ASSESSMENT

FUNCTION/ACTIVITY	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Workshops for the following: - Circuit Supervisors - Headteachers and Staff - PTAs/SMCs - The Girls' Education Facilitators (GEF) ❑ Training of Community Facilitators ❑ Follow-up ❑ Monitoring and assessment of workshops ❑ Attending workshops and seminars ❑ Others						

ACTION PLAN FOR DGEOs
4. WORKING WITH COMMUNITIES TO INCREASE ENROLMENT AND RETENTION OF GIRLS

FUNCTION/ACTIVITY	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Visiting communities						
❑ Talking to groups e.g. women, opinion leaders, chiefs, queen mothers, elders and Assembly members						
❑ Sensitising PTA/SMC groups						
❑ Monitoring Community Facilitators						
❑ Lobbying for assistance for girls' school needs and welfare						
❑ Representation on Committees of Community Based Organisations (CBOs), Non-Governmental Organisations (NGOs), and Government Bodies (GBs)						
❑ Others						
❑						

ACTION PLAN FOR DGEOs
5. WORKING WITH SCHOOL STAFF TO SUPPORT GIRLS' EDUCATION

FUNCTION/ACTIVITY	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Developing gender awareness						
❑ Checking academic performance and girl-friendly characteristics						
❑ Attending clubs, science fairs						
❑ Disseminating of STME Clinics						
❑ Directing dramas, role plays etc, and teaching songs						
❑ Organisating of competitions						
❑ Monitoring and assessment						
❑ Collecting data and analysis						
❑ Others						

ACTION PLAN FOR DGEOs
6. WORKING WITH CLASSROOM TEACHERS

FUNCTION/ACTIVITIES	TASKS	OTHER PARTNERS TO BE INVITED	TIME/DATE	RESOURCES		OUTPUT/ INDICATORS
				FUNDS/COSTS	SOURCE	
❑ Observation of Learning Teaching Activities						
❑ Observation of interaction between girls' and boys in the playground						
❑ Observation of Teacher-Pupil Interaction						
❑ Others						

Objective three

To form linkages in support of girls' education through:

Data Collection, Analysis and Reporting

DGEOs can collect enrolment and retention data to identify communities and areas where there are problems with girls' participation. This allows them to focus their efforts on enhancing, supporting and planning strategies to improve girls' education. These first data can also act as a baseline against which to measure whether they are achieving the established goals of girls' education. Data should only be collected when they are useful for some reason..

Sources of data collection

District: DGEOs can collect the following data in various District Offices:

   From the Circuit Supervisors/Central Statistics Offices:
   - enrolment of students by sex – male/female
   - pupils' performance – annually
   - BECE scores by sex – male/female
   - number of teachers by sex – male/female – trained/untrained, -- subject areas such as math, science and English
   - number of schools, their state of repair

   From the Textbook Unit::
   - title of textbooks used in schools
   - number of books supplied by the GES to the unit
   - number of books distributed to schools
   - number and name of the schools supplied with books

   From the District Planning Office:
   - school age children not in school
   - infrastructure -- number of schools to be renovated and dates
   - infrastructure -- number of new schools to be built
   - school furniture
   - teacher accommodations in remote areas
   - scholarship schemes (District Assemblies)

The forms below may be useful for collecting data from District Offices:

Pupil Form

Class	Boys	Girls	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			

Teacher Form

Circuit Name	No. of Teachers		No. Trained		No. Untrained		No. Math, Science, Tech Teachers	
	M	F	M	F	M	F	M	F

Textbook Form

Title of Book	No. Supplied by GES	Quantity Distributed to School	School Name

Communities. DGEOs can collect the following information from communities:

- Number of households (defined as head of household and family members)
- Number of school aged children by sex
- Number of boys/girls attending school
- Number of boys/girls not attending school
- Reasons for not attending school.

Below is a suggested form for DGEOs to collect data from specific communities.

Enrolment of Girls and Boys in the Community Form

District:………….
Name of community…………
Date recorded:…………………………
Name of officer collecting information…………

Household Head	No. of Girls	No. of Boys	School Aged Boys	School Aged Girls	Children in School		Children not in School		Reasons not in School
					Boys	Girls	Boys	Girls	

Schools. The following form may be useful to collect data on pupils and teachers from schools:

Pupil and Teacher Populations Form

District:………………Region ………..…   Name of DGEO: ……………………

Date Recorded: …………………………………………………………….

Name of community: ……………………………………………………
Brief description of the community (include location, economic level, occupations, community involvement in schools, infrastructure, access to potable water, obstacles to schooling, perceptions of girls' education): ……………………………………….
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
School name:…………………………………………………………….
Type of school: ……………………………………………………………

Class	No. of Pupils			No. of Teachers		
	M	F	Total	M	F	Total

Pupils:
- o enrolment of pupils by sex – male/female
- o lateness (interviews with teachers and pupils)
- o absenteeism
- o achievement
- o drop outs

Attendance Form (Filled on day of visit)

School name…………………………
Date:…………………………………
Officer filling form:………………….
Remarks about attendance:…………………………………
……………………………………………………………………

Class	Present			Absent		
	Boys	Girls	Total	Boys	Girls	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						

Achievement Scores Form

Class	Math		Science		English		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1								
2								
3								
4								
5								
6								
7								
8								
9								

Remarks_____
_____
_____
_____

Dropout Form

Name	Class	Sex	Age	Date of Dropout	Reason	Where are they now?

Teachers Characteristics:
- o number of teachers by sex – male/female – trained/untrained; responsibility, qualification
- o lateness
- o absenteeism

Teacher Characteristics Form

District_____

Date Recorded_____

Name of the School_____

Name of Headteacher_____M/F_____

Qualification_____

Class	No. of Teachers		No. Trained		No. Untrained		No. Math, Science, Tech Teachers	
	M	F	M	F	M	F	M	F

Teachers' Qualification Form

Name of Teacher	Sex	Qualification	Class	Additional Responsibility

Teachers' Attendance Form

Name of Teacher	Sex	No. of Absent Days in the Previous Month

Facilities

- o available facilities – playground, water, toilets/urinals

School Facilities Form

District_____

Date Recorded_____

Name of the School_____

Does your school have the following facilities?

Playground   Y/N

Comments   on   its   use   by boys/girls:……………………………………………………….

…………………………………………………………………………………………

….

…………………………………………………………………………………………

…

Water available for washing   Y/N

Comments on its use by boys/girls:………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Water available for drinking   Y/N

Comments on its use by boys/girls:………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Separate toilet for girls   Y/N

Comments on its use

……………….:………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Separate toilet for boys   Y/N

Comments on its use by boys/girls:………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Separate urinal for girls   Y/N

Comments on its use……………..:………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Separate urinal for boys   Y/N

Comments on its use

…………………………………………………………………………….

……………………………………………………………………………………………………

….

……………………………………………………………………………………………………

…

Classroom

The DGEOs can also observe when they visit schools and classrooms:
- o playground interactions between boys and girls
- o classroom interactions between students and teachers

(See useful forms below for "Gender Sensitivity Checklist for Schools" and "Teacher-Pupil Interaction Observation Checklist")

Chapter 3 (a)

WORKING WITH COMMUNITIES TO INCREASE THE ENROLMENT OF GIRLS

Objective One

To sensitise and mobilise the community in support of girls' enrolment

A.   Background Information

The following section summarises information on the constraints affecting girls' enrolment and the strategies that have been used either in Ghana or abroad to remove these constraints. DGEOs and others need to be aware of this information when working with communities.

i.   Constraints to Enrolment

Distance from home to school.
- Where the distance from home to the school is far parents fail to enrol their children especially girls.

Safety
Parents fail to enrol girls when they feel girls' safety is not guaranteed because of:
- The long distance.
- Their fear that girls may be attacked or raped on the way.
- Dangers along the way such as busy highways, rivers, dangerous animals, feuds between families, and conflicts between communities.

Costs of education
- If parents are poor and they cannot send all their children to school, they prefer to send boys since they think the cost of educating boys has greater returns than educating girls.
- Some mothers prefer to keep girls at home to take care of their younger siblings and help them in household chores.
- Traditionally girls sell produce and other goods in Ghanaian society, and therefore parents keep them out of school in order to supplement family income.
- Since education is a long-term investment and parents want immediate gains, they believe sending the girl child to school is a waste of time, instead they prefer to keep girls at home to help them in farming or to send them to work as house help.

Lack of educated female role models
- The absence of educated female role models in some communities means parents aren't motivated to enrol girls in school because females are not seen earning income for their families.

Unfavourable school conditions

- Unfavourable school conditions such as inadequate facilities, insufficient teachers where one teacher handles many classes (P1-P6) compounded by teacher absenteeism discourages girls from enrolling in schools.

Tradition/culture
- Expectation of early marriage discourages parents from enrolling girls in school.
- Most parents believe the returns of educating a girl do not come to them directly but rather to the husband's family.
- The death of a parent affects the education of children particularly girls, especially when the mother becomes the sole breadwinner.
- The outcomes of widowhood rites that deprive the family of the husband's property make it difficult for mothers to enrol the girl-child.
.

Migration
- Parents who migrate for fishing or farming do not enrol their girls because the school calendar is not flexible enough to accommodate their needs.

Space
- When space is not available in the local school parents cannot enrol their girls.

Community related influences
- Parents may not send girls when the school is attended mainly by another social group, family, or tribe or is located in another group's territory.
- Parents may be discouraged by community members from enrolling their girls when they did not contribute to efforts to build and support the local school.
- Conservative parents may refuse to send girls when the sexes are not adequately segregated.
- Rural parents may not see the relevance of the curriculum to their life styles and fear they may lose their girls to urban living.

Parental attitudes about schooling are affected by these factors, the characteristics of their background, their conscious or unconscious assessment of the benefits and costs of education, and the influence of community norms and practices that conflict with education.

ii.   Community Strategies to Enrol Girls

R/DGEOs can sometimes work more effectively to promote enrolment through involving educational professionals i.e. the circuit supervisors, headteachers, and teachers. Or they can seek assistance from key supporters of education, such as District assembly, chiefs/queen mothers, NGOs, SMCs, PTAs, DEPTs, DEOCs and other opinion leaders, community facilitators etc. to mobilise communities to enrol girls.

The following strategies have been used to increase girls' enrolment:

Building community schools to increase local places
- Sensitising and mobilising community members to put up primary schools in rural areas (feeders) near where girls live.
- Sensitising and mobilising the community to use church buildings, mosques, and community buildings to provide temporary facilities for schooling

Chaperoning girls so they are safe on their way to school
- Organising parents to arrange chaperons who will accompany girls to school.
- Sensitising parents and guardians to advise girls to walk in groups.
- Encouraging the school to ask girls to walk in groups.
- Involving teachers living in the community in accompanying children especially girls to school and back.

Resolving conflicts between groups
- Sensitising the community to understand the effects of the conflict on their children's education, and addressing the problems behind conflicts by resolving feuds with the help of community leaders so girls will feel safe going to school.

Encouraging income generating activities for mothers to support girls' education
- Starting susu circle where mothers pool financial resources to be used in rotation to start income generating activities like:
    - gari processing;
    - palm oil extraction;
    - shea butter extraction;
    - basket weaving;
    - soap making;
    - animal rearing (sheep, goat, poultry etc)
    - starch making;
    - fish smoking;
    - tie and dye;
    - pottery; and
    - Vegetable farming (tomatoes and pepper)

Using community resources (labour and funds) to support girls' education
- Sensitising communities to use co-operative farming (Fidodo) to reduce the demand for child labour on farms so children especially girls can enrol in school.
- Sensitising communities to use a portion of the community income from farming and fishing to enrol their children especially girls in school.

Teaching budgeting
- Sensitising parents to the need to budget for the education of their children.

Relaxing school uniform rules
- Permitting girls to go to school even when they do not have school uniforms.

Providing scholarships
- Lobbying the community, District Assembly members, NGOs philanthropists to provide scholarship for needy girls.

- Linking up with headteachers, circuit supervisors and communities to identify needy families,
- Drawing up criteria to select needy girls through interviews, observation and home visits.
- Identifying organisations that give scholarships and linking them to needy girls

Providing more educated female role models
- Encouraging parents to support their girls to continue from JSS to SSS and beyond.
- Training rural women with secondary education to become teachers.
- Recruiting female teachers from rural areas.
- Sensitising the community to provide accommodation for female teachers in rural areas.
- Establishing incentive packages to attract more women into teaching.
- Increasing intake of females into training colleges
- Sponsoring more females into training colleges.
- Inviting indigenous role models to visit their communities and share their experiences with women and girls.

Addressing violence against women and girls
- Creating awareness of ways in which customary law disadvantages women and girls and putting in place a common law to protect women from potentially harmful customary practices such as the dangers of:
  – female genital mutilation (FGM)
  – early marriage/betrothal
  – widowhood rites
  – rituals

Relaxing admission rules
- Relaxing admission rules for girls from migrant families.
- Encouraging migrant communities to establish flexible evening schools for their children including girls.
- Appointing special teachers for migrant children.

Involving communities
- Sensitising conservative communities on the value of girls' education by involving respected members.
- Sensitising parents to share household chores equally between boys and girls.
- Sensitising the community to organise a group of women to care for the young on a rotation basis to free the girl child to enrol in school.

B.   Process of Mobilising Communities to Increase Girls' Enrolments

One useful way to mobilise the community to enrol girls is the following process:

Step one: Organise a general meeting to discuss girls' education with community leaders.

Step two: Use techniques such as Participatory Learning Activities (PLA) to assist groups identify:
- Constraints to girls' education in their communities
- Solutions to removing the constraints

Step three: Ask the community to develop a plan of action for enrolling more girls

Step four: Develop a set of indicators that describe expected:
- Short-term results
- Long-term outcomes/results

Step five: Monitor and follow-up on the details of the plan

Step six: Assess the progress in enrolling more girls

C.   Training Activities

The section below gives examples of how others might be trained to implement enrolment strategies:

1. Working with community members to build a school

Objective

To mobilise the community to provide places for education in the local community.

- Collect and study the data on access to schooling.
- Identify a community that does not have a nearby school facility.
- Meet the assembly member to discuss the need for education and request a general community meeting.
- Meet other opinion leaders e.g. chief, queen mother, church leaders, unit committee members etc., and discuss with them the need for the education.
- Have a meeting with community members using semi-structured interview techniques (see appendix) to discuss and map out the following information:

    Q1. How many children does each household have?
    Q2. How many of them are boys?
    Q3. How many are girls?
    Q4. How many are of school-going age?

- Refer to the table below as an example.
- Fill in a similar table to find out the number of school-age children in that particular community who are not in school.

Children not in School Form

Name of Household Head	No. of Children		School Going Age		Not in School		Reasons for not Attending School
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	
	2	4	2	4	0	3	distance
	3	6	2	6	0	2	
	1	4	1	3	0	3	
	3	5	3	4	0	0	
	5	5	5	5	4	0	
	3	3	3	3	3	2	
	6	4	4	3	0	0	
	3	2	2	4	1	4	
	2	2	2	1	0	1	
	4	4	4	4	0	0	
	42	**39**	**28**	**37**	**8**	**15**	

- After tallying the number of children who are not in school (23 out of 65 school-age children), tell the community members that too many of their children are not in school and consequently they are not getting any education.
- Ask them what they can do as a community?
- Help them make a plan of action to educate their children.

The Plan of Action may include the following components (with illustrative examples):

Objective: (To enrol local children in school).

Activity: (To build a community school).

Resources Needed: land, labour, and materials e.g. cement sand. stones, etc.

Tasks needed to carry out the activity
- Identify who will provide the land
- Determine the building materials needed
- Decide who will provide manual labour.
- Decide who will contact the CES to provide teachers.
- Who will contact the CE to provide textbooks and materials for the school?

Person(s) to be held responsible
- Chief might donate the land.
- An NGO/District Assembly might donate building materials.
- Community labour – might be volunteered by community members.
- The community leaders and the DGEO would contact the District Director to provide teachers.
- The community leaders and the DGEO would contact the District Director to provide textbooks and materials for the school.
- The Assembly member and the DGEO should sensitise the community to initiate fund raising activities to start the school building.

Performance indicator: Provide a space (performance indicator) that will be filled in when most/all children are in school.

Action Plan for building a school

Activity	Resources Needed	Task	Persons Responsible	Persons Monitoring	Time Schedule	Performance Indicator

2. **Working with community members to reduce the cost of education so girls can enrol in school.**

- Ask an assembly member to organise a community meeting to discuss cost as it affects girls' enrolment.
- Meet opinion leaders to discuss costs.
- Have a meeting with community members to discuss costs.
- Use a semi-structured interview technique to discuss the following issues.

Q1   How many children are in your household?
Q2   How many boys do you have?
Q3   How many girls do you have?
Q4   How many are of school-going age?

Q5   How many are in school?

- Refer to the following table as an example.
- Fill in a similar table to find the number of school age children in that particular community who are not in school.

Children not in School Form

Name of Household Head	No. of Children		School Going Age		Not in School		Reasons for not Attending School	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
2		4	2	4	0	3		Poverty
3		6	2	6	0	2		Trading
1		4	1	3	0	3		School cost
3		5	3	4	0	0		
5		5	5	5	4	0	Poverty	
3		3	3	3	3	2	Work	House Help
6		4	4	3	0	0		
3		2	2	4	1	4	Illness	School cost
2		2	2	1	0	1		Norms
4		4	4	4	0	0		
	42	39	28	37	8	15		

- Ask the community members to list the reasons why children are not in school.
- Record their responses and total those with the same responses.
- Rank them as to which are most important
- Ask what can be done to reduce costs so that more girls can enrol in school
- Make a plan of action with the community to make costs bearable.
- Refer to the attached form.

Examples of strategies that may be used include:

Obtaining scholarships
- The DGEO can inform the community where they can access scholarship money.
- The parents can apply to the DEOC for scholarship money.

- The Assembly member and the DGEO can assist the poor parents in getting scholarships from the District Assembly.

Accessing funds for stationery
- The DGEO can inform the assembly member in the community where to get support for stationary needed for school.
- The DGEO and the Assembly member can assist the parents to access support for the costs of stationery needed for school.
- Parents will need to apply to the District Assembly to get support in providing stationery money.

Relaxing the policy on school uniforms
- The DGEO can meet the District Director of Education to discuss how cost is affecting enrolment and recommend relaxation of uniform rules.

Sponsoring Girls' Education
- The DGEO can identify NGOs and consult with the District Director to encourage the NGO to sponsor needy girls' education.

Developing income generating activities
- The DGEO can ask the community to identify leaders of women's groups.
- The DGEO accompanies the Women's Group Leader to the National Council of Women In Development (NCWD) to ask for support for income generating activities.
- The Assembly member and the DGEO can ask communities to use part of their community fund to assist needy children especially girls.

Action Plan: Strategy to Reduce Cost of Schooling

Activities	Contact	Responsible Persons	Outcomes
Scholarship	DEOC – to ask NGO for scholarship DGEO to link with philanthropists to provide scholarships for needy girls.	Parent to apply for scholarship from DGOC's office	Reduce cost of education by providing scholarships, funds for stationery relaxing uniform rules, generating income so girls can enrol in school.
Provide stationary	District Assembly	Parents to apply to the District Assembly	
Relax rules on uniform	DGEO, DDE, DEOC	Assembly man communicates need to relax rules on	

		uniform to community. C/S to monitor	
Generate Income	NCWD	DGEO to link with District Assembly member to accompany Women leader to accompany DGEO to NCWD	

Chapter 3 (b)

WORKING WITH COMMUNITIES TO INCREASE THE RETENTION OF GIRLS

Objective two

To sensitise and mobilise communities to retain girls to the end of basic education

A.   Background information

The following sections summarise constraints affecting retention of girls in schools and. suggest strategies that might be used to resolve these constraints. This information is helpful for officers and others working with communities to improve girls' retention.

i.   Constraints

Parental attitudes about schooling
- Some parents believe that reading and writing is sufficient and withdraw them after the primary level.
- Some parents withdraw girls to go into gainful employment such as being sent to urban areas to be servants.
- Poor performance of older siblings at the BECE discourages parents from keeping young girls in school.
- Broken homes and single parents with financial problems often withdraw their girls from school.

Poor academic performance
- Often girls with irregular attendance perform poorly leading to repetition and making parents reluctant to keep them in school.
- Girls who have to finish chores such as fetching water, sweeping, washing, etc. may be late to school and miss part of the morning lessons.
- Girls who are asked by teachers to carry out school chores such as running errands for them and caring for their babies, keep them away from classes.
- Girls carrying out evening household chores such as cooking, fetching firewood and water, shopping, etc. may have little or no time to study and do homework.
- On market days, some girls are sent to sell while others absent themselves from school and miss classes.
- During farming and fishing seasons, parents send their girls to work on farms or to help with fishing, while others are sent to sell farm produce and fish. These activities take them away from school and affect their learning.
- Girls miss classes when their parents send them to work and serve during festivals and at other social functions.
- Girls living with guardians especially grandmothers often lack adequate parental supervision and may be irregular in school attendance.

- Some parents move with their children from rural to urban areas during certain seasons in search of jobs, thus causing their children especially girls to miss school for long periods of time.

Lack of adequate school facilities
- Inadequate or lack of urinals, toilets, etc. make girls feel shy, especially adolescent girls when they are in their menstrual period.
- Inadequate staffing, infrastructure, and furniture lead parents to withdraw their children including girls from school.
- Parents may withdraw their girls from school when they are punished too harshly or violated in other ways by the school authorities.
- When parents move to a new community and fail to collect the proper documents (e.g. cumulative documents on their wards), girls are withdrawn from school.
- Negative attitudes of some teachers discourage girls and they drop out.
- Teacher absenteeism, drunkenness and male teacher impregnating school girls make parents withdraw their girls from school.

Costs of education
- Due to financial constraints some parents find it difficult to settle school levies, provide basic educational needs like school uniforms, exercise books, pens, pencils, school bags, maths set, drawing instruments, etc. so girls are withdrawn from school.

Poor self perception
- Children, especially girls from poor families, feel shame when they are in tattered clothes.
- Girls are not encouraged to stay in school due to lack of educated female role models in the community.
- Girls feel shame when, after repeating classes, they become over-age for their class so they drop out.

Negative social influence
- Sexual and other harassments by males at school make girls drop out of school.
- Some socio-cultural practices like early marriage, betrothal, and trokosi lead to the withdrawal of girls from school including early marriages, teenage pregnancy, and social norms.
- Peer pressure may lead to teenage pregnancy and dropout.
- Polygamous marriages produce large families. Mothers are left to fend for their own children, so adolescent girls are withdrawn from school to assist mothers in supplementing the family income.
- Trading and hawking to supplement family income lead to withdrawal of girls from school.
- Some parents delegate their girls to represent them at funerals, and other social functions.

The above listed points affect the retention of girls at all levels of education. The drop out rate is therefore high as girls move from the basic to the secondary and tertiary levels of education.

ii.   Community strategies to retain girls in school

The strategies that can be used by the community to retain girls in school are:

Organising community campaigns
- Education officers can organise community campaigns to emphasise the benefits to the girl, her parents and the community when girls complete Basic Education, e.g. the value of reading, writing, job opportunities, social status, better marriages, higher level of income, etc.

Providing scholarships
- Needy girls can be advised to apply for scholarships from the government, NGOs, banks, churches, benevolent groups, companies, individuals, etc. to enable them to complete school.

Creating incentives
- Incentives to keep girls in schools include free school uniforms, bags, stationery and "back-to-school" motivational packages for drop-outs who return to school.

Creating parental awareness of the need for equity in household chores
- Parents may be made aware that household chores must be shared equally among boys and girls so that girls also have enough time to study, rest, and do their homework so as to avoid lateness and being tired in class.
- Parents should be encouraged to pay visits to school to find out how their daughters are performing.

Recruiting volunteer teachers
- Communities can recruit volunteer teachers to fill in at schools with inadequate staffing.

Organising tutoring programmes
- Educated community volunteers including teachers can be organised through the PTA/SMC, opinion leaders and other professionals to assist the girls who perform poorly in schools by organising free extra classes during vacation time.

Arranging flexible timetables
- The school timetable can be adjusted to suit local conditions e.g. Mathematics, English and Science can be pushed back until all pupils are in school and able to o benefit from instructional time.

Re-scheduling the weekly timetable
- The weekly timetable can be re-scheduled to allow room for days lost during market days, farming and fishing seasons.

Providing hostel facilities
- Hostel facilities can be provided to retain girls in school.

Providing proper toilets and urinals

- The community should provide separate toilets and urinals for boys and girls through communal labour projects to make girls feel comfortable and to enable them to attend school regularly especially when they are in their menstrual period.

Forming clubs
- Girls' Clubs should be formed in the schools and communities so that girls will be able to acquire leadership skills, comportment, and good inter-personnel skills which will help them overcome poor self-perceptions.

Mentoring girls
- Older girls with exemplary conduct and performance can be encouraged to serve as peer mentors in the community. This will assist the younger girls at home with their homework, and counsel and encourage them to stay in school.

Deterring sexual harassment
- The community can be sensitised about the effects of sexual and other forms of harassment on girls in order to enforce by-laws to deter offenders.

B.   A PROCESS FOR WORKING WITH COMMUNITIES TO INCREASE THE RETENTION OF GIRLS

The following steps suggest one way that education officers can approach communities to resolve the problems of poor retention in Basic Education.

Step one: Discuss girls' education with community leaders i.e. the chief, the assemblyman, religious/traditional leaders, SMC/PTA, executives of old student associations etc.

Step two: Organise a general community meeting.

Step three: Use techniques such as Participatory Learning Activities (PLA) or focus groups to identify:
- Constraints on retention, and
- Possible solutions to removing the constraints

Step four: Develop a plan of action.

Step five: Develop a set of indicators or outcomes that will show the objectives have been met. Separate these into:
- short-term outputs
- long-term indicators

Step six: Monitor progress and follow-up on ways to improve the results

Step seven: Assess overall results of the approach in retaining girls..

C.   Training Activities for Retaining Girls in School

Below is a description of the specific activities an officer might take to help communities retain girls. The officer calls on a circuit supervisor to assist:

- Collect and study data on dropout rates of girls in the District.
- Identify a community where there is a high drop out rate for girls.
- Communicate with and visit opinion leaders to discuss the girls' drop out.
- Ask the circuit supervisor to organise a meeting with the community.
- Conduct a semi-structured discussion with community members (see appendix for more details of this technique) and ask them the following:

  – To discuss the reasons why so many girls drop out in this community?
  – To list the reasons
  – To rank the importance of the reasons

- Discuss with the parents/community what can be done to address the problem.
- Make an action plan including strategies such as providing separate toilets for girls and boys, tutoring programmes, raising awareness of equity in household chores, and teaching budgeting for girls' education expenses.

Example one: Provision of Toilets

- Make an action plan for providing toilets in schools for girls.

Include tasks to be performed in building toilets as listed on the form.

Insist people assume responsibility for performing such tasks as:
  o who will provide building materials e.g. cement;
  o who will provide labour – digging;
  o who will provide water;
  o who will carry the sand.

Indicate specific outputs/results (such as the number of toilets to be built and the number of girls they would accommodate).

Note the outcomes expected: for example that the building of toilets will encourage girls to stay in school especially during their menstrual period, and therefore the activity will help to increase the retention of girls in school.

Below is a suggested plan of action; fill it in with the community.

Action Plan: Providing Separate Toilets for Girls and Boys

Work Task	Responsibility			Task Completed
	School	**Community**	**Government/NGO/ District Assembly**	
1. Identifying site		X		Toilet constructed to encourage girls to attend school
2. Identifying the kind of toilet		X		
3. Deciding on no. of units		X		
4. Supervision	X	X	X	
5. Preparing land		X		
6. Digging		X		
7. Fetching sand		X		
8. Collection of stones		X		
9. Fetching water		X		
10. Provision of cement			X	
11. Block making		X		
12. Mixing concrete		X		
13. Building		X		
14. Plastering		X		
15. Provision of wood		X	X	
16. Provision of nails		X	X	
17. Roofing sheets		X	X	
18. Roofing				
19. Painting				
20. Maintenance	X			

NB: Maintenance of the toilets should be shared between the boys and the girls.

Example two: Encouraging Equity in Household Chores

Community members may be made aware of how girls perform poorly when they have too many chores and do not have time to do homework: The steps below show how this activity might be approached.

- Meet with the community.
- Prepare a list of household chores and ask the community to say who does what.
- Use sketches and symbols to represent the chores.

The following form is an example that might be used.

- Make a similar one and record the community replies.

Action Plan: Household Chores (Who is Responsible?)

List of Chores	**Girls** ⚤	**Boys** ⚤	**Both**
1. Sweeping	X		
2. Making the beds	X		
3. Cooking	X		
4. Washing dishes	X		
5. Washing clothes	X		
6. Caring for children	X		
7. Earning family income			X
8. Preparing land for planting		X	
9. Planting crops			X
10. Cultivating crops			X
11. Harvesting crops			X
12. Fetching firewood	X		
13. Shopping	X		
14. Pounding fufu			X
15. Building houses		X	
16. Making clothing			X
17. Making baskets			X
18. Shepherding/tending cattle			
19. Fetching water			
20. Setting fire			
21. Selling			
22. Running errands			
23. Cleaning vehicles			
24. Others			

- Let the community compare chores done by girls and boys.
- Ask the community the following questions:
    -Who is doing most of the work?
    -How does it affect their time to study?
    -What can be done about the problem?

- Discuss with the community how dividing the chores equally between boys and girls can help the girls have more time to study.
- Follow-up to see if greater equity is shown in dividing up work

Example three: Budgeting for Girls' Education

Parents may need to learn how to budget their income so there is sufficient to pay for school levies and other expenses of education. The steps below show how this activity might be approached.

- Collect and study the data on the dropout of girls in the District.
- Identify a community to work with where there is high dropout.
- Communicate with and visit opinion leaders and have a discussion with them about girls' drop out.
- Ask the circuit supervisor to organise a community meeting.
- Have a session with the community to discuss budgeting for education.
- Separate the community members into groups of men and women.
- Use the following questions to guide the community to build the income and expenditure chart.
- Ask the men:
    - What are the main sources of income for the men in the community?
    - Call on individuals to be sure all have a chance to answer.
    - Prepare a chart on the ground as shown in the illustration below.
    - Ask participants to add or delete sources of their income.

- Ask women to describe their sources of income.
- Prepare another chart on the ground as shown in the illustration below.
- Use ticks (√) or symbols to fill in the chart.

Sources of Income

Income for Men		Income for Women
Farming		Farming
Fishing		Hairdressing
Driving		Trading
Trading		Dressmaking
Tailoring		Pito Brewing
Teaching		Teaching
Carpentry/wood work		Rearing
Brick moulding		Fish Smoking
Weaving		Pottery
Poultry		Oil Extraction
Nursing		Laundry
Livestock/Rearing		Nursing
Palmwine Tapping		Hairdressing
Laundry		Weaving
Barbering		

- Ask participants to describe how men use their money.
- Draw a chart on the ground with the help of the community as indicated below:

Men's Expenditures

Drinking	Lotto Staking	School Fees		Soap	Kerosene	Transport
Food	Clothes			Shelter/ Housing	Polygamy	Tax
Smoking	Funerals	Health Bill				Luxurious Furniture and Furnishings

- Draw another chart to show women's expenditures

Women's Expenditures

Food	Funerals	Health Bill	Cooking Utensils & Breakables	Cosmetics		Hairdressing and Beauty Care
Transport		Clothing		Soap	School Fees	Kerosene
						Drinking

- Allow them to use symbols e.g. stones, pebbles, sand, kernel, etc to identify their expenditures.

- Use the following questions to guide the discussion:
    - What are the three main items the women spend most of their money on?
    - What are the three main items the men spend most of their money on?
    - What are the common items which both men and women spend money on?

- Ask the men and the women to indicate:
    - How they might cut down on expenses to save for education.
    - List specific examples using a table like the one below

Men's Savings Activities

Expense category that could be cut	Specific examples	No. of children that could be retained in school from savings
Funerals	Reduce funeral expenses	

Women's Saving Activities

Expense category that could be cut	Specific examples	No. of children that could be retained in school from savings
Lotto Staking	Reduce money spent on lotto staking	

- Ask the men and women to indicate:
  - What can be done to increase the money available for education?
  - List the examples.

Men's Earning Activities

Ways more money could be earned	Specific examples	No. of children that could be retained in school from earnings
Income generating activity	Dry season farming, Making ropes, Weaving zanna mats, Cutting grass	

Women's Earning Activities

Ways more money could be earned	Specific examples	No. of children that could be retained in school from earnings
Income generating activity	Making groundnut and soybean oil.	

Chapter 4

WORKING WITH THE SCHOOL STAFF TO SUPPORT GIRLS' EDUCATION

Objective one

To attract and retain girls to the end of basic education and encourage them to continue.

A   Background Information

The following sections summarise school constraints affecting the participation of girls and. suggest strategies that might be used to resolve these constraints. This information is helpful for officers and others working with school staff to increase girls' participation.

i.   Constraints

Some of the constraints to girls' enrolment and retention in schools include the following:
-        Detrimental educational polices
-        Some practices in schools
-        Inappropriate curricula
-        Inadequate infrastructure
-        Unsafe way from home to school
-        Harassment, peer pressure
-        Lack of educated female role models

Detrimental Educational Policies

Rigid school time-tables
- Household chores may prevent girls from being punctual for classes of certain important subjects scheduled early in the day.

Some practices in school
- Some practices in certain schools reduce girls' instructional contact hours:.
- Running errands for teachers – fetching water, cooking, washing, caring for babies, shopping, etc. during class hours.
- Public inspection of underwear that embarrasses some girls, especially if they do not have proper underwear.
- Cruel comments and severe punishment by teachers lead girls to dropout of school

Inappropriate curricula
- Curriculum is irrelevant to the lives of pupils and the community.
- Girls are encouraged by school authorities to take courses stereotypically believed to be important for females e.g. boys are encouraged to take science subjects while girls are encouraged to take home economics.

Inadequate infrastructure
- Lack of recreational facilities makes school less attractive to girls. Some schools provide football fields for boys and no space for girls.

Safety concerns
- Travelling long distances between home and schools makes parents fear for their girls' safety.

Harassment
- Sexual harassment, teasing, and bullying from their male classmates and teachers makes school unpleasant for girls.

Lack of educated female role models
- Lack of female teachers that girls can confide in discourages girls from attending and staying in school.
- Teacher absenteeism reduces instructional contact, accounts for poor performance, increases bullying, and makes girls lose interest and dropout of school.
- Alcoholic teachers are a threat to pupils, especially girls. They tend to be ineffective in their teaching, unpredictable in their behavior, and project a negative role model that encourages girls to dropout of school.

ii.   Strategies to Overcome Constraints in Schools

Make a more flexible seasonal calendar
- Restructure the calendar to suit the community needs.

Make a more flexible timetable
- Reshuffle the subjects on the timetable to delay the teaching of Science, Mathematics and English until most of the girls are in school.

Ensure equity in instructional contact time
- Ensure equity in instructional contact time by insisting that girls come to school on time.
- Avoid sending girls on teacher errands.

Provide more relevant curricula
- Develop or supplement instructional materials to include content relevant to pupils' lives.

Ensure equitable recreational facilities
- Provide equitable use of recreational facilities for both girls and boys.

Organise girls to walk in groups
- Organise girls to walk in groups to and from schools to ensure their safety.
- Appoint chaperons or guides from the community to accompany girls to and from schools to ensure safety.

Enforce school rules and regulations
- Enforce school rules and regulations to prevent bullying of girls by others.

Enforce a code of conduct
- Enforce a code of conduct to prevent sexual harassment of girls by teachers and others.
- Penalise teachers or pupils who are aggressive with others.

Provide more educated female role models
- Implement a policy of having 50% of teachers being females in a school.
- Assign one female teacher as a counsellor for the girls.
- Identify a responsible woman in the community to act as counsellor for girls in places where there are no female teachers.

Encourage girls in choosing certain subjects
- Advise girls to choose Science, Mathematics and Technical subjects to develop their potentials and avoid having them take only traditional courses like home economics.

B   Process of Working with School Staff to Support Girls' Education

The following steps suggest one way that education officers can approach headteachers and staff to support the educational participation of girls.

Step one: Interview headteachers.

Step two: Observe school facilities using observation tools below.

Step three: Communicate data collected from observations to school personnel.

Step four: Conduct sensitivity training for school personnel.

Step five: Develop a plan of action.

Step six: Monitor and follow-up the plan of action.

Step seven: Assess progress toward greater girls' participation.

D   Training Activities

Below is a description of the specific activities an officer might do to help schools encourage girls' participation. The officer can call on the headteacher to assist:

Strategies to improve school performance

- Collect and study data collected from the District Education office.
- Identify a school with high dropout rate.

- Visit the school.
- Meet the headteacher.
- Ask for school records such as:
    - Register
    - Cumulative record books
    - Termly record cards
    - Pupil exercise books

- Use the observation tool below to check the following:
    - enrolment
    - performance
    - lateness
    - absenteeism
    - drop-outs

- Ask the headteacher to organise a meeting with the teachers to discuss performance of school children especially girls.
- Ask teachers to give reasons why some girls are performing poorly.
- List all the reasons given.
- Ask the teachers to rank the constraints.

- Pick the first set of constraints.
- Ask what can be done about it.
- List the activities.
- Prepare an Action Plan

An example has been provided to serve as a guide.

- Study it and plan a suitable one for your school.
- Monitor and follow-up.

Gender Sensitivity Checklist for Schools

This checklist is for use by teachers, headteachers, PTAs and others who wish to assess gender balance in schools.

	Yes	No	NA
Pupils statistics			
Girls and boys equally represented			
Girls and boys equally persist in standards			
Girls and boys equally complete the stage			
Girls and boys have the same attendance			
Girls and boys perform equally on tests			
Public decorations			
Visual displays represent both genders			
Displays do not stereotype gender roles			
Displays show respect for all contributions			
Scheduling			
Breaks adequate for pupils' needs			
During assembly			
Girls and boys participate equally			
Girls have same leadership roles as boys			
Moving around the school			
Boys and girls equally lead other pupils			
Both have equal access to facilities			
Facilities			
School spaces accessible to all pupils			
Segregated spaces are equivalent for both sexes			
Fields of study			
All pupils can take all offered subjects			
No sex-segregated subjects exist in school			
Housekeeping chores of school			
Equally shared by boys and girls			
Not assigned specific to gender			
School policies and practices			
Equally applied for boys and girls			
Equally enforced for girls and boys			
Punishments are equal for boys and girls			
Teachers			
Represent both sexes			
Provide gender-sensitive role models			

WORK FOR GENDER BALANCE IN YOUR SCHOOL!

ACTION PLAN

Name of School: ……………………………………………………………………………………….

Name of Headteacher: ……………………………………………………………………………………

Circuit: ……………………………………………………………………………………

District: …………………………………….Region……………   Date:………………………….

Objective	Activity/Strategies	Time Frame	Who is Responsible	Expected Outcome
To improve retention and performance of girls in school.	Activities can include: • Delay teaching of basic subjects (English, Mathematics and Science) until after the first break when all the children are in school including the girls	• 3 months	• Headteacher, Teachers	• Improved performance of girls
	• Avoid sending girls on errands	• 3 months	• Headteacher, Teachers	
			• Headteacher, Teachers	
	• Organise tutorials for pupils for an extra hour after school, and motivate the community to contribute to support the teachers.	• 3 months		

ACTION PLAN

Name of School: ………………………………………………………………………….

Name of Headteacher: …………………………………………………………………

Circuit: …………………………………………………………………………………

District: …………………………….Region ………………   Date:………………………….

Objective	Activity/Strategies	Time Frame	Who is Responsible	Expected Outcome

Chapter 5

WORKING WITH CLASSROOM TEACHERS TO SUPPORT GIRL'S EDUCATION

Objective

To make the classroom environment more girl-friendly

A.   Background Information

Constraints and strategies identified are in relation to:

- Curriculum and instructional materials,
- Time – management
- Teacher – pupil interaction
- School infrastructure

i.   Constraints

Curriculum and Instructional Materials
- Selection of programmes and courses for the SSS and Technical Institutes are gender-biased.
- Curriculum and instructional materials are centred around productive roles for males and reproductive roles for females e.g. Kofi is a lawyer, Ama is a housewife
- Pictures in textbooks are gender-stereotyped e.g. males are portrayed as achievers and brave (Doctors, warriors etc.) whereas females are portrayed as subordinates and weak (Baby sitters, and nurses etc.)
- Males are mentioned more frequently in textbooks than females. Heroes are portrayed as males and witches as females.
- The use of sexist language such as "spokesman", "policeman" etc. in textbooks tends to discourage girls.
- Women's achievements are under-valued in religion/moral, history, science, and mathematics textbooks.

Time Management
- Overburdening household chores make girls tired, inattentive, late to classes, irregular in attendance, and therefore they often perform poorly.
- Learning time for girls is shorter than that for boys in the classroom because:
  - they come late to class.
  - they run errands for teachers such as fetching water, buying of food etc.
  - after school, most household chores are done by girls thus they have no time to do homework.
- Classroom time-tables favour boys more than girls, who are more frequently affected by seasonal activities such as: sheanut, mushroom, snail, cocoa collection, selling etc.
- Certain co-curricula programmes such as gardening, sports and culture take more time at the expense of instructional time for academic work.

- Teachers ask boys more probing questions than girls and as a result, girls' potential is not heightened

Teacher-Pupil Interaction
- Teacher call on boys more often than they call on girls, ask more probing questions, and give boys more time to respond, and as a result girls' potential is not heightened.
- Classroom culture is gender-bias e.g. girls are assigned roles like sweeping, dusting, and fetching water; while boys are assigned are roles like class prefects, group leaders, and cupboard boys.
- Negative comments from teachers to girls tend to demoralise them e.g. "you are good for nothing", "block headed".
- Teachers (especially male) interact more with boys for fear of being called names.
- Sexual and other harassment such as nick naming, teasing, etc. by some teachers and peers tend to increase girls' absenteeism which results in poor performance.
- Few female teachers exist especially in the rural areas to serve as role models and mentors for girls.
- Teachers' expectations for boys are higher than those for girls and they show surprise when girls perform equally well. This tends to downplay the intelligence of girls e.g. Excellent! For the girl, but Good! for the boy, over the same score.
- Teachers interact more with boys because boys appear more active than girls
- Boys tend to harass girls who perform better than they do.
- Inadequate supply of furniture makes the girl uncomfortable when she sits on the bare floor or on stones because of the design of her uniform

ii.   Strategies for Providing Girl-Friendly Environment in the Classroom

Providing more gender–sensitive curriculum and instructional materials
The curriculum and instructional materials are gender-bias and do not favour girls. Therefore there is the need to develop strategies to address the imbalance.

- ***Reviewing curriculum and instructional material (by experts)***:The Curriculum Research Review Department needs to review curriculum and instructional materials for gender-balance, in order to address imbalances in roles, images and language.
- ***Sensitising teachers***: Teachers can analyse, identify negative roles, images, language and replace them with positive appreciative ones in their own classes.

Ensuring more gender–sensitive teacher–pupil interactions
Teachers can be sensitised to improve their interactions with pupils to make the classroom more girl-friendly. DGEOs can:

- Implement gender-sensitive courses in pre-service programmes.
- Sensitise teachers in classroom interactions to implement a girl-friendly atmosphere.
- Sensitise headteachers in classroom interactions so they can monitor teachers.

Managing more gender–sensitive times

DGEOs can initiate strategies to sensitise headteachers and teachers in the classroom to the gender-biases in time management that may be affecting children's participation and performance in education programmes. They can:

- Promote equity in classroom chores.
- Promote equity in the appointment of leaders.
- Reschedule the classroom timetable to provide instructional contact time when all children, including girls, are in school.
- Provide time during the school day for homework and organised peer-tutoring so there will be more instructional time on task for disadvantaged children, especially girls.
- Recruit teachers or educated community volunteers to organise tutoring sessions for girls who lag behind in school work.

B.   Process to make the Classroom Environment More Friendly

Step one: Call on the headteacher and discuss the purpose of the visit.

Step two: Use observation tools to observe classroom interactions.

Step three: Meet with teachers and headteachers and sensitise them to the need for promoting girl-friendly classrooms.

Step four: Ask each teacher to make an action plan.

Step five: The headteacher should monitor and follow up the plan and report to the DGEO.

Step six: Assess the results of the approach in keep[ing more girls in school.

C.   Training Activity

1. Curriculum and Instructional Materials

Objective

To sensitise teachers to identify and analyse the negative roles, images, language in textbooks and replace them with positive ones to promote a girl-friendly atmosphere in the classroom.

- Collect data on enrolment and retention from the statistics department of the district education office.
- Prepare a list of schools with low girls' enrolment and retention and prioritize them.
- Visit the headteacher and ask:
    - Whether instructional materials are equally available for boys and girls.

- Ask permission to observe the classroom.
- Ask permission to meet teachers after observation.
- Use the observation tool below.

Gender-Balance in Instruction

Observational Checklist	Yes	No	N.A.
• Are instructional materials equally available for boys and girls?			
• Do pictures displayed on walls represent both genders and do they display stereotype gender roles?			
• Are the topics in the textbooks gender balanced?			
• Are the examples the teacher is using to illustrate a lesson the teacher is using gender balanced?			
• Are female roles the teacher is using all traditional?			
• Is the language of instruction used by the teacher gender balanced and non-sexist? E.g. policeman or police officer.			

N.A. = Not Applicable

- Meet with the teachers and ask them to bring textbooks for reading and science.
- Divide teachers into two groups:
    - One to analyse illustrations in science textbooks, and
    - The other group to analyse illustrations in the English textbooks.
- Ask teachers to identify and complete this checklist indicating the number of pictures depicting roles for males and females.

Gender-Balance in Textbooks

Pictures		Roles	
Males	Females	Males	Females

- Discuss the meaning of gender and how it affects the potential of girls and boys:
  - o Sex is the biological characteristics of males and females.
  - o Gender are roles ascribed by society to males and females and can be changed.
- Ask if a woman can be a spokesperson? A president? A judge? Etc.
- Discuss why it is important to replace negative female roles with positive ones.
- Provide living examples of females in leadership roles.
- Ensure that opportunities are available to promote the leadership qualities of women and girls.
- Ask each teacher to make an action plan by filling the following form or a similar one.
- Follow up should be by the DGEO and Circuit Supervisor.

Creating More Gender-Balanced Materials

Name of Teacher: …………………………………….…..   Classroom: …………..

School: ………………Circuit…………………………….
District: ………………Region ………………………….

Activity	Person to Monitor Using the Checklist	Results
• Teachers add pictures of female leaders in Ghana such as ministers, lawyers, doctors, etc. • Replace sexist language like policeman with police officer, chairman with chairperson. • Question whether the roles portrayed of men in pictures can be performed by females and vice-versa.	Teachers can ask circuit supervisors, headteacher or another teacher to monitor their activities.	Change the instruction to make it gender balanced to become girl-friendly in order to boost the moral of girls enhance their self-esteem and improve their performance.

2. Teacher-Pupil Interactions

Objective

Sensitise teachers to gender-biases in teacher-pupil interactions which may affect girls participation and performance in the classroom, and encourage them to promote a girl-friendly atmosphere in their classrooms.

- Collect data on retention from the statistics department of the District Education Office.
- Prepare a list of schools with low girls' retention and prioritise them.
- Visit the headteacher and ask permission to observe the classroom and meet with the teachers.

- Use the following observation tool:

Gender-Balance in Teacher-Pupil Interaction

Observation Checklist	Yes	No	N/A
Teacher Interaction • Equally calls on boys and girls. • Equally allows time for both girls and boys' answers. • Equally calls on boys and girls to answer probing questions. • Equally rewards their correct answers. • Equally ensures correct understanding. • Equally encourages boys and girls to learn. • Equally supports those needing help. • Equally encourages them in all subjects. • Equally calls boys and girls to do chores. • Have (boys and girls) equal access to teachers • Have equal opportunities for leadership.			

NA = Not Applicable

- Meet with teachers and headteacher and discuss your findings:
- Summarise your observations.
- Discuss the observation by asking the following questions:
    o Why are boys called more often than girls to answer questions?
    o Why are boys asked more probing questions than girls?
    o Why are comments given to girls different from those given to boys?
    o Why are chores given more to girls than boys?
    o Why are boys given more opportunities to be leaders than girls?

- Ask each teacher to make an action plan for making his/her classroom more girl-friendly by filling the following form or a similar one:

Creating Gender-Balanced Interactions

Name of Teacher:_____   Class:_____

Name of School:_____Circuit_____
District:_____ Region_____

Activity	Person Responsible to Monitor, Using Checklist	Results (What Has Been Achieved)
1. Equally calls on both boys and girls to ask or answer questions. 2. Equally gives both girls and boys enough time to ask or answer questions. 3. Similar comments to reward girls and boys on their performance. 4. Equally calls on girls and boys to do chores 5. Equally assigns leadership roles to boys and girls.	Headteacher supported by the circuit supervisor or other teachers.	Teacher interacts equally with both boys and girls, to boost the morale of girls, enhance girls' self-esteem which will promote their achievement and performance.

Appendices

Appendix A: Glossary of gender terms

Gender: Gender describes the behaviours and roles played by males and females as a result of social expectations. It differs from the meaning of sex because gender roles can change from one culture to another and within countries they can even change from one social group to another.

Gender appropriate/sensitive/balanced: Actions and conditions which lead to equal treatment of males and females; the opposite of gender bias.

Gender balance: Equality in numbers of males and females, or in items such as textbook pictures representing them.

Gender bias: Discriminatory attitudes, practices and policies based on socially constructed beliefs about male and female roles that limit the full range of a person's capabilities.

Gender discrimination: Preferential treatment that leads to one sex being giving priority over another.

Gender equality: The application of the same standards of status, rights, respect, and opportunities irrespective of gender.

Gender equity: The principle of fair treatment which leads to gender equality.

Gender gap: A social-culturally defined difference between females and males, as in a gender gap in access to education opportunities.

Gender issue: A belief, attitude, practice or policy which shapes gender behaviours.

Gender stereotype: A socially or culturally prescribed set of expectations about the roles of females and males which has no basis in their real capacities.

Sex: The biological aspects of individuals that characterize them as male or female. These aspects do not vary from culture to culture.

Sexual harassment: Unwelcome acts of verbal and physical abuse committed by one person on another where the implicit or explicit understanding relates to sexual behaviour.

Sex role: a biological or natural role performed by either a male or a female.

Appendix B: **Roles and Responsibilities of Various Stakeholders**
with Regard to Girls' Education

Stakeholders can be mobilised at different levels to support girls' education (see also the appendix below describing activities to create awareness). The rationale for doing so is that when they are involved sufficiently, possess the right information and can communicate effectively. it is expected that girls' participation will increase overall for the betterment of Ghana. The following suggests the logical roles and responsibilities of district, community and school level stakeholders.

District Level Shareholders should:
> ensure equal intake in admissions for boys and girls
> provide gender-balanced infrastructure and facilities
> ensure gender-balanced learning materials
> ensure that district assembly budgets cater to girls
> promote awareness of and encourage active support for girls' education at district and community levels
> monitor the results of girls' education programmes and put in place measures to correct weaknesses
> encourage more female teachers to accept rural postings where they can serve as role models for girls

Community level stakeholders should:
> feel ownership of the local school and make it girl-friendly and attractive
> ensure that the school environment is sensitive to the needs of girls
> encourage programmes to enrol and retain girls
> raise funds to support the needs of girls' education
> propose by-laws for the district assemblies to support the needs of school-going girls
> provide incentive packages to help girl graduates of BE continue their education
> provide basic school needs such as books, etc. for needy girls

School level stakeholders should:
> create a conducive atmosphere in which girls can study
> reward serious, successful girls to act as an incentive
> identify sources of support/assistance for girls and encourage them to take advantage of them
> help girls develop a sense of self-esteem and assist them to set high goals for themselves
> help them to see that they can aspire to any position in society, and that none is reserved only for men
> review the school programme periodically to ensure that it sufficiently supports girls
> make sure girls participate equally in the perfectorial system by appointing them to these positions
> create conducive fora in which girls can assess their capabilities, air their grievances/needs, and then communicate the issues raised or identified to the appropriate stakeholders (i.e. parents or communities) to seek solutions.

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Appendix C: Involving Men as Allies in Supporting Girls' Education

Objective: To sensitise and mobilise men to assist in the promotion of girls' education

Rationale: Men have an important stake in the education of women who are their daughters, sisters, wives and mothers. It is difficult to promote girls' education without their participation because it is male parents, peers, teachers, and headteachers who may have considerable influence on a girl's experiences with schooling. Some ways that males especially affect girls' education are when they neglect their marriages/families and girls must work, when they sexually harass girls, and when they have negative feelings about the worth of girls and under-rate their abilities. These negative influences may be countered if males are sensitised to the advantages of educating girls, and become aware of how negative stereotypes restrict their abilities to achieve. Communities can enforce punishments on men who harass girls, and can provide incentives/rewards for girls who are successful in school. Parents can be encouraged to help their girls aspire to high ambitions and support them in achieving them.

Process of mobilising men to support girls' education:

Step one: Determine a specific objective such as sensitising males to the importance of girls' education and helping them see how they can support greater participation.

Step two: Identify through discussions with girls and female teachers what the main issues are that males can resolve to support girls' education.

Step three: Organise separate meetings of boys and men, and discuss some of the concrete advantages of educating girls. Raise the issues that have been identified and ask them to determine the reasons they might be problems for girls. Ask them to suggest ways these problems could be solved and how they might take responsibility for ensuring that they do not happen again. Ask them to propose specific activities to ensure the resolution of the problems.

Step four: Monitor whether the activities have taken place and what the results have been. Ask girls if these issues have been resolved and if not, convene a meeting to talk further with the men about resolving the issues.

Step five: Determine whether these activities have had the effect of increasing the participation of girls. If not look for other actions that may be taken to do so.

Appendix D: Activities to Create Awareness of Gender Issues

Objective 1. To identify and sensitise stakeholders in girls' education to their responsibilities

Rationale: There are a number of officials, organisations, leaders, and community members who have a vested interest in seeing that all children and especially girls are enrolled in and complete their schooling. These can all play a part in supporting the government's efforts to promote girls' education. For a concerted effort to take place it is important to identify these individuals and groups and to sensitise them to gender issues and to their responsibilities in achieving the aims of girls' education. It may also be necessary to train them in how to carry out their responsibilities.

Process:

Step one: The DGEO can gather information on the stakeholders in the District who may be willing to support the effort. These may include DCEOs, the District Departments, the District Assemblies, NGOs, District Education Office staff, parents, SMC/PTAs, Chiefs, Queen Mothers, opinion leaders, Unit Committees, Women's Organisations, religious/social groups, headteachers, teachers, circuit supervisors, pupils, etc.

Step two: The groups need to be analysed to determine how they may be utilised to support girls' education, how to approach them and what messages to communicate to appraise them of their roles, and finally what kind of training they might need to better carry out their responsibilities. From this analysis the DGEO can develop a plan to visit the organisations, and to work with them in detailing the activities, funding, responsibilities, training and other needs to pursue an implementation plan together. They will also work out a time table for the activities and the expected results that will be obtained from them There might also be an effort to establish a network of organisations that met regularly to assess current issues of girls' education and how they might be resolved.

Step three: The DGEO will see that training activities take place, including possibly sensitisation, community mobilisation, communication strategies, clerical and/or financial training.

Step four: The various activities will be implemented by the stakeholders with the clients they can reach most easily. The activities might include organizing durbars, SMC/PTA discussion meetings, open community fora, Open Days at schools, Girls' Education Weeks, clubs, proposing new policies, providing resources, starting a newsletter, etc. Some may be able to collect information on gender issues for the use of others, and some may volunteer their work and/or money.

Step five: The DGEO and/or representatives of the stakeholders will monitor the activities to determine that they are undertaken, that they are effective, and that the expected intermediate results are obtained such as a number of community members being made aware of the importance of girls' education.

Step six: The DGEO and/or representatives of the stakeholders should also assess the extent to which the expected results are achieved from the activities, that is, whether more girls are coming to and staying in school.

Objective 2: To create awareness of the importance of girls' education through the creation of a newsletter and to provide pupils with opportunities to increase their communication/writing skills.

Rationale: In some communities people lack awareness of the importance of girls' education. The usual means of communicating these ideas are through media such as newspapers, television, and FM broadcasts that are more easily heard in urban areas. In rural communities some parents may be illiterate and lack an understanding of the value of education. If pupils in the school write and circulate newsletters about matters of interest, including the advantages of education, and read aloud to groups at events or individually to people who are illiterate, parents who keep daughters out-of-school may see the importance of attaining reading and writing skills. At the same time the pupils will have practice in collecting information, writing it up, printing it, and circulating it to the community.

Process for creating a newspaper:

Step one: The head teacher will meet with the staff to discuss the possibility of initiating a pupil-written newsletter for the school and community.

Step two: The headteacher should hold a meeting of pupils to sensitise them to the need for writing a newsletter that shows the importance of education. With their help he or she should create a plan of action for creating the newsletter.

Step three: Appoint an editorial board of teacher(s), pupils (especially girls), and possibily community members to receive, edit, and publish articles and to distribute them.

Step four: Members of the board with pupil assistance should determine how money can be raised for the newsletter: through fund raising activities, seeking assistance through organisations, churches, etc.

Step five: Activities can be implemented to produce the newsletter. The teacher member of the board should act as advisor for the pupils, encouraging other teachers to make writing assignments and suggesting where pupils might go to obtain information on gender issues and education. She/he can assist them in refining their articles and helping them achieve a high standard for their newsletter. Writing competitions and clubs might be formed to generate materials. Prizes/awards can be given for interesting or well-written articles

Step six: The headteacher, board and PTAs/SMCs should monitor the newsletter to determine the effectiveness of the process, the quality of the content and the extent to which it reaches appropriate audiences.

Step seven: The same group of people should assess the extent to which the expected results are achieved, that is, whether more girls are coming to and staying in school.

Programmes need to be planned and implemented, and their results monitored and assessed. Each of these components contributes in important ways to the overall efficiency and effectiveness of programme activities.

Planning and implementing programmes

Planning essentially involves the allocation of resources to solve problems. The GEU has defined aims and objectives that it expects to achieve. Its resources of time, money and staff are limited. R/DGEOs and those activated on behalf of the programme are the main outreach arms of the Unit to achieve its objectives. Planning therefore involves to considerable extent the allocation of R/DGEOs time to activities expected to produce results as effectively and efficiently as possible. Because of their limited numbers and the magnitude of the work, they will often need to work through others who are closer to schools and communities--NGOs, circuit supervisors, SMCs, PTAs, community facilitators and school staff with an interest in improving local conditions.

The steps in planning and implementing a programme include:

- identifying the problems to address

- finding strategies likely to address the identified problems

- allocating resources to implement solutions cost-effectively

- implementing solutions

- collecting and analysing data to show progress in solving problems

- identifying continuing and new problems, etc

Identifying problems. To use resources efficiently, problems need to be approached systematically. A first step is to establish the areas of need. Using available information, an officer can, for example, find communities where girls' enrolments are not equal to boys at P-1 and where girls are not completing P-6 at the same rate as boys (using P-1 enrolments 6 years previously as a base). These figures identify communities where girls are not accessing schooling opportunities sufficiently or are not staying in school for the desired number of years. As a preliminary list to assess the national scope of the problem, these schools can be categorized into groups of "low," "moderate" and "high" disadvantage. At the district level, the "problem communities" can be further refined by asking circuit supervisors or other persons who know school communities why girls are not going to or staying in school in these places. Finally a field officer can select areas where the gender gap is significant to work directly or indirectly (through facilitators) with communities to identify and address problems of girls' education. The number of interventions will need to be consistent with budgetary, personnel and time constraints.

Strategies to address problems. Once reasons for poor enrolment and retention are known, practical strategies may be identified for conditions that exist in the target

communities. The text of this handbook summarizes strategies that experienced field officers believe will solve various types of problems. The community or school staff may also have ideas about how problems may be solved and, in many cases, they may be willing to solve the problems themselves once they have had a chance to discuss them and determine what they might do. A Plan of Action is useful to lay out what the responsible individuals have agreed to do. This plan should include clearly defined expectations for what will change, that is, indicators that an outsider can look for to know that progress has been made (such as an increase in girls enrolling in P-1, or increases in girls relative to boys enrolled in P-1 through P-6)

Implementing solutions. If the number of communities with problems is large, a limited number of officers cannot individually implement strategies in all of them. They may only have time to initiate discussions in communities and later follow-up and monitor the consequences of actions taken locally. Or they may extend their impact by identifying local facilitators to mobilize the community or school staff on behalf of girls' education. These individuals may already be skilled enough to take on these responsibilities or they may need special training in the information and skills required to accomplish the objectives. The field officer must assess their need for training and provide this training as necessary (for example, the officer may periodically conduct training for groups of facilitators to sensitise them to girls' education issues in the school and the community or he or she may provide them with other skills they need to do their work). Alternatively the officer may train others such as circuit supervisors or headteachers as master trainers to conduct such training for others. The cost of waiting many years to address the problems of girls' education is high and consequently every effort needs to be taken to achieve results as quickly and as broadly as possible.

Collecting and analysing data to ensure results. Data are collected mainly for three reasons: to identify problem areas, to allocate resources efficiently and effectively, and to measure and ensure progress. Once the problems of girls' education are located in known communities, resources need to be identified to deal with the problems. They need to be allocated in ways that they can have the greatest impact. Sometimes this requires balancing the needs of efficiency and effectiveness. Efficiency means that the aim is achieved with the fewest resources of time, money and effort possible. Effectiveness means that the most results possible are obtained. For example, it may take longer and use more resources to achieve universal enrolment in communities that are resistant to girls' education than in communities that are easily convinced to send their girls to school. Officers must decide whether resources should be used to enrol more girls in communities ready for girls' education, or fewer girls' in resistant communities where there may be greater long-term benefit from the role models these girls provide. Such questions show the importance of reflecting carefully on the consequences of planning decisions.

Data collected to monitor a programme's performance are usually of several kinds. Based on the design of the intervention, they track accomplishments as they occur. The amount and kinds of resources put into the programme to accomplish the aims are usually called **input** indicators (example: costs and hours of staff time). The activities that are performed to accomplish the aims are **process** indicators (example: a sensitisation workshop). The products or intermediate accomplishments thought necessary to produce the final results are **output** indicators (example: 20 teachers sensitised to girls' education needs). Finally, the results of these inputs, process activities

and outputs should be improvements in the expected **outcome** indicators (example: girls' enrolments and retention). A monitoring and evaluation plan describes input, process, output and outcome indicators, shows where they can be collected and by whom, and what they are expected to show in terms of programme accomplishments.

The purposes of data collections that track results are of two kinds, those meant to draw **"formative"** and those meant to draw **"summative"** conclusions. Formative data collections are usually informal and carried out by those seeking the information. The purpose is to determine if the interventions being implemented are actually having the desired effect, and if not, whether and how they can be modified to produce better results. The persons who collect these data do so for their own understanding and therefore the kind and amount of information they collect need only be enough to answer the question(s) they ask. The main question is usually "How well are the activities of this initiative accomplishing what is expected of them?" The answer permits the implementer to continue or modify the programme with some confidence that it will achieve its objective. Field officers should use visits to the field to collect this kind of informal data.

Summative data collections, on the other hand, are usually more systematic, conducted by outsiders, and should provide conclusive evidence that the programme is producing results. The purpose may be to know whether project funds have been well-spent or whether general lessons may be learned from (in this case) this approach to solving the problems of girls' education.

DGEO Planning and Reporting

There are four reports for DGEOs, covering their annual and periodic planning, monitoring and reporting of activities and progress within their respective districts. The reports, and content, are as follows:

    A. DGEO Annual Plan
    B. DGEO Quarterly Reports
    C. DGEO Critical Community/School Annual Profile
    D. DGEO Activity Report

A. DGEO Annual Plan

1. School and overall district data on the following indicators:

    <u>Girls' Education: Process</u>
    − Girls' enrolment as % of total at P-1 and girls' enrolment as % of total primary enrolment
    − P1-P6 drop-out rates
    − Drop-out rates for JSS1-SSS3
        Girls' Education: Outputs
    − P6 completion rates
    − P6-JSS1 transition rates
    − JSS3 completion rates
    − JSS3-SSS1 transition rates
    − SSS3 completion rates (girls)
    − BECE ave. exam scores (girls)

- – % BECE pass rate (girls)
- – % pass rates on BECE SMT subjects
- – Ratio of BECE pass rates:SSS1 enrolments (girls)

Girls' Education: Outcomes

- – % women in SMCs
- – % women in District Education Oversight Committees

2. Critical Community/Schools. Based on a review of the above data with the GEU and RGEO, the DGEO will identify previous and new schools with the greatest discrepancies in girls' enrolments, retention and completion; and develop plans for conducting new baselines, developing and delivering a package of support activities, and preparation of annual monitoring profiles.

3. Review of partner activities supporting girls' education (other donors, NGOs, etc.). The Matrix of Partner Activities for Girls' Education in Ghana should be updated by DGEO, and the GEU at each annual and semi-annual meeting.

- – Organization
- – Contact name
- – Contact number
- – Population(s) served (girls' age/grade range, approx. no.)
- – Activities, by objective
- – Result/expected result
- – Data availability

4. DGEO training activity plan for: a) GES officers; b) other district officials; c) GES colleagues; and c) teachers

5. DGEO Outreach and Communication activity plan, e.g., with District Assembly

6. DGEO Collaboration Plan, e.g., with SMTEO and other GES/DEO colleagues

7. Other community/school support activities, e.g., activities with non-Critical Communities/Schools

8. Support requirements/expectations (technical, administrative/organization, financial), from:
- – GEU
- – RGEO
- – DEO
- – Other

9. Timeline of Activities for Quarters 1 and 2 (Repeat for Quarters 3 and 4 at Semi-Annual Meeting with GEU and RGEO)

B. DGEO Quarterly Reports

1. Review of activities and results, by area (complied and summarized from Activity Reports)

2. Report on progress in Critical Communities/Schools

3. Notable activities and action in other communities and schools

4. Lessons learned

5. Adjustments to next Quarter's plan of action and timeline

6. Other issues (GEU, DEO, other)

C. DGEO Critical Community/School Annual Profile

The Critical School Community/School Annual Profile is intended for use with the 3-5 communities and schools identified within each district as most in need of support for girls' education. Data for the profile is obtained from the MOE Annual School Census and on site consultation, including PRA/PLA, by the DGEO. The MOE Annual School Census data are indicated by (ASC) and can be obtained from the District Statistics Officer or from the individual school. Many of the data are to be broken out for girls and boys for comparison purposes, as indicated by (g/b).

Community/School identification
1. District:
2. Name of R/DGEO:
3. Date recorded:
4. Community Name (ASC):
5. School Name (ASC):
6. School Code (ASC):
7. Type of School (ASC):
8. Brief description of the community

Student profile
Student enrolments, by grade/stream (g/b) (ASC)
New students (g/b) (ASC)
Drop-out profiles (g/b)
Student participation
− Absenteeism (g/b)
− Classroom (g/b)
− Instructional (g/b)
− Subject level achievement (g/b)
− Profiles of out-of-school children: numbers, percentages, and reasons (g/b)

Teacher profiles: trained/untrained (f/m) (ASC)
Characteristics of the school: physical (g/b) (ASC)
Characteristics of the school: social, pedagogical (g/b)

School environment
- Teacher attitudes about girls' education
- Teacher expectations about girls' education
- PTA involvement in girls' education
- Community perceptions of girls' education

Girls' perceptions of school (academic, physical, social climate)

Linkages
- Assistance for girls (supporting group/activity):
- SMC/PTA
- District Education Oversight Committee
- NGO/Donor Project
- Other

Conclusions
- Girls' enrolments, retention and completion compared with boys
- Summary of main issues and barriers
- Strategies to address issues and overcome barriers
- Expected annual change on key indicators (descriptive)

D. DGEO Activity Report (for each activity)

1. Date

2. Activity Area:
   __Critical School/Community
   __Training
   __Outreach and Communication
   __Collaboration
   __Other Community/School

3. Activity conducted

4. Activity location

5. Activity participants

6. Participating colleagues

7. Purpose of the activity (to address what aspect of girls' education, issue or barrier):

8. Was it included in DGEO plan? Y N

9. Results of the activity

10. Recommended follow-up

Matrix of partner activities for girls' education in Ghana.

Being finalized as a simple database, with the following fields:

1. Region of service
2. District of service
3. Organization
4. Contact name
5. Contact number
6. Population(s) served (girls' age/grade range, approx. no.)
7. Activities, by objective
8. Result/expected result
9. Data availability

Appendix F: Techniques for Involving Partners in Support of Girls' Education

The techniques that field officers are likely to find most useful for assessing the needs of clients and identifying solutions to problems of girls' education are:

> Participatory Rural Appraisal (PRA)/Participatory Learning and Action (PLA)

> Semi-structured interviews

> Focus group discussions

Participatory Rural Appraisal (PRA)/ Participatory Learning and Action (PLA) Activities

PRA/PLA is a methodology that aims at involving participants in reflecting on and developing strategies to improve the quality of their own lives. As a methodology it contains a number of tools to involve participants. The choice of tools depends on the participants, the needs of the community, and the time it takes to arrive at and organize reasonable solutions to problems. Community members understand their problems well and may need only prompting in a discussion to describe them adequately. They may have already thought about potential solutions and know the relative ease with which they can be implemented. Frequently communities solve their own problems after reflecting on potential solutions in a communal meeting. In such cases it may only be necessary to provide a location and a facilitator so they can work through the issues. Given the limitation of resources, it is important to select the minimum of PRA/PLA techniques necessary to solve problems efficiently.

The principles underlying PRA/PLA are those that should be part of any good development activity:

- Learn from local people:
  > They know most about their situation, are responsible for their children's education, and know which solutions are appropriate in their setting.

- Use triangulation:
  > Learn about the issues from different perspectives to cross-check information, to avoid bias, and to develop a more comprehensive understanding of the problem.

- Keep the process informal and flexible:
  > Learn together, relax, and explore ideas.

- Progressive learning:
  > Start with a plan but adjust as you go using new information to set the agenda.

- Search for reasons and causes of a phenomenon:
  > Don't make assumptions that you know the answers.

- Avoid collecting too much information

        Set objectives for an activity and stay on task; record pertinent information and points that need further exploration.

The practice of PRA/PLA (a checklist)

1.   Preparation

- Explain the objective to the community
- Negotiate days and times for meeting with the community
- Form a team of 3 or 4 people including community facilitators
- Make logistic arrangements

2.   Team Planning

- Determine overall goals
- Choose main topics
- For each topic set objectives or list key questions
- Identify sources of information
- Design activities using a variety of tools
- Make sure tools relate to specific issues
- Select main facilitator and decide who will take notes
- Prepare a list of materials and assign responsibility for bringing them
- Decide how to deal with local languages

3.   In the field

- Use proper protocol
- Greet and talk with people informally as they gather
- Review activities of previous visits with participants
- Explain objectives of day's activities
- Conduct the activity
  - facilitator should prompt rather that dominate
  - listen and observe
  - take notes unobtrusively
  - record pertinent points and those needing follow-up
  - main facilitator should not take notes
  - ask questions--who, what, when, where, why and how
  - be flexible about modifying activities
  - incorporate traditional knowledge and community experience
- Keep it light and enjoyable
- Bring participants together before closing to discuss how activity went; what they learned
- Review day's activity and previous activities with community
- Have community members make a commitment to act (Plan of Action) and set a date for next meeting.

4.   After the activity

- Review the processes used during PRA/PLA
- List ways to improve

5.   Monitor and follow-up the Plan of Action

Some tools of PRA/PLA

PRA/PLA suggests tools/techniques that may help increase understanding in education in communities. They should only be used when it appears that they will be useful. (Refer to the Manual on "Community Mobilisation Skills Training" for more of these and other techniques). They include:

Transect walks: The team takes a guided walk through the community to see local infrastructure and visit the school. The guide should be a community member who can comment on the physical and human features of the community that influence schooling.

Community mapping: Local people map their community to give facilitators a chance to see how they visualise their neighborhoods and their infrastructure priorities. The mapping is a point of departure for other discussions.

Time lines/Trend Analysis: These tools are used to explore the historical profile of the school and its critical events. They reveal changes in the school and the role of the community and/or specific people in supporting school activities.

Daily Activity Charts: Daily Activity Charts show the typical daily routines of all segments of the community, including girl and boy pupils. It shows the amounts of time that pupils can devote to studies and adults to supporting the school.

Seasonal Activity Charts: These charts are used to explore seasonal variations in the time available to pupils and their parents to carry out school activities. The charts may help officers understand the periods when children are more likely to be absent.

Ranking and scoring: Local people may be asked to prioritise their needs, or to explore what they believe makes a good school. They may also rank their expenditure patterns and the priorities they assign to resources for school costs.

Wealth/Well-being Analysis.   These analyses are used to explore existing resources within the community and ones that might be mobilised from sources related to but outside the community. The purpose is to see where resources may be found to support the school.

Venn Diagrams: This tool explores the interrelationships within the community or among the stakeholders of education in an effort to improve relationships toward some specified end.

Responsibility audits: These audits assess how community members take responsibility for their needs and aspirations. They explore people's perception of their roles in improving participation in and the quality of education.

Semi-structured Interviews

The semi-structured interview may be used as part of PRA/PLA activities or can stand alone as a quick means of learning more about a topic. It is a guided interview to learn what specified people feel about a topic. For example, it might be held with parents, teachers', girls, or boys' to find out their views about the importance of girls' education, the reasons for non-enrollment, dropout, and poor attendance, or about the relevance or quality of the education children receive.

Semi-structured interviews may be held with individuals, key informants, groups of up to 20-25 people in a discussion format, or with focus groups (see below) made up of people having a similar interest or perspective.

Conducting semi-structured interviews (a checklist):

1. **Before the interview**

   - Write the main topics and key questions to act as guidelines.
   - Decide whom you are going to interview to obtain reliable information on the topic.
   - Assign responsibilities to two team members (one to facilitate the discussion and one to take notes).

2. **During the interview**

   - Explain the aim of the interview.
   - Ask permission, and explain that what they say is important.
   - Approach people in an open and friendly.
   - Ask questions naturally and in a simple way.
   - Ask open-ended questions rather than ones with yes/no answers.
   - Use who, what, when, where, why and how to probe for answers.
   - Don't use leading questions that suggest an answer.
   - Don't ask sensitive questions until trust is established.
   - Listen carefully to fully understand the answers.
   - Repeat the answers to be sure you have heard correctly.
   - Ask in different ways if answers are not clear.
   - Don't make assumptions; ask.
   - Be open-minded and don't judge; don't refute what is said.
   - Take systematic notes.

3. **After the interview**

   - Analyze the responses soon after the interview.
   - Discuss the process, the main findings, and future actions based on what has been learned.

- Evaluate the quality of the information: the informant's knowledge, credibility, willingness to be interviewed, and motives. Were there constraints resulting from the location, presence of others, and/or the way the interview was conducted?

4. Mistakes to avoid

- Interrupting speakers.
- Switching to new topics too quickly.
- Not asking all the important questions.
- Not cross-checking contradictions.
- Repeating questions.
- Asking leading questions or finishing informants' statements.
- Not probing for reasons or details.
- Allowing interview to go on too long.
- Failing to record points adequately.
- Letting your biases lead to misunderstandings.

Focus Groups Techniques

The Focus Group is a form of semi-structured interview that takes place in a discussion format with a group. It can be useful in generating meaningful information about attitudes on specific topics such as girls' education. A checklist for using the technique includes the following:

1. Establish a purpose for the focus group study (What does the researcher want to learn? Example: to understand the barriers to girls' education and the potential solutions in a community or communities).

2. Choose a moderator who understands the topic and can communicate easily with the participants. This person needs to be a good listener who can encourage all the participants to express their opinions about the topic.

3. Determine the geographical locations you will cover. Choose enough areas to represent the diversity of the problem you are studying. (Example: to talk about girls' education in Ghana as a whole, choose locations that reflect the various regions or populations in the country)

4. Select a specific group or groups of participants (normally not more than 10 people in each group). Individual groups should be fairly homogeneous to identify specific perspectives on the topic. (Example: in a single community you may want to hold discussions with separate groups of mothers, fathers, boys and girls to determine their different perspectives on girls' education).

5. Schedule convenient times for meetings with the participants. Do not choose times that selectively eliminate certain people or points of view.

6. Agree with moderator on how to introduce the topic, his or her role, the purpose of the discussion, how the information may be used, how to warm up the group with related

discussion, how to expose the details of the subject matter, and how to summarize the discussion to make sure nothing is omitted.

7. A notetaker should summarize the comments so the moderator can concentrate on the discussion.

8. Mistakes to avoid:

- participants who do not know about the topic
- participants who are only positive about the topic
- too much time spent listening to one or two participants
- unsuitable moderators
- lack of clarity about the research aims or the main points to be covered,
- poor scheduling or facilities
- biased notetakers or observers.

Appendix G: Communicating HIV/AIDS Awareness

HIV/AIDS is a health risk in Ghana touching the lives of many families and especially affecting the well-being of girls. The GEU is committed to communicating HIV/AIDS awareness as part of its efforts to support the long-term development of girls. Addressing gender in education is one step in promoting the self awareness and potential of girls. It builds their self-confidence to act in pursuit of their own interests in becoming healthy, contributing members of their own societies. Providing them information on HIV/AIS helps them to make informed decisions about their lives.

The rapid spread of HIV/AIDS requires that girls be educated to understand their vulnerabilities to HIV/AIDS and its threat to their futures, especially to girls and the families of girls living in conditions of acute poverty. Some important points about HIV/AIS awareness:

- Girls and boys need to be given opportunities to suggest their own precautionary methods;
- Parental education is crucial to reduce pressures on girls to use their bodies to produce income;
- Girls should be made aware that they are responsible for making informed decisions about their lives to attain their long-term aspirations;
- Promoting security against HIV/AIDS is the shared responsibility of girls, boys, families, communities, and schools.

Appendix H: Useful References

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