

Approaches for Advancing Girls' Education in Ghana

*A Symposium to Examine Current Practices & Identify Future Directions
June 25 & 26, 2001*



Organised by the Girls' Education Unit,
Ghana Education Service with support
from UNICEF and WUSC



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Funded under the EGAT/WID WIDTech activity
with Development Alternatives, Inc. (DAI)
USAID contract no. FAO-Q-07-96-90006-00

Contents

| | |
|-------------------------------------|-----------|
| Acronyms & Abbreviations | ## |
|-------------------------------------|-----------|

| | |
|---|-----------|
| Part 1: Symposium Information & Activities | ## |
|---|-----------|

| | |
|------------------------------------|----|
| Introduction & Background | ## |
| Day-One Activities | ## |
| Day-Two Activities | ## |
| Closing Ceremony & Recommendations | ## |
| Evaluation | ## |
| Conclusion | ## |

| | |
|-------------------|-----------|
| Appendixes | ## |
|-------------------|-----------|

| | |
|---|----|
| 1. Keynote Address, the Honourable Christine Churcher | ## |
| 2. GEU Overview, Mrs. Ewura-Abena Ahwoi | ## |
| 3. Sara Communications Initiative & Stepping Stones | ## |
| 4. Participants | ## |
| 5. Girls' Education Network Contacts | ## |
| 6. Districts of Girl-Child Education Symposium Programmes | ## |

| | |
|---|-----------|
| Part 2: Descriptions of Projects Presented | ## |
|---|-----------|

| | |
|---|----|
| ActionAid Ghana Contribution | ## |
| AED Strategies for Advancing Girls' Education | ## |
| Afram Plains Development Organisation: Childscope | ## |
| The Alliance: Summary of Activities | ## |
| Canadian Feed The Children: Basic Education in Takpo Circuit | ## |
| CARE School to Community Alliance Project | ## |
| Catholic Relief Services Education Support Programme Summary | ## |
| Catholic Relief Services Education Support Programme Paper | ## |
| CENSUDI Education Improvement Programme | ## |
| Community School Alliances Project | ## |
| Educational Development Programme for the Ghanaian Muslim Community | ## |
| Olinga Junior Youth Empowerment Programme | ## |
| UNICEF Promotion of Girls' Education | ## |
| World Food Programme | ## |
| World University Service of Canada: Ghana Girls' Education Project | ## |
| Rev. (Ms) Ama Afo Blay: My Vision for GEU | ## |

Acronyms & Abbreviations

| | |
|---------|--|
| AAG | Action Aid Ghana |
| AAGE | Approaches for Advancing Girls' Education (in Ghana) |
| APDO | Afram Plains Development Organisation |
| CBO | Community Based Organisation |
| CENSUDI | Centre for Sustainable Development Initiatives |
| CFTC | Canadian Feed the Children |
| CRDD | Curriculum Research and Development Division |
| CSA | Community School Alliance |
| CRS | Catholic Relief Services |
| DANNIDA | Danish Agency for Development Assistance |
| DEOC | District Education Oversight Committee |
| FAWE | Forum for African Women Educationalists |
| FCUBE | Free Compulsory Universal Basic Education |
| FINNIDA | Finnish International Development Agency |
| GES | Ghana Education Service |
| GEU | Girls' Education Unit |
| GEDSI | Ghana Education Service Development Institute |
| IEC | Information Education Communication |
| JICA | Japan International Co-Operation Agency |
| JSS | Junior Secondary School |
| M&E | Monitoring and Evaluation |
| MOE | Ministry of Education |
| MOH | Ministry of Health |
| MURAG | Muslim Relief Organisation of Ghana |
| NORAD | Norwegian International Development Agency |
| NGO | Non-Governmental Organisation |
| PRA/PLA | Participatory Rapid Assessment/Participatory Learning and Action |
| PTA | Parent Teacher Association |
| QUIPS | Quality Improvement in Primary Schools |
| R/DGEO | Regional & District Girls' Education Officers |
| SAGE | Strategies for Advancing Girls' Education |
| SCI | Sara Communication Initiative |
| SHEP | School Health Education Programme |
| SIDA | Swedish International Development Cooperation Agency |

Ghana Education Service, Girls' Education Unit

| | |
|--------|--|
| SMC | School Management Committee |
| SSS | Senior Secondary Schools |
| STME | Science Technology and Mathematics Education |
| TED | Teacher Education Division |
| TLM | Teaching and Learning Materials |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| WFP | World Food Programme |
| WUSC | World University Service of Canada |

Introduction & Background

The first-ever national symposium of organisations involved in addressing the issues and challenges of girls' education in Ghana was held June 25 and 26, 2001, at Ghana Education Service Development Institute (GESDI), Ajumako, Central Region. From the start, the participants' enthusiasm served as testimony that many are doing much to improve girls' education in Ghana. However, participants also decried the previous lack of opportunity to share successes and learn from others, so that even before the symposium sessions had officially begun, participants were busily comparing notes and exchanging ideas. Thus GESDI proved an ideal facility for a symposium of this nature.

Background of Girls' Education

In 1997, the Ministry of Education established the Girls' Education Unit (GEU) within the Basic Education Division of GES. GEU was mandated to address issues related to ensuring that girls, who have been lagging behind boys in education at all levels, go to school, remain in school and continue schooling at higher levels. Within the overall context of the CUBE Programme, the GEU identified a number of targets to be achieved by the year 2005. These included (1) increasing the enrolment rate of girls in Basic Education to equal that of boys; (2) reducing the dropout rate of girls in both Primary and Junior Secondary School; (3) increasing the transition rate of girls from Junior to Senior Secondary School; and (4) exposing as many girls as possible to STME Clinics to encourage them to choose science as an elective at Senior Secondary School.

Since the establishment of GEU, its mandates and targets, the Government of Ghana and development partners have invested increasing resources and energies into advancing girls' education, with interventions implemented at the national, regional, district and community levels. The recent appointment of a Minister of State specifically responsible for girls' education reinforces the government's commitment to continue this critical component of ongoing educational reforms. Current results are encouraging, but there is still much to do. Furthermore many are concerned that without co-ordination of efforts, we risk duplication and waste of valuable, limited resources. In addition, unless valuable lessons learnt are shared with others, we cannot ensure the best possible allocation of resources.

Purpose of the Symposium

The Symposium was organised by GEU to address the issues outlined above and to construct a comprehensive picture of what interventions related to advancing girls' education are currently being implemented and who is involved. Organisations whose projects have a girl-child education component were invited to share their experiences.

GEU organisers anticipated that the symposium would

- Alert participants to others engaged in projects similar to theirs
- Alert participants as to how their particular project fits into the broad picture
- Guide donor agencies to identify where and how resources will reap the greatest rewards
- Enable GEU/GES to identify well-served and under-served areas and the most fruitful directions to pursue

- Enable GEU/GES to coordinate activities focusing on the girl-child so that the resources invested derive the greatest possible benefits

Proposed Follow-up

As a critical follow-up, GEU committed to develop documentation which would not only provide an account of activities and deliberations of symposium participants but also include descriptions of the various projects/programmes presented. This documentation would provide information to help interested stakeholders network with each other and collaborate.

A further product of the symposium will be the articulation of a *National Vision and Strategic Plan for Girls' Education in Ghana*. This will be invaluable in assisting Girls' Education Unit and its development partners to determine what directions to pursue as we work together towards the goals set by the *ICUBE* document for 2005, and beyond.

Day-One Activities

Opening and Keynote Address

The opening ceremony was chaired by Mr. Tetteh-Enyo, Director General Ag., Ghana Education Service, who underlined the importance placed by GES on girl-child education. He expressed great satisfaction that the government of Ghana has recognised the importance of girls' education in the appointment of a Minister of State for Primary, Secondary and Girl child Education, Ms. Christine Churcher. He then introduced Ms. Churcher, the keynote speaker for this symposium

Ms. Churcher prefaced her remarks by quoting UN Secretary General Kofi Annan, "The key to all the locks that are keeping girls out of school—from poverty through inequality to conflict lies in basic education for all."

She challenged symposium participants collectively to ensure that "The multi-faceted nature of the girls' education programme is holistic, co-ordinated and focused so that we can successfully develop this other half of our human capital."

Ms. Churcher noted the historic nature of the symposium. In addition to it being her first opportunity to meet with participants, all of whom are involved with the education of children, particularly the girl-child, it also created a forum which would

- Enable participants to develop formal networking and collaborating strategies
- Foreground the needs identified by her Ministry and Girls' Education Unit
- Enable stakeholders to make informed choices as to which remedies to apply, and when, where and how to apply them to cure the still 'ailing' girl-child so that she grows up into a healthy woman of the future
- Point us to the way forward for the next four years—and beyond

Ms. Churcher's commitment to the girl-child's future was evident not only in the words of her address but also in the power and passion with which they were delivered. She acknowledged the interest and commitment of development partners, Non-Governmental Organisations and Community-Based Organisations that are promoting girls' education in diverse ways, but she recognised that while some progress has been made, much still remains to be done. Ms. Churcher pointed out the importance of Ghana as a nation knowing where we are now, where we are going and how to get there.

The Minister of State raised these critical questions:

- How can we work together and work harder to remove the constraints that prevent mothers/guardians from sending their daughters/wards to school?
- How can we collaborate to provide sound, secure, safe home and school environments to enable girls to take advantage of their opportunities for education?
- How can we learn from each other ways to involve the community and family in quality, non-formal learning approaches for girls who are prevented from attending school in a formal setting? How can we build bridges to allow them to access the formal system?
- How can we ensure that once girls are in school, the school will prepare them for life by developing relevant curricula and materials to emphasise both the life skills and academic training they need for the present and not-too-distant future?

In addition to these critical questions, Ms. Churcher identified several areas of felt need which must be addressed, not the least of which is the need to instil in our girls a hunger for education. She concluded her address by reiterating the present government's commitment to make the Girls' Education Unit an effective and efficient focal point of all girls' education programmes. For the full text of Ms. Churcher's keynote address, please see Appendix 1.

Setting the Scene: The Girls' Education Unit

To provide a context to girls' education in Ghana, Mrs. Ewura-Abena Ahwoi, Head of GEU, presented an overview of the Girls' Education Unit—its development, organisation, mandate, current activities and future hopes. She outlined the mandate and objectives of the Girls' Education Unit and pointed out how they fall within the three major components of fCUBE (Free Compulsory Universal Education for All), the Ghana's educational reform policy.

GEU Objectives

- Increase national enrolment of girls in Primary schools to equal that of boys by the year 2005, and to develop and maintain strategies aimed at ensuring the continuation of girls into Junior Secondary schools
- Reduce the dropout rate for girls in Primary schools from 30% to 20% and of girls in Junior Secondary schools from 21% to 15%
- Increase the transition rate of girls from Junior to Senior schools by 10% by the fCUBE programme's end in 2005
- Increase the participation of girls in science, mathematics and technology by improving the quality of teaching and by enhancing the perception of these subjects (This last objective has recently become the responsibility of the newly-formed Science Education Unit.)

GEU activities are focused on the above objectives and contribute to the following fCUBE goals:

- Improving the quality of teaching and learning
- Improving efficiency in management
- Increasing access and participation to Basic schools

In concluding, Mrs. Ahwoi gratefully acknowledged efforts of development partners working in the girls' education and expressed a fervent hope that this work would continue collaboratively in order to maximise positive results. For the full text of Mrs. Ahwoi's overview, please see Appendix 2.

Girl-Child Education Projects Around Ghana

The balance of Day One was devoted to hearing the various approaches to girls' education currently being explored around the country. It soon became clear that although participants are using different strategies to address girls' education, they concur on the reasons for its difficulty. Poverty, traditional perceptions of women's role, and the school system's failure to provide a girl-friendly learning environment were constants.

The participating organisations supplied an interesting mix of foci. While some organizations have the education of girls as their prime objective, many have mainstreamed girl-child concerns into initiatives focusing on a whole range of educational issues and

challenges. Some address a broad scope of women's issues; others focus on children's rights and work directly with the children. Many address much of their energy toward empowering communities to become actively involved as stakeholders in the educational process, while still others centre their interventions on schools and teachers.

Symposium presentations were thoughtfully organised, informative and well sprinkled with concrete examples to illustrate points. Some delightfully innovative strategies were described as responses to common problems. In one area, community and teachers together developed a code of conduct to increase teacher attendance and community support. Another community decided to monitor parents' commitment to ease the household burden on girls and provide study time by organising a system of mentors. These are local women who each 'adopt' a small number of girls, meet with them regularly, and check with their families to be sure that the promised support for studying is indeed forthcoming.

Introducing the Sara Communication Initiative

A special feature Day One was the informal introduction to Ghana of Sara. Sara is the central character in a series of materials—video, comic books and other teaching/learning material—designed to spread positive messages about girl-child education. Sara has a number of adventures as she deals with some of the challenges faced by young girls in contemporary Africa. Developed and field-tested by UNICEF, the series is currently being adapted for use in Ghana. In fact, several of the stories are ready for use. More information about the Sara Communication Initiative is included at Appendix 3.

The rapt attention given presenters by their colleagues testified to participants' high level of interest. The following matrix is an attempt to summarise the key components of each programme described. Please note that this information relates to specific, girl-child aspects identified in written accounts provided by the organisations. (A full account of each, prepared by the organisation, appears in Part 2 of this document.)

Girls' Education Programmes in Ghana

| Components of projects presented at the AAGE Symposium | Action Aid | Alliance | APDO (Childscope) | CARE | CFTC | GENSUDI | CSA | GRS | MURAG | Olinga | UNICEF | WFP | WUSC |
|--|------------|----------|-------------------|------|------|---------|-----|-----|-------|--------|--------|-----|------|
| NGO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ |
| Mixed Focus | ✓ | | | ✓ | | ✓ | | | ✓ | | ✓ | | |
| Education focus | | | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | |
| Girls' Education Focus | | ✓ | | | | | | | | | | ✓ | ✓ |
| Early Childhood | | | ✓ | | | | | ✓ | ✓ | | | | |
| Basic Education | ✓ | ✓ | | | | | | | | | | | |
| Primary Education only | | | | | | | | ✓ | | | | ✓ | |
| Secondary Education | | ✓ | | | | ✓ | | | | | | | |
| Quality of Education | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | | ✓ |
| Alternative Education Programmes | ✓ | | | | | ✓ | | | | | ✓ | | |
| Teacher training | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| Training—volunteers/facilitator | ✓ | | | ✓ | | | ✓ | | | ✓ | ✓ | | |
| Links with GES | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Health Education | | | ✓ | ✓ | | | | | | ✓ | ✓ | | ✓ |
| Links with MOH/Dist. Health Unit | | | ✓ | | | | | | | | ✓ | | ✓ |
| HIV/AIDS | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | | ✓ |
| Women's Rights/Gender | ✓ | | | | | ✓ | | | | | | | ✓ |
| Children's rights | | | ✓ | | | ✓ | | | | | ✓ | | ✓ |
| Work directly with children | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | |
| Work through local partners | ✓ | ✓ | | ✓ | | | | ✓ | | | | | |
| Capacity building—NGOs, CBOs | ✓ | ✓ | | ✓ | ✓ | | | | | | | | ✓ |
| Training—PTA/SMC/Community | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| IEC/radio | ✓ | | | | | | ✓ | ✓ | | | ✓ | | |
| Popular education/drama | | | | | ✓ | | | | | | | | ✓ |
| School infrastructure support | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | | | |
| TLMs (develop/provide) | ✓ | | ✓ | | | | | | ✓ | | | | ✓ |
| Feeding | ✓ | | | | | | | ✓ | | | ✓ | ✓ | |
| Bicycles/motos | ✓ | | | | | | | | | | ✓ | ✓ | |
| Teacher incentives | ✓ | | ✓ | | | | | | ✓ | | ✓ | | ✓ |
| Scholarships | ✓ | ✓ | | | | | | | ✓ | | ✓ | | ✓ |

| Components of projects presented at the AAGE Symposium | Action Aid | Alliance | APDO (Childscope) | CARE | CFTC | GENSUDI | CSA | GRS | MURAG | Olinga | UNICEF | WFP | WUSC |
|--|------------|----------|-------------------|------|------|---------|-----|-----|-------|--------|--------|-----|------|
| Financial support/school supplies | ✓ | ✓ | | | | ✓ | | | | | | | |
| Girls' Clubs | ✓ | ✓ | | | | ✓ | | | | ✓ | | | |
| STME/Quizzes | ✓ | ✓ | | | | | | | | | | | ✓ |
| Libraries | | ✓ | | | | | | | | ✓ | | | |
| Vacation lasses | | | | ✓ | | | | | | | ✓ | | ✓ |
| Vocational skill training | | | | ✓ | | | | | | ✓ | | | |
| Micro-credit programmes | | ✓ | | | | | | | | | | | ✓ |
| Role models | | ✓ | | | ✓ | | | | ✓ | | ✓ | | ✓ |
| M&E strategies identified | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ |
| Research | ✓ | ✓ | ✓ | | | | | | | | ✓ | | ✓ |
| Documentation available | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | | |
| Advocacy | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | ✓ |

Mapping Girl-Child Education in Ghana

While many are conducting girl-child activities around the country, many are also unaware of who else is doing what—and where. To initiate addressing this issue, a map of Ghana was posted in the conference room, and participants indicated with numbered, coloured stickers the districts in which their programmes are operating. Participants responded enthusiastically to this process! As more and more dots appeared on the map, two difficulties emerged.

- Often people working in adjacent areas had no idea that others were involved in similar projects.
- The proliferation of dots in some geographic areas and their absence in others demonstrated clearly that some areas of the country are well served while others have little, if any, support.

As participants mapped their presence and met their development neighbours, they exchanged addresses and promised to stay in touch with one another. The resulting map—while it presented a snapshot of the situation at that time—also illustrates what happens when there is little overall planning and co-ordination. A detailed list of the districts where participants' programmes are operating is at Appendix 6.

The presentations on Day One provided a great deal of food for thought and stimulated much discussion. A wide variety of innovative approaches to addressing the factors which mitigate against girls' access to and participation in schooling were described. There was clear consensus about what the problems are and strong commitment to finding methods of collaboration to continue solving some of them.

Day-Two Activities

From the presentations and discussion on Day One, participants identified the critical issues, from which emerged themes for discussion on Day Two. Participants spent the morning of Day Two working together to explore those issues and to develop creative and innovative strategies for dealing with them. Their task was to consider how to learn from current experience the best paths for moving forward. The questions which guided deliberations were

- What are the most critical issues?
- How can GEU/GES and development partners work more closely together?
- What strategies can we envision to move girls' education forward over the next four years and beyond as we are accomplishing the goals of fCUBE and the objectives set for GEU which arise out of it.

After defining critical issues and themes for discussion, participants were then randomly assigned to work groups. Each work group focussed on one of the five themes, which incorporate GEU objectives.

The Themes (Incorporating GEU Objectives)

- How do we increase national enrolment of girls in Primary schools to equal that of boys by the year 2005? How do we develop and maintain strategies aimed at ensuring girls' academic achievement and continuation into Junior Secondary schools?
- How do we reduce the dropout rate for girls in Primary and JSS and increase the transition rate from Junior to Senior Secondary Schools by the end of the fCUBE programme and beyond?
- How do we incorporate emerging issues like HIV/AIDS, Early Childhood Education, Guidance and Counselling, Health and Nutrition into girl-child education?
- How do we create mechanisms to ensure collaboration among partners? What should be the relationship between GEU and development partners and how can this relationship be maintained and strengthened?
- How do we increase the involvement of girls' themselves in the development process? How can girls' be motivated to 'hunger for education'?

In addition to being assigned a theme, work groups were provided with a series of questions to use as starting points for exploring the theme as thoroughly as possible. They were also urged to go beyond these questions, letting their collective creativity chart their course.

Starting Points for Work Group Exploration of Theme

- What are the issues/challenges/needs involved?
- Who identifies them and how?
- How can programmes be responsive to needs?
- Who are the stakeholders? How can they be identified?
- What are the priorities to be addressed?
- How can stakeholders be involved?

- How can resources be identified and mobilised?
- What leadership roles and responsibilities are foreseen?
- What must be changed? What should be preserved?
- What institutional capacity building is needed?
- How can interventions be effectively monitored and evaluated?
- How can results be measured? How should results be used?
- How can decision-making be influenced by results?
- How can we enhance the capacities of girls (and women) to improve their own lives, access resources and assistance, participate effectively in decision-making and partnerships, and hold organisations and leaders to account?
- To sustain success, how can we impact legislative/regulatory frameworks, social/educational sector policies, institutional frameworks and decision-making processes, and management systems so that they are efficient, transparent and accountable?

Next, the work groups were to identify strategies to address the themes and move us further toward the ideal. Work groups were asked to keep in mind these very practical challenges:

- How can collaboration be encouraged?
- How should organisations go about developing partnerships?
- How can identified needs be matched to resources?
And most significant—
- How can replicability and sustainability be achieved?

Finally, work groups were invited to propose specific recommendations—to GEU/GES, to an organisation, and/or to civil society—in short, to any entity that could improve girls' lives and education. The work groups spent the whole of the morning on this daunting task, but if more time had been available they would have willingly continued.

Reports from Work Groups

Each of the work groups approached the task differently. These differences are reflected in the way they reported their work to the Plenary Session. Also incorporated here into each report are comments and suggestions arising from the general discussion following each group's presentation.

Report on Theme One

How do we increase national enrolment of girls in Primary schools to equal that of boys by the year 2005? How do we develop and maintain strategies aimed at ensuring girls' academic achievement and continuation into Junior Secondary schools?

The Theme One Work Group considered each dimension separately and proposed the strategies listed below.

For increasing enrolment:

- National and local IEC (Information, Education and Communication) campaigns could increase understanding of the factors underlying girls' education and of its

importance at both national and individual levels. Coverage of activities, for instance Girls' Education Week or STME Clinics, raises the profile of girls' education.

- The IEC campaign is reinforced by community-based activities, for instance women going from house to house to check that parents are following through on promises to reduce girls' household work and provide study time.
- Gender sensitisation is critical for people to understand why so much attention must be paid to girls' education.
- Exposing children to female role models—local achievers, women in the district who have met success in their chosen field of endeavour—will open the children's minds to the idea that more is possible.
- Feeding programmes are a humanitarian response to hungry children. To be an effective educational intervention such activities must have built into them a component which links nutrition with learning. In addition, parents and children need to learn about this important relationship.
- Providing school supplies helps keep children in school.
- Income generation activities for mothers of girls can help offset some of the costs associated with education.
- Incentives for girls based on performance rather than on mere attendance will promote attendance and achievement.

For increasing retention:

- Strengthening communities (PTA, SMC) by helping them develop an assessment capability to influence issues like attendance (teacher and pupil) and school infrastructure
- GEU/GES lobbying other departments to incorporate gender equity into poverty reduction strategies and forming links with District Development Officers
- Involving media and using community mentors to follow up on education campaigns
- NGOs addressing the increase of linkages between communities and financial services
- Providing girls with counselling, decision-making skills, and so on, by using a civic education approach through youth clubs, mentoring programmes, and other agencies
- Providing girls with information about menstruation under the assumption that if they are prepared and equipped, they may be less likely to drop out. Making available sanitary supplies for needy girls.
- Promoting IEC with communities to reduce barriers to girls' education.
- Re-organising school schedules to allow time for essential work, for instance water carrying, to be completed outside school hours
- Helping parents learn to re-schedule their needs, for instance to have girls and boys gather firewood after school

For increasing achievement, increase quality of education for girls by:

- Strengthening teacher training in gender equitable approaches in the classroom both in pre-service and in-service training.
- Ensuring use of gender equitable curriculum and teaching/learning materials.
- Introducing and maintaining children's rights and equity in classrooms and schools.
- Strengthening teachers' commitment and responsibility to students. These qualities can

be addressed directly through training and indirectly through incentives such as promotion based on excellence, and incentive programmes.

- Building capacity of SMC/PTA/DEOC (District Education Oversight Committee) for effective monitoring and evaluation of schools and co-ordination of Headteachers and Circuit Supervisors.

For building in sustainability:

- Co-ordinate effectively between communities and GES
- Develop Professional Learning Communities to focus on assessment systems and other pedagogical skills.
- Mainstream good practices identified by GEU/GES
- Provide capacity building for SMC/PTC in school management
- Develop measurable performance indicators (SMART¹) and make them known and available for use
- Promote participatory decision making.
- Involve community members in capacity building

The Theme One Work Group concluded their comments with two important observations.

- At the end of the day parents accept that their children need to go to school.
- Political courage is needed to effect change.

Report on Theme Two

How do we reduce the dropout rate for girls in Primary and Junior Secondary Schools and increase the transition rate from Junior to Senior Secondary Schools by the end of the fCUBE programme and beyond?

First, the Theme Two Work Group considered causes of dropping out in Primary and JSS. These included:

Home Factors

- Broken homes
- Lack of parental care
- Too many household chores
- Engagement in economic activities

Traditional/Societal Factors

- Fostering
- Early marriage
- Status of girls/women
- Perceived role of women in society

Child Factors

- Peer influence

¹*Sustainable, measurable, attainable, replicable and time bound*

- Lack of interest in school

School Factors

- Distance from home to school
- Unfriendly school environment
- Poor teaching methods
- Harassment/abuse
- Teacher attitude
- Lack of role models
- Low achievement rates

The Theme Two Work Group suggested the following strategies:

To Address Home Factors

- Sensitise and counsel communities on the importance of girls' education
- Develop contracts between communities and teachers, indicating what each group expects from the other
- Empower SMC/PTA by providing training and experience on roles and responsibilities
- Provide school lunch programmes, especially in deprived areas
- Encourage parents to provide for their children's basic needs
- Link parents with micro-credit and income-generating activities
- Sanction recalcitrant parents—involve District Assemblies, community leaders

To Address Traditional/Societal Factors

- Enforce child protection laws
- Educate community, especially elders, about the existence and content of child protection laws
- Educate children on their rights through media, clubs, etc.
- Sensitise communities and their leaders about the effects of fostering on girls.
- Create and use a pool of appropriate role models—local women who have achieved.
- Initiate programmes to discourage early marriages.
- Establish pre-schools to help address the issue of girls staying home to care for younger siblings.
- Encourage adoption of labour-saving methods for girls' chores

To Address School Factors

- Build feeder schools in the communities, that is, are small P1 – P3 schools in communities where the nearest primary school is too far for small children to walk.
- Provide bicycles for girls who commute long distances to school
- Consider and support alternative education systems, e.g., School for Life, Shepherd Schools
- Make schools girl-friendly by providing gender sensitive water/sanitation facilities, recreational facilities, furniture, etc.
- Revitalise disciplinary committees to enforce measures to prevent abuse/harassment
- Encourage moral/family life education for children, teachers and parents.

- Sensitise GES officials and teachers on gender issues and the rights of girls
- Establish community-based female mentors to assist/supervise children's studies
- Motivate teachers to serve as role models and to accept postings to rural areas

To Address Child Factors

- Motivate girls to perform and excel
- Encourage brilliant girls to serve as mentors for low achievers
- Introduce programmes to improve girls' self-esteem
- Form girls' clubs
- Adopt flexible school hours to accommodate the real labour needs of families
- Introduce practical vocational skills, e.g., beekeeping
- Provide scholarships/basic needs for promising but needy girls

To implement their strategies, the Theme Two Work Group identified the tools of drama, PRA/PLA, workshops, durbars, media, house-to-house visits, and so on. On the issue of increasing the Transition of Girls from JSS to SSS, the Theme Two Work Group suggested

- Providing guidance and counselling to girls
- Providing scholarships
- Adopting flexible schedules for fee payment
- Organising more remedial programmes for girls in all subject areas.
- Continuing to organise STME Clinics
- Establishing more Senior Secondary Schools for girls, especially in the Northern Regions and other deprived regions

After this Work Group's report followed a lively discussion focusing on the issue of teachers who defile schoolgirls. Participants expressed concern that community residents are reluctant to identify perpetrators because they fear backlash if the teacher is from the community. They also fear that once the teacher is sacked, no replacement will be provided.

Participants agreed that the laws concerning the criminal nature of the issue (Article 554, 1998 Amendments to the Criminal Code) are largely unknown, as are individual rights provided by the Ghanaian constitution and 1998 Children's Act. Since as outsiders NGO personnel are often told about sexual abuse, symposium participants pleaded for guidelines on how to proceed. They agreed that the development of clear procedures to follow in cases of sexual abuse is urgent and that those procedures must be distributed to all persons involved in education.

Mr. Budu-Smith, Assistant Director, GES, stated clearly that teachers involved in sexual abuse are subject to dismissal. Simply transferring the teacher to another school is not an acceptable response. Mr. Budu-Smith informed participants that the District Director has the responsibility of referring all cases of sexual abuse to GES Headquarters for investigation. He stressed the need for GES to follow all the steps involved in according an accused teacher due process of the law so as to avoid mistakes which could, in the long run, damage the case.

Report on Theme Three

How do we incorporate emerging issues like HIV/AIDS, Early Childhood Education, Guidance and Counselling, Health and Nutrition into girl-child education?

The Theme Three Work Group agreed that while all the issues identified in the theme were important, those related to health, and in particular HIV/AIDS, were most urgent. They therefore focussed their attention on HIV/AIDS and began their report by identifying the major contributing issues.

- Children are more sexually active at an earlier age than in the past.
- Girls are more at risk than boys.
- Access to information is inadequate and mis-information abounds.
- Sexual issues are not publicly discussed.
- Information about nutrition and its relationship to health is inadequate.
- Health facilities do not exist in most communities.
- Knowledge about disease prevention and use of safe water is inadequate.
- Rape and sexual abuse are coming to the fore increasingly frequently.
- Acting quickly is crucial.

In terms of who identifies the issues, stakeholders can be identified by community members as well as at district, regional and national levels. In general, the best method for involving stakeholders is through active and well planned collaboration. The Theme Three Work Groups identified the following stakeholders who can play an active role:

- PTA/SMCs
- Teachers
- Girls and boys themselves
- R/D GEOs and R/D STMEOs
- School Health Officers
- Circuit Supervisors
- District Health Management Teams
- Community facilitators
- Herbalists
- Drug peddlers
- CRDD/Teacher Education Division/GEU/ SHEP/District Assemblies
- Religious organisations/NGOs/CBOs/Development Partners
- Traditional leaders (Queen Mothers)

A discussion of identifying resources ensued. The government's commitment translated into appropriate resource allocation should be the starting point. Taxes should be contributing to initiating prevention and intervention programmes. Other sources include District Assembly, Ministry of Education, Ministry of Health and all other government levels. In addition NGOs, development partners, religious organisations and philanthropists are all resources. A document identifying who currently supports what would be a useful tool.

Leadership in advocating for funding and budget allocation was seen to reside with a number of political personages, notably:

- Minister of State for Primary, Secondary and Girls' Education
- Minister for Women's Affairs
- Minister for Local Government
- Minister for Employment and Social Welfare
- Minister of Health.

It was further suggested that the Head of State initiate a campaign comparable, in terms of resources and energies invested, to his 2000 election campaign. A strong relationship between the District Assembly and the District Education Office is also critical as each has different resources which, if working together, can be greater than the sum of the parts. Finally, this issue was seen as an excellent cause for the First Lady to adopt.

Next, the Theme Three Work Group considered how programmes can respond to needs. Strategies included the following:

- Integration of HIV/AIDS and Health and Nutrition education into school programmes
- Capacity building for all stakeholders
- IEC campaigns—using media interventions
- Advocacy and awareness creation
- Development of Action Plans with clearly identified objectives, activities, follow-up and evaluation
- Declaration of HIV/AIDS as a national disaster
- Collaborative planning, monitoring and evaluation

The Theme Three Work Group then explored areas that need to be changed as well as those that should be preserved.

- Behaviour and attitudes about sexuality must change.
- The culture of silence concerning sexuality must be broken.
- Issues of human rights must be reviewed and publicised.
- The public's attitude toward and stigmatisation of HIV/AIDS victims must change.

We should preserve

- Provision of adequate knowledge and constant education
- Family support for sick people
- Development partners' support

An effective approach to these critical issues requires ongoing monitoring and evaluation. This includes getting good baseline information on HIV/AIDS, using Knowledge Attitudes and Practices (KAP) surveys, and making reports of information universally available.

In response to the starting-point question, "How can we enhance the capacities of girls and women?" the following were considered critical:

- Education, life skills and financial empowerment
- Knowledge on basic human rights
- Problem-solving techniques.

These criticalities could be brought to girls, for example, through the organisation of co-operatives and girls' clubs.

The Theme Three Work Group concluded by asserting that girls' and women's involvement in decision making is critical for their empowerment. We must encourage and train girls to become leaders. Girls must have knowledge of rights; girls must know about services and access to them. Accounting and business management skills will equip women to become involved in societal decision making. Women must also be encouraged to launch protests and make demands.

Report on Theme Four

How do we create mechanisms to ensure collaboration among partners? What should be the relationship between GEU and development partners and how can this relationship be maintained and strengthened?

The Theme Four Work Group examined the practical issue of how collaboration between and among partners could be promoted and facilitated. They also considered the nature of GEU's relationship with development partners.

They began by addressing a very basic question: Why collaborate? In answering this question, the group suggested that collaboration is critical to

- Avoid duplication
- Promote complementarity and replicability of good programmes and projects
- Guide redirection of interventions
- Facilitate identification of capacity

Mechanisms to support collaboration should include

- Sharing information through meetings, e-mail networking, newsletters and reports
- Establishing a resource centre mandated to disseminate information. This centre would facilitate the sharing of information and tools
- Creation of appropriate fora at regional and district levels in order to develop action plans among partners

GEU's Role

- GEU should facilitate rather than directly implement. GEU's major role should thus be to create an enabling environment through Policy guidelines to direct developing partners and projects.
- GEU should establish clear guidelines for all projects, for example similar to the water sector's set of guidelines.
- GEU should set annual targets, monitor projects and report results.
- GEU should report on all girl-child related activities, not just its own. This necessitates regular reports from all partners to GEU.
- GEU should continue its training of trainers function.

Participants pointed out that in order to promote collaboration, partners should recognise GEU's co-ordinating function, respect its leadership and co-operate with it. Further, concern was expressed that GEU must also collaborate closely with other GES Divisions and develop mechanisms to ensure continued collaboration. Overall collaboration will empower GEU by increasing access to resources dedicated to improving girl-child education.

GEU's Relationship with Partners

The Theme Four Work Group felt that the details of GEU's working relationship with the development partners were beyond the scope of the symposium discussion. Instead, they proposed the initiation of a technical work group tasked with determining the modalities of the GEU-partner relationship, that is, a framework for collaboration. It should call a meeting within five (5) months for partners to consider the way forward for girls' education. The technical work group should look at the results of the mid-term review of *ICUBE* and suggest an action plan for collaboration to advance girls' education issues. It should also set a reporting format to create a database for tracking girls' education interventions.

Challenges to Collaboration

The Theme Four Work Group also recognised two certain challenges which could impact attempts to collaborate.

- Management of different policy environments
- Conditionalities of donors and NGOs

Development partners work within two contexts: the needs of Ghana and the policies of their particular organisations. Where these contexts seem to counter each other, critical examination of the issues is needed in order to make decisions that best address the development needs, in this case, of educating girls. Sustainability requires the ongoing commitment of money and time. Since most projects have time limits, central co-ordination of all interventions would help new interventions build on those that have concluded.

Report on Theme Five

How do we increase the participation of girls themselves in the development process? How can a 'hunger for education' be generated in them?

The fifth and last theme introduced a somewhat different but equally important focus – how to include girls themselves in this whole process. The Theme Five Work Group grappled with the challenge of how to include the most important stakeholders of all— the children, especially the girls. Children must be involved in the decision making process when the results of those decisions relate directly to them. The questions we must ask are

- What can children do?
- What are their ideas?
- How do we help children achieve a voice in this process?

The first step is to disseminate information to children and encourage them to speak. Tools like the Sara Communication Initiative (UNICEF) and Stepping Stones (ActionAid) are excellent strategies for providing situations which give children a voice and inviting

them to respond to issues which touch their lives. (See Appendix 3 for information about these programmes). Popular education approaches using, for example drama and puppetry, are ideal for empowering children. Establishing study groups in which life skills, assertiveness training, debating skills and the like are promoted will also equip girls to voice their ideas. Encouraging adult agency discussion with children and discussion among children themselves is critical.

What challenges arise in encouraging discussion with and among children?

- Girls are usually left out of the discussion.
- Planning does not usually include children—adults assume they speak adequately on children's behalf.
- We must respond to children's needs as they voice them.
- Children need to know that someone is listening and will respond.
- We need to create an incentive for children to speak out, i.e., build trust.

Who needs to identify the issues?

Every child, regardless of age, whether in school or not, should be involved to the greatest extent possible.

How can children, especially girls, be brought into the on-going discussion?

- We must go to where the girls are—to the schools, the communities, the streets.
- Policy makers and District Assemblies must be sensitised to the need to listen to children.
- Children may be involved, among other methods, through their songs, drama, and poetry.
- Structures should be designed so that children have a voice, and others should be sensitised to listen actively to them.

How can we help children to view themselves as stakeholders?

Children must be equipped for the task of seeing themselves as stakeholders. Children must be informed of their rights and of the responsibilities that go with those rights. Children need to be taught how to make decisions and express their needs. Then, in an atmosphere of trust and action, they must be encouraged to do so.

The Theme Five Work Group felt that helping children see themselves as stakeholders is of enough consequence to emphasise a pro-active approach. They suggested that GEU plays a highly significant role in harmonising the activities of stakeholders and ensuring that all interventions recognise and include girls in all stages of planning, implementation, monitoring and evaluation. GEU should position itself to identify gaps or areas that lack development workers' attention, link similar efforts, and act as a constant reminder that girls must have a voice.

Because teachers have the greatest access to children, and vice versa, the Theme Five Work Group suggested that teachers be sensitised and then trained in the process of enabling children's participation. Teachers must be empowered to be role models. Specifically, teachers must become aware of their leadership role and be trained in leadership skills.

Communities also need to be sensitised and involved. To what extent do they feel ownership and responsibility for their schools? Do they support their teachers? If not, some mechanism must be developed to encourage their interest and active support.

Increasing teacher support and supervision was considered a more productive approach than just raising standards and making access to training college more difficult. Providing communities with the capacity to monitor their schools, i.e., developing a code of conduct contract between teachers and communities, would do much to improve education as well as mutual understanding and respect between community members and teachers. Most importantly, both community members and teachers can be encouraged to learn to really listen when the children speak.

Children and adults can learn together that they—the girls and boys—have a lot to say, if only they were asked and then really listened to. Listening capacity can be built through PLA/PRA activities, programmes like Stepping Stones, and other venues. Because of serious teacher shortages, many children lack access to a teacher who will listen. Programmes which provide training and support for volunteers can help address this deficiency.

In summing up this portion of Theme Five, the members of the Work Group emphasised that open spaces where children feel safe and free to speak must be created and that adults must learn to listen to children.

Motivating Hunger for Education

The challenge put by Ms. Churcher, the Minister of State, was the final topic explored by the Theme Five Work Group. In her keynote address, she asked how we can generate in our girls a hunger for education. Children come into the world equipped with curiosity and a desire to learn. How can we as a society nurture and encourage that desire instead of systematically destroying it, as so often is the case? If we want girls to love learning, to hunger for education, we must start by making schools places where they feel safe and valued. Our schools must be made girl-friendly—physically, socially and pedagogically.

This means

- Sensitive teachers who recognise the needs of all children and realise the impact of their teaching strategies and performance expectations on girls particularly—teachers who care and who listen.
- Teaching/learning materials which are gender balanced.
- Equity in the distribution of privileges, leadership roles, and the like, as well as in the assignment of chores.
- Appropriate school facilities, such as furniture which allows girls to sit modestly and sanitary facilities which offer privacy.
- Schools where role models show girls what can be.

But girl-friendly schools are only a part of the picture. Girls, like all children, are a product of their family and community environment. Parents must be helped to understand the value of educating their daughters. They also need to learn that they play an important role in their daughters' successes. In addition to ensuring that household tasks do not overburden girls so that they are too tired to stay awake at school or too busy after school to study, parents must also realise that girls need a place to study, encouragement to do well and recognition that what they are accomplishing is valued. Achieving these ends requires that on-going community sensitisation and education continue, that schools and communities develop mutually supportive relationships, and that all children, girls and boys, have a basic right to quality education.

The Theme Five Work Group identified other strategies for making girls want to stay in school. These include organising activities like STME clinics, summer camps, reading clinics, exposure to role models and mentors and to possibilities beyond the community, e.g., visits, development of libraries, organisation of girls' clubs, and provision of scholarships which recognise achievement as well as material need.

Summary of Theme Reports

Animated discussion followed each Work Group's presentation, thus allowing all participants to think about and contribute to each of the themes. The many contributions made during this open forum have been integrated into the summary of the group reports in the previous section. The active participation of the Minister of State, the Assistant Director of GES and the Director of Basic Education Division added richness to the discussions. These educators further enabled symposium participants by often clarifying official policy.

Closing Ceremony & Recommendations

Mrs. Kate Eghan, Deputy Regional Director, Central Region, chaired the closing ceremony. By this time no introduction was needed for the Minister of State, Ms. Churcher, whose active presence throughout the symposium was appreciated by all the participants. Her brief but powerful closing remarks summed up well the essence of the symposium experience.

“As a society we don’t speak the truth” Ms. Churcher declared, but by talking openly about silent issues we work towards levelling the playing field. She cautioned against talking about the girl-child as though she is in isolation. Boys need to learn about gender issues too; otherwise things will not change. “Let us commit to bind ourselves to speak the truth,” she challenged participants. She expressed her excitement about the group assembled, commenting on the commitment that she saw written on the faces around her. She urged people to keep in touch and to visit each other. GEU, she promised, will do its best to take up the challenges given it by the development partners to provide the leadership needed to make girl-child education a reality.

Recommendations

Each Work Group recommended strategies for addressing the particular theme they were analysing. The following, however, were identified frequently by groups as pre-requisites for effective and sustainable action:

- The Girls’ Education Unit should assume the leadership role in all matters related to girls’ education in Ghana.
- GEU’s major role is to create an enabling environment through influencing policy guidelines to direct development partners and their projects.
- GEU should set clear guidelines for all projects (an example of a set of such guidelines is that of the water sector).
- GEU must collaborate closely with other divisions of GES to effect mainstreaming of gender issues into all areas of educational activity.
- Development partners must recognise GEU’s co-ordinating function, respect its leadership and co-operate with its guidelines.

Evaluation

Participants were asked to evaluate the symposium and their experience of it by responding to these questions:

- What aspect of the symposium did you find most interesting/useful?
- What do you think was your most important contribution?
- How will this symposium help you/your organisation move forward?
- How do you propose to go about developing partnerships for collaboration?
- A “comments” section also provided participants with an opportunity to add anything else they wished.

In addition, participants were invited to suggest people and organisations not present who should get a copy of the proceedings and to put their name and address on the GEU mailing list. A copy of this list, which is included at Appendix 4, has already been sent to every person or organisation on the list.

Evaluation Results

What aspect of the symposium did you find most interesting/useful?

Participants were about equally divided on whether they found the presentations or the work groups most interesting and or useful, with many reporting that both were very valuable. Informal discussion among participants was also noted as were the sharing of different experiences, learning new and creative ideas from the experiences of others, and the opportunity for in-depth analysis of issues which the work groups provided. A number of participants also identified the Minister’s speech and her obvious commitment as a highlight.

What do you think was your most important contribution?

Most participants reported being able to share their experiences with like-minded professionals was their most important contribution. Some shared information about programmes or strategies that could be used by other participants. Others had specific foci – like working directly with children around human rights issues, or the special problem for girls’ education in specific religious communities. One participant summed up succinctly by saying, “Being part of this symposium, to me, was my most important contribution.”

How will this symposium help you/your organisation move forward?

- When our organisation draws up its next country strategy, I can make constructive contributions.
- Providing an overview of various girls’ education programmes will enable my organisation to determine the kind of support to be given to GEU.
- Revising our Action Plan will bring it more in line with GES/GEU strategies.

Several people commented on the fact that knowing others on the ground doing similar things will enable them to collaborate or enter into partnership with other

organisations working in the same communities or districts. Others said that they intend to incorporate new ideas and strategies into the way they are currently working.

How do you propose to go about developing partnerships for collaboration?

- Inviting other partners to our workshops and making copies of our activities/reports available to those who need them
- Following up with people I have met who share commonalities/geographic presence
- Participating in other GEU-led activities
- Working more closely with other organisations in the district
- Starting an NGO Education Consortium to meet monthly
- Using the final documents and contacts within to begin strategizing collaborative efforts
- Maintaining good links through e-mail, exchanging information, sharing results
- Keeping GEU informed of our activities so they in turn can share information through the network
- Starting right at this symposium and later sharing the best practices with some organisations that could not attend

Comments

Most comments repeated a common theme: the symposium was a worthwhile experience, very informative and a great opportunity to meet and share with others involved in the same field. One participant noted that “it is a good start for information sharing and gathering, but now we need to seriously start discussing to develop a solid policy.” Indeed, the need to re-convene on a regular basis was identified by most participants. One participant summed up nicely the general consensus of the group: “On the whole, the two days of the symposium were well spent. I have learnt a lot that can help my organisation and others. I have also made many friends. Thank you for everything.”

Conclusion

The seeds for this symposium were sown as a result of on-going discussions between GEU and UNICEF about how better collaboration between our two organisations could have a major impact on ensuring the broadest possible sharing of available resources. The idea grew as more and more activities focussing on educating girls came to the fore.

There are always anxieties associated with organising a 'first' event. However our faith in the commitment of all our partners to advancing girl-child education was well placed. All over this country there are individuals and organisations determined to make a difference. By learning from each other and harnessing our resources, we made it clear that all Ghana's children—girls and boys—stand to gain.

We are grateful for the support—financial and moral—from UNICEF and WUSC; their commitment made the organisation of the symposium possible. The presence and participation of the Minister of State for Primary, Secondary and Girl-Child Education underlined for all participants the great importance of what we are all about.

The final word of appreciation must go to the symposium participants. The enthusiasm and spirit of openness which characterised the event from first registration to final departure and which nurtures girl-child education programmes around the country is what really made this symposium such a success.

Girls' Education Unit accepts the challenges put to it and will do all in its power to follow up on recommendations made. It is our fervent hope that this is the start of a powerful collaboration which will take girls' education far into the future.

1. Keynote Address by The Honourable Christine Churcher¹

Mr. Chairperson, the Acting Director-General, Directors, Our Development Partners, Distinguish Invited Guests, Members of the Fourth Estate (the Media),

Ladies and Gentlemen, “The key to all the locks that are keeping girls out of school—from poverty through inequality to conflict, lies in basic education for all.”

“It is often said that education empowers girls by building their confidence and enabling them to make informed decisions about their lives.”

“It is about escaping the trap of child labor, or the perils of going into the labor of childbirth while still a child yourself; about managing pregnancies so they do not threaten your health, your livelihood or even your life; about ensuring that your children, in their turn, are guaranteed their right to education.”

“It is about inculcating the right values and arming them against the dreadful disease, HIV/AIDS.”

“It is about being able to earn an income when women before you earned none or less; about protecting yourself against violence and enjoying rights which women before you never knew they had; about taking part in economic and political decision-making; finally it is about educating your children to do the same, and their children after them. It is about ending a spiral of poverty and impotence, which previously seemed to have no end.”

These quotations from the Secretary-General, Mr. Kofi Annan’s address delivered in Dakar, Senegal, on 26th April, 2000, during the World Education Forum which had as its theme: “Building a Partnership for Girls’ Education” act as a backdrop to our symposium here today where we will examine how we can increase the momentum to achieve the target set in the fCUBE programme.

This two-day symposium is historic because:

- It is my first meeting with all of you who are involved in one way or the other with the education of our children, in particular, the girl-child.
- It will enable us to network and collaborate more formally than we did before.
- It will bring to the fore the needs identified by my Ministry and GEU.
- It will enable us to make informed choices as to which of the remedies to apply, when to apply, where to apply and how to apply them to cure our still ‘ailing’ girl-child so that she grows up into a healthy woman of today and the future.
- It will point us to the way toward during the next four years and beyond.

Mr. Chairman, Statistics available reveal that:

- In 1997/98, there were 927,990 (45.5%) girls as compared to 1,059,819 (54.5%) boys in Primary School.
- In the same year there were 308,538 (44.0%) girls and 391,979 (56%) boys in JSS.

¹*Minister of State for Primary, Secondary and Girl child Education*

In 1999/2000, these figures rose slightly to 991,587 (46.9%) and 1,123,394 (53.1%) for girls and boys respectively in Primary Schools.

The figures for Junior Secondary Schools in the same year were 330,765 (44.9%) girls and 405,486 boys (55.1%). (EMIS, MOE)

Mr. Chairman, an increase of 1.4% girls' enrolment in the Primary School and 0.9% in Junior Secondary School over a period of three years is

significant given the multi-faceted challenges facing the education of the girl-child in Ghana. However, we still have a long way to go since the task ahead requires great attitudinal changes and sacrifices.

The target of increasing the enrolment of girls to equal that of boys in Basic education is yet to be met even though the fCUBE programme is about mid- way. Much indeed needs to be done.

Mr. Chairperson, I wish to acknowledge the interest and commitment of our Development Partners, NGOs and CBOs that are promoting girls' education in diverse ways. Our collective input underpins the results so far depicted by the statistics I have just recounted.

It is very important for Ghana as a nation to know where we are now, where we are going and how to get there. A symposium of this nature is definitely an event whose time has come. It will surely enable the Government, the Ministry of Education, the Girls' Education Unit, Development Partners (both present and absent), NGOs, CBOs and all stakeholders to appreciate the enormous task ahead.

My government has invested and will continue to invest increasing resources and energies into advancing girls' education, with interventions implemented at the national, regional, district and community levels. My recent appointment as the Minister of State specially responsible for girls' education reinforces my Government's commitment to continuing this critical component of the on-going educational reforms.

Having reviewed the girls-education scene this far, I come out with the following critical questions:

- How can we work harder and together to remove the constraints that prevent mothers/guardians from sending their daughters/wards to school?
- How can we collaborate to provide sound, secure and safe environment at home and at school to enable girls to exploit the opportunities for education they are presented with?
- How can we learn from each other, ways to 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?
- How can we ensure that once girls are in school, the school 'will prepare them for life, by developing relevant curricula and materials' that emphasize the life skills that they need in the not too distant future as well as academic work?

Mr. Chairman, my Ministry and the GEU have identified further areas of felt need, as follows:

Capacity building for MOE/GES staff inclusive of areas such as:

- Advocacy
- Creating a statistical database

- Monitoring and evaluation
- Networking with the appropriate Ministries, Departments, Agencies, Development partners, NGOs and CBOs.

Capacity building for Regional/District Girls' Education Teams and Facilitators inclusive of the following:

- Community and Parental mobilization and involvement in school
- Guidance and Counselling Skills to cater for the needs of girls and female teachers in rural deprived areas
- Project Planning and Implementation

For the girls there is the need to:

- Create a hunger in them for education
- Train and recruit more female teachers to act as role models/mentors
- Provide schools nearer home
- Provide scholarship for needy girls/ Lowering the cost of education
- Develop Support System(s) for dropout and pregnant girls who want to return to school
- Educate them about the dangers of HIV/AIDS
- Offer them Post-JSS Technical/Mechanical/Vocational training.

For teachers and head teachers, there is the need to develop capacity in various girl-friendly skills:

- Adopting classroom management and develop a school-friendly atmosphere.
- There is also the need to motivate them through Consumer Credit Schemes

For parents and guardians, some identified needs are:

- Developing income generating activities
- Developing appropriate and indigenous labour-saving devices
- Provision of water and other sanitary facilities
- Functional literacy

There are these other areas of identified needs to be addressed:

- The involvement of the Media as an ally for girls' education
- Effective information and communication packages
- Early Childhood education and readiness of the girl-child for school
- Making civil society an ally of girls' education The co-option of private companies/ financial institutions as allies, etc.

Mr. Chairman, I have tried to summarise a menu list, so expansive that all interested bodies have a wide choice. However, those choices would have to be co-ordinated and focused.

We must all remember that we are not here to compete, prove ourselves or claim the Golden Fleece for being the best in the field. We are here to find out about those practices and activities that work best for the girl-child where ever we may find her.

Ladies and Gentlemen, our task is very clear—we are to ensure that once we move the

girl-child from the community into the classroom, she will remain there until she comes out as self-motivated, self-reliant achiever contributing her quota to her family's economic and other needs and our nation's development.

Ladies and Gentlemen, please do not be misled. Deprived areas exist in every corner of Ghana. A Ghanaian girl who did not choose to be born there is crying, reaching out for immediate assistance and sustenance. Are we going to tell her, "Sorry, we are not ready to work in your area, yet?"

Mr. Chairman, my Ministry intends to make the Girls' Education Unit an effective and efficient focal point of all girls' education programmes. We will be directing all stakeholders to where our challenges are and where interventions are urgently needed.

It is our collective responsibility to ensure that the multi-faceted nature of the girls' education programme is holistic, co-ordinated and focused so that we successfully develop this other half of our human capital. I trust that I can still count on you. Thank you.

2. Girls' Education Unit: Overview by Mrs. Ewura-Abena Ahwoi¹

Approaches for Advancing Girls' Education in Ghana

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.

—Kofi Annan, U.N. Secretary General, “Building a Partnership for Girls’ Education,” World Education Forum, Dakar, Senegal, 26th April, 2001)

Welcome to the AAGE Symposium. Your presence here today is very important to the future of girls' education in Ghana. Over the next two days you will be part of a collaborative process which will attempt to:

- elaborate an overview of the current situation in Girls' education
- identify the most promising avenues to pursue
- create new approaches to getting girls into school, keeping them there and ensuring that all Ghana's children—girls and boys—have access to the quality education that is their right.

Part 1 of the symposium will focus on accounts of programmes and projects around the country that are, in one way or another, addressing various aspects of educating girls.

To help you keep track of the presentations a 'workbook' has been provided. Since you will, in the near future, be receiving a comprehensive report on all the programmes being presented, you really don't need to take extensive notes. However as a preparation for Tuesday's work session it will be important to keep track of your thoughts, reactions, questions, etc., about each of the presentations. It is hoped that the work area which follows will facilitate that process.

Part 2 will ask participants to analyse the information presented in Part 1 with a view to determining the best directions to follow as we move forward. Groups will be asked to focus on themes which emerge from the presentations, to discuss the advantages (pluses), disadvantages (minuses) and interesting areas to consider as different approaches are considered and to make concrete and specific recommendations for the future. It is anticipated that this session will generate lively debate, as there no doubt are important advantages to all the different ways of approaching the challenge of educating Ghana's girls, and indeed all her children.

You will notice a large map of Ghana. We hope that by the end of the symposium it will have become a map of Girls' Education projects and programmes around the country. Next to the map is a numbered list of participating organisations and a supply of stickers. Please check the number for your organisation; then identify where in the country you are working by putting appropriately numbered stickers where you have projects.

¹Head of the GEU

Two important follow-up activities are already planned. As mentioned, a document detailing the work of the symposium and describing in detail current programmes and projects is to be prepared and distributed to all participants and major stakeholders. This will allow individuals and organisations to collaborate, share lessons learnt and address common challenges.

In addition, the thinking emerging from the symposium deliberations will guide the GEU in the development of a *National Vision and Strategic Plan for Girls' Education* which will provide all partners with a cohesive framework within which to operate. As more and more individuals and organisations become actively involved in addressing this important issue, the *National Vision and Strategic Plan* will help everyone to situate their own work within the overall structure. This will help avoid needless 're-inventing the wheel' and increasing the likelihood that new projects and programmes can take advantage of what has already been learned and so move a step forward.

Thank you for being part of this important event. The Girls' Education Unit of GES is committed to creating a network of girls' education activities, but this can only be accomplished with your support and collaboration. It is our sincere hope that today is the first step towards all of us working together to reach our common goal.

3. Sara Communications Initiative & Stepping Stones

The Sara Communication Initiative

"We can only afford to keep one child in school and of course that will be your brother!"

For many girls in Africa this is the chilling death knell to a dream of education, and of every thing they ever aspired to. "It's the nature of things" is the damning excuse for this most obvious discrimination against girls.

This and other issues affecting girls is the focus of the exciting multi-media Sara Communication Initiative developed by UNICEF and currently being adapted for use in Ghana.

Sara, the charismatic heroine of the series, is an adolescent girl living in Africa. Like many girls her age, Sara faces nearly insurmountable socio-cultural as well as economic obstacles in her desire to reach her goals in life. But her desire to improve herself and her community, her quest for alternative solution to problems, will be an inspiration to anyone who encounters her.

Sara has valuable support in her relationship with her friends, Amina and Juma, two peers who join her adventures and struggles. Zingo, her pet monkey, acts as her 'alter ego'. Zingo's antics are humorous expressions of Sara's inner feelings; feelings she could not express and still remain respectful to her elders. She often confides in a little lizard when she is most sad.

The stories about Sara are full of fun and adventure that appeal to a cross-section of society. But at the bottom of it all lie serious real-life issues affecting girls and boys in Africa. They offer insight into the intricate web of factors that ensure the girl does not have a chance to improve her status in life. At the same time, they show how girls and their families can transform their lives from what is, to what it should be.

UNICEF, its publishing partner, Maskew Miller Longman, and UNICEF's counterparts in governmental and non-governmental organisations in Africa have come together to address the extreme discrimination that exists against girls and to highlight their needs. Sara's ability to negotiate and persuade, and her determination never to give up, even in desperate situations, makes her a dynamic role model for girls. She is a model who inspires self-esteem and from whom they can learn critical life skills essential for empowerment. Sara is a wonderful advocate for the reduction of existing disparities in the treatment of girls.

She represents a new approach to communicating issues pertinent to girls. Rather than being represented as a victim, steeped in self-pity and in dire need of sympathy, she emphasises girls' potential while exposing the problems that hinder their development. Through a multi-media package that includes animated films, a radio series and audio tapes, comic books, posters, manuals and readers, the Sara stories communicate specific messages on education, health, and development with gender equity, and other issues relevant to the survival, protection and development of children throughout Sub-Saharan Africa. The AIDS pandemic which is a particular threat to the adolescent girl, is one of the

major themes of the SCI; a special AIDS-pack is being produced to facilitate the many communication projects dealing with the pandemic throughout Africa

Initial Episodes

In *The Special Gift* Sara is told she can no longer continue her education. Her uncle doesn't believe in education for girls and would rather support her younger brother to stay in school when there is a shortage of money. Determined not to let her dream of higher education fade into oblivion, Sara discovers a model for a fuel-saving stove from a book and builds one with the help of her friends, Amina and Juma. Her uncle is delighted with the innovation, seeing the chance to boost his popularity and further his political ambitions in the community which is facing a firewood crisis. He quickly informs the chief and the villagers about 'his' solution to the problem. He wins instant stardom and is on his way to becoming a councilor. Challenged to explain how he made the stove he mutters that it was so easy even a small girl was able to make it and calls Sara to explain. He is later unmasked as a fraud in an ironic turn of events.

In *Sara Saves Her Friend* Sara's friend is despondent over her future. She is tricked into drinking beer and is lured into going to the city by lorry drivers. She is in great danger of being abused and of contracting a STD, even AIDS. Sara discovers this in time and launches a rescue mission. With the help of her friends and Zingo, they manage to outwit the lorry drivers just in time to save Amina from being assaulted.

Other episodes on various issues of relevance to the girl-child in Africa include: *Daughter of a Lioness* (female genital mutilation), *The Trap* (sexual exploitation and sugar daddies), *Choices* (teenage pregnancy and peer pressure), *Who's the Thief?* (child labour) and *The Empty Compound* (HIV/AIDS).

Sara Materials

The SCI is a multi-media project with animated film as its flagship. Animated film has elements of both reality and fantasy and when this is blended with serious messages the result is a unique fusion of fun and adventure, the recipe for irresistible entertainment for all. Sara leaves a lasting impression due to this unique combination, thereby increasing awareness of the needs of the African girl.

In collaboration with BBC the project has produced a 13-part radio series for broadcast in a variety of languages including English and Hausa. Versioning and broadcasting in other national languages will follow.

Other elements of the communication package include comic books, posters, readers, facilitators' guide and other promotional material. The material will be distributed through formal and non-formal channels including TV and radio, mobile cinema and video vans, video clubs, schools, colleges, religious groups, non-governmental organisations and associations. An implementation plan for Ghana will be drawn up starting in September 2001. Stakeholders involved in girls' education will be called on to assist in deciding the best way to introduce Sara and her friends to Ghana.

Sustainability

The first phase of Sara's development has been generously supported by the Government of Norway and by committees for UNICEF in the United States, the Netherlands, Germany and the UK. Other countries and UNICEF committees are also considering contributions.

It is also envisioned that corporate and broadcast partners will join in the movement, providing assistance and expertise.

UNICEF has signed an agreement with the educational publishing company Maskew Miller Longman, for the publication and marketing of the Sara materials throughout Africa.

For more information about Sara in Ghana contact:

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- UNICEF House
- P.O. Box 5051
- Accra North
- Tel: 021-772 524

Stepping Stones (SS)

What is Stepping Stones?

- A training package on HIV/AIDS, communication and relationship skills.
- First published in 1995, ACTIONAID.
- Setting—a community in Uganda.
- The training package consists of a manual and a video which set out a participatory approach to working with communities on issues of HIV/AIDS, gender, communications and relationship skills.
- SS offers follow-up support to its users through the SS training and adaptation project (SSTAP).
- The SS project grew out of the need to address the vulnerability of women and young people when it comes to decision making about sexual behaviour.
- SS is designed to enable people to explore a wide range of issues which affect their sexual health—including gender roles, money, alcohol use, traditional practices, attitude to sex, attitude to death and their own personality.
- As an approach targeting behavioural and attitudinal change, Stepping Stones is a participatory tool, which aims at prevention and control of STDs and HIV/AIDS.
- Evidence to date suggests that Stepping Stones has had a significant impact that goes far beyond HIV prevention. After a global survey of users in 1997, the evaluator (Dr. A. Cornwall, Institute of Development Studies, Sussex) concluded: “More than promoting safer sex alone, Stepping Stones initiates a process of wider changes concerning intimate relationships and social norms, as well as human rights and gender equity.”
- Other widely reported changes have included decreased alcohol abuse; reduction in gender violence; changes in cultural practices such as wife inheritance; greater sharing of money between husbands and wives; and growing acceptance of people living with HIV and AIDS within communities.

When we relate such changes to the factors identified by UNAIDS as key drivers of the epidemic—gender inequality, lack of dialogue on sexuality, stigma and so on—we can see how Stepping Stones reaches to the heart of the problem and results in changes critical to addressing gender power relations.

Stepping Stones and Participatory Monitoring and Evaluation

Stepping Stones (SS) is a workshop series designed to promote Sexual and Reproductive Health (SRH) by addressing questions and issues on:

- Gender issues
- HIV and AIDS
- Sexual health
- Gender violence
- Communication skills
- Relationship skills

It grew out of the need to address the vulnerability of women and young people in decision making about sexual behavior.

Men and women explore (all ages)

- Social issues
- Sexual issues
- Psychological needs

Methodology

- Role plays
- Theatre for development
- Participatory learning approaches
- Participatory reflection and action
- Peer group discussions

Process

- Encourages experience sharing between peer groups
- Builds ongoing support networks
- Enables groups to articulate and make public changes they would like to see

'Stones' include

- Images of sex
- Language of sex
- Trust
- Money
- Alcohol
- The condom
- Traditions
- Hopes and fears (young men and women)
- Saying NO/YES

Stepping Stones is based on the following principles

- Best strategies are those developed by communities themselves.
- Separate peer groups need own time and space to identify and explore own concerns.
- Awareness and prevention are two separate issues.

- Lecturing is different from participatory learning.
- Process of self awareness, self analysis, self worth, self respect and developing assertiveness.
- Expression of own needs leads to: awareness of others' needs, respect for others, community care.

Positive Impacts

- Increased condom use
- Fewer partners
- Improved relationships
- Reduced drunkenness
- Increased ability to say NO
- Will writing
- Sharing money in the home
- Less laziness
- Being able to care for the sick
- Reduction in stigmatization of people living with AIDS

Negative Impacts

- Centered on condom use—this can lead to promiscuity

Monitoring

This is a process by which one periodically or continuously assesses whether the project (or programme) proceeds according to set objectives, e.g., whether input deliveries, work schedules, production of outputs and activities are undertaken as planned. More often people have confused the meanings of monitoring and evaluation, and in some instances, the words are inter-changeably used to refer to one and the same thing.

Evaluation

This can be defined as an assessment of a project or programme in terms of:

- *Effectiveness*: are objectives and outputs achieved?
- *Relevance*: are the real needs and priorities addressed?
- *Efficiency*: are the resources used wisely and in the most cost-effective way?
- *Impact*: which are the long-term effects for the beneficiaries and other affected people or environment?
- *Process*: are the decision-making structures, communication flows and other institutional aspects the most appropriate?

Monitoring and Evaluation (M&E) are the key elements of a project cycle. It is important to think at the beginning about how and when the project will provide reports on progress, and how it will be evaluated. Monitoring results can feed into the project evaluation, so these activities can be done simultaneously.

M&E provide feedback on whether the project is still on track and whether the problems and needs are being addressed. This helps the target group and implementers to reflect on the progress achieved, on the problems encountered and on the need to take corrective measures or change the course of the project in order to manage the project

better. M&E helps the implementers to make their assistance more meaningful and improve the planning of the programme in the area.

M&E should be done frequently in order to ensure that corrective measures and remedial action can be taken if necessary. Monitoring of projects should be done by the implementers themselves and the system should be kept as simple as possible.

Importance of monitoring

- To promote efficiency
- To improve on management of the project/programme
- To give indicators on how the project/programme is operating

Importance of evaluation

- To ascertain the value or worthiness of a programme
- To provide inputs and ideas for the future programmes (lessons from experiences)
- To give alternatives for decision-makers to consider
- To justify spending and use of resources

The Participatory Monitoring and Evaluation process

Participatory monitoring and evaluation (PM&E) depends very much on the understanding and training in PRA. It is easier to comprehend some PM&E after going through some principles, methods, tools, and techniques in PRA.

According to Mikkelson (1995), the following process can be adopted:

- All those involved in the programme/project need to decide jointly to use a participatory approach.
- Next, they need to decide exactly what the objectives of the evaluation are. This is often harder than what they think it will be.
- Elect a small group of evaluation coordinators to plan carefully and organize all details of the evaluation.
- Decide on the best methods of attaining the evaluation objectives bearing in mind team capabilities, resources, budget and time.
- As the above decisions are made, the written evaluation plan is formed. The plan will show: why, how, when, and where the evaluation will take place and who will be involved.
- Conduct field tests to check reliability. Training of team members will also take place.
- Use the prepared evaluation tools, e.g., questionnaire, to collect the information required for the evaluation.
- Data analysis by programme participants, especially evaluation coordinators.
- Evaluation findings are then prepared in written, oral or visual form according to the specific needs of the different stakeholders.
- Programme participants agree on how the evaluation results will be used and how such results can help to improve the performance and effectiveness of the project/programme.

PM&E methodologies and tools

The methodologies and tools should be done in an introductory course to PRA. However the tools are not prescriptive and people involved in the process should be innovative enough so PRA compliments our work.

Some hints for writing PM&E report

- Keep the report short and clear.
- Prepare it quickly as findings must be timely and still fresh.
- Organize the reporting in a logical and easy-to-follow outline and make it as understandable as possible, using subheadings.
- Make full use of charts, tables, diagrammes, and illustrations prepared during the PM&E and if possible, write the report in local language.

PM&E with Stepping Stones

SS uses participatory methodologies/approaches to influence a positive change in one's sexual behaviour and attitudes. It also promotes good communication and relationship skills between and among people and empowers young people and women to make their own decisions about sex. It enables both men and women to know and act on their reproductive rights.

So for effective PM&E to take place the following should be considered:

- To make people understand SRH issues
- To make people appreciate that they are capable of identifying own problems and are responsible for finding the solutions to the problems
- To make people reflect and act on their own behavior and attitudes
- To make people understand and accept that every person in the community has a role to play to eradicate/mitigate/reduce the impact of HIV and AIDS
- To make people realize and recognize their SRH rights and of others and apply them

All these need some indicators to show the impact (both positive and negative) of going through the SS sessions. The checks and balances during the process need to be recorded by both the participants and implementers from conceptualization of the programme to monitoring and evaluation. By the use of PRA tools, methods and techniques, participants are involved in giving some observed, individual and community changes after going through SS. They will also give testimonials on the impact to their lives after going through SS. They will compare their lives before and after going through SS.

Indicators on SS for Evaluation

1. Objective — to help the community to develop own sustainable ways of addressing HIV/AIDS

Indicators

- self organized planning meetings
- self organized HIV/AIDS campaigns
- development and use of local structures in HIV/AIDS intervention/development with local accountability
- decrease in shebeens and alcohol consumption
- decrease in gender violence
- increase in awareness and participation in gender issues
- increase in assessing and developing of recreational facilities for youths leading to decrease in drug use and casual sex

- increase in accountability and accessibility and use of condoms
- the decrease in teenage pregnancies
- gender retention of the girl-child in formal education system
- decrease in wife and husband inheritance
- increase in the involvement of local leaders and business people
- greater economic sharing of resources in the home and greater sharing of decision making
- increase in viable income generating activities
- greater openness and acceptance of people living with AIDS
- increase in sharing of information about HIV and AIDS, sex, sexuality in the communities/homes

2. Objective — to assess the impact of SS in influencing gender perceptions in the community

Indicators

- percentage proportion of couples (men and women participation within the sessions) attending the SS workshops to completion
- percentage proportion of couples (men and women) attending all sessions of the SS workshop
- decrease of the level of couple conflict in the community
- proportion of males taking female roles for example, collecting firewood and baby sitting
- proportion of couples reporting decrease in alcoholism and unfaithfulness

3. Objective — to assess indicators for M&E on SS developing communication skills

Indicators

- more women involved in decision making within the communities/families
- communication with children on SRH
- people able to negotiate condom use
- use of role plays to address other community problems
- more people bringing partners for STI treatment
- reduced cases of domestic violence
- reduction in the number of school children sent back due to fees
- reduction in teenage pregnancy
- bottle stores/beer halls not being sustainable

Methodology

- 1. Individual testimonies
- 2. Observation
- 3. Good diaries on peer groups
- 4. Interviews

Changes recognised in the Zimbabwe Community of Gombahari

- less quarreling between couples
- reduction in alcohol consumption
- less wife beating
- greater mutual respect between young men and young women
- a sustained increase in condom use
- greater self esteem among young females
- an increase in WILL writing
- discussions for young men and young women to start business for themselves
- improved relationships amongst others in the community who had learnt about the workshop from participants
- openness by husbands to their wives about their resources, e.g., money, livestock
- reduction in attending night meetings, e.g., church gatherings

4. Participants

| | |
|------------------------|--|
| Acquaye, Emmanuel | GES/BED |
| Abankwa, Victoria | WFP |
| Adamu-Issah, Madeez | UNICEF |
| Achisa, Grace | APDO |
| Ahwoi, Ewura-Abena | GES/GEU |
| Akafua, Divine | GES/GEU |
| Arkorful, Kingsley | CSA |
| Atoguyire, Mathilda | CRS/Tamale |
| | |
| Baal, Eric | CARE |
| Biikook, Gideon | UNICEF/Tamale |
| Boahene, Frank | CARE |
| Brew-Ward, Margaret | GES/GEU |
| Burkholder, Geri | WUSC |
| | |
| Cabooter, Madelon | UNICEF |
| Casely-Hayford, Leslie | Olinga Foundation |
| Churcher, Christine | Minister of State for Primary, Secondary and Girl child Education |
| den Dulle, Caroline | UNICEF |
| | |
| Evans, Lynn | SAGE/USAID |
| | |
| Frimpong, Elizabeth | CSA/QUIPS |
| | |
| Goerzen, Jean | Canadian Feed the Children |
| Green, Carla | CENSUDI |
| | |
| Jackson, Veronica | GES/WFP |
| | |
| Kennedy, Susan | GES/Manpower |
| | |
| Mattey, Christina | GES/DGEO |
| Menorkpor, Elsie | USAID |
| Modoc, A.Y.O. | APDO |
| | |
| Ohkubo, Saori | UNICEF |
| Okyrere, Beatrice | SAGE/USAID |

Ghana Education Service, Girls' Education Unit

| | |
|------------------------------|------------------------------|
| Okugawa, Yukilco | GES/JICA |
| Osei, Juliana | Alliance |
| Osey, Lydia | GES/Central Region |
| O'Shaughnessy, Rosemary | GEU/WUSC |
| Ossene, Amadou S. | CARE |
| Quaisie, Georgina | Action Aid |
| Quarcoo, Wilford | Olinga Foundation |
| Randolph-Koranteng, Jennifer | USAID |
| Tengey, Wilbert | Gender Development Institute |
| Tettey-Cofie, Jemina | USAID |
| Touchette, Angele | WUSC |
| Wahab, Alhaji S.A. | MURAG |

5. Girls' Education Network: Contacts

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| 1 | CARE International Ghana | Boahene | Frank | Box C2487, Cantonments, Accra | 021-226 001 | boahene@care.ghana.com |
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Ghana Education Service, Girls' Education Unit

| ID | Organization | L. Name | F. Name | Address | Tel/Fax | E-mail |
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| 10 | APDO | Achisa | Grace | Box 39, Donkorkrom, ER | | apdo@idngh.com |
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| 19 | CARE International | Baah | Eric | Box 454, Tarkwa | 024-388 076 | eribaah@yahoo.com |
| 2 | CARE International Benin | Ossene | Amadou | 06 BP 1153, Cotonou, Benin | 229 916 299 | careben@sobiex.bj |
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| 8 | CENSUDI | Green | Carla | Box 134, Bolgatanga, UER | 072 22249 | censudi@africaonline.com.gh |
| 15 | CRS Ghana | Atogiyire | Matilda | Box 334, Tamale, NR | 071-22780 | mathilda@CRSTL.com.gh.org |
| 22 | CSA | Opoku-Darko | Elizabeth | Box 8341, Kumasi | 020-812 0940, 051-37148 | csaksi@ighmail.com |
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6. Districts of Girl-Child Education Symposium Programmes

Action Aid

Northern:

Chereponi Sub-District
Tamale

Upper East:

Bawku West
Bolgatanga

Upper West:

Sissala
Wa

Brong Ahafo:

Asutifi

Greater Accra:

Ga

Alliance for Community Action on Girls' Education (FAWE)

Ashanti:

Amansie West
Asanti Akim South
Ahafo Ano North
Sekyere East

Brong Ahafo

Asutifi
Atebubu
Jaaman
Tano

Central:

Twifo Hemang
(Lower Denkyira)

Eastern:

Akwapim South
Kwahu South
New Juabeng

Greater Accra:

Ga
Dangbe West

Northern:

West Dagomba
East Gonja

Upper East:

Bawku East
Bolgatanga

Upper West:

Wa

Volta:

Kadjebi

Western:

Wassa East
Ahanta East
Sefwi Wiawso

APDO

Eastern:

Afram Plains (Kwahu
North)

Canadian Feed the Children

Upper West:

Nadowli

CENSUDI

Upper East

Bolgatanga (area)

CSA (Community School Alliance – QUIPS)

Ashanti:

Adansi East
Atwima
Ahafoano North
Adansi West
Bosumtwi-Kwanwoma
Kumasi Metro
Afigya-Sekyere
Ejusu-Juaben
Kwabere

Brong Ahafo:

Asunafo
Asutifi
Berekum
Sunyani
Dormaa
Jaman
Tano

Central:

Asin
Abora
Abura-Asebu-Kwamankese
Mfantiman
Cape Coast
Edina-Eguafo
Twifo-Hemang (Lower Denkyira)

Western:

Bibiani
Ahanta West
Shama-Ahanta East
Wassa West
Wassa Amenfi
Nzema East
Mporhor-Wassa East

Eastern:

Birim South
East Akim
West Akim
Akuapem North
New Juaben
Suhum-Kraboia-Coltar
Asuogyaman
Manya Krobo
Yilo Krobo

Volta:

Hohoe
Kpando
South Tongu
Jasikan
Kadjebi
Krachi
Nkwanta

Greater Accra:

Accra Metro
Dangme East
Dangme West
Ga

CRS (Catholic Relief Services (QUIPS))

Northern:

Bole
Chereponi/Saboda
East Gonja
East Mamprusi
Gushiegu/Karaga
Namumba
Savelugu/Nanton
Tamale
Tolon/Kumbungu
West Gonja
West Mamprusi
Yendi
Zabzugu/Tatale

Upper East:

Bawku East
Bawku West
Bolgatanga
Bongo
Builsa
Kassena Nankana

Upper West:

Jirapa/Lambussie
Lawra
Nadawli
Sissala
Wa

MURAG

Ashanti:

Mampong
Kumasi

Brong Ahafo:

Sunyani
Techiman

Central:

Eyisan
Bontrasi

Eastern:

Okorase
Odumkyere-Damang

Greater Accra:

Nima
Mamobi

Northern:

Tamale

Upper East:

Bawku (East)
Sandeman (Builsa)

Upper West:

Wa

Volta:

Kpandu
Hohoe

Western:

Anyinasi
Takoradi

Olinga Foundation

Eastern:

Yilo Krobo

Volta:

North Tongu

Western:

Wassa Amenfi

UNICEF

Eastern:

Afram Plains (Kwahu North)

Northern:

Savelugu-Nanton
Tolon-Kumbungu
Zabzugu-Tatale
Yendi

Upper East:

Builsa

Bawku East

World Food Programme

Northern:

Salaga

Bimbila

Gushiegu-Karaga

Gambaga

Zabzugu-Tatale

Saboba-Cheriponi

Upper East:

Bawku East

Bawku West

Bolgatanga

Bongo

Builsa

Kassena-Nankana

Upper West:

Sissala

Lawra

Nadowli

WUSC

National Level:

GEU

CRDD

Upper West:

Sissala

Upper East:

Kassena-Nankana

Builsa

Northern:

West Mamprusi

Yendi

SAGE

Central:

Assin

Mfantsiman

Ajumako

Abora Asebu

Western:

Mpohor Wassa East

Juaboso-Bia

Jomoro