

# **IMPACT ASSESSMENT STUDY OF THE GIRLS' EDUCATION PROGRAMME IN GHANA**



**Report Prepared By  
Esi Sutherland-Addy**

**For UNICEF - Ghana**

**May 2002**

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**IMPACT ASSESSMENT OF THE  
GIRLS' EDUCATION PROGRAMME  
IN GHANA**

SUMMARY REPORT

BY ESI SUTHERLAND-ADDY  
FOR UNICEF-GHANA  
DECEMBER 2001

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- i) Officers of NGOs and CBOs visited as listed in appendix II

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# TABLE OF CONTENTS

	<b>Page</b>
ACKNOWLEDGEMENTS	i
LIST OF ACRONYMS	viii-x
LIST OF TABLES AND FIGURES	xi-xiii
TERMS OF REFERENCE	xiv
ORGANIZATION OF THE REPORT	xv
EXECUTIVE SUMMARY	xvi-xxi
0.0. INTRODUCTION	1
0.1. Background	1
0.2. Historical Perspective	1-4
<b>SECTION ONE: METHODOLOGY</b>	
1.0. Methodology	6
1.1. Review of Documentation	6
1.2.1. Approach to Study	6
1.2.1. Preliminary Observations	6-7
1.2.2. Research Techniques	7
1.2.3. Selection of the Sample	7-8
1.2.4. Selection of Sites for Field Visits	8
1.2.5. Other Factors	8
<b>SECTION TWO: REVIEW OF DOCUMENTATION</b>	
2.0. Review of Documentation	11
2.1. Studies and Research Papers	11-12
2.2.0. Survey of Research Documents	12
2.2.1. Survey of Research	12
2.2.1.1. Common Factors Affecting Participation	12-13
2.2.1.2. Strategies to Increase Participation	13
2.2.2. Resource Planning	13-14
2.2.2.1. Policy Recommendations Made	14-15
2.2.3. Review of Particular Areas of Activity	15
2.2.3.1. Female Teachers	15-16
2.2.4. Evaluations	16-17
2.2.4.1. Conclusions	17-18
<b>SECTION THREE: TRENDS IN THE SITUATION OF GIRLS' EDUCATION</b>	
3.0. Trends in the Situation of Girls' Education	20
3.1. Definitions	20
3.2. Issues in the Interpretation of Data	20
3.3. Admission, Enrolment, Repetition, Retention and Transition Rates	21
3.3.1. Primary One (P.1) Admissions From 1961/62-199/2001 Academic Years by Gender – National	21-22

3.3.2.	Gross Admission Rates (GAR) 1980/81-1999/2000 National	22-24
3.3.3.	Gross Enrolment Rates (GER) Primary and JSS by Sex: 1992/93-1997/98	24-25
3.3.4.	Percentage of Female Enroled at Primary, JSS/Middle and Secondary Levels of Education: 1980/81-1999/01	25-27
3.3.5.	Percentage Share of Females In Primary, JSS and SSS Levels by Region 1988/89 to 1999/00	27-29
3.4.	Dropout Rates	29
3.4.1.	Dropout Rates: Primary School Cohort Beginning (P.1) 1994/95 and ending (P.6) 1999/00 by Sex:	29
3.4.2.	Dropout Rates: JSS Cohort Beginning 1997/98 (JSS) and ending (JSS 3) 1999/00 by Sex:	29-30
3.5.	Percentage Promotion, Repetition and Dropout Rate by Sex: P1-P6, 1990/91, 1994/95 and 1999/00 Academic Years	30-31
3.6.	Retention Rates by Sex – National	31-33
3.7.	Transition Rates	33
3.7.1.	Transition Rates from P6 to JSS 1 1991/92 to 2000/01 Academic Years by Sex	33-34
3.8.	Enrolment at Tertiary Level	34
3.8.1.	Teacher Training College	35-36
3.8.2.	Teachers by Level, Gender and Qualification- National 1998/99-2000/01	36-37
3.8.3.	Polytechnics	37-39
3.8.4.	Percentage Enrolment at the Universities by Sex: 1989/90 – 200/01	39-40
3.9.	Choice of Subjects	40
3.9.1.	Choice of Subjects at the Polytechnics	40-42
3.9.2.	Choice of Subjects at the Universities	42-43
3.9.3.	Norms for Enrolment in the Universities	43-44
3.10.	Performance in National Examinations at the Universities:1995/96-1999/2001 Academic Years	45
3.10.1.	University of Ghana (UG)	45
3.10.2.	Kwame Nkrumah University of Science and Technology (KNUST)	46
3.10.3.	University of Cape Coast (UCC)	46-47
3.10.4.	University College of Education, Winneba (UCEW)	47-48
3.10.5.	University of Development Studies (UDS)	48
3.11.	Summary	49-50
 <b>SECTION FOUR: INVOLVEMENT OF DEVELOPMENT, PARTNERS AND NGOs IN GIRLS' EDUCATION</b>		
4.0.	Involvement of Development Partners and NGOs and in Girls' Education`	52
4.1.	Catholic Relief Services/Ghana	52-53
4.2.	World University Service of Canada (WUSC)	53-55
4.3.	Action Aid Ghana	55
4.4.	Canadian Feed the Children	55-56
4.5.	World Food Programme/GES	56-58

4.6.	Childscope in Ghana	58
4.7.	Community School Alliance Project	59-60
4.8.	Strategies For Advancing Girls’ Education (SAGE)	60-62
4.9.	Female Education In Mathematics and Science In Africa: Ghana Country Report	62-63
4.10.	Profile of FAWE – Ghana	63-65
4.11.	Alliance For Community Action on Female Education (The Alliance) Ghana	65-67
4.12.	Cambridge Female Education Department (CAMFED)	67
4.13.	Integrated Social Development Centre (ISODEC)	67-68
4.14.	Development Partners Supporting Education in Ghana	70
4.14.1.	UNICEF Interventions	70
4.14.1.1.	Areas of Support	70
4.14.1.2.	National Level Support	70
4.14.1.3.	Capacity Building	71
4.14.1.4.	Advocacy	71
4.14.1.5.	Community- Level Support (GES and NGO)	71-72
4.14.1.6.	Incentives for Teachers	72
4.14.2.	United States Agency for International Development (USAID)	72-73
4.14.3.	Department for International Development (DFID)	73-74
4.14.4.	The World Bank – Ghana Office	74
4.14.5.	Canadian International Development Agency (CIDA)	74
<b>SECTION FIVE: FIELD SURVEY ASSESSMENT OF SELECTED INTERVIEWS AT DISTRICT LEVEL</b>		
5.0.	Assessment of Selected Interviews at District Levels	79
5.0.1.	Summary District Profile of Selected Districts	79-80
5.0.2.	Site Visits	80-81
5.1.	<b>WA DISTRICT (UWR)</b>	81
5.1.1.	Situation of Girls’ Education	81
5.1.2.	Analysis of Interventions	81-82
5.1.3.	Case Study I: Establishment of Library and Girls’ Club in Dorimon	82-83
5.2.	<b>BOLGA DISTRICT (UER)</b>	84
5.2.1.	Situation of Girls’ Education	84
5.2.2.	Summary of Interventions	84-85
5.2.3.	Case Study II: Nyariga Doone Girls’ School	85-86
5.3.	<b>BUILSA DISTRICT (UER)</b>	86
5.3.1.	Situation of Girls’ Education	86
5.3.2.	Summary of Interventions	86-87
5.3.3.	Case Study III: CHILDSCOPE Schools: Chuchuluga Old Primary School and JSS	87-88
5.4.	<b>TAMALE DISTRICT (NR)</b>	88
5.4.1.	Situation of Girls’ Education	88
5.4.2.	Summary of Interventions	88
5.4.3.	Case Study IV: The Establishment of Community Girls’ Senior Secondary School	89-90
5.5.	<b>SAVELUGU NANTON DISTRICT (NR)</b>	90
5.5.1.	Situation of Girls’ Education	90
5.5.2.	Summary of Interventions	90-91

5.5.3. Case Study V: Provision of School Attire (CAMFED) And Take Home Rations (CRS) In Islamic Schools	91
5.6. <b>ASUTIFI DISTRICT (BA)</b>	91
5.6.1. Situation of Girls' Education	91-92
5.6.2. Summary of Interventions	92
5.6.3. Case Study VI: Collaboration between District Directors of Education and NGOs in Asutifi District (BA)	92-93
5.7. <b>AHAFO ANO NORTH DISTRICT (AR)</b>	93
5.7.1. Situation of Girls' Education	93
5.7.2. Summary of Interventions	93
5.7.3. Case Study VII: ISODEC and Ahafo Ano North District Assembly Scholarship Award Scheme	93-95
5.8. <b>NEW JUABEN DISTRICT (ER)</b>	95
5.8.1. Situation of Girls' Education	95
5.8.2. Summary of Interventions	95
5.8.3. Case Study VIII: Empowerment of Girls and Parents In An Islamic Community	95-96
5.9. <b>SHAMA AHANTA EAST-TAKORADI METRO (WR)</b>	96
5.9.1. Situation of Girls' Education	96
5.9.2. Summary of Interventions	97
5.9.3. Case Study IX: Support to Single Mothers in New Takoradi	97-99
5.10. <b>MFANTSEMAN DISTRICT (CR)</b>	99
5.10.1. Situation of Girls' Education	99
5.10.2. Summary of Interventions	99-100
5.10.3. Case Study X: SAGE Intervention in Mfantseman District	100-101
5.11. <b>GA DISTRICT (GAR)</b>	101
5.11.1. Situation of Girls' Education	101
5.11.2. Summary of Interventions	101
5.11.3. Case Study XI: Building a Girl-Friendly School Environment	101-102
5.12. <b>KPANDO DISTRICT (VR)</b>	102
5.12.1. Situation of Girls' Education	102
5.12.2. Case Study XII: Intervention by Traditional Leader	102-103
5.13. Observations on Field Survey	103
5.13.1..Range of Activities	103-104
5.14. Most Widely Applied Interventions	104
5.14.1. Advocacy	104-105
5.14.2. Community Sensitization	105
5.14.3. Scholarships and Subventions	106
5.14.4. School Feeding and Take Home Rations	106
5.14.5. Formation of Girls' Clubs	106-107
5.14.6. Research and Documentation	107
5.14.7. Micro Credit Schemes	107-108
5.15. Views from the Field on Challenges Affecting Impact of Interventions	108-109
5.16. Other Outcomes	109

<b>SECTION SIX: ISSUES IN POLICY AND</b>		
<b>FUNDING OF GIRLS' EDUCATION</b>		
6.0.	Issues in Policy and Funding of Girls' Education	111
6.1.	The Girls' Education Programme	111
6.2.	Establishment of the Girls' Education Unit	111
6.2.1.	Inception of the Unit	111
6.2.2.	Objectives	111-112
6.2.3.	Strategies	112
6.2.4.	Research Initiatives	112
6.2.5.	The GEU Achievements	112
6.2.6.	The Vision For Girls' Education	113
6.3.	Overview of Organizational Structure of Girl's Education Unit	114
6.4.	Terms of Reference for District Girls' Education Officers	115
6.4.1.	Accomplishment of R/DGEOs	116
6.5.	Challenges Faced by the GEU	116-117
6.6.	Financing the Girls' Education Programme	117
6.6.1.	Budgetary Allocation to Girls' Education	117
6.6.2.	Expenditure from Non-Governmental Sources	117-118
6.6.3.	Gender based Analysis of Financial Data	118
<b>SECTION SEVEN: SUMMARY OF OBSERVATIONS</b>		
<b>AND CONCLUSIONS</b>		
7.0.	Summary of Observations and Conclusions	120
7.1.	Objectives Under Terms of Reference	120
7.1.1.	Increase in Primary Enrolment	120
7.1.2.	Reduction in Dropout Rate, Primary	120
7.1.3.	Reduction in Dropout Rate, JSS	121
7.1.4.	Increase in Transition Rate JSS-SSS1	121
7.1.5.	Increase Girls' Participation in Science at SSS level	121
7.1.6.	National Level Statistics	121
7.2.	Girls' Education Programme and National Vision	122
7.3.	Range of Interventions	122
7.3.1.	Impact of Advocacy	122-123
7.4.	Impact Assessment	123-124
7.4.1.	Indicators of Impact Assessment	124
7.4.2.	Key to Deepening Impact	124-125
7.5.	Statistical Evidence	125-126
7.6.	Community Mobilization	126-127
7.7.	Management and Coordination	127-128
7.8.	Assessing The Girls' Education Programme	128-129
7.9.	Sustainability	129
7.9.1.	Funding	129-130
7.8.2.	School Feeding and Take Home Rations	130
7.9.3.	Micro-Credit Schemes	130-131
7.9.4.	Synergies and Coordination	131
7.8.	Conclusion	131-132



<b>Appendix I</b>	
➤ Ministry of Education Recurrent Expenditure (2001) Format For Disaggregation – Pre Tertiary	133-135
<b>Appendix II</b>	
➤ Number of Girls opting for Science/Technology Programmes In 25 Secondary Schools 1996-1997	136
<b>Appendix III</b>	
➤ Institutions, Individuals and Communities visited	137-139
<b>Appendix IV</b>	
➤ List of Documents Reviewed.	140-143

## ACRONYMS

AAG: Action Aid Ghana

ADPE: Accelerated Development Plan for Education

AR: Ashanti Region

BAR: Brong Ahafo Region

BARDEP: Brong Ahafo Rural Development Programme

BED: Basic Education Division

BESIP: Basic Education Sector Improvement Programme

CAMFED: Cambridge Female Education Department

CENSUDI: Centre for Sustainable Development Initiatives

CCFC: Christian Children's Fund of Canada

CFC: Canadian Feed the Children

CHILDSCOPE: Child School Community Process in Education

CIDA: Canadian International Development Agency

CMPC: Community Project Management Committee

CR: Central Region

CRDD: Curriculum Research and Development Division

CRS: Catholic Relief Services

CSA: Community School Alliance

DA: District Assembly

DACF: District Assemblies Common Fund

DANIDA: Danish International Development Agency

DEOC: District Education Oversight Committee

DFID: Development for International Development

DGEO: District Girls' Education Officer.

DGT: District Girls' Education Team

ER: Eastern Region

ESP: Education Support Programme

FAWE: Forum for African Women Educationalists

FCUBE: Free Compulsory, Universal Basic Education

FGD: Focus Group Discussion

GAD: Gender and Development

GAE: Gender and Education

GAPS: Gender and Primary schooling  
GAR: Greater Accra Region  
GCEP: Ghana Child Education Project  
GER: Gross Enrolment Ratio/Rate  
GES: Ghana Education Service  
GESDI: Ghana Education Service Development Institute.  
GEU: Girls' Education Unit  
GOG: Government of Ghana  
GTZ: Deutsche Gesellschaft Fur Technische Zusammenarbeit  
IDA: International Development Association  
IEC: Information Education and Communication  
ISODEC: Integrated Social Development Centre  
JSS: Junior Secondary School  
LTM: Learning/Teaching Material  
MOE: Ministry of Education  
MURAG: Muslim Relief Association of Ghana  
NER: Net Enrolment Ratio/Rates  
NFED: Non-Formal Education Division  
NGO: Non- Governmental Organization  
NORAD: Norwegian International Development Agency  
NR: Northern Region  
NORRDEP: Northern Region Rural Development programme  
PBME: Planning, Budgeting, Monitoring and Evaluation.  
PLA: Participatory Learning and Action  
PRA: Participatory Rural Appraisal  
PREP: Primary Education Programme  
PTA: Parents/Teachers Association  
QUIPS: Quality Improvement in Primary School  
RAINS: Regional Advisory Information and Network Systems  
REV: Rural Education Volunteers  
RF: Rockefeller Foundation  
SHEP: School Health Education Programme  
SIDA: Swedish International Development Agency  
SIDSEC: Sustainable Integrated Development Services Center

SMC: School Management Committee  
SSS: Senior Secondary School  
SSSCE: Senior Secondary School Certificate Examination  
STME: Science, Technology and Mathematics Education  
STTP: Strategic Teacher Training Programme  
TED: Teacher Education Division  
THR: Take-Home Ration  
TLMCs: Teaching/Learning Materials  
UCC: University of Cape Coast  
UER: Upper East Region  
UERDP: Upper East Rural Development Programme  
UNDAF: United Nations Development Assistance Framework  
UNESCO: United Nations Educational Scientific and Cultural Organization  
UNICEF: United Nations Children's Fund  
USAID: United States Agency for International Development  
UWR: Upper West Region  
UWRDP: Upper West Rural Development Programme  
VR: Volta Region  
WFP: World Food Programme  
WR: Western Region  
WUSC: World University Services of Canada

## **List of Tables**

- 1.1. Schedule Survey
- 3.1. Primary One Admission, 1961-2000 Academic Years by Sex at 5-Years Intervals
- 3.2.a. Gross Admission Rate by Sex: 1980/81-1991/92 and 1996/97-1999/00 – National
- 3.2.b. Gross Admission Rate by Sex: Regional 1996/97 – 1999/00
- 3.3. Gross Enrolment Rates at Primary and JSS Levels by Sex, 1992/93 to 1999/00 Academic Year
- 3.4.a. Dropout Rate for a Primary School Cohort beginning (P.1) 1994/95 and ending (P.6) 1999/01 by Sex.
- 3.4.b. Dropout Rate for a (JSS 1) Cohort beginning 1997/98 and ending (JSS 3) 1999/00
- 3.5. Percentage Promotion, Repetition and Dropout by Sex, P1-P6, 1999/00 Academic Year
- 3.6.a. Retention of Four Cohorts who started P.1 between 1988/81 and 1995/96 Academic Years and got to P.6 between 1985/86 and 2000/01 Academic Years Respectively by Sex – National.
- 3.6.b. Retention Rate of Fifteen Cohorts who started P.1. between 1988/89 and 1995/96 Academic Years Respectively by Sex – National
- 3.6.c. Retention Rate of Eight Cohorts who started JSS1 between 1990/91 and 1997/98 Academic Years and got to JSS between 1993/94 and 2000/01 Academic Years respectively by Sex.
- 3.7.a. Percentage Distribution of Student Teachers in the 38 Teacher Training Colleges by Sex: 1989/90 – 1999/00
- 3.7.b. Production of Teachers by Sex 1995/96 – 1999/00
- 3.7.c. Percentage Teachers by Level, Gender and Qualification – National- 1998/99 – 2000/01
- 3.8. Percentage Full-Time Female Enrolment by Polytechnics: 1996/92 – 2000/01
- 3.9. Percentage Female Enrolment at the Universities: 1989/90 – 1993/94 and 1996/97-2000/01
- 3.10. Percentages Full-Time Enrolment by Sex and Subject for Five Academic Years at Different Intervals: All Polytechnics
- 3.11. Percentage Enrolment of Faculty, Gender and University for Four Academic Years at Different Intervals
- 3.12. Student Enrolment and Policy Indicators (Norms) by University: 2000/2001 Academic Year

- 3.13. Female Participation Rates at Various Level of Education:1998/90-2000/01
- 4.1. Programme Foci of Key Agencies Engaged In Girls' Education
- 4.2.a. Broad Areas of Support of Development Partners
- 5.1. Percentage Girls' Enrolment at Primary level in Selected Districts
- 5.2. Transition Rates from Primary 6 to JSS for Selected Schools
- 6.0. Organizational Structure of the Girls' Education Unit
- 6.1. Indicative Table of Financial Investment in Girls' Education by some key Agencies and Organizations to Date

## **List of Figures**

- 3.1. Primary One Admission by Gender 1961-2000
- 3.2. Gross Admission Rate By Gender 1980-2000
- 3.3. Gross Enrolment Rates for Primary and JSS By Gender 1999/2000
- 3.4.a. Percentage Boys at Primary, Junior Secondary and Senior Secondary Schools 1980-2001
- 3.4.b. Percentage Girls at Primary, Junior Secondary and Senior Secondary Schools by Region – 1988/89 and 2000/01
- 3.5.a. Percentage Share of Girls’ in Primary Schools by Region – 1988/89 and 2000/01
- 3.5.b. Percentage Share of Girls’ in Junior Secondary Schools by Region 1998/99 and 2000/01
- 3.5.c. Percentage Share of Girls in Senior Secondary Schools by Region 1998/99 and 2000/01
- 3.6.a. Transition Rate from P.6 to JSS1 by Gender 1992/93 to 1999/2000
- 3.6.b. Transition Rate from JS 3 to SS 1 by Gender 1989 to 2000
- 3.7. Percentage of Female Enrolment in the Polytechnics 1996 to 2001
- 3.8. Percentage of Female Enrolment in Public Universities 1989/99 to 1999/00
- 3.9.a. Percentage of Polytechnic Students by Gender and Department 1989/90
- 3.9.b. Percentage of Polytechnic Students by Gender and Department 2000/01
- 3.10. Percentage First and Second Class Degree Output from University of Ghana by Gender 1996-2000
- 3.11. Percentage First and Second Class Degree Output from KNUST by Gender 1996-2000
- 3.12. Percentage First and Second Class Degree Output from UCC by Gender 1996-2000
- 3.13. Percentage First and Second Class Degree Output from UCEW by Gender 1996-1990
- 3.14. Percentage First and Second Class Degree Output from UDS by Gender 1996-2000
- 4.0. Map Showing Geographical Distribution of CBOs and NGOs

## **IMPACT ASSESSMENT STUDY OF THE GIRLS' EDUCATION PROGRAMME IN GHANA**

### **Terms of Reference:**

The purpose of the survey is to review the aggregate impact of goal setting and practical activities in the area of girls' education since 1987 and to deduce emerging trends for the purpose of supporting policy review of this important area.

Specific Objectives of the Impact Assessment: -

1. Review Implementation of Girls' Education and assess progress in relation to the objectives set by FCUBE/GEU
  - 1a. Increase national enrolment of girls in primary schools to equal that of boys and maintain strategies aimed at ensuring the continuation of girls into junior secondary schools.
  - 1b. Reduce the dropout rate for girls in primary from 30 to 20 percent, and of girls in secondary from 21 to 15 percent (a dropout is someone who has left school and not returned).
  - 1c. Increase the transition rate of girls from junior to senior secondary by 10 percent.
  - 1d. Increase the participation of girls in science, mathematics and technology (STM) subjects by improving the quality of teaching and enhancing the perception of these subjects (GES, 1999)
2. Assess whether there exists a framework within which there can be said to be a comprehensive Girls' Education Programme in Ghana.
3. Examine how all stakeholders' interventions have been contributing to the achievement of the objectives set by FCUBE/GEU and identify key contributors/programmes/activities accountable for the major progresses
4. Make recommendations on relevant interventions and strategies for improvement to further enhance and accelerate the impact of girls' education programme in Ghana.



## ORGANIZATION OF THE REPORT

This report follows a summary report produced in 2001, containing a review of documentation, a statistical profile and preliminary observations arising from the review. The observations formed the basis of fieldwork and further investigation which are presented in this report.

After the executive summary, an introduction including a brief overview of the historical foundations for the study is presented with particular reference to the Education Reform Programme initiated in 1987 when gender equity became a policy issue.

**Section One** of the report presents the key methodologies employed in gathering information and data to address the questions raised in the terms of reference for the study.

In **Section Two**, a brief analysis of studies, more elaborately discussed in the Summary Report is presented to bring up critical issues in the area of girls' education.

**Section Three** provides a detailed statistical profile beginning with cohorts from 1987 with special emphasis on Enrolment, Retention and Transition rates at all levels of education. The profile also addresses issues of subject choice and performance and seeks to establish trends in the situation of girls' education.

**Section Four** contains briefs on the national programmes of major actors in the field. The briefs have been compiled mainly from documentation issued by actors buttressed by interviews with officials. This section includes the contribution of major development partners to girls' education.

**Section Five** of the study reports on an assessment of selected interventions at the district level which sought to cover geographically by genre and type of actor, the range of interventions currently going on in Ghana.

**Section Six** examines the policy issues at national level and the framework for managing Girls' Education policy and programmes. In particular the issue of financing is highlighted.

**Section Seven** reflects on observations and conclusions that might be drawn from the study and their possible implications for establishing and implementing a meaningful Girls' Education Programme in Ghana.

**EXECUTIVE SUMMARY**  
**IMPACT ASSESSMENT STUDY OF THE GIRLS' EDUCATION**  
**PROGRAMME IN GHANA**

- **Objective:** The objective of the study is to examine the aggregate impact of goal setting and practical activities in the area of girl's education in order to establish the general direction Girls' Education Programme in Ghana.
- **Methodology:** The impact study is based on three key pillars:
  1. A review of research papers, projects documents and evaluation reports.
  2. A statistical analysis of trends in the situation of girls' education and
  3. A field survey featuring selected site visits to initiatives in girls' education, interviews and focus group discussions with actors and beneficiaries. The field survey was also conducted to verify and complement the information from the review of documentation. An assessment of attitudinal and behavioural change in response to interventions, the sustainability of interventions and the viability of the framework of national policies on girls' education were also envisaged.
- **Research and Documentation:** It was found that outside the operational records of Development Partners, documentation on girls' education has not been systematically consolidated. The effort by FAWE to create a well-stocked documentation centre on girls' education was noted, as it is the most comprehensive outside the holdings of Development Partners.

Even though quite a few studies have been sponsored by a variety of institutions, there is the need to stimulate and sustain research interest in girls' education. Two key surveys by Sutherland-Addy et al 1995 (Statistical and Policy) and Boakye 1997 (summary of research) provide a comprehensive view on trends. Others evaluate initiatives such as the STME, scholarship schemes for girls and gender sensitivity of educational materials.

Documentation and research should be part of operational activities as well as provide the basis for training and advocacy programmes and material development. The Girl's Education Unit should have a regular review and impact study to guide the implementation of national policy on girls' education and also to enhance its co- ordination of activities.
- **Trends In The Situation of Girls' Education:** The analysis indicates that over all, the rate of improvement in the situation of girls' education is very slow. As

regards attaining the national (FCUBE) targets set for improvement in girls' education in 1997, it is clear that 2005 may prove illusory. The enrolment rate of girls at primary level has decreased by 0.5% over the 4 year period since 1998. The dropout rate at this level is stagnant while at the JSS level it is 1.1%. Transition from JSS 3 to SSS is also stagnant (33% to 32.8%). At the secondary and tertiary level it seems that policies and programmes specifically addressing questions of gender equity have stimulated a response in the target population. There is evidence of improved performance. There is also improved performance in a few schools and communities where interventions have been effected at basic level. However performance and persistence will have to be monitored in a more systematic manner to provide reliable data for assessing impact. Despite these indicative improvements, low enrolment and transitions at basic level give a general view of stagnation.

The Girls' Education Programme must review existing strategies in order to spear head an innovative approach which will stimulate an impetus in girls' education, otherwise national objectives for gender equity will not be met.

- **Involvement of Development Partners and NGOs in Girls' Education:** Most interventions in the area of girls' education are being undertaken by a number of NGOs, CBOs and Development Partners. The study presents a collation of information on the activities of the above actors. The summaries provide the name of the organization, project name, funding sources, regions and districts of operation, indicating the partners, their goals and objectives, duration and programme, activities related to Girl-Child Education, target groups and their achievements so far. Development Partners' support for girls' education occurs at the national, district, community and school levels.

The interventions cover research, advocacy using media programmes as well as capacity building and training for PTA and SMC members and other community-based personnel. They also include scholarships, teacher incentives, school infrastructure, logistics, libraries, school supplies, vocational skill training and micro-credit programmes.

- **Assessment of Selected Interventions:** Interventions to be assessed were selected to cover the range of geographic areas, communities, schools, target populations and generic areas of intervention.

The Field Survey confirmed the range of activities which cover the generic areas of research, advocacy, capacity building and training, awards and incentives packages, infrastructure/provision of teaching and learning materials, learning support systems, policy development and economic and social empowerment. Some of the most active areas are as follows:

➤ *Advocacy and Community Sensitization:*

The Fieldwork also confirmed that advocacy in various forms constituted the strongest area of activity. Advocacy was engaged in at different stages and there continues to be an enormous requirement for it to penetrate the social fabric in response to the vast need for attitudinal change. However, there is the need for proper co-ordination on this front to prevent overstatement of messages and overlapping by officials from various agencies which could lead to a jaded attitude among target groups.

➤ *Scholarship Schemes:*

Scholarship schemes of various types were observed to be a highly pervasive intervention. The role of the Community, District Assemblies, Traditional Authority and individuals is significant

➤ *Formation of Girls' Clubs:*

A number of organizations have taken to the formation of Girls' Clubs throughout the country. Some of them have had a transformative effect on the members, making them confident and studious. A good deal of co-ordination among actors is required to prevent dragging of the same target group in different directions. The possibility of working with existing clubs should be explored.

➤ *Micro Credit Schemes:*

A very popular intervention which needs a serious review to meet the challenges on the ground.

It may be noted that NGOs which have involved themselves in micro credit schemes by and large were not originally set up to run such schemes and have not had the capacity to either prepare feasible designs or dedicate well-trained officers to the scheme. They should collaborate with agencies with proven expertise in this area to execute such projects so that they can concentrate on their core activities.

There is also the need for collaboration at sectoral level so that educational authorities and actors can link groups and communities into major micro financing scheme.

➤ *Community Mobilization:*

PLA and PRA methodologies of community mobilization have helped personnel involved in girls' education to isolate problems and assisted communities to see themselves as being responsible for education. There is however, still a vast amount to be done to translate cognition of the problems into attitudinal and behavioural change. Other positive outcomes identified such as the coalescing of parents of beneficiaries and girls into identifiable groups, the participation and support of men, the involvement of communities and the role of assembly persons, must be fully supported.

➤ *Impact Assessment:*

The indicators used to assess the impact of the programmes in the field show that the key to deepening impact include the economic empowerment of parents, particularly mothers, sustained sensitization and education of parents and communities, support to girls who qualify to make the transition to post-basic education and support to officers of agencies working to achieve improvement of girls' education in the field.

Generally, interventions are on very small scale and too dispersed to act as a critical force. It may be noted that indicators need to be streamlined and made uniform to assist in assessment. Although there is a large number of actors in some districts, this does not necessarily imply that the situation of girls' education is significantly improved.

- **Financing the Girls' Education Programme:** Assistance for the government's Girls' Education Programme comes in through multiple channels. There is however, no budget line for the girls' education programmes in the GES budget.

There also exists neither the capacity nor a system for analyzing the budget and expenditure in the area of girl's education in order to make more sensitive to the girls' education policy.

It is recommended that some sensitization takes place to get officers operating the financial system of the MOE and GES to appreciate the need to recognize girls' education as a major element of government policy which needs specific funding.

- **Sustainability:** It is obvious that interventions in the area of girls' education are completely funded by grants from external multilateral and bi-lateral agencies. Without these funds the work of the GEU, NGOs and most CBOs would grind to a complete halt. A bold initiative to consider funding for girls' education as a cross cutting issue for social and economic development planning is crucial. It is recommended that serious consideration be given to earmarking funds to be administered by a special committee of the Ghana Education Trust Fund which would disburse funds to sustain carefully chosen initiatives at district and community level and to offer scholarships to girls.
- **Policy Issues:** There is not yet in existence a unitary co-ordinated package of activities which might be labeled the "Girls' Education Programme" in the country even though the national goals and strategies pertaining to the education of the girl child have been set out. The Vision Statement on Girls' Education states: *All Ghana's girl children – and their brothers attend safe, welcoming schools, are well taught by teachers who understand their needs, achieve according to their potential, graduate and become productive and contributing members of our society.* Activities are also being undertaken by a decentralized network of personnel. There is an activity of girls' education in every district in the country thanks to the GES network of Regional and District Girls' Education officers (R/DGEO) and coordinators for Science, Technology and Mathematics Education (STME) as well as for Women in Technical Education (WITED). A Review of the Girls' Education Unit, its structure, strategies, terms of reference for its field personnel and its achievements brought to the fore the challenges faced by the Unit. The Unit has so far initiated actions to undertake research, organize fora for actors, and prepare a vision and framework for a national education programme. Challenges faced by the unit include logistical problems, difficulties in arousing community co-operation and inconsistent output due to uneven levels of qualification of Regional and District Girls' Education Officers (R/DGEOs). Further difficulties include, the fragmentation of authority among girls' education units namely, the GEU, STME and WITED secretariats. This must be streamlined for greater efficiencies.

Budding skills in policy analysis, planning and monitoring, as well as project evaluation need to be developed. The GES restructuring programme places the GEU as a directorate under the office of the Director-General. This should be implemented to ensure that GEU addresses its wide-ranging mandate of co-ordinating both governmental and non-governmental activities across the nation in the area of girls' education.

A documentation culture and centre to support national efforts in girls' education is also advocated. A consistent system at the school, district, regional and national level for assessing the overall impact of girls' education interventions in the country should be developed.

- **Conclusion:** It is clear that a national vision for girls' education has been fashioned and that there are some specific national targets for girls' education. There is also a large number of activities being undertaken by a variety of actors. It is however, of vital importance that a national costed plan providing a framework for a comprehensive programme in girls' education be developed. This framework should make room for innovative management of efforts by diverse actors working in partnership towards the fulfilment of a national vision.

Furthermore, the synergy between the GES other government agencies, the community, the target groups and development agencies already emerging should be sustained to ensure that there are structures at the local level to create ownership and maximize impact.

Support to girls' education has reached a stage where many current externally funded programmes are coming to an end and the prospects for continued or increased direct support are tentative. A number of projects, interventions and strategies funded by Development Partners over the last few years appear to be deserving, in full or in part, of consideration for continued support. This is imperative looking at the need to disseminate results among actors in the field of education and decision makers in order to feed into strategic development planning, financing and implementation.

The findings of this study show a situation full of potential to resolve clearly identified problems. However, to make impactful progress towards the national goals for girls' education, bold action should be taken to go to scale with interventions which have shown proof of high impact on the ground.

## **0.0. INTRODUCTION**

### **0.1. Background:**

Girls' education is receiving high profile policy attention in Ghana today. At the political level, the New Patriotic Party Government appointed in 2001 a Minister of State for Basic, Girl Child and Secondary Education to the Ministry of Education. The Girls' Education Unit established in the Ghana Education Service in 1997 under the auspices of the Free Compulsory and Universal Basic Education Programme (FCUBE) has intensified its activities. The Unit has produced a draft policy document entitled "A National Vision for Girls' Education in Ghana and A Framework for Action: Charting the Way Forward", It also has a network of officers at regional and district level to carry out the strategies of the unit.

**0.1.1** The attempt to create an enabling policy environment at the national level complements a growing number of interventions undertaken by local and traditional government and civil society organizations such as the District Assemblies, chiefs, queen mothers, churches, welfare organizations and girls' associations. Local and international non-governmental organizations are major players in the area of girls' education, investing their efforts in a very broad spectrum of activities geared towards improving girls' participation.

Playing a strong supporting role in the field at all levels are bi-lateral and multi-lateral agencies working in partnership with governmental and other organizations towards the achievement of equitable participation of girls in education as a development goal. This has been done through the provision of funding, technical assistance, information sharing and capacity building. It is important to note that activity outside of central government has formed the pillar of interventions in girls' education to date.

### **0.2. Historical Profile**

**0.2.1.** Historically, Ghana has prided herself in having an educational policy that discriminates against no one in terms of race, creed or gender. There was some experimentation with girls attending Mfantshipim, the oldest boys' school in the 1940s and 50s for example. The colonial government's carefully nurtured project: Achimota School was co-educational. However, the system of missionary schools inherited by the nation at independence was quite markedly divided along gender lines. In undertaking its Accelerated Development Plan for Education, therefore, the government of the newly independent Ghana seemed to be reacting to this tendency by making most of its schools co-educational. In spite of this, gender streaming in the area of curriculum remained more or less the same, with girls



for example studying courses under the rubric of home science, while boys studied technical subjects. It is notable that although secondary-technical schools were set up in the 1960s none of them was either co-educational or single sex female. Many girls' schools were slow in establishing science programmes for sixth form study also.

**0.2.2.** By the late 1970s the notion of gender neutrality had led to some obvious trends in the institutional culture including the absence of gender differentiated data. Even without reliable data, trends indicated low enrolment and persistence of girls in school. Moreover it was observed that girls were participating negligibly in science and technology-based courses and were streamed into home science and the arts. At the level of book development, it was clear that government textbooks were playing a part in perpetuating stereotypical gender roles particularly by way of illustrations.

Further more participation in university education was also at 16 % of a population, which in any case was a fraction of 0.8% of the age group 18-24 and had been at that level for over a decade.

Affirmative action where practiced in the area of admission into science-based disciplines for example, was done informally and was not part of the institutional culture.

**0.2.3.** The role of the international policy environment with regard to gender equity must also be acknowledged. The trends generated by the international women's movement symbolized by the decade of women 1975-1985 and the beginnings of gender awareness within the institutional culture of multi-lateral and bi-lateral agencies who became partners in educational reform in Ghana, ensured that government policy received the full backing and in some cases, prodding of these partners. By the time the World Conference on Education for All was held in 1990, Ghana was already implementing an educational reform programme whose equity component included the elimination of gender streaming in schools with all subjects including ones like carpentry, technical drawing, sewing and cookery, being taken by both boys and girls in primary and junior secondary school. Norms of enrolment to be attained from primary to tertiary level for male and female were set at 50% male/female.

**0.2.4.** The policy environment led to a number of significant interventions. Firstly the systematic gathering of statistics along gender lines. This became a fundamental tool for establishing the state of girls' education and for decision-making as regards types of

interventions to be undertaken. One of the most significant interventions by the MOE/GES was the establishment of the Science Mathematics and Technology Education clinics implemented with the support of UNESCO in 1986. After operating as an international programme involving other African countries, it became a national programme centralized in Accra and was decentralized to the districts in 1997.

Affirmative action was an option practiced to enable institutions to begin to address the policy requirement for gender equity in enrolments. While held to be widely practiced, particularly with respect to admissions to science based courses, it has been practiced more as a matter of discretion rather than one of stated policy. Senior officers of tertiary institutions, particularly the universities who were interviewed for the MOE Study on **Developing Feasible Strategies to Increase Female Participation in Tertiary Education Particularly Science and Technology** indicated that there was active positive discrimination in favour of female students. Indeed the School of Medical Sciences in the University of Science and Technology indicated that it reserved 20% of places for female students.

**0.2.5.** In the early 1990s, following the Jomtien Conference, the formation of the Forum for African Women Educationalists (FAWE) on a continental level and the establishment of its Ghana Chapter, the role of NGOs in mounting a keen advocacy campaign to put girls' education firmly on the development agenda began to take deeper and deeper root. NGOs have continued to play a leading role in lobbying for changes in legislation and policy, initiating research as well as demonstrating innovative ways of promoting female participation in education.

**0.2.5.** The Educational Reform Programme of 1986/87 was reviewed in 1993, and in line with the 1992 constitution, the Government launched the Free Compulsory Universal Basic Education (FCUBE) programme in 1996. Under its Access and Participation programme, the FCUBE seeks to ensure gender parity in basic education by the year 2005. To this end an action plan was devised with the following objectives:

- Increasing girls enrolment in Basic Education;
- Reducing the dropout rate of girls from 30 to 10 percent;
- Increasing the transition rate of girls from basic education to the senior secondary school from 30 to 50 percent ;

- Exposing ten thousand girls in pre-tertiary education to science, technology, mathematics education (STME) to encourage more girls to choose science and science-related subjects at the SSS level

**0.2.7.** In a further development, The Girls Education Unit was set up in 1997 and currently operates within the Basic Education Division of the Ghana Education Service (GES). In spite of the interventions indicated above at governmental level and the flurry of activity in the NGO sector to raise consciousness about the vital need for girls to be educated, the somber fact is that the data showed little progress over all. Furthermore, it is clear that there is the need for a national policy framework or strategy to ensure a maximum positive impact of activities in the sub sector.

In the Design Document for Strategies for Advancing Girls' Education (SAGE) Ghana prepared by May A. Rihani and C. Howard Williams, they state:

*“...there is a rich and complex array of initiatives to support the girl child in Ghana, sponsored and implemented by various several donors and implementing organizations. Many of these initiatives are known generally to the GES/GEU, although information about various strategies, locations, beneficiaries, capacity building and lessons learned is shared on an ad hoc basis. It has been difficult, therefore, to describe overall what is being done for girls in Ghana and how each activity positively impacts on girls education and contributes to the national program...” (Rihani and Williams 2001:10.)*

It is hoped that the review of documentation and statistical profile survey of actors in the following report will contribute in some measure to building a more coherent picture of the evolving national girls' education programme.

# **SECTION ONE**

## **METHODOLOGY**

## **1.0. Methodology.**

The Impact Assessment Study on the Girls' Education Programme was designed to include a review of documentation, an analysis of statistical data and a field survey.

### **1.1. Review of Documentation.**

The review of documentation was open to all types of documents likely to include information on the girls' education programme(s) in Ghana. Studies were analyzed (see section two), while project documents and various reports were summarized to present the official view of entities involved in girls' education on their activities.(see section four).

### **1.2. Approach to Study**

- a) Verification and complementation of information gathered from review of documentation
- b) Testing of the validity of preliminary observations
- c) Assessment of attitudinal and behavioural change in response to interventions in favour of girls' education
- d) Assessment of the sustainability of intervention as envisaged by the actors in the subsector
- e) Assessment of the viability of the framework of national policies from girls' education.

#### **1.2.1. Preliminary Observations**

The review of documentation indicates clearly that the majority of interventions are intended to change prevailing behaviour and attitudes on the one hand, and to form new habits and perspectives which will in turn lead to increased participation and persistence of girls in education. Further more, the reading of many actors and agencies working in the area of girls education appears to be that there must be an enabling environment and in some cases conditions precedent to the attainment of goals expressed in quantitative terms. This emerges clearly in the sheer breadth of scope of interventions seeking to deal with conditions which are deemed to be an impediment to girls education. These range from poverty and economic disempowerment of mothers and families; to lack of appropriate school infrastructure, the absence of study space, issues of sexual maturation, inimical laws and customs and so on. Again, from the statistical analysis it would appear that very slow progress is being made over-all in the three vital areas of enrolment, retention and performance. Indeed in some years, there has been stagnation or reversal. The field survey was therefore specifically

designed to throw up comparative figures from beneficiary districts and schools. The field survey was thus based on a sample of interventions (including concentrations of these) which would enable us to ascertain the extent to which interventions in the area of girls education have led to a truly enabling environment making it socially, politically or economically more feasible for girls to enrol, persist and perform in school. It was expected that from this, an informed judgment about what combination of interventions are likely to reflect in absolute improvements in the persistence, and quality of participation of girls in school.

Furthermore, the approach to field work took cognizance of the entrenched nature of normative behaviour constructed around gender and the length of time required to achieve quantifiable results in education reform. Due recognition was also given to the fact that many of the interventions are at an early stage of implementation.

### **1.2.2. Research Techniques**

In view of the above, largely open-ended interviews and focus group discussions were used. This approach was expected to throw light on both intended and unintended outcomes particularly in relationship to attitudinal and behavioural change. We were also interested in eliciting personal experiences and perspectives so that a practical picture of what works and more importantly, what is likely to work would emerge in the aggregate of experiences and perspectives.

In addition, sample data on factors such as percentage increase in enrolment, drop out rates, as well as absolute numbers of beneficiaries of various schemes were collected in specific localities and examined for the purpose of verification. One key area in which data was sought was that of costs and investments in interventions and programmes.

### **1.2.3. Selection of the Sample.**

The sample covered beneficiary community leaders, parents and girls; school teachers District Assembly members; Ministry of Education and Ghana Education Service (GES) officials including District Girls Education Officers; NGO officials involved both in the field and at headquarters were also interviewed. Discussions were also held with a number of development partners involved in girls' education.

Questionnaires were administered to particular agencies and educational authorities engaged in interventions geared towards improving girls' participation in education.

APPENDIX III provides a full listing of all actors who answered questionnaires. These include The GEU, DGEOs, District Directors of Education, Heads of schools, Development Partners, NGOs and CBOs. Where relevant, these have been classified by region and district.

#### **1.2.4. Selection of Sites for Field Visits.**

Based on the review of documentation, districts with a high concentration of interventions as well as those with very low concentration were visited. While field visits were made to interventions operating in rural areas, care was taken to visit a few sites in urban environments as well.

#### **1.2.5. Other Factors.**

Other factors taken into consideration in the selection of the sample included coverage of: -

- all generic types of interventions
- all regions in the country, taking into account rural and urban communities.
- a wide a range of problem areas identified for solution
- all types of key actors ( NGOs ,CBOs, GEU, Development Partners, District Assemblies).

**Table: 1.1 Schedule of Survey**

REGION	DISTRICT VISITED	INTERVENTIONS MONITORED	NGOs	CBOS	OTHERS
UPPER EAST	Builsa	School ration	WFP, CRS, ISODEC WUSC, Childscope		UNICEF
	Bolgatanga	Infrastructure Instruction and Community Initiative	CENSUDI, CRS, FAWE	Nyariga Done Mothers Club	Alliance
UPPER WEST	Wa	Community Mobilization, Library, School ration	CRS	Community Improvement and Support	Alliance
NORTHERN	Tamale Municipal	Establishment of Tamale Girls' Secondary School	CAMFED, ACTION AID, WUSC		District Assemblies, GES, CIDA, FCGEP
	Savalugu-Nanton	Scholarships, School ration, School Supplies	CRS, CAMFED		UNICEF, GES, DFID
BRONG AHAFO	Asutifi	Public Awareness, Community Mobilization/ Award for Innovation	ISODEC, FAWE		CSA/QUIPS
ASHANTI	Ahafo Ano North	Public Awareness, Scholarship Scheme	ISODEC		Alliance, GES, DFID, District Assembly
VOLTA	Kpando	Advocacy and involvement of traditional leader / focal point	FAWE		
EASTERN	Akwapim South	Fotobi Vocational Training School; Community Library	FAWE, Abene Youth, Women		Alliance
	Kwahu North	Childscope	UNICEF, ISODEC		
	New Juaben	Loan scheme to mothers; Community Library, Islamic School, Human Development Foundation		Human Development Foundation	Alliance/GES
CENTRAL	Mfantseman	Abandze Methodist School structure, Community Mobilization			SAGE/USAID
WESTERN	Ahanta-East	Micro Credit for single mothers	Friends of the Nation		
GREATER ACCRA	Ga	Victory Presbyterian School, Girls Club, School Library, Toilets	FAWE		Alliance



**SECTION TWO**  
**REVIEW OF DOCUMENTATION**

## **2.0. Review of Documentation.**

The Summary Report produced in December 2001 contains a detailed presentation of over sixty documents reviewed.

The survey of documentation admitted a wide range of documents with the following objectives in mind:

- a) to establish the level of discourse surrounding issues concerning girls' education.
- b) to trace the life history of girls' education programme(s) in Ghana and evaluate these.
- c) to unearth initiatives partially or fully dedicated to improving girls' participation in education and
- d) to establish the level and nature of involvement of Development Partners and Major NGOs in the area of girls' education.

In this section we briefly analyze studies and research papers which were found to be dedicated to girls' education and to be concerned with objectives (a) and (b) above. Later in the section four, we shall address more closely the stated intent and nature of projects as indicated in objectives (c) and (d).

## **2.1. Studies and Research Papers.**

A 1995 study commissioned by the Ministry of Education on *Developing Feasible Strategies to Increase Female Participation in Tertiary Education, Particularly Science and Technology* (Sutherland-Addy et al) provides the first statistical overview of female participation in education from primary to tertiary level coupled with analysis of policy and strategies. The data established the historical evolution of female enrolments, retention and persistence. The trends show girls losing ground numerically in the area of science based subjects at secondary and tertiary level with their worst showing particularly in polytechnics. Evidence is however, adduced to show that contrary to popular misconceptions clearly established through FGDs, performance by girls in this fields is not lower than that of males. The study establishes that among the reasons adduced for trends in female participation in education, it is low family income, negative attitudes which are among the most prominent. It further looks at policies and strategies which might help in reversing the situation. These include the creation of a girl-friendly school environment, retraining of teachers, rewriting of

educational materials, empowerment of families and support for STMEs. The present impact study builds on the statistical foundations of the 1995 study and expands their scope.

## **2.2.0. Survey of Research Documents.**

### **2.2.1. Survey of Research**

The most comprehensive review of research done on girls' education which we came across was the October 1997 **Synthesis of Research on Girls' Education** by J.K.A. Boakye sponsored by the DFID. Fifty four documents were analyzed with the objective of providing background material in the form of existing findings and recommendations from empirical research, material research from secondary data, documents, and reports from workshops and seminars on girl's education.

#### **2.2.1.1. Common Factors Affecting Participation**

The survey revealed a number of common factors affecting girls' participation which were grouped under the rubrics of enrolment, retention and learning/achievement. The main factors are presented as follows:

1. Factors affecting enrolment include:
  - Poverty
  - Low parental and community attitude towards girls' education due to socio-cultural barriers including gender roles, religious barriers and low opportunities opened to girls on the job market.
  - Opportunity cost of sending daughters to school.
  - Problems of physical accessibility including non-availability of girl-specific structures, long distance to school.
  - Lack of community action for girls' enrolment.
  
2. Factors affecting retention.
  - Lack of support/poverty.
  - Pregnancy.
  - Betrothal/Early Marriage.
  - Inappropriate Curriculum.
  - Gender-Segregated Curriculum.
  - Desire for quick money.

3. Factors affecting learning / achievement included.
- Poor teacher perception.
  - Sexual harassment.
  - Overburdening household chores.
  - Emotional instability.
  - parents inability to provide materials.

#### **2.2.1.2. Strategies to Increase Participation**

The survey also provided a sense of the strategies being undertaken or proposed to achieve an increase in enrolment, retention and achievement as follows:

- fee free primary education
- introduction of Text Book user fee
- school mapping,
- construction of pavilions/classroom blocks
- sensitization of communities using PLA
- scholarship schemes
- allowing teenage mothers to resume schooling after birth
- instituting single sex schools
- and organizing science clinics for girls.

Other strategies described are:

- adoption of the Shepherd school model
- multi-grade teaching
- use of the double-shift system and
- competition in enrolment and retention.

#### **2.2.2. Resource Planning**

Although the shortage of resources for education is a perennial challenge with specific gender dimensions, only one study was found dealing specifically with this matter, namely **Gender and Primary Schooling in Ghana** (Avotri et al 1999) sponsored by FAWE as one of four country studies under the “Partnership for Strategic Resource Planning for Girls’ Education in Africa” Project.

The Objectives of the study were two fold:

- to determine the factors that militate against enrolment, persistence and performance of pupils in primary schools in Ghana and to assess how these factors differentially affect girls and boys and
- to identify a range of promising policy options, which could be pursued towards attainment of primary schooling for all, and their cost implications by using a simulation model.

#### **2.2.2.1. Policy recommendations made include**

- The reduction of direct costs of schooling, improvement in school health and feeding, reduction in the opportunity cost of schooling and, bringing school nearer to children.
- The quality improvement policies proposed include: - increasing the supply of educational, materials and facilities, improving staffing of schools, improving attitudes to schooling.

The key innovation of the study was to focus on the cost implications for achieving universal basic education through simulated reforms over a 15 year projection. The main objective of the exercise was to demonstrate how the gender gap in enrolments could be closed while providing basic education for all children given the limited resources.

The Simulated reform would propose cost saving strategies such as:

- Increase pupil/class ratio in primary from 27:1 to 40:1 by 2006
- Increase pupil/class ratio in JSS from 33:1 to 35:1 by 2006
- Increase pupil/class ratio in SSS from 33:1 to 35:1 by 2001
- Reduce teacher/class ratio in JSS from 1.8:1 to 1.5:1 by 2006
- Reduce teacher/class ratio in SSS from 1.9:1 to 1.5:1 by 2006

Cost Shifting would be achieved by:

- Increasing percentage of private pupils in SSS from 3 percent by 2001 and to 14 per cent by 2011
- Increasing pupil/teacher ratio for teacher training institute from 19:1 to 25:1 from 2001 onwards and
- Increasing the pupil/teacher ratio at technical and vocational institutions from 15:1 to 20:1 in the first five years

Resource Shifting would involve: Increasing per capita growth of the central government budget from zero to 1.5 percent, keeping per capita spending on higher education constant and increasing in the share of education in the central government budget from 22 per cent to

25 per cent by the end of the 15-year projection period. This study has not been disseminated nor the proposed reforms subjected to examination. Also the simulation model has not been tested.

### **2.2.3. Review of Particular Areas of Activity.**

Some studies concentrated on reviewing particular foci of activity in the area of girls' education. Some of the areas covered include gender screening of educational materials such as John K. Eminah's July 2000 **Review the Headteacher's Handbook for Gender and Sensitivity, sponsored by UNICEF.**

The content analysis indicated that some effort had been made to make the handbook gender neutral. Practices such as harsh teacher punishment were however likely to undermine the gender sensitivity in the school environment. Interest has also been shown in female participation in education in the Northern Scholarship Scheme (UNICEF; Atakpa 1996).

#### **2.2.3.1. Female Teachers**

Leslie Casely Hayford and Sarah Wilson also undertook a study for the GEU entitled **'How the Poor get Poorer' An exploration into the Participation, Quality and Needs of Female Teachers in Deprived Areas of Ghana.**

The objectives of the study were to:

- Analyze existing data on the supply of teachers to schools in rural and deprived communities.
- Review studies already undertaken on the motivation of female teachers taking up postings in rural schools.
- Provide strategies to attract more women to rural schools and to propose cost effective responses to this problem.

Covering six predominantly deprived rural districts across Ghana. (Juabeso Bia, Wassa Amenfi, Kintampo, Sene, Tolon, Kumbongo and East Gonja), the research yielded the following findings:

- Women teachers in rural areas are perceived to be performing poorly and untrained ones are marginalized by District Authorities of education when it comes to capacity building.
- There is the need to have more female teachers for basic education in the rural areas. They would also serve as role models in order sustain and improve

girls' participation and achievement at basic level, particularly in deprived areas.

A number of innovative interventions were proposed to meet the needs of women teachers:

- Teachers should be trained as change agents.
- Girl-children should be mentored to become teachers in particular localities.
- Incentives programmes specially targeted at female teachers should be provided.

#### **2.2.4. Evaluations**

Although not dominant there were a few studies which were clearly evaluations of particular interventions and strategies. A significant number of these were aimed at the STME strategies – the oldest among the key interventions in the area of girls' education undertaken since the inception of the education reform programme in 1986. Two studies one by **J. Anamuah Mensah and Atakpa (1999)** and the other by the National STME Coordinator (2001) are dedicated to the strategy. The STME Clinics are organized every year for selected girls offering science and mathematics for a two-week period to enable the girls to interact with female career Scientists and Technologists and to be provided with career guidance on job opportunities. The ultimate objective of STME Clinic for girls is to attract more girls to offer science, mathematics and technology.

The annual reports on the programme indicated that the programme had been successful from year to year but that there were indications that the programme is biased more towards the “retention” aspect of the programme than the “attraction” aspect. From the evaluation, the programme has succeeded in sustaining the interest of the girl participants in Science and Mathematical subjects at institutional levels. It has encouraged and motivated them, giving them the confidence to learn science, mathematics and technology-based subjects. However, the programme has failed to attract girls who are yet to elect to do science, mathematics and technology-based subjects especially the JSS girls. Anamuah-Mensah and Atakpa also identify other shortcomings and makes recommendations for consideration by programme planners, organizers and sponsors. It may be noted that none of these studies on the STME indicate a systematic approach to evaluation.

The paper by the STME coordinator concentrates on data and anecdotal reports on the impact of the STME data. Records have it that at the beginning of the STME programme in 1987,

out of a total number of 3,241 students who took part in the GCE 'A' Level Science examination, only 368, representing 11% were girls. However, five years later in 1992, out of 9,417 students who registered for Science at the Senior Secondary School level, 2,212 representing 24% were girls an increase of 13%.

According to the report, at the 1997 Graduation Ceremony for young medical officers at the Korle-Bu Medical School, the impact of STME was demonstrated. There were 47 doctors and 5 dentists; 15 of them were females. There were 21 prizes. 16 of these prizes were collected by female doctors. One female doctor, Joannah Elsie Mensah, a former STME participant collected 10 out of the 21 prizes. She participated in the 1999 Greater Accra Regional STME Clinic at Tema as a Role Model and testified to the gathering and to the girls about the value of STME clinics to her personal career.

Statistical data from a sample of 25 Senior Secondary Schools indicates that the number of girls opting to study the Science Programme at the SSS Level has significantly increased from 1995 to 1997. (Please see Appendix II for details)

Observing that many girls are still battling with the sciences and continuing to suffer male teacher and male student harassment, innovative teaching skills and provision of teaching and learning materials have been considered necessary to ensure teacher capacity building and effective teaching of the sciences especially at the JSS level..

#### **2.2.4.1. Conclusion**

It may be deduced that at the national level there is no authoritative source of comprehensive documentation on the evolving state of girls' education in the country.

The following observations may be made from the review of documentation so far:

- Documentation on girls' education in Ghana has not been consolidated as it is to be found among the operational records of actors in the field. Concentrations of documents were found in the World Bank and UNICEF libraries as well as the DFID and FAWE documentation centres. Indeed the FAWE documentation centre can be said to contain the most comprehensive collection of documentation in the Ghanaian system outside of development agencies.
- Relatively little independent research in the area of Girls' Education was found. It appeared that many papers reviewed were driven by the immediate requirements for particular workshops and meetings as well as project development or reporting requirements of particular agencies. Authoritative documentation on evaluation of



impact of girls' education was also hard to come by. The information was quite fragmented and could not provide a comprehensive picture.

- Essentially, in order to build a picture of the state of girls' education in the country and the impact of interventions so far made towards its improvement, it became clear from the documentation that it would be essential to undertake further research. Indeed this is critical to avoid the syndrome of conclusions being drawn on a very narrow base of outdated primary research.
- There is a large number of actors making a variety of interventions such as sponsorship of individual girls, logistical support to schools, communities and districts and capacity building for policy development at the national level. These actors include the MOE, GES, District Assemblies, Development Partners, NGOs, CBOs, schools, traditional authorities and individual members of civil society. These interventions are scattered in particular communities and individual schools in almost every district in the country but there does not appear to be systematic coordination among them.

**SECTION THREE**  
**TRENDS IN THE SITUATION OF**  
**GIRLS' EDUCATION**

### **3.0. Trends in the Situation of Girls' Education**

In this section of the study, available statistical data has been analyzed under three major headings namely:

- Admission, enrolment, repetition, retention and transition rates
- Choice of subjects at secondary and tertiary levels and
- Performance in national examinations at all levels of education.

### **3.1. Definitions**

A number of analytical concepts are applied in this section which may be explained thus: The Net Enrolment Rate, (NER) provides the precise figure of school-age children expected to enrol in P1 based on actual census figures on six year olds in a given community.

The Gross Admission Rates (GAR) relates P1 admission to the population aged six, that is the approved school age for P.1. This is however, approximate because the population of six year old is assumed. The Gross Enrolment Rate (GER) on the other hand relates enrolments at a particular level of education to the approved age of that level. In Ghana, the approved age of pupils in the Primary level is 6-11 year while that of the JSS is 12-14 years.

### **3.2. Issues in the Interpretation of Data**

The MOE conducts an annual school census every year, however not all schools respond and return the requested information especially the private schools. This results in apparent increases or decreases in enrolment from one year to the next. This has been taken into consideration in the interpretation of data. What may appear to be changes in the enrolment may actually be the result of better records and more reliable information from one year to the next rather than substantial changes in enrolment levels.

Added to the above is the fact that, even though there has been significant progress in data collection, the analysis uses GER, since there is no data on actual numbers of school going age children to compare to the numbers of children in school to provide the accurate rate.

Again, with the exception of the Gross Enrolment Rate (GER) and Gross Admission Rates (GAR) which are calculated with data from both the public and private schools, other data are from only the public schools. This is because as stated earlier most private schools do not submit questionnaires sent to them. It is however, worth noting that the exclusion of the private schools from the data does not have any significant impact on the ratios, since private schools still constitute a very small percentage of educational delivery in the country.

### **3.3. Admission, Enrolment, Repetition, Retention and Transition Rates:**

In this section, P.1 admission, enrolment by sex from primary to Senior Secondary School (SSS) and transition from Junior Secondary School (JSS) to Senior Secondary School (SSS) including enrolment at tertiary levels are examined.

#### **3.3.1. Primary One (P1) Admissions From 1961/62 – 1999/2001 Academic Years By Gender – National**

Table 3.1 and Figure 3.1 shows time series data of P.1 admissions for the past 40 years at five-year intervals. That is from the time of the Education Act of 1961 to 2001. It can be observed from the table that admission levels of girls improved very slowly during the period. In 1961/62 academic year, girls constituted 43.2% of P.1 admissions. This increased gradually accelerating slightly from the beginning of the Education Reform Programme to 48.1 as at 1999/00 academic year, an increase of less than 5%. It may be noted that the implementation of an expanded accelerated development plan for education embarked upon during the life span of the government of the 1<sup>st</sup> Republic is likely to have accounted for the sudden improvement 1961/62 to 1965/66.

Conversely, the admission levels of boys dropped from 56.08% to 51.9%, indicating a decrease of almost 5%. If this trend continues, equal enrolment rates for boys and girls in P.1 can be obtained and girls may even out number boys in P.1 after some years. The problem however, lies in ensuring that girls who enrol in P.1, remain in school and continue to higher levels, so that parity can be achieved at all levels.

Even though the convergence of gender at national level appear encouraging the percentages of admission into P.1 only tell us the ratio of boys and girls who are in P.1 but not those who are not in school.

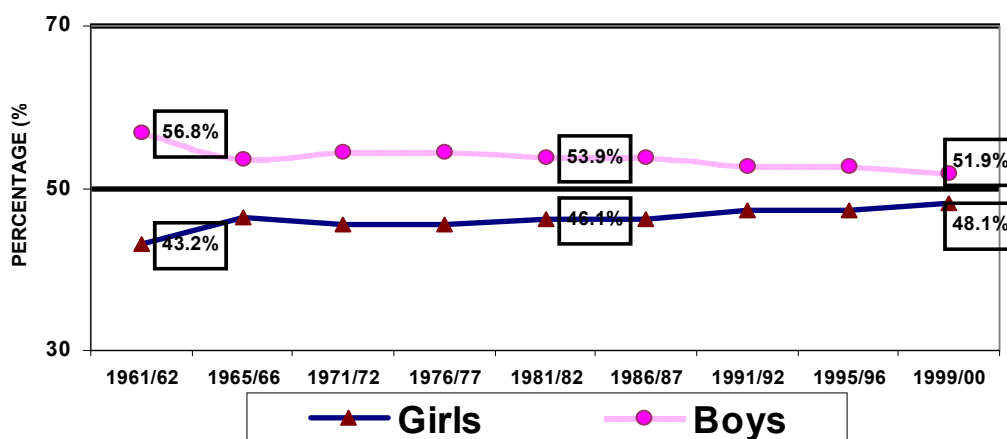
From Table 3.1 it can be confirmed that female admissions even at P.1 have always been lower than that of males since formal education was introduced into the country.

**Table 3.1. Primary One Admission, 1961 – 2000  
Academic Years by Sex at 5-Year Intervals**

Year	Girls	Boys
1961/62	43.2	56.8
1965/66	46.3	53.7
1971/72	45.5	54.5
1976/77	45.6	54.4
1981/82	46.1	53.9
1986/87	46.2	53.8
1991/92	47.2	52.8
1995/96	47.3	52.7
1999/00	48.1	51.9

Source: MOE, SRIMPR Division Accra.

**Fig. 3.1. PRIMARY ONE ADMISSION BY GENDER 1961-2000**



### 3.3.2 Gross Admission Rates (GAR) 1980/81 – 1999/200 - National.

Table 3.2.a. relates the number of pupils admitted to P.1 with the population aged six years, that is the Gross Admission Rate (GAR). Even though not the best indicator, in the absence of the NER it gives an idea of how many six years olds are outside the school system. due to lack of data it was not possible to do the analysis for the 40-year period as was the case in Table 3.1., Instead, the period from 1980/81 to 1999/00 academic years have been analyzed.

**Table 3.2a. Gross Admission Rate by Sex: 1980/81 – 1991/92 and 1996/97-1999/00 - National**

YEAR	GIRLS	BOYS	TOTALS
1980/81	75.67	87.93	81.82
1981/82	77.03	90.45	83.76
1982/83	77.43	91.35	84.41
1983/84	78.17	92.69	85.45
1984/85	78.52	93.14	85.85
1985/86	78.53	92.29	85.07
1986/87	78.54	92.27	85.42
1987/88	76.98	90.09	83.55
1988/89	76.50	88.76	82.65
1989/90	78.67	87.87	83.28
1990/91	80.75	92.02	86.40
1991/92	75.94	84.43	80.21
1996/97	76.05	83.28	79.67
1997/98	75.57	81.48	78.53
1998/99	79.7	86.2	85.0
1999/00	81.1	86.5	83.8

Source: MOE: SRIMPR Division.

**Fig.3.2 GROSS ADMISSION RATE BY GENDER 1980 TO 2000**

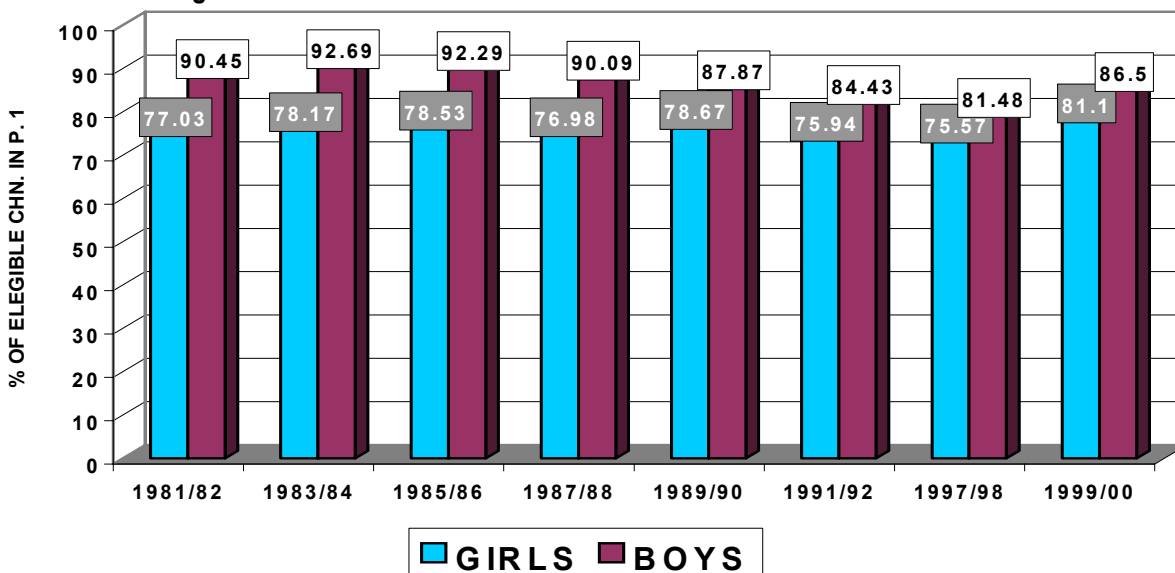


Table 3.2a. shows the GAR of boys and girls for a sixteen-year period. It can be seen from the table that more boys than girls aged six have always been admitted into P.1. Between 19% and 24% of girls aged six, that is school going-age the population, never gained access into school in any given year compared to between 7% and 19% boys.

It can also be seen that admission rates of both boys and girls into P.1 have been fluctuating. In 1980/81 academic year, girls' admission rate was 75.67% this increased gradually to 78.54% in 1986/87 academic year, dropped to 76.5% in 1988/89 rose to 80.75% in 1990/91 and exhibited decreasing trends till 1999/00 academic year when it rose to 81.1%. The picture

for boys is slightly different from that of girls. The GAR of boys increased from 87.93% in 1980/81 to 93.14% in 1984/85, then continued decreasing until it went below the 1980/81 figure in 1989/90 academic year when the GAR for boys was 87.87%. The following year it shot up to 92.02% and has since not attained that figure. Similar trends were exhibited in the regions between 1996/97 and 1999/2000 academic years. This is shown in Table 3.2b. If these trends continue it would appear that the achievement of Universal Basic Education (UB) in Ghana will take longer time than expected.

**Table 3.2b. Gross Admission Rate by Sex: Regional 1996/97 – 1999/00**

Year Regions	196/1997		1997/98		1998/99		1999/2000	
	M	F	M	F	M	F	M	F
Ashanti	88.6	83.5	88.7	84.6	92.6	87.8	93.6	87.9
Brong-Ahafo	82.2	79.7	84.0	82.9	77.8	78.4	77.0	78.5
Central	92.0	90.0	86.2	86.8	92.5	91.9	95.1	94.0
Eastern	81.2	80.3	76.8	79.0	78.2	77.6	78.8	78.8
Gt. Accra	73.2	67.1	65.4	61.1	64.2	58.2	72.0	66.1
Northern	79.1	52.5	85.4	58.1	103.7	74.5	98.5	77.2
Upper East	77.1	58.9	69.4	58.0	86.8	74.1	84.8	76.5
Upper West	75.6	60.3	76.9	62.2	86.5	76.8	80.8	74.6
Volta	93.1	90.1	93.6	88.8	98.7	93.6	93.1	87.7
Western	85.2	83.2	82.9	81.1	87.6	86.9	90.9	88.8
National	83.3	76.1	81.5	75.6	86.2	79.7	86.5	81.1

Source: MOE, SRIMPR Division

### **3.3.3 Gross Enrolment Rates (GER) Primary and JSS by Sex: 1992/93-1997/98**

Table 2.3 shows the GER at the Primary and JSS levels by sex from 1992/93 to 1999/00 academic years. It can be seen that like the GAR, the GERs are also decreasing. The GER for boys at the Primary level ranged from a high 84.07% in 1993/94 academic year to 76.83% in 1997/98 academic year. That of girls ranged between 72.19% and 68.61% within the same period. At the JSS level, GER of boys ranged between 68.17% and 57.66% with that of girls ranging between 48.90% to 53.3%.

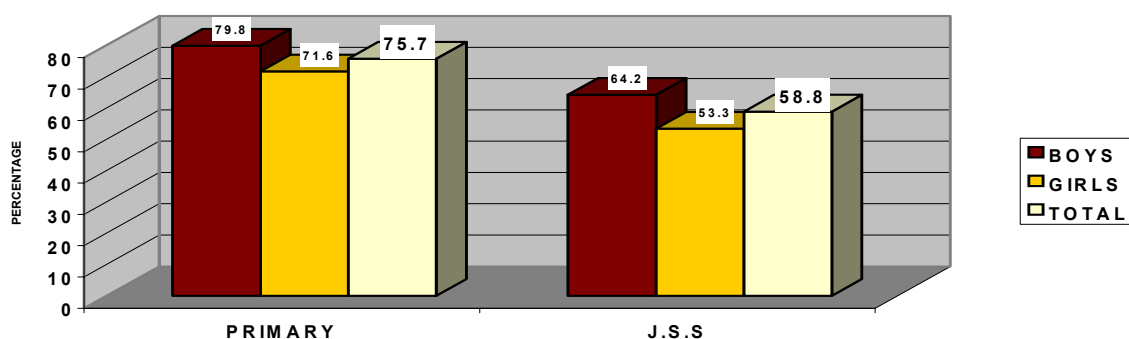
This means between 16% and 23% and 32% and 42% of boys in the Primary and JSS age groups respectively are not in school. Corresponding percentages of girls are between 28% and 31% for Primary and 51% and 47% for JSS. Again, this exhibits a serious gap in enrolment rates considering the fact that it is the GER and not the (NER) which has been used for the analysis. Figure 2.3 below exhibits the situation as at 1999/2000 academic year for primary and JSS by gender.

**Table 3.3. Gross Enrolment rates at Primary and JSS Levels by Sex, 1992/93 to 1999/00 Academic Years**

Year	Gross Enrolment Rates					
	Primary			JSS		
	Boys	Girls	Total	Boys	Girls	Total
1992/93	83.71	71.43	77.58	67.44	48.90	58.18
1993/94	84.07	72.19	78.14	68.17	50.23	59.21
1994/95	81.28	70.51	75.90	66.74	50.65	58.71
1995/96	79.70	69.50	74.61	66.49	51.33	58.93
1996/97	81.54	71.54	76.55	65.56	51.60	58.59
1997/98	76.83	68.61	72.53	57.66	51.36	54.51
1998/99	77.1	68.6	72.8	63.8	52.3	58.1
1999/00	79.8	71.6	75.7	64.2	53.3	58.8

Source: MOE: SRIMPR Division.

**Fig 3.3 GROSS ENROLMENT RATES FOR PRIMARY AND JSS BY GENDER 1999/2000**



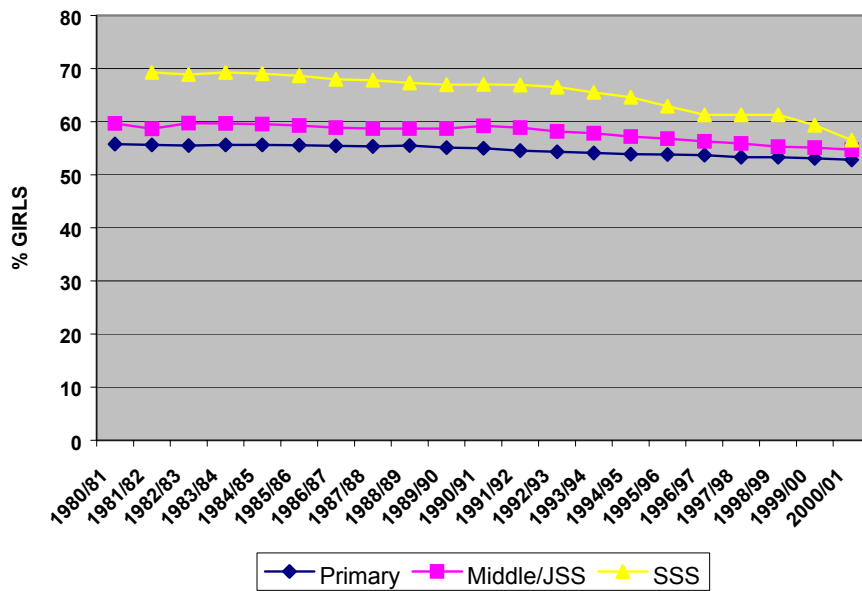
### 3.3.4 Percentage of Females Enroled at Primary, JSS/Middle and Secondary Levels of Education: 1980/81 – 1999/01

The low admission rates of females in Primary One, together with other factors like high repetition, dropout and low transition rates affect their participation at all other levels of the educational ladder. The analysis from Table 3.1. shows that even though male and female admissions in P1. are not the same, the disparities among them are not very significant. The disparities for the 40 year period ranged between 7% and 2% in favour of males. Conversely from Figure 3.4.a and 3.4.b. it can be seen that the disparities widen as males and females move from Primary to other levels.

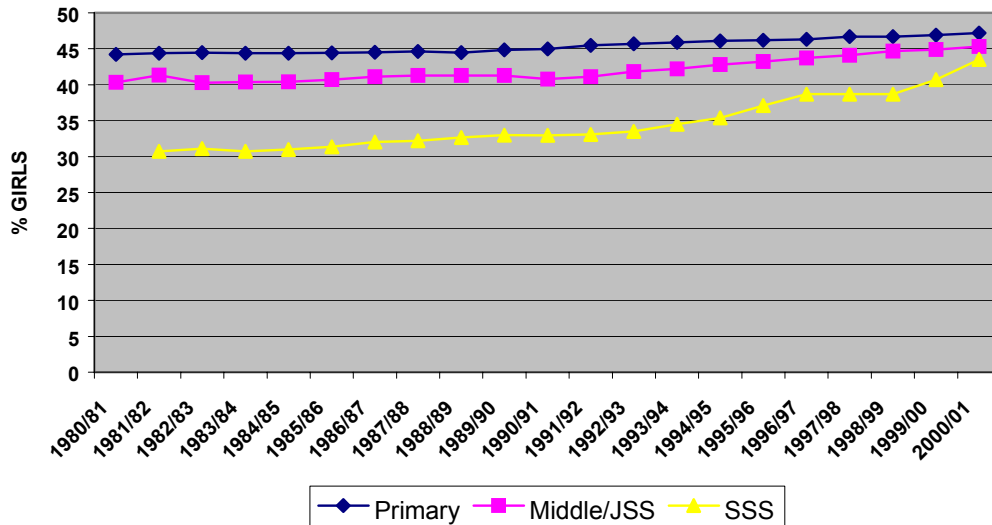


The percentage share of females at Primary, JSS and SSS levels between 1980/81 to 1999/00 academic years are shown in Figure 3.4.b. From the table it can be seen that for the period, at the Primary level, the difference between boys and girls enrolments ranged between 6% in 1980/81 and 3% in 2000/01. At the JSS level it was between 10% in 1980/81 and 5%, in 2000/01 while at the SSS level the difference between boys and girls enrolments was between 19% and 7%.

**Fig.3.4a PERCENTAGE BOYS AT PRIMARY, JUNIOR SECONDARY AND SENIOR SECONDARY SCHOOLS 1980 TO 2001.**



**Fig. 3.4b PERCENTAGE GIRLS AT PRIMARY, JUNIOR SECONDARY AND SENIOR SECONDARY SCHOOLS 1980 TO 2001**



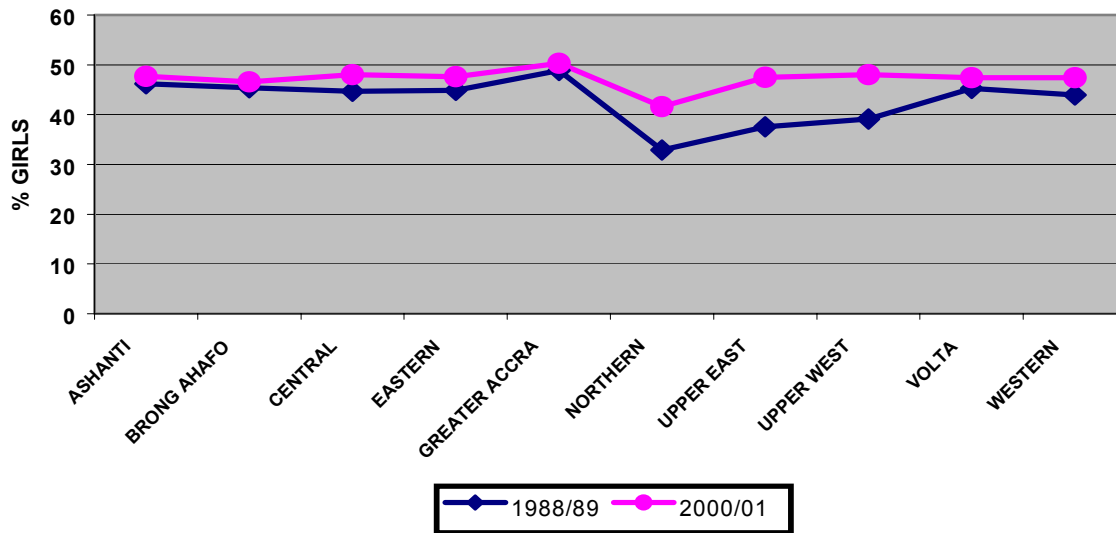
### 3.3.5 Percentage Share of Females in Primary, JSS and SSS Levels by Region 1988/89 to 1999/00.

The enrolment of females at Primary level, for twelve academic years and that of JSS and SSS for eleven and nine academic years respectively at the regional level are shown in Figures 3.5a, 3.5b. and 3.5c. respectively. It can be seen that at all the levels and in all the years, female enrolment fell below those of boys and showed decreasing trends as they moved from primary to the Senior Secondary level. The three regions in the north showed the least enrolment rates at all the levels. At the SSS level, the Brong Ahafo Region also exhibited very low female enrolment rates. The Greater Accra Region exhibited the highest rates at all the levels.

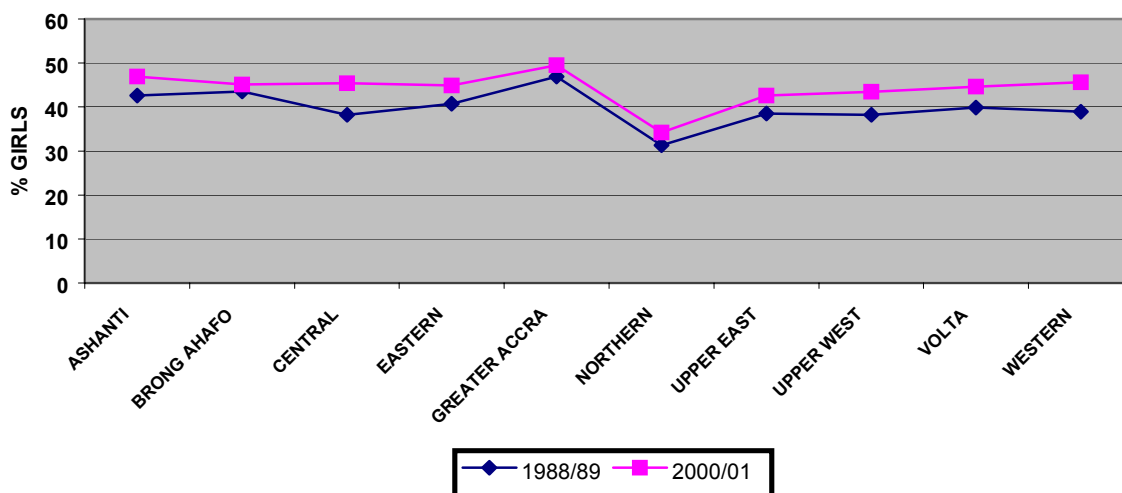
It is also worth noting that in all the regions and at all levels the enrolment rates of girls have been increasing. In 1988/89 academic year, enrolment rates of girls at the primary level ranged from 32.85% in the Northern Region to 48.89% in the Greater Accra Region while in 2000/01 academic year, the range was between 41.6% and 50.3% in the same regions. At the JSS level, regional enrolment rates of girls ranged from 31.33% to 46.94% in 1988/89 academic year to 34.2% and 49.5% in 2000/01 academic year.

Percentage girls enrolment for SSS in 1988/89 for the regions was between 19.05% and 39.65%. This has increased to between 29.6% and 48.8%

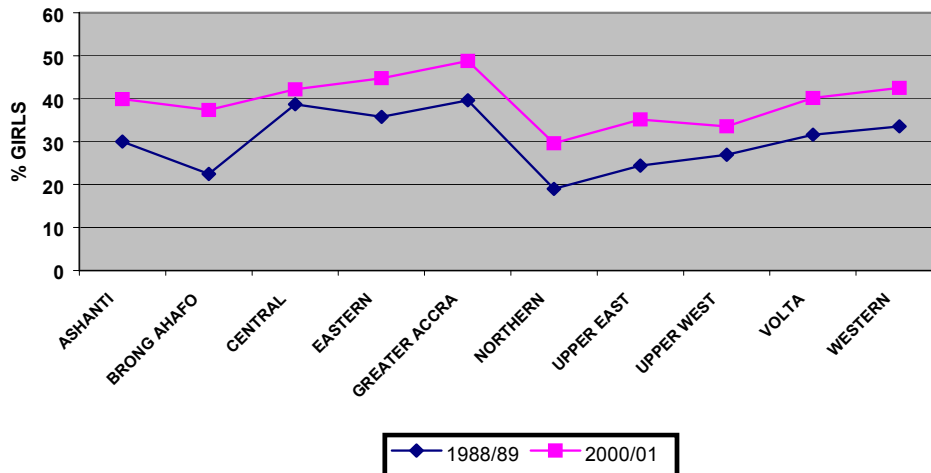
**Fig. 3.5a PERCENTAGE SHARE OF GIRLS IN PRIMARY SCHOOLS BY REGION - 1988/89 AND 2000/01**



**Fig.3.5b PERCENTAGE SHARE OF GIRLS IN JUNIOR SECONDARY SCHOOLS BY REGION 1988/89 AND 2000/01**



**Fig.3.5c PERCENTAGE SHARE OF GIRLS IN SENIOR SECONDARY SCHOOLS BY REGION 1998/99 AND 2000/01**



### 3.4. Dropout Rates:

#### 3.4.1. Dropout Rates: Primary School Cohort beginning (P.1) 1994/95 and ending (P.6) 1999/00 by Sex

Table 3.4a. Shows the total dropout and average dropout rates of a primary school cohort that started P.1 in 1994/95 and got to P.6 in 1999/00 by sex. From the table, it can be seen that dropout rates for girls is higher than that of boys at the primary level. The total dropout rate for girls for the primary cohort was 29.9% while that of boys was 23.1%, indicating 6.8 percentage points difference in favour of boys. The average within the 5-year period for girls was 6% and for boys 4.6%.

#### 3.4.2. Dropout Rates: JSS Cohort beginning 1997/98 (JSS) and ending (JSS3) 1999/00 by Sex:

Table 3.4b. shows that at the JSS level, total dropout rate of girls was 19.9% and 15.9% for boys. Again, girls' dropout rate exceeded that of boys by 4%. This is an indication that more girls drop out from school than boys at the basic level.

**Table 3.4a. Dropout Rate for a Primary School Cohort beginning (P.1) 1994/95 and ending (P.6) 1999/01 by Sex:**

PRIMARY 1994/95 – 1999/00 Cohort	BOYS	GIRLS	TOTAL
Total drop-outs	23.10%	29.90%	24.80%
Annual Average drop-out rate	4.60%	6.00%	5.00%

**Table 3.4b. Dropout Rate for a (JSS1)JSS Cohort beginning 1997/98 and ending (JSS3) 1999/00**

J.SS 1997/98 – 1999/00 Cohort	BOYS	GIRLS	TOTAL
Total drop-outs	15.90%	19.90%	17.60%
Annual drop-out rate	7.90%	8.90%	8.80%

Source: MOE; SRIMPR Division

### **3.5. Percentage Promotion, Repetition and Dropout by Sex: P.1 – P.6, 1990/91, 1994/95 and 1999/00 Academic Years.**

Table 3.5 shows percentage promotion, repetition and dropout of pupils in Primary 1 through Primary 6 for three academic years by sex. It can be seen from the table that in all the classes, promotion rates of boys were higher than that of girls for all the years except from, P1. to P2 in 1990/91 academic year when promotion rates for sexes were the same. It is interesting to note that differences in promotion rates seem to increase in favour of boys as pupils move from P1 to P6 and is highest between P5 and P6. This may be due to the fact that at that stage, either girls are more likely to be engaged in household and economic activities, or may have reached puberty and have problems associated with sexual maturation.

**Table 3.5. Percentage Promotion, Repetition and Dropout by Sex P1-P6, 1999/00 Academic Year.**

		P.1 – P.2		P.2 – P.3		P.3 – P.4		P.4 – P.5		P.5 – P.6	
		M	F	M	F	M	F	M	F	M	F
1990/91	Promotion,	81.9	81.9	90.7	89.8	92.2	91.5	91.7	90.6	94.4	91.4
	Repetition	6.1	6.2	3.0	3.1	2.3	2.4	1.8	1.9	1.5	1.6
	Drop Out	12.0	11.8	6.4	7.1	5.5	6.2	6.5	7.5	4.0	7.3
1994/95	Promotion	86.1	85.1	95.7	94.1	95.3	94.1	93.3	92.0	95.4	92.6
	Repetition	6.3	6.2	3.7	3.6	3.0	3.0	2.6	2.8	2.4	2.6
	Drop Out	7.6	8.7	0.6	2.3	1.7	2.9	4.1	5.2	2.1	4.8
1999/00	Promotion	83.0	82.5	91.7	90.1	90.2	89.6	88.1	87.2	90.0	87.8
	Repetition	9.0	14.7	5.8	4.3	5.4	9.2	4.9	8.3	4.2	7.7
	Drop-Out	8.1	2.8	2.5	5.5	4.4	1.2	7.0	4.5	5.8	4.5

Source: MOE: SRIMPR Division.

### 3.6. Retention Rates by Sex – National

Table 2.6a. shows the retention of four cohorts who started P.1 between 1980/81 and 1983/84 academic years and got to JSS3 between 1988/89 and 1991/92 academic years. It can be seen that in all the four cohorts, less than half of females who started P.1 were able to get to JSS 3. That is, for every 1000 girls that started P.1 between 410 and 445 managed to get to JSS 3. Corresponding figures for males were between 475 and 572. This means between 590 and 555 girls as well as between 525 and 428 boys out of every 1,000 who start P.1 never got to JSS 3 in any of these years, an indication of high wastage ratios at the basic education level. Retention from P1 to P6 is analyzed in Table 3.6b.

**Table 3.6a. Retention of Four Cohorts who started P.1 between 1980/81 and 1983/84 Academic Years and Got to JSS 3 between 1988/89 and 1991/92 Academic Years respectively by Sex – National.**

YEAR	P.1 ENROLMENT	RETENTION P.6			RETENTION JSS 3		
		M	F	T	M	F	T
1980/81 - 88/89	1,000	752	655	712	486	410	451
1981/82 - 89/90	1,000	735	661	709	475	448	462
1982/83 - 90/91	1,000	726	663	698	568	440	509
1983/84 – 91/92	1,000	677	584	635	572	445	513

Source: MOE: SRIMPR Division.

Table 3.6b. shows the retention from P.1 to P.6 for sixteen cohorts (1985/86 – 2000/01). Among the cohorts, it can be seen that with the exception of the last cohort (1995/96-2000/01) more boys than girls manage to get to P.6. Retention rate of boys range from a high of 803 out of every 1000 to a low of 73.4. Corresponding figures for girls are between 732 and 584. These means between 197 and 323 boys and 268 and 416 girls out of every 1,000 who start P.1 each year do not get to P.6.

Table 3.6.c. looks at retention from JSS 1 to JSS 3 (1993/94 – 2000/01). It is clear from the table that retention among JSS students is higher than among primary students. Notwithstanding this, significant proportions of pupils who manage to get to JSS 1 never reach JSS 3. Among boys in the eight cohorts, between 247 and 116 out of every 1,000 who start JSS 1 do not get to JSS 3. Corresponding figures of girls is between 267 and 178. These signify high attrition rates which, if not reversed will make education for all by 2015 very difficult to attain particularly for girls

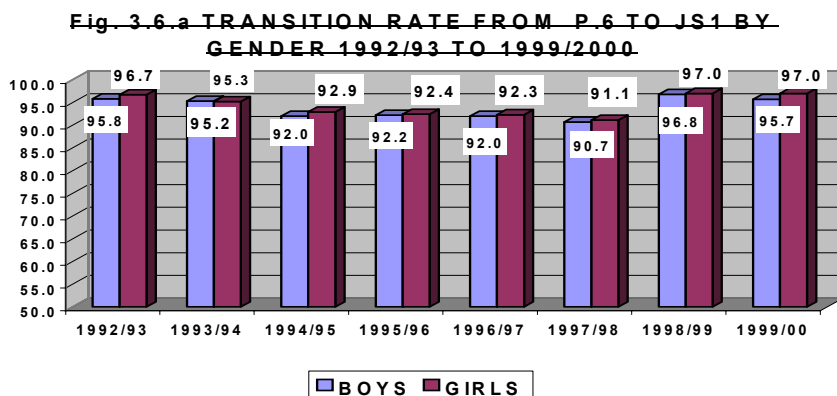
**Table 3.6b. Retention Rate of Fifteen Cohorts who started P.1 between 1980/81 and 1995/96 Academic Years and Got to P.6 between 1985/86 and 2000/01 Academic Years Respectively by Sex – National.**

YEAR	P.1 ENROLMENT	RETENTION P.6	
		M	F
1980/81 – 85/86	1,000	752	655
1981/82 – 86/87	1,000	735	661
1982/83 – 87/88	1,000	726	663
1983/84 – 88/89	1,000	677	584
1984/85 – 89/90	1,000	711	623
1985/86 – 90/91	1,000	749	667
1986/87 – 91/92	1,000	755	670
1987/88 – 92/93	1,000	775	698
1988/89 – 93/94	1,000	795	717
1989/90 – 94/95	1,000	798	705
1990/91 – 95/96	1,000	755	693
1991/92 – 96/97	1,000	803	730
1992/93 – 97/98	1,000	765	715
1993/94 – 98/99	1,000	769	711
1994/95 – 99/00	1,000	794	732
1995/96 – 00/01	1,000	734	685

Source: MOE: SRIMPR Division.







**Table 3.6c. Retention Rate of Eight Cohorts who started JSS 1 between 1990/91 and 1997/98 Academic Years and Got to JSS 3 between 1993/94 and 2000/01 Academic Years Respectively by Sex.**

YEAR	JSS 1 ENROLMENT	RETENTION AT JSS 3	
		M	F
1990/91 – 92/93	1,000	884	822
1991/92 – 93/94	1,000	848	794
1992/93 – 94/95	1,000	838	794
1993/94 – 95/96	1,000	820	799
1994/95 – 96/97	1,000	813	792
1995/96 – 97/98	1,000	832	798
1996/97 – 98/99	1,000	831	791
1997/99 – 99/00	1,000	753	733

Source: MOE: SRIMPR Division

### 3.7. Transition Rates

#### 3.7.1 Transition Rates from P.6 to JSS 1 1991/92 to 2000/01 Academic Years by Sex.

Figure 3.6a. shows the transition rates of pupils from P.6 to JSS 1 for nine academic years by sex. From the table, it can be seen that transition rates from P.6 to JSS 1 for both sexes indicate fluctuating trends with those of girls being higher than boys in eight out of the nine academic years. While transition rates of girls ranged from a high of 97% in 1999/00 to a low of 89.6% in 2000/01 that of boys ranged from 96.8% to 87.6% during the same period. This does not however, mean that there are more girls in JSS 1 than boys. The rates show the percentage of girls and boys from P.6 that get to JSS 1. Again it is worth noting that the high transition rates for both sexes from P.6 to JSS 1 is due to the fact that P.6 is not a terminal stage. Pupils are supposed to complete basic education at JSS 3, but between 3% and 10% of girls and 3% and 13% boys who reach P.6 do not enter JSS 1. Since migration among this age group is very insignificant, the percentage that do not reach JSS1 indicates either deaths or dropouts and should be a cause of concern.

**Fig. 3.6b TRANSITION RATE FROM JS3 TO SS1 BY GENDER 1989 to 2000**

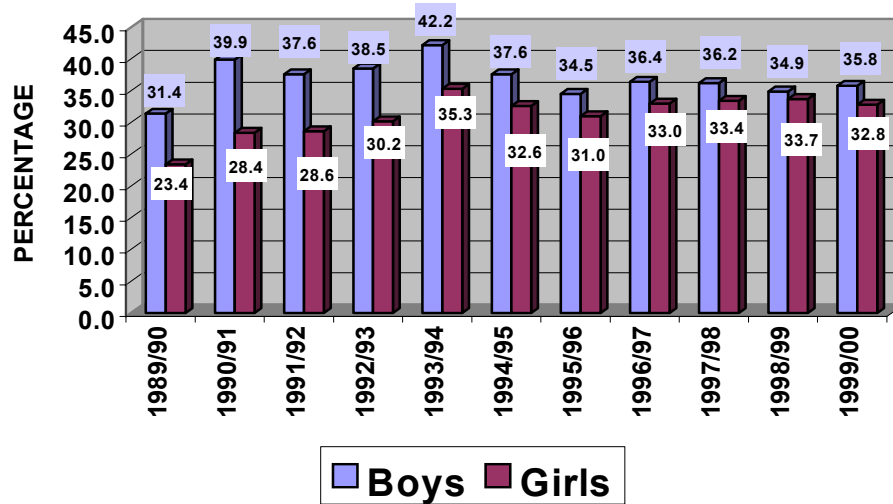


Figure 3.6b. also shows fluctuating transition rates for both sexes from JSS 3 to SSS 1 between 1988/89 to 1999/00 academic years. Transition rates of boys ranged between a high of 42.2% in 1993/94 to a low of 31.4% in 1989/90 while that of girls ranged between a high of 35.3% to a low of 23.4% during the same period. These low transition rates from JSS 3 to SSS 1 are due to the fact that the JSS class is both terminal and continuing. Pupils can terminate their education and go into the world of work or informal vocational training after graduating from JSS 3. They may also continue to SSS 1 or enter a vocational or technical institution. It is also worth noting that transition rate of girls was lower than that of boys during the 12-year period. Packed into this moment of articulation are a number of sociological factors which heavily influence the likelihood of the girl child to make the transition from JSS 3 – SSS1. As will be shown in Section Three, these factors are being identified and form a target for interventions.

### **3.8. Enrolment at Tertiary Level.**

All post senior secondary or level institutions are categorized as tertiary since the commencement of the Education Reform Programme of 1987. Thus, Teacher Training Colleges, Polytechnics and the Universities are all tertiary institutions. Enrolment in these institutions are analyzed below to examine whether outcomes of policies on retention and persistence implemented over the last fourteen years at basic

and secondary level are yielding results as affected cohorts reach the upper echelons of the education ladder.

### 3.8.1 Teacher Training Colleges:

There are 38 teacher training colleges in the country. Out of the number, seven are female-only institutions, one is male-only while the remaining thirty are mixed institutions. With such a distribution and assuming equal distribution of boarding facilities, it would have been expected that females would outnumber males in Teacher Training Colleges. However, **Table 3.7a.** below shows a different picture. The table shows percentage distribution of teachers by sex for eight academic years. The years are 1989/90 to 1993/94, then 1997/98 to 1999/00. It can be seen that percentage of females that have enrolled during the eight years ranged between 43.93% and 32.87% of total enrolment while that of males ranged between 67.13% and 56.07%.

It can also be seen that there was a sharp drop in female enrolment of more than 10% between 1990/91 and 1991/92, that is from 43.93% to 33.75%. The decline continued till 1997/98 academic year when it started increasing but has since not been able to reach the 1990/91 figure. The possible explanation for the decline may be the new entry requirement of a credit grade in Mathematics that was introduced in 1991/92 academic year. This calls for a serious look into the mathematics phobia of females considering the important role female teachers play in increased enrolment, retention and achievement of girls. Interventions being undertaken to remedy the situation should be intensified.

**Table 3.7a. Percentage Distribution of Student Teachers in the 38 Teacher Training Colleges by Sex: 1989/90 – 1999/00**

YEAR	% MALE	% FEMALE	TOTAL ENROLMENT
1989/90	57.62	41.38	16,288
1990/91	56.07	43.93	15,138
1991/92	66.25	33.75	12,811
1992/93	67.13	32.87	17,069
1993/94	66.27	33.73	16,877
1997/98	61.65	38.35	20,353
1998/99	60.83	39.17	20,909
1999/00	60.98	38.3	21,410
2000/01		34.1	18,544

Source: MOE: SRIMPR Division

**Table.3. 7b. Production of Teachers by Sex 1995/96 – 1999/00**

YEAR	% MALE	% FEMALE	TOTAL
1995/96	63.92	36.08	5,546
1996/97	71.06	28.94	5,698
1997/98	66.64	33.36	6,190
1998/99	61.85	38.15	5,948
1999/00	60.04	39.96	7,313

Source: MOE: SRIMPR Division

Table 3.7b shows the production of teachers by sex between 1995/96 and 1999/00 that is, a period of five years. Like the enrolment of teachers into Teacher Training Colleges, more male teachers pass out each year than females. Male teachers constituted between 71.06% and 60.04% of the total number of teachers that passed out of the training colleges during the period under consideration. That of females ranged between 39.9% and 28.94 %. It is, however, encouraging that the number of female teachers that pass out from the colleges has been increasing since 1997/98 academic year.

### **3.8.2 Teachers by Level, Gender and Qualification – National: 1998/99 – 2000/01**

Table 3.8c. shows percentage of teachers by level, gender and qualification for three consecutive academic years, 1998/99, 1999/00 and 2000/01. From the table, it can be seen that there are more male teachers than female teachers at the basic (Primary and JSS) and secondary levels of education. That is with the exception of the pre-school level, where female teachers outnumber male teachers, male teachers at all the four levels are in the majority at the other levels.

Male teachers constituted 58.7% in 1998/99, 59.2% in 1999/00 and 58.6% in 2000/01 academic years. Corresponding percentages of female teachers were 41.3%, 40.8% and 41.4% respectively. It can also be seen from the table that out of the percentage of male teachers, 45.3%, 43.9% and 42.9% for the three years respectively were trained while percentage of trained female teachers were 29.9%, 28.9% and 29.4% respectively for the three-year period. This confirms the observations from Tables 3.7a. and 3.7b.

**Table 3.7c Percentage Teachers by Level, Gender and Qualification, National -1998/99 – 2000/01**

	1998/99			1999/2000			2000/2001		
	M	F	T	M	F	T	M	F	T
<b>Pre-School</b>									
Trained	0.3	4.8	5.1	0.3	4.5	4.8	0.2	4.3	4.5
Untrained	0.5	9.5	10.0	0.5	9.6	10.1	0.6	9.8	10.4
Sub-Total	0.8	14.3	15.1	0.8	14.1	14.9	0.8	14.1	14.9
<b>Primary</b>									
Trained	23.4	17.2	40.6	21.9	16.5	38.4	21.4	16.9	38.3
Untrained	7.6	1.1	8.7	8.1	1.3	9.4	8.4	1.2	9.6
Sub-Total	31.0	18.3	49.3	30.0	17.8	47.8	29.8	18.1	47.9
<b>JSS</b>									
Trained	19.3	7.3	26.6	18.4	7.0	25.4	18.4	7.5	25.9
Untrained	3.1	0.3	3.4	3.2	0.4	3.6	3.6	0.3	3.9
Sub-Total	22.4	7.6	30.0	21.6	7.4	29.0	22.0	7.8	29.8
<b>SSS</b>									
Trained	2.3	0.6	2.9	3.4	0.8	4.2	2.9	0.7	3.6
Untrained	2.2	0.5	2.7	3.5	0.6	4.1	3.2	0.6	3.8
Sub-Total	4.5	1.1	5.6	6.9	1.4	8.3	6.1	1.3	7.4
<b>Total (all four levels)</b>									
Trained	45.3	29.9	75.2	43.9	28.9	72.8	42.9	29.4	72.3
Untrained	13.4	11.4	24.8	15.3	11.9	27.2	15.7	12.0	27.7
<b>Grand Total</b>	<b>58.7</b>	<b>41.3</b>	<b>100.0</b>	<b>59.2</b>	<b>40.8</b>	<b>100.0</b>	<b>58.6</b>	<b>41.4</b>	<b>100.0</b>

Source: MOE: SRIMPR Division

### 3.8.3 Polytechnics

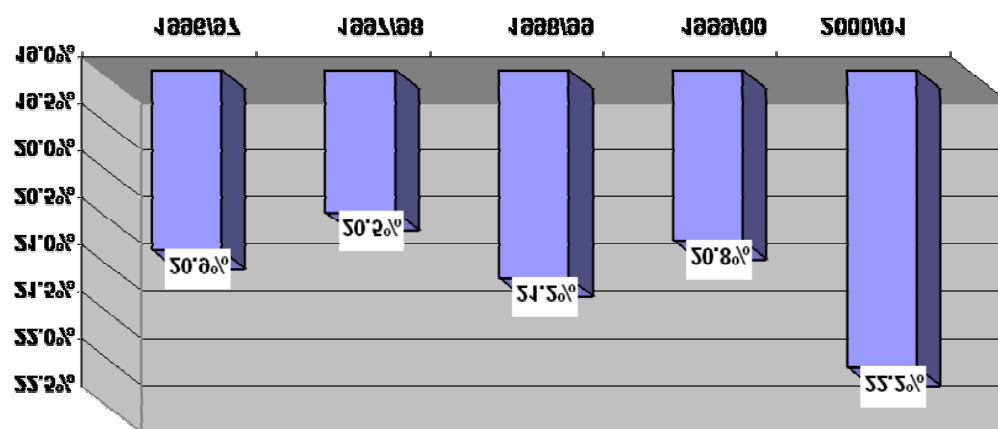
The Polytechnics provide avenues for individuals wishing to advance their technical skills in a chosen field of specialization. They also provide courses for those who have completed secondary school (SSS) with the opportunity to further their education through technical/vocational education. The Polytechnics offer courses ranging from Engineering to Chartered Accountancy Part 1 and Part 2 on tertiary and non-tertiary basis. These courses last between one and four years depending on the type of course being pursued.

Table 3.8 shows the enrolment distribution of full time students in eight of the Polytechnics between 1996/97 and 2000/01 academic years. For the five-year period, female enrolments in none of the polytechnics ever reached 35% of total enrolment.

**Table 3.8: Percentage Full-Time Female Enrolment by Polytechnics:1996/97 – 2000/01.**

INSTITUTION	1996/97		1997/98		1998/99		1999/00		2000/01	
	% F	Total Enrolment	% F	Total Enrolment	% F	Total Enrolment	%F	Total Enrolment	% F	Total Enrolment
ACCRA POLY	20.5	2,422	24.1	2,858	24.0	2,713	23.9	2,700	24.4	2,771
KUMASI POLY	18.2	1,870	20.0	2,153	22.1	2,445	26.0	2,749	26.8	2,810
TAKORADI POLY	19.0	1,128	18.3	1,710	17.8	2,098	22.1	2,271	25.3	2,444
HO POLY	34.6	1,184	25.4	1,482	26.2	1,582	33.2	1,047	30.4	1,946
CAPE COAST POLY	14.0	430	16.3	632	14.9	1,133	15.1	2,007	18.4	2,873
TAMALE POLY	8.9	269	6.9	433	8.6	652	9.9	1,217	11.8	2,055
SUNYANI POLY	6.0	67	14.2	366	28.9	1,221	17.0	1,627	19.9	1,959
KOFORIDUA POLY	10.0	50	14.3	308	16.9	1,082	15.6	1,460	17.8	1,601
TOTAL	20.9	7,420	20.5	9,942	21.2	12,926	20.8	15,078	22.1	18,459

Source: MOE: SRIMPR Division



**FIG. 3.7 PERCENTAGE OF FEMALE ENROLMENT IN THE POLYTECHNICS 1996 TO 2001**

During 1996/97 academic year, female enrolments ranged between 6.0% in Sunyani Polytechnic to 34.6% in Ho Polytechnic. In Accra Polytechnic, female enrolment increased from 20.5% in 1996/97 to 24.4% in 2000/01 while that of Kumasi Polytechnic rose from 18.2% to 26.8%. With the exception of Ho Polytechnic, whose female enrolment decreased from 34.6% in 1996/97 to 30.4% in 2000/01, all the others showed increasing trends but none has as yet reached 35%. It is also to be noted that Ho Polytechnic recorded the highest female enrolment within the period while Tamale Polytechnic since 1997/98 academic year has been recording the lowest female enrolments. The high level of female enrolment in Ho Polytechnic may be due to the fact that it has established itself as a centre of excellence among the Polytechnics for programmes in fashion design and catering. Figure 3.7 above shows

that in all the Polytechnics, female enrolment ranged from 20.9% in, 1996/97 to 22.2% in 2000/01 academic years, indicating a gradual growth.

### **3.8.4 Percentage Enrolment at the Universities by Sex: 1989/90 to 2000/01**

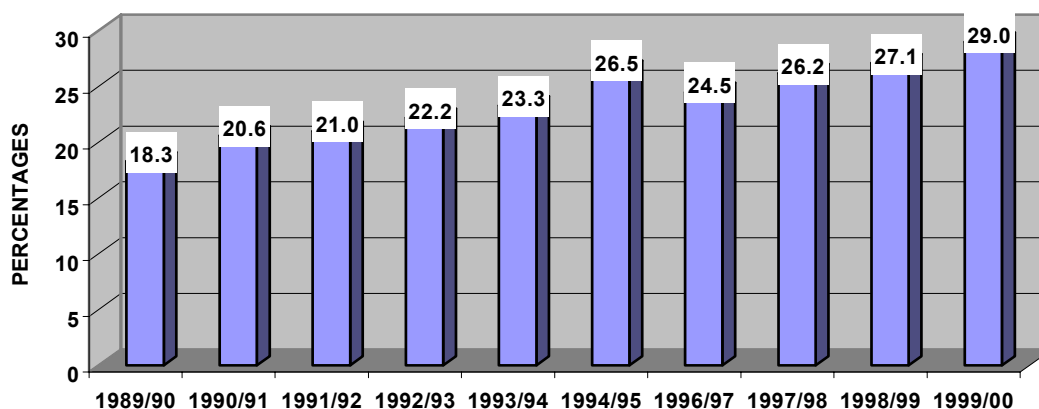
It is notable that numbers of female students in the universities have been increasing possibly due to successful advocacy for female participation at higher levels of education and improved performance among pockets of the school going population.

**Table 3.9** shows percentage female enrolment in the five universities for ten academic years, 1989/90 to 1993/94 and then from 1996/97 to 2000/01 academic years. Data is not available for 1994/95 and 1995/96 academic years.

**Table 3.9 Percentage Female Enrolment at the Universities: 1989/90–1993/94 and 1996/97-2000/01**

UNIVERSITY	1989/ 90	1990/ 91	1991/ 92	1992/ 93	1993/ 94	1996/ 97	1997/ 98	1998/ 99	1999/ 00	2000/ 00
UNIVERSITY OF GHANA	19.8	23.1	23.6	24.2	25.5	31.10	25.8	29.71	31.53	38.0
K. N. U. S. T	16.5	17.7	17.6	17.6	18.2	21.2	20.1	20.18	21.18	21.2
UNIVERSITY OF CAPE COAST	19.6	21.5	22.8	24.4	25.2	26.1	26.5	26.15	25.36	26.1
U .C. E. W	--	--	--	24.2	25.7	24.8	26.9	31.49	31.17	33.2
UNIVERSITY OF DEV'T STUDIES	--	--	--	--	--	12.9	13.5	14.34	14.54	15.0
NATIONAL TOTAL(Average)	18.3	20.6	21.0	22.2	23.3	26.5	24.5	26.2	27.1	29.0

**Fig.3.8 PERCENTAGE OF FEMALE ENROLMENT IN PUBLIC UNIVERSITIES  
1989/99 TO 1999/00**



From the figure, it can be seen that total female enrolments at the national level in the years under study showed increasing trends. They ranged from 18.3% in 1989/90 to 29.8% in 2000/01 academic years, a percentage growth of 11.5% in the five institutions.

Total percentage growth of female enrolment within the period in each of the five institutions ranged from a low 2.1% in the University of Development Studies to 18.2% in the University of Ghana. The University therefore is the sub-sector of education which has recorded the highest rate of growth for females and demonstrates the potential for impact of interventions geared towards improving girls' participation in education.

### **3.9. Choice of Subjects**

One of the objectives of the Girls' Education Unit (GEU) is to expose ten thousand girls in pre-tertiary education to science, technology, mathematics education (STME) to encourage more girls to choose science and science-related subjects at the Senior Secondary and Tertiary levels.

In this section, choice of subjects at the tertiary levels mainly at the polytechnics and in the universities has been analyzed. The objective here is to find out the level of girls' participation in the sciences.



### 3.9.1. Choice of Subjects At the Polytechnics:

There are eight full-fledged polytechnics in the country as at year 2002. At the polytechnics, subjects are grouped into three main disciplines, namely: Engineering, Applied Maths/Science and Management/Business. Students can enroll on a full or part-time basis. Table 3.10, shows choice of subjects by gender of full-time students for five academic years at different intervals in all the eight polytechnics.

It can be observed from the table that female participation rate in the polytechnics for the period shown is between 20% and 27% of total enrolment. The course that most females enroll in is Management/Business Studies. Female participation rate in that course ranges between 11.5% and 14.5% is made up of Secretariaship, Accountancy, Marketing, Purchase and Supply as well as Estate Management. Females in Applied Science and Engineering range from 14.9% to 6% and 1.7% and 0.1% respectively. It is worth noting that while female enrolment rates in Applied Science has been reducing that of Management/Business and Engineering are increasing gradually.

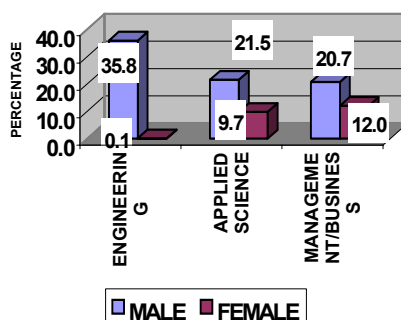
**Table 3.10. Percentage Full-Time Enrolment by Sex and Subject for Five Academic**

**Years at Different Intervals: All Polytechnics.**

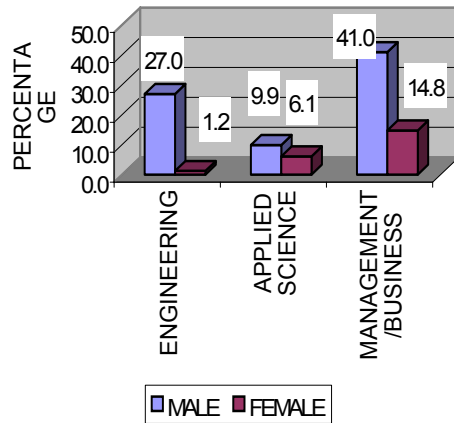
Subject	Engineering			Applied Science			Management/ Business			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
1989/90	35.8	0.1	35.9	21.5	9.7	31.2	20.7	12.0	32.7	78.1	21.9	100.0
1991/92	49.5	0.2	49.7	3.0	14.9	17.9	20.8	11.5	32.3	73.3	26.7	100.0
1996/97	37.1	0.7	37.8	9.9	7.0	16.9	32.0	13.3	45.3	79.1	20.9	100.0
1998/99	36.4	1.7	34.1	9.1	6.0	15.1	37.3	13.5	50.8	78.8	21.2	100.0
2000/01	27.0	1.2	28.2	9.9	6.1	16.0	41.0	14.8	55.8	77.9	22.1	100.0

Source: MOE: National Council for Tertiary Education Statistical Digest.

**Fig.3.9a PERCENTAGE OF POLYTECHNIC STUDENTS BY GENDER AND DEPARTMENT 1989/90**



**Fig.3.9b PERCENTAGE OF POLYTECHNIC STUDENTS BY GENDER AND DEPARTMENT 2000/01**



### **3.9.2. Choice of Subjects: At the Universities**

Subject choices in the University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast (UCC) are grouped under their major disciplines. These are science based, humanities and the social sciences. UCC has all the three groupings. Unlike UG and KNUST, University of Development Studies (UDS) and University College of Education Winneba (UCEW) do not have those groupings at all and as such have not been included in the analysis. Table 3.11 shows students choice of subjects in the three universities for four academic years spanning a period of eight years, that is from 1992/93 to 2000/01 academic years. In the UG, female participation in the Sciences ranges from 4.8% to 10.3%. That of KNUST ranges from 9.6% and 14.6%. It is worth noting that the rates are increasing. In the UCC, however, female participation in the Sciences has been fluctuating and can even be said to be decreasing. The rates ranged from 3.7% in 1992/93 to 2.7% in 2000/01.

**Table 3.11 Percentage Enrolment by Faculty, Gender and University for Four Academic Years at Different Intervals.**

University/ Faculty	1992/93			1996/97			1998/99			2000/01		
	M	F	T	M	F	T	M	F	T	M	F	T
<u>University of Ghana</u>	22.2	5.8	28.0	23.6	5.8	29.4	18.0	4.8	22.8	13.8	10.3	24.1
Science Based	53.6	18.4	72.0	45.3	25.3	70.6	52.3	24.9	77.2	48.2	27.7	75.9
Humanities	75.8	24.2	100.0	68.9	31.1	100.0	70.3	29.7	100.0	62.0	38.0	100.0
Total												
<u>KNUST</u>												
Science Based	63.9	9.6	73.5	60.2	11.4	71.6	66.1	12.6	78.7	63.1	14.6	77.7
Social Sciences	18.6	8.0	26.6	18.6	9.8	28.4	13.7	7.6	21.3	15.7	6.6	22.3
Total	82.4	17.6	100.0	78.8	21.2	100.0	79.8	20.2	100.0	78.8	21.2	100.0
<u>UCC</u>												
Science Based	21.0	3.7	24.7	19.2	3.0	22.2	16.0	2.4	18.4	14.6	2.7	17.3
Social Sciences	21.8	7.7	29.4	20.6	7.0	27.6	21.1	7.7	28.8	20.5	7.1	27.6
Humanities	32.7	13.0	45.8	33.3	16.9	50.2	36.8	16.1	52.8	38.7	16.3	55.0
Total	75.6	24.4	100.0	73.1	26.9	100.0	73.9	26.1	100.0	73.9	26.1	100.0

### 3.9.3. Norms for Enrolment in the Universities

The universities have norms regarding enrolment by gender and choice of subjects. The norm for enrolment is that all the universities should aim at 50:50 enrolment for males and females, that is to achieve gender parity.

On choice of subjects, the norm states that science enrolment should be 60% and humanities 40% for each of the universities except for the Kwame Nkrumah University of Science and Technology which the norms state should have 75:25 enrolments for science and humanities respectively.

Table 3.12 below shows that the norms are being reached slowly for both enrolments targets and choice of subjects. Female enrolments in the five universities in 2000/01 academic year range from 38% in the University of Ghana to 15% in the University of Development Studies. An indication of wide gender inequalities. This is a great improvement from the stagnant rate of 16% which held from the mid 1970s to 1987 when reforms were initiated.

For the sciences, KNUST and UDS have exceeded the targets set. Their percentages for the sciences are 77% and 64.4% respectively. The percentages for University of Ghana. University of Cape Coast 17.3% and University of Development Studies are

24.1%, 17.3% and 22.3%. These three universities are far from achieving the 40% target.

There is no policy indicator as to what percentage of females and males should be enrolled in the sciences. But it can be seen from the analysis that females still lag behind males in their participation in the sciences. Notwithstanding, female participation rates in the sciences are increasing gradually. A clear indication of the breaking of gender stereotyping in subject choice.

**Table 3.12 Student Enrolment and Policy Indicators (Norms) by University: 2000/2001 Academic Year**

University Discipline	Enrolment				Norms
	M	F	T	%	
<u>University of Ghana</u>					
Science	1,785	1,344	3,129	24.1	60%
Humanities	6,252	3,591	9,843	75.9	40%
Total	8,035	4,935	12,972		
Percentage Enrolment	62.0	38		100.0	50:50
<u>KNUST</u>					
Science	6,314	1,639	7,953	77.0	75%
Humanities	1,829	553	2,380	23.0	25%
Total	8,141	2,192	10,333		
Percentage Enrolment	78.8	21.2		100.0	50:50
<u>University of Cape Coast</u>					
Science	1,312	240	1,552	17.3	60%
Humanities	5,311	2,096	7,407	82.7	40%
Total	6,623	2,336	8,959		
Percentage Enrolment	73.9	26.1		100.0	50:50
<u>UCEW</u>					
Science	1,154	562	1,716	22.3	60%
Humanities	3,989	1,997	5,986	77.7	40%
Total	5,143	2,559	7,702		
Percentage Enrolment	66.8	33.2		100.0	50:50
<u>UDS</u>					
Science	407	52	459	64.9	60%
Humanities	194	54	248	35.1	40%
Total	601	106	707		
Percentage Enrolment	85.0	15.0		100.0	50:50
<u>All Universities</u>					
Science	10,972	3,837	14,809	36.4	60%
Humanities	17,573	8,291	25,864	63.6	40%
Grand Total	28,545	12,128	40,673		
Percentage Enrolment	70.2%	29.8%		100.0	50:50

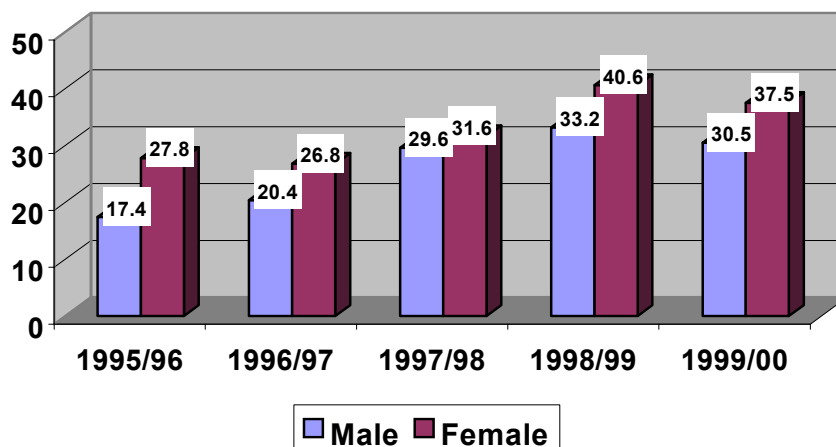
### **3.10. Performance in National Examinations at the Universities: 1995/96 – 1999/2001 Academic Years.**

The University of Ghana offers courses for certificate, diploma, first degree and post-graduate students. Kwame Nkrumah University of Science and Technology, University of Cape Coast and University College of Education, Winneba do not offer certificate courses while University for Development Studies offers only degree courses. In the analysis below, graduate output in the various courses offered by the universities by gender for five academic years is presented.

#### **3.10.1 University of Ghana (UG)**

Figure 3.10 shows the performance of UG final year students for five academic years. The analysis of non-degree courses reveals that males who offer certificate courses perform better than their females counterparts. However, this cannot be said of the diploma and first degree students. More female diploma students than their male counterparts obtain distinction. Likewise, more female than males offering first degree courses obtain first class and second class upper degrees. This is true for all the five years. Female first degree students who obtained first class ranged between 1% and 10% within the five year period composed with of males ranging between 0.5% and 8.3%. For second upper, females ranged between 30.4% to 24.2% with corresponding figures for males being between 26% to 16.9%. It can thus be said that at the UG females are currently performing better than males.

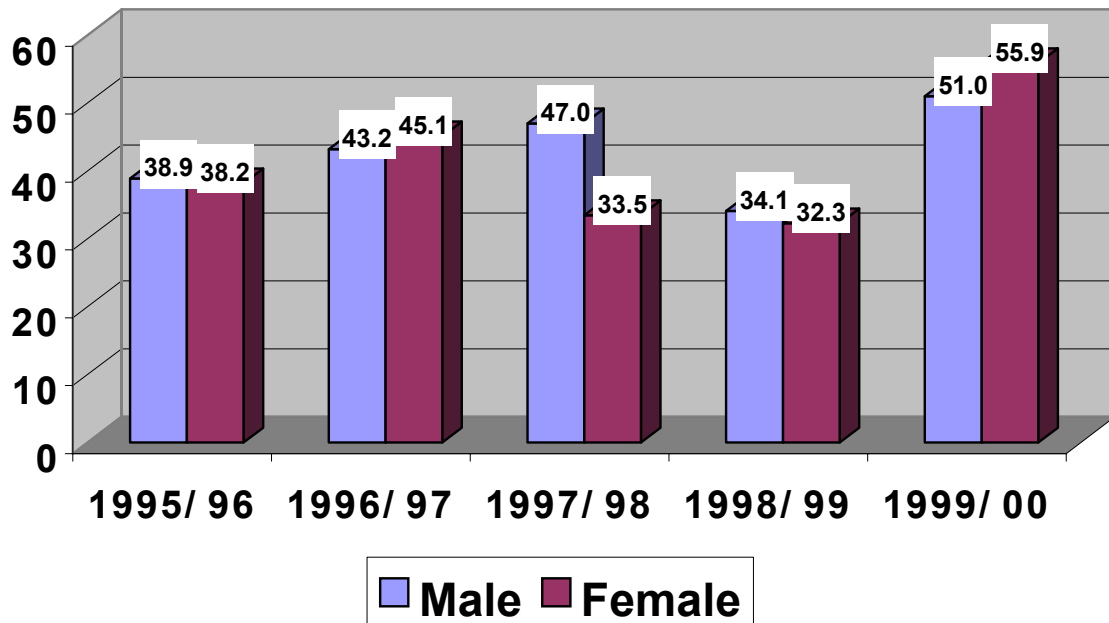
**Fig.3.10 PERCENTAGE FIRST AND SECOND CLASS DEGREE OUTPUT FROM UNIV. OF GHANA BY GENDER 1996-2000**



### 3.10.2 Kwame Nkrumah University of Science and Technology (KNUST)

Figure 3.11 shows graduate output of KNUST for five consecutive years for diploma and first degree graduates. Males who obtained first and second class upper degrees together constituted a total of 38.9%, 43.2%, 47%, 34.1% and 51% respectively. Female percentages were 38.2%, 45.1%, 33.5%, 32.3% and 55.9%. Again, males performed better than females in three out of the five years shown in the table. While males clearly perform better than females at KNUST it is worth noting that the difference is not very significant.

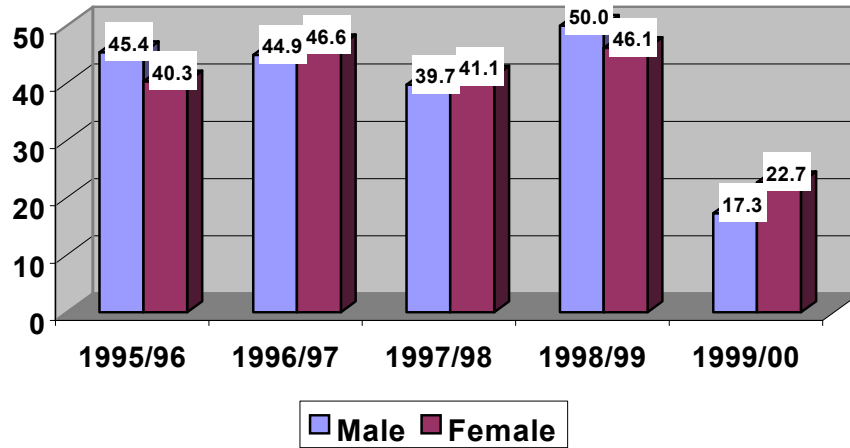
**Fig.3.11 PERCENTAGE FIRST AND SECOND CLASS DEGREE OUTPUT FROM K.N.U.S.T BY GENDER 1996-2000**



### 3.10.3. University of Cape Coast

Figure 3.12 shows performance of final year students at UCC for five years. It can be seen that females outclassed males in three out of the five years in the percentages that had first and second class uppers. The years are 1996/97, 1997/98 and 1999/00 and the total female percentages were 46.6%, 41.1%, and 22.7%. Corresponding percentages of males were 43.9%, 39.8% and 17.3%. The two years that males performed better than females were 1995/96 and 1998/99. Total males that had first and second uppers were 45.4% and 50.0% and females were 40.3% and 46.1% for the two years respectively. From the above analysis, it can be said that females at UCC perform better than their male counterparts.

**Fig.3.12 PERCENTAGE FIRST AND SECOND CLASS DEGREE OUTPUT FROM U.C.C BY GENDER 1996-2000**

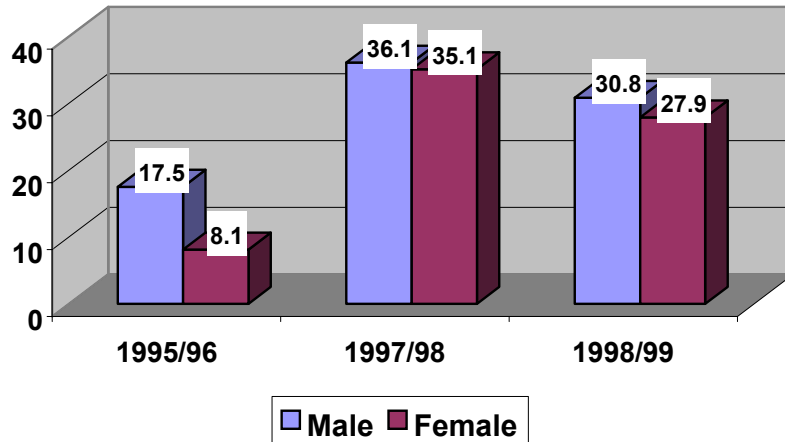


### **3.10.4 University College of Education of Winneba (UCEW).**

Figure 3.13 shows graduate output of University College of Education of Winneba for four academic years for diploma and first degree students. It can be seen from the table that males performed better than the females. For the three years mentioned above, total percentages of males that had first and second class degrees together were 17.5%, 36.1% and 30.8%, while females in that category constituted 8.1%, 35.1% and 27.9% respectively. Thus it can be said that males perform better than females at UCEW.



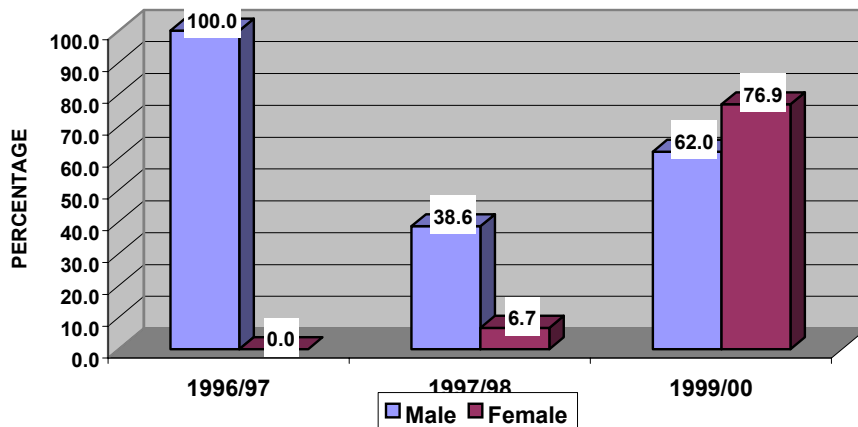
**Fig.3.13 PERCENTAGE FIRST AND SECOND CLASS DEGREE OUTPUT FROM UCEW BY GENDER 1996-1999**



### 3.10.5 University of Development Studies (UDS)

University of Development Studies started producing graduates in 1996/97 academic year, but there was no female among the first batch. For 1997/98 and 1999/00 when data was available, it can be observed that while a total of 38.6% males had first and second class degrees, only 6.7% females fell into that category. However, for 1999/00 academic year, females had the upper hand with 76.9% of them compared to 62% males obtaining second class upper degrees. No female had a third class or a pass that year.

**Fig.3.14 PERCENTAGE FIRST AND SECOND CLASS DEGREE OUTPUT FROM U.D.S BY GENDER 1996-2000**



### 3.11. Summary

## Enrolment Retention and Participation

**Table 3.13: Female Participation Rates at Various Level of Education: 1998/90-2000/01**

LEVEL	1989/9 0	1990/9 1	1991/9 2	1992/9 3	1993/9 4	1994/9 5	1995/9 6	1996/9 7	1997/9 8	1998/9 9	1999/0 0	2000/ 01
PRIMARY	44.86	44.99	45.46	45.69	45.9	46.1	46.2	46.3	46.7	46.7	46.9	47.2
JSS/MIDDLE	41.31	40.79	41.12	41.85	42.2	42.8	43.2	43.7	44.1	44.7	44.9	45.3
SSS	33.01	32.96	33.09	33.48	34.5	35.4	37.1	38.7	38.7	38.7	40.7	43.5
TEACHER TRAINING	42.38	43.93	33.80	32.9	--	--	--	--	38.4	39.2	39.0	-
ALL POLYTECHNICS (FULL TIME)	21.90	23.2	26.7	18.9	--	--	--	20.93	20.51	21.21	20.81	22.1
GHANA INST. OF LANG.	--	--	--	--	--	--	--	--	--	75.1	66.9	60.8
I.P.S	--	--	--	--	--	19.5	--	26.4	27.5	23.9	25.5	25.3
DIP. AWARDING COLLEGES	19.40	19.2	20.0	12.2	16.0	--	--	--	--	--	--	--
UNIVERSITY OF GHANA	19.80	23.1	23.6	24.2	25.7	--	--	31.10	25.83	29.71	31.53	38.0
K.N.U.S.T	16.5	17.7	17.6	17.6	18.2	--	--	21.19	20.07	20.18	21.18	21.2
UNIVERSITY OF CAPE COAST	19.6	21.5	22.8	24.4	25.2	--	--	26.1	26.47	26.15	25.36	26.1
U.C.E.W	--	--	--	24.2	25.7	--	--	24.77	26.93	31.49	31.17	33.2
UNIVERSITY OF DEV'T STUDIES	--	--	--	--	--	--	--	12.94	13.54	14.34	14.54	15.0

Table 3.13 shows female participation rates at all levels of education in Ghana for a twelve-year period. It is clear from the table that females lag behind males at all levels of education.

The analysis of graduate output in universities and polytechnics indicates increasing participation of females in all fields of study although growth of participation in the field of technology is still negligible.

Trends in performance in chosen fields however, appear outstanding for the most part indicating that females can do as well or better given the same opportunity.

The analysis so far indicates that generally the rate of growth in enrolment among females is very slow. For a period of 38 years, that is between 1961/62 and 1999/00, (Table 3.1) P.1 admissions of females increased by less than 5%, that is from 43.2% to 48.1%. Primary enrolments increased by less than 3% between 1980/81 and 2000/01, that is within a period of 20 years from 44.23% to 47.2%. JSS and SSS enrolments increased by less than 5% and 13% respectively within the same period. With the exception of Ghana Institute of Languages none of the tertiary institutions have attained 40% female enrolment; however, the increase in female participation at tertiary level is notable.

These encouraging trends do not mask the stagnation revealed by the analysis of trends at the basic level. Even more striking is the case of the missing girls. Between 19% and 24% of girls aged 6 years are not enrolled in P.1 and are outside the school system. Additionally, between 31% and 28% and between 51% and 47% of girls who should be enrolled at the Primary and JSS levels respectively are not in school. With the exception of the Greater Accra Region, none of the regions has attained 50% enrolment of girls.

There is no doubt that the Girls' Education Programme is a timely and much needed one. Its intensity will however have to be considerably heightened if the national objectives for gender equity are to be met.

**SECTION FOUR**

**INVOLVEMENT OF DEVELOPMENT  
PARTNERS  
AND  
NGOS IN GIRLS' EDUCATION**

#### **4.0. Involvement of Development Partners and NGOs in Girls' Education**

As was indicated in Section Two project documents were solicited from key NGOs and Development Partners in a bid to unearth initiatives partially or fully dedicated to improving girls' participation in education and to establish the level and nature of involvement of these Partners and major NGOs in the field of girls' education in Ghana.

Where possible, documentation was supported by information from questionnaires and/or interviews.

It is important to note that the following section basically presents summaries rather than an analysis of the contents of a variety of documents. Due to the range of document type (inception reports, proposals, progress reports etc.) and the nature of contents provided the format may be slightly different from one actor to the other.

##### **4.1. Name of Organization: Catholic Relief Services/Ghana**

<b>Project Name:</b>	<b>Education Support Programme (ESP)</b>
<b>Funding Source:</b>	<b>U.S. Agency for International Development (USAID)</b>
<b>Partners:</b>	<b>Ghana Education Service</b>
<b>Goal:</b>	The overall goal of CRS/Ghana's country programme is to increase household food security in the three northern regions of Ghana through improvements in primary education and health.
<b>Objective:</b>	To increase enrolment and attendance of girls through the provision of take-home rations (THR) to girls who attend school, 85% of school days in a month.
<b>Programme Duration:</b>	It is a five-year project, which started in September 1997, and officially ended in August, 2001.
<b>Programme Activities Related to Girl-Child Education:</b>	Promotion of enrolment and attendance of girls in Primary Schools through the THR. The programme is currently being implemented in 598 of 1094 primary schools: 6,307 girls are currently enrolled in schools on the THR programme. A total of 41,000 girls are reaching the 85% mark each month.

**Achievements: Table 1: Average Enrolment of Girls**

CATEGORY		FY -1997	FY -1998	FY -1999	% INCREASE
NON-RATION	GIRLS	64	75	85	32.8%
	BOYS	88	106	114	23%
RATION	GIRLS	98	109	116	18.4%
	BOYS	127	145	155	22%

There is a consistent increase in enrolment from year to year beginning from 1997.

**Table 2: Average attendance for girls each month**

CATEGORY		FY 1997	FY 1998	FY - 1999	% INCREASE
NON-RATION	GIRLS	48%	54%	62%	48.8%
	BOYS	67%	69.4%	81.2%	25%

The statistics show the difference in attendance rate each year between the ration and non-ration which is quite significant. Going by the above analysis it can be seen that both in terms of attendance and enrolment, the ESP has exceeded its targets.

There has also been a marked increase in community participation in the education of their children. (Further discussions of this scheme will be done in the conclusion).

**Source: Catholic Relief Services – Ghana**

#### **4.2. Name of Organization: World University Service of Canada (WUSC)**

**Project Name:** Ghana Canada Girls' Education Project (GCEP)

**Funding Source:** Canadian International Development Agency (CIDA)

**Partners:** Girls' Education Unit (GEU)  
Curriculum Research and Development Division (CRDD)  
Teacher Education Division (TED)  
District Education Offices (districts listed below)

**Region(s)/District(s) of Operation:** Upper West Region. Sissala and Wa Districts  
Upper East Region: Kassena-Nankana and Builsa Districts  
Northern Region: Yendi, West Mamprusi, Tamale.

**Goal:** The goal of the GCEP is to promote gender equity in education service delivery and increase participation of girls in the Ghanaian Basic Education system.

**Objectives:**

- To improve capacity of GES to promote and monitor girls' education and to identify and develop plans for reducing barriers to girls education.
- GES to endorse new gender sensitized curricula and teaching materials and to employ these materials throughout the Ghanaian Basic Education and teacher training system.
- To increase recognition and promotion of the link between sustainable development and gender equity at district and community levels.
- To improve enrolment and retention of girls at the Basic education level in selected schools.

**Programme Duration:** September 1997 – August 2002

**Target group(s):** GEU, CRDD, TED, District GES Offices in selected districts (circuit supervisors, DGEO, etc.), PTAs/SMC, parents, students

**Programme of Activities  
Related to Girl-Child  
Education:**

- Provision of technical assistance supporting strategies towards gender equity leading to the development of resources.
- Gender and Development (GAD) sensitization training at district level
- Gender and Education (GAE) training for GES personnel
- Teacher training for improved moral
- PTA/SMC Enhancements for community management and mobilization using PLA/PRA
- School improvement infrastructure support
- Micro – Finance (for community women group) to offset education costs
- Health promotion activities as they relate to educational achievement.

**Achievements: Comparison of GCEP schools and District Schools Percentage in Gains/(Losses) for Enrolment, Promotion, and drop out Data**

Rates	District	GCEP School Girls	District Average Girls	GCEP School Boys	District Average Boys
Enrolment	Yendi	90%	36.7%	35%	14.6%
	Builsa	57%	32%	40%	22%
% Gain or (loss) in Promotion rate	Yendi	14%	17.5%	4%	12%
	Builsa	6%	9.96%	2%	5.5%
% Gain or (loss) in Drop out rate	Yendi	1.2%	182%	606%	25% 94%
	Builsa	8.4%	107%	2%	25%

Source: World University Service of Canada (WUSC)

**4.3. Name of Organisation: Action Aid Ghana**

**Interventions In Girls' Education:**

- **Research:** Studies into constraints of girls' education, issues relating to undesirable traditions of the people.
- **Advocacy:** In Sissala areas through RELECT activities and also in partnership with WUSC
- **Enrolment Drive:** Through the celebration of Girls' Education Week, participatory Rural Appraisal (PRA) and sensitization
- **Contribution to District Assembly Scholarship Scheme – Zebilla** 70% of AAG contribution goes to girls' education.
- **Supply of Logistics:** (a) a number of bicycles to girls in Cherepoini. (b) In Tamale the only Girls' school received 46.9 million worth of books, beds and mattresses. (c). Sissala District: logistics to St. Clare Girls' Vocation School. Assistance to Girls' to attend STME Clinic for Girls
- **Rural Education Volunteers (REV):** The REV Programme is expected to address especially, the problem of shortage of teachers, using the unemployed SSS leavers who exist in large numbers in the rural areas.

Source: Action Aid Ghana

**4.4. Name of Organization: Canadian Feed the Children (CFTC)**

**Project:** Basic Education in Takpo Circuit

**Funding Source:** CFTC/CIDA (Canadian International Development Agency)

**Partners:** Sustainable Integrated Development Services Centre (ISODEC) OF Wa, Upper West Region and the "Youth and Human Rights" Projects based in Accra.



**Regions/Districts of Operation** Upper West Region, Nadowli District.

**Objective:** To improve and sustain enrolment, retention and performance at the basic education level in three villages in Takpo Circuit.

**Time Frame:** Three years: May 1999 to May 2002

**Target/Beneficiary group:** Three communities of Nanvilli, Nator and Takpo

**Activities Related to Girl-Child education:**

- Youth training in basic human rights to challenge change in behaviour
- Research into local issues affecting children from the human rights perspective.

**Achievements:**

- The instigation within communities of discussion and debate on issues related to girls' education.
- Comments and questions of school children taken into consideration in planning teacher-training activities and in the work with PTAs and SMCs

**Source:** Canadian Feed the Children (CFTC)

**4.5. Name of Organization: World Food Programme/Ghana Education Service**

**Project Name:** GES/WFP Proj. Gha 5995 – Assistance For Girls Education In The 3 Northern Savannah Regions.

**Funding Source:** World Food Programme, GOG/DFID

**Partners** DFID through GOG, District Assemblies

**Regions/Districts of Operation :** **UPPER EAST:** Bawku East, Bawku West, Bolgatanga, Bongo, Builsa and Kassena-Nankana

**UPPER WEST:** Sissala, Lawra and Nadowli

**NORTHERN:** Salaga, Bimbila, Gushiegu-Karaga, Gambaga, Zabzugu-Tatale and Saboba-Cheriponi

## Goals and Objectives:

**Long Term:** To empower parents to build viable institutional mechanisms at the community level (e.g. SMC) and Income Generating activities.

### Immediate

- To increase girls' enrolment and retention in primary and junior secondary schools through the provision of THR as an incentive to girls families.
- Improve girl's academic performance through regular attendance to school by reducing short-term hunger.
- Contribute to reducing disparities in enrolment and drop out rates between boys and girls.

**Programme Duration:** The project under the old Country Programme (1988-2002) started in the 1998/99 academic year and would have run till the year 2002. Under the newly proposed CP, the project is now in its first year of operation and will end in 2005.

**Target/Beneficiary Group:** The direct beneficiaries are the girls and their families.

### Activities Related to Girl-Child Education

The project targets only the girl-child and is principally to bridge the gap between boys and girls in schools.

Continuous sensitization of mothers to enhancing their acceptance of girls child education.

**Achievements:**

1. Increased Enrolment
  - (i) **1<sup>st</sup> Year – 1998/99** – Enrolled – 9,071(104%) – Actually benefited – 6,561 (75% of planned year) (8,750 girls) Planned total – 8,750
  - (ii) **Year 2 – 1999/2000** – Enrolled – 13,370 (103%) – Actually benefited – 11,205 (81% of Planned year) (12,6-950 girls) Planned total – 12,950
  - (iii) **Year 3 – 2000/2001** – Enrolled – 15,814 – Actually benefited – 13,249 (73%) (18,150 girls) – Planned total – 18,150

2. Reports on Elopement cases to Headquarters and District Education Offices by parents
3. Retention rates – 80%

**Source:** World Food Programme/Ghana Education Service

**4.6: Project Name: CHILDSCOPE IN GHANA – A Community–Based Intervention in Primary Education**

**Funding Source:** MOE, UNICEF, CIDA

**Regions/Districts Of Operation:** Seven districts as follows:

- Afram Plains
- Builsa
- Yendi
- Tolon Kumbungu
- Bawku East
- Savelugu-Nanton
- Zabzugu-Tatale

**Partners:** GES/Faculty of Education, UCC/UNICEF

**Goals of the Project:**

- Improve primary education so that children can read, write and be numerate by the end of primary school (i.e. end of Primary 6)
- Maintain (or increase where necessary), enrolment, and
- Increase attendance and continuation rates especially of girls

**Achievements of the Programme:**

- Increased participation in school activities by communities
- In-Service Workshops organized for teachers to improve ability to teach different subject areas
- School based Intervention, Supervision and support
- A number of facilities provided by UNICEF
- Health promotion workshops, health check-up and advocacy for child-to child.

#### **4.7. Project Name: Community School Alliance (CSA) Project**

The CSA project is managed and implemented by the Education Development Center Inc. (USA) with assistance from CARE USA and Save the Children USA.

##### **Regions/Districts of Operation**

- i. Ashanti: 8 districts
- ii. Brong Ahafo 7 districts
- iii. Western 8 districts
- iv. Central 6 districts
- v. Eastern 9 districts
- vi. Volta 7 districts
- vii. Greater Accra 5 districts

**Partners:** Improving Learning through Partnership (ILP) and Performance Monitoring and Evaluation/The Mitchell Group (PME TMG) and Catholic Relief Services (CRS)

##### **Beneficiary/Target Groups**

All stakeholders at the local level. The target group/beneficiary is the school community and stakeholders – PTA, SMC, Headteacher, Chief and Elders, Unit Committee, Teachers, Pupils and the community as a whole.

##### **Objectives :**

- Increased community awareness, responsibility and advocacy for education
- Strengthened community school support organizations
- Enhanced community participation in design implementation/monitoring of school improvement efforts.

##### **Activities that Relate to Girl-child education:**

Five of the CSA best practice objectives are geared towards advancing girls' education. These are:

- Building trust in the school system
- Supporting quality education
- Supporting girls' education
- Defining roles and responsibilities of partners
- Strengthening school management structures.

### **Achievements:**

- CSA strengthens communities, through project interventions designed to highlight existing community resources and build upon them.
- CSA supports school quality through project interventions which provide community members with an understanding of what school quality can and should mean in the Ghanaian context. In addition, project activities highlight best practices that parents, children, teachers and community leaders can apply to improve education.
- CSA provides State of the Art materials through the development of innovative accessible tools and methodologies for the design implementation and assessment of participatory community development initiatives.
- CSA has recently conducted an evaluation which has found that the focus on Girls is inadequate. This has led to the establishment of the SAGE project.

### **4.8. Project Name: Strategies for Advancing Girls' Education (SAGE)**

**Sponsor:** Office of Women in Development (G/WID) USAID & Development Alternatives, Inc.

**Partners:** USAID/GHANA, AID/G/WID & MODE/GES/GEU

- Objectives:**
- Strengthening public and private sector institutions to promote girls' education
  - Improving the knowledge base on girls' education in order to better implement related policies, strategies and programs.
  - Mobilizing leadership to promote girls' education
  - Broadening and supporting local community participation.

The SAGE projects build on the collective experiences of girls' education programs and projects taking into consideration economic, social and cultural influences that affect girls. SAGE programs also recognize the need for consultations with representatives of all stakeholders who reflect these important dimensions to advance girls' education.

## The principles of the SAGE Approach

- A multi-sectoral approach that recognizes the importance of the public sector as well as the key role of civil society organizations and leaders in support of girls' education.
- Multi-method approach, appropriate for each locally designed solution.
- Capacity strengthening for public and civil society institutions for new and expanded roles in support of girls' schooling, such as leadership roles and technical programming.
- Developing local resources to support girls' education: human, financial and physical
- Engaging all stakeholders in support of girls' education, thereby "democratizing" the civic, social and economic opportunities of girls in each country and community.

**SAGE Intervention Design:** It focuses on contextual issues bringing out the following:

- Problematic nature of enrolment and retention of girls in many rural areas in the country.
- Barriers to girls' education including factors from the system, the school and the community.
- The Reform of Basic Education
  - The FCUBE targets for girls
  - Other initiatives to support girls child education in Ghana ILP and CSA Projects, QUIPS, CIDA / WUSC, FAWE The Alliance, UNICEF's CHILDSCOPE Project.

The strategic approach is to look at the Dimensions of Systemic Educational Improvement as follows:

(i) The MOE/GES System Dimension (ii).School Dimension (iii). The Community Dimension.

The SAGE design takes into account:

- the dual emphases placed by USAID and the GEU on capacity building and school/community based interventions.
- the richness and complicity of the many girls' education support interventions already underway.

- the need to provide added value to existing and ongoing programs and projects.
- the one year time frame currently available to SAGE through its existing contract.
- SAGE's commitment to managing country project implementation through locally identified staff.

SAGE capacity for planning and delivery of Girls' education support program is on the following levels of partnership:

5 GES/GEU Staff, 2 Regional Girls' Education Officers (RGEOs)

2 Regional Science, Mathematics, Technology Education, Coordinators (SMTECs)

21 District Girls' Education Team members (7 DGEOs, 7 SMTEOs and 7 Circuit Supervisors)

70 Community facilitators selected and trained by GES (1 male and 1 female per community)

35 School Teacher Teams (an average of 1 headteacher and 5 teachers)

35 SMCs (an average of 6 active members each.)

**Duration:** June 2001 – July 2002

#### **4.9. TITLE: Female Education in Mathematics and Science in Africa: Ghana Country Report.**

**Type of Document:** Ghana Country Report

**Site of Project/Programme:** Cameroon, Ghana, Tanzania and Uganda.

**Goals:**

- To improve access and performance of girls at primary and secondary school level.
- to help countries and external assistance agencies use their scarce resources more efficiently in promoting broader access to quality SMT education in Africa.

**Preliminary Activities:** Bringing into focus some of the lapses in science education with respect to female participation and performance through discussions and interviews with groups and individuals.

**Duration:** After preliminary pilot phase of compiling country profiles the programme did not take off in Ghana.

**Source:** FEMSA (collaborative effort of MOE, Rockefeller Foundation and FAWE)

#### **4.10. Name of Organization: FAWE GHANA CHAPTER**

**Mission:** FAWE is dedicated to ensuring that the gender gap in education in Africa is redressed through advocacy for social attitudes in favour of female education, mobilization of resources, encouragement of innovation for improved participation and creation of productive networks, particularly among women policy makers and educationists.

#### **Establishment and Structures:**

FAWE – Ghana Chapter was established in June 1993 and is made up of current and past women policy makers (Ministers of State, Parliamentarians), women in senior management in education, teachers, Vice Chancellors and other professionals and traditional women leaders. Others forms of membership are Focal Point Contact Persons (FPCP) numbering twenty-five who live in 12 Districts and work on FAWE outreach programmes. FAWE-Ghana Chapter has also taken on National Service personnel designed as Focal District Liaison Officer to assist in their HIV/AIDS awareness programme. The Chapter has an Executive with administration headed by a National Coordinator as well as Friends of FAWE, that is other persons, especially men, who are keen supporters of FAWE Ghana Chapter.

#### **Objectives:**

- Organize advocacy, awareness and sensitization programmes
- Collate and circulate to all stakeholders of education, existing data on matters relating to the participation of girls.
- Select specific areas for intervention with a view to minimizing problems militating against the improved participation of girls in education
- Raise funds and mobilize other appropriate resources required for specific interventions



**Funding Sources:** FAWE – Head Quarters, UNICEF-Ghana, Rockefeller Foundation, USAID, CIDA and Fund Raising Activities

**Partners:** FIDA, FAWE Junior Clubs, Lewis Preston Education for Alliance, Ghana.

**Highlights of FAWE Activities:**

- Advocacy for the facilitating of girls education by District Assembly members
- Advocacy with traditional authorities to achieve change in traditional modes of thought and adaptation of customs.
- Public education at national and local level through public meetings, workshops, radio and television.
- Information and Documentation center. Information documents available as well as Internet access.
- Newsletter and Publicity Information including Documented Drama. – **Telling It As It Is.** Video clip- Send **Your Girl Child to School.**
- Operational and Demonstrative Research.
- Reports produced on school dropout, the situation of house help, teenage pregnancy.

**Focal Grass Roots Activities and Interventions**

- FPCPs visit schools, social functions, churches, durbars
- Chapter supports specific pilot interventions to back up focal Point Contact Person (e.g. Queens Vocational Institute in Kpando.)
- Community Library projects
- CBO/FAWE collaborative activity e.g. Credit Scheme for women
- Partnerships
- Junior Clubs

**Networking With Various Organizations in Ghana and Elsewhere**

With National Chapters around Africa and

- Hosting of Programmes:
  - i. Alliance for Community Action on Female Education (Alliance Ghana)
  - ii. Agathe Innovative Awards

- iii. Strategic Resource Planning
- iv. FAWE Award for Media Excellence

**Range of Further Activities**

- Scholarship Scheme for needy girls involving giving of awards and leadership training for girls and monitoring
- Capacity building for Focal Points
- FAWE junior clubs, leadership training, advocacy, encouraging talent in song, poetry, drama and monitoring.
- Support for club members who have finished school
- Advocacy and counseling against HIV/AIDS
- Baseline survey on HIV/AIDS
- Establishment of leadership training centers (vocational skills, batik and sewing) Otuam (Mfantseman District) Fotobi (Akuapem South), Kyekyewere (Dunkwa on Offin District) Kintampo (Kintampo District)
- Girls' Education Day Celebration
- Education for Democracy and Development Initiative (EDDI) Scholarship in collaboration with Peace Corps Ghana – This initiative has helped over two hundred girls from deprived areas of the country and from poor family backgrounds to acquire secondary education, leadership skills and vocational training

**Source:** FAWE – Ghana Chapter.

**4.11. Name of Initiative: ALLIANCE FOR COMMUNITY ACTION ON FEMALE EDUCATION (THE ALLIANCE) GHANA**

**Background:** The Alliance is an initiative of the Working Group on Female Participation (WGPF) of the Association for the Development of Education in Africa. (ADEA) The Secretariat of the Alliance originally at the Rockefeller Foundation, New York, moved to FAWE, in Nairobi. Ghana is one of the four pilot countries for the initiative. The Ghana programme has a National Steering Committee and is hosted by FAWE Ghana Chapter. The National Steering Committee includes the Ghana Education Service and Funding Agencies.

**Objectives:**

- To mobilize and strengthen the cooperation and commitment of NGOs and CBOs in the promotion and provision of female Education in Sub-Saharan Africa.

**Funding:** Rockefeller Foundation, UNICEF, USAID, DANIDA, FINNDA, CIDA, Netherlands Government, Government of Norway.

**Duration:** 1997 – 2001 (The initiative is winding down)

**Mode of Operation:**

- The Alliance provided technical and managerial support organizational development support, networking opportunities and project funding to NGOs and GBOs involved in girls' education. Grants ranged from US \$2000 - US\$20,000 per annum
- Support was given after rigorous selection process. Alliance Projects were closely monitored and impact assessments undertaken.

**Activities and Achievements**

- The Alliance supported over 25 NGOs and CBOs involved in educational innovations all over the country with funding and capacity building.
- The Alliance set up a vigorous system of selection and monitoring of micro projects

**Summary of supported Activities**

- Provision of infrastructure e.g. classroom blocks, furniture, 12 Seater KVIPs, Libraries, and Science Laboratory, bungalows, Polytanks and hand washing basins etc.
- Provision of teaching and learning materials
- Training of pupils in reading, writing and numeric skills by Alliance trained facilitators
- Sensitization and awareness creation workshops
- Establishment of Girls' Clubs
- Special awards to girls' for excellence in Science and Mathematics
- Study tours to universities and schools
- Organization of competitions and quizzes in reading, handwriting, recitations etc.

- Training of front line staff of NGOs and CBOs
- Micro credit schemes for income generating activities
- Production of IEC materials for advocacy
- Provision of Motor Bikes for advocacy programmes
- Guidance and Counselling Workshops for girls
- Radio talk show on girl-child education.

#### 4.12.

**Name of Organization:** Cambridge Female Education Department (CAMFED)

**Funding Source:** CAMFED UK

**Region/Districts of Operation:** 10 districts in Northern Region

**Partners:** GES, District Assemblies, Traditional Leaders, Women's Groups

**Goal:** To ensure enrolment and retention of girls' through the provision of scholarships and school supplies.

**Project Duration:** Ten Years

**Programme of Activities:**

- Provision of school uniforms and school supplies to needy girls at all levels of Education.
- Payment of school fees at secondary and tertiary level.
- Support for the formation of a cooperative of parents of beneficiaries in order to introduce micro credit scheme.

**Achievements:** Three thousand (3,000) girls have benefited from scholarships

#### 4.13. Name of Organization: Integrated Social Development Centre (ISODEC)

**Objective:** Isodec has been involved in a two-phase programme initiated in 1998. Its objectives are to promote awareness of the importance of girls' education.

**Activities Related**

**to Girl-child Education:** Working through the Girls' Education Units at Regional and District level, ISODEC offers scholarships to support female enrolment and retention and honours individuals communities and organizations that contribute to female education at the district level.

ISODEC has spent USD453, 565 on both project activities and administrative costs at the rate of \$150,000 per annum.

**Partners:** Its partners have consisted of District Assemblies (Asante Akim South, Sekyere East, Ahafo Ano North, Jaman, Asutifi, West Mamprusi, Bulisa and Bawku:

**Funding Source:** Netherlands Organization for International Development (NOVIB) and Alliance.

**Achievements:**

- So far a total number of 1,173 have benefited from scholarships in the five districts in Ashanti and Brong Ahafo.

**Second Phase**

- The second phase of the project is to last until 2004 and may be extended in the districts of the northern sector. As regards the districts in Ashanti and Brong Ahafo, the idea is to mainstream to programme into the activities of the respective district assemblies.
- Innovations are to be introduced into the programme by way of refocusing it from being one that meets the needs of the girl child in school to one that sensitizes girls and their parents into demanding their right to formal education.
- ISODEC is willing to work within the context of a coordinated programme under the auspices of the GEU provided stakeholders are made a party to

TABLE 4.1. PROGRAMME FOCI OF KEY AGENCIES ENGAGED IN GIRLS EDUCATION (ADAPTED FROM AAGE SYMPOSIUM REPORT)

	Action Aid	Alliance	APDO(Childscope)	CARE	CFTC	CENSUDI	CSA	CRS	MURAG	Olinca	UNICEF	WFP	WUSC	FAWE	ISODEC	GEU
Children' rights			X			X					X		X	X	X	
Work directly with children		X	X	X		X		X		X	X	X		X		
Work through local partners	X	X		X				X						X	X	X
Capacity building – NGOs, CBOS	X	X		X	X								X	X		
Training – PTA/SMC/Community	X	X	X	X			X	X			X	X	X	X		
IEC / radio	X						X	X			X			X		
Popular Education / Drama					X								X	X		
School infrastructure support	X	X	X	X					X				X	X		X
TLMs (develop / provide)	X		X						X					X		
Feeding	X							X			X	X				
Logistics	X										X	X	X	X		X
Teacher Incentives	X		X						X		X		X	X		
Scholarships	X	X							X		X			X		
Financial support/school supplies	X	X				X										X
Girls' Clubs	X	X				X				X			X			
STME / Quizzes	X	X														X
Libraries		X									X		X	X		
Vocational Classes				X					X					X		
Vocational skill training				X						X			X	X		
Micro-credit programmes		X											X			
Role models		X		X					X		X		X	X		X
M & E Strategies identified		X	X		X		X	X			X			X		X
Research	X	X	X								X		X	X		X
Documentation available	X	X	X				X	X			X			X		X
Advocacy	X	X	X	X	X	X				X	X		X	X		X
Awards to Excellence in Advocacy														X		
Policy formulation																
Awards to Education Innovation														X		
Decentralized administrative structures																X
Coordination of actors														X		X
Clearing house for funds													X	X		X
Direct Technical assistance														X		

## **4.14. Development Partners Supporting Education in Ghana**

### **4.14.1: UNICEF Interventions**

Over the past six years, UNICEF, in a joint partnership with CIDA has supported the promotion of girls' education in Ghana. From June 2001, NORAD (the Norwegian International Development Agency) has also started collaborating with UNICEF to champion the cause of girls' education in the country. With this in mind, any reference to UNICEF as a sponsor of girls' education will be a reference to CIDA and NORAD as well.

#### **4.14.1.1. Areas of Support**

UNICEF and her collaborating Partners support for girls' education occurs at the national, district, community and school levels.

#### **4.14.1.2. National Level Support**

Organizations and Divisions/Units of the Ghana Education Service which receive assistance for mainstreaming girls' education activities include the Girls' Education Unit (GEU), Forum for African Women Educationalists (FAWE) Alliance-Ghana and Curriculum Research and Development Division (CRDD). Specific activities supported by UNICEF for these Organizations and Divisions/Units include:

**GEU:** Capacity building in gender related activities, logistical support, advocacy, orientation for top MOE/GES Staff, policy-related/action research, gender workshops and seminars.

**FAWE:** Advocacy/policy-related research, logistical support, library on wheels project, documentation, gender workshops and seminars.

**CRDD:** Syllabus and book review, action research.

#### **District Level Support**

##### **Selected Districts:**

Afram Plains, Builsa, Yendi, Savelugu-Nanton, Bawku-East, Tolon-Kumbungu, and Zabzugu-Tatale.

District level support is given through the GES and NGOs. Areas of UNICEF's support include the following:

### 4.14.1.3. Capacity Building

To contribute towards strengthening the GES' capacity for co-ordination, planning management and supervision community mobilization through:

- Training (GES Officials/Girls Education team)
- Logistical support
- Supporting District Assemblies Scholarship Scheme for girls contribute to the effective oversight and management of schools
- Staff development in supervision, management and gender sensitivity
- Training of DEOC
- PTA/SMC development
- Development of school-community linkages
- Information sharing/networking workshops
- Gender related activities (such as reading activities for girls in Tatale in Zabzugu-Tatale District which are organized by the DGEO)

### 4.14.1.4. Advocacy

**Objective:** To promote/sustain awareness about the importance of girls' education in selected district through:

- District to discuss educational issues
- Fora at Circuit levels
- Dissemination workshops

### 4.14.1.5. Community –Level Support (GES and NGO)

**Objective:** Increase target communities' interest in children's (esp. girls') education and strengthen school-community linkages through;

- Community-level Participatory Learning and Action (PLA\_) activities and sensitization
- Organization of joint community-school functions
- Promotion of school lunch programmes
- Drive for communities to provide accommodation for teachers/support their school
- Role models visits
- Sensitization on Sara Communication Initiative
- Strengthening SMCs/PTAs
- School-Level Support



**Objective:** to improve the quality of teaching and learning in selected target schools through:

- Staff development (including orientation for teachers on gender issues)
- Provision of basic teaching and learning materials
- Supply of sports/play equipment
- Provision of furniture
- Inter-school competition (academic/sports)
- Activities aimed specifically at increasing girls' participation, such as role model visits
- School health promotion/provision of basic WATSAN facilities and equipment
  
- Provision of bicycles for girls who commute to school

#### **4.14.1.6. Incentives for Teachers**

**Objective:** To encourage teachers to improve on their performance in the classroom and in their communities through:

- Organizations of “Best Teacher Award” competition
- Prizes for deserving teacher
- Incentives to female teachers e.g. solar lanterns to teachers.

**Source:** Education Section UNICEF Ghana

#### **4.14.2. UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)**

USAID has been supporting an intensive and holistic quality improvement programme in over 300 of the country's basic schools since 1998.

##### **a. Community School Alliances:**

- Promotes the involvement of women in decision-making at the community level by ensuring that women are represented on School Management Committees and trained and equipped with the SMC/PTA handbook.
  
- Undertakes Information Education Activities (IEC) which consist of community drama with the communities to address specific issues identified in each community, newsletters to spread best practices and success story about Girls' Education, etc.

##### **b. Improving Learning through Partnership:**

- Developed a gender-sensitive headteachers' and Circuit Supervisors' manual.

- Revised In-service training manuals to make them gender sensitive
- Promotes teaching techniques that encourage all children particularly girls to be active in learning activities, specifically using equity classroom management tools.
- USAID has just started a District Grant program where money is transferred to the district education offices to plan and implement activities with a USAID grant. Districts offices are required to include activities promoting girls' education in their district grant programmes.

### **Up and Coming Programmes**

A mid-term analysis of USAID programmes in 2000 indicated that even though girls' education had emerged as a priority for national development, strategies specific to the enhancement of girls' education did not feature in the QUIPS.

As a result of these findings USAID supported the design of SAGE Ghana, a project aimed at both increasing community awareness and responsibility for enrolment and retention of girls in school on the one hand and the building of administrative capacity within the GES to produce and implement a national plan for girls education. (Please see for details of the SAGE interventions).

SAGE is a one –year project built on previous experience in other countries and on the techniques and capacities developed under the QUIPS . USAID is to spend US\$300,000 in total on the one-year SAGE project. There is the possibility of extension depending on the results of the evaluation and review process.

### **4.14.3. DEPARTMENT FOR INTERNATIONAL DEVELOPMENT b (DFID)**

#### **Support to FCUBE**

DFID's £17,825,000 support to education from 1999 has been in support of the FCUBE programme and has been particularly targeted at teacher education, the strengthening of decentralized structures of the Ghana education service and the building of capacity in the management of finance and administration. It has therefore not been the practice to earmark funds on a consistent basis for girls' education.

#### **Scholarship Scheme**

Nonetheless, DFID funds have been used in many districts to support needy girls by way of the provision of school uniforms, educational materials, and scholarships. Some districts visited during the field trip such as Savelugu Nanton, Shama-Ahanta West and, Mfantseman indicated that DFID funding enabled the GES to make small

interventions at the local level. Other specific interventions have been made through the whole School Development Programmes. The future of this support is however uncertain beyond 2004.

#### **4.14.4. THE WORLD BANK, GHANA OFFICE**

##### **Goal for Girls' Education**

The World Bank is committed to achieving the Millennium Development Goals (MDG) the third of which is to promote gender equality and the empowerment of women.

##### **Support to the Education Sector**

Due to its policy of support to the budget which enables the government to apply funding to its own priorities at sectoral level, the World Bank has under the Basic Education Sector Improvement Programme (BESIP) provided support for studies in the area of girls' education. It has also financed a number of fora geared towards dissemination of fundings.

Specific plans to increase support in the area of girls' education will be affirmed after Governments sector-wide review and policy prioritization which is expected to reveal the governments policy direction and programme as far as girls education is concerned.

#### **4.14.5. CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA).**

CIDA has been funding the Girl Child Education Project since 1996 (GCEP).

##### **Objective:**

The objective of the project is to increase access for girls at primary school level in Ghana, particularly in Northern Ghana, in line with Government's FCUBE programme. The five-year project has been implemented through WUSC and UNICEF (see para 3.1.3 for details), and has cost CnD 5 Million so far at about \$90,000 per annum.

There are no plans to extend or replicate it although lessons learnt and final evaluation contents will be made available.

**Table 4.2. BROAD AREAS OF SUPPORT BY DEVELOPMENT PARTNERS**

<b>AREAS OF SUPPORT</b>	<b>DFID</b>	<b>WORLD BANK</b>	<b>CIDA</b>	<b>USAID</b>	<b>UNICEF</b>	<b>ROCKEFELLER FOUNDATION</b>	<b>NORAD</b>	<b>NOVIB</b>
NATIONAL LEVEL POLICY DEVELOPMENT	X	X	X		X		X	
INSTITUTIONAL SUPPORT/CAPACITY BUILDING	X	X	X	X	X	X		
LOGISTICAL SUPPORT			X		X	X	X	
SPECIFIC INTERVENTION (LOCAL)	X		X		X	X	X	X
SPECIFIC INTERVENTION (NATIONAL)	X		X	X		X		
RESEARCH AND DOCUMENTATION	X	X	X	X	X	X		
DIRECT TECHNICAL ASSISTANCE/FOREIGN BASE NGO	X	X	X	X				
CONSULTATIVE FORA	X	X	X	X	X	X	X	

**Fig . 4.0. MAP SHOWING GEOGRAPHICAL DISTRIBUTION OF CBOs AND NGOs**

## KEY

ACAD	-Action Aid
AE	-Adaakoye Educational Fund
ALL	-Alliance
APPLE	-Association of People For Practical Life Education
AYA	-Abene Youth Association
CAMFED	-CAMFED/RAINS
CCFC	-Christian's Fund of Canada
Cds	-Childscope
CENSUDI	-Centre for Sustainable Development Initiative
CESI	-Centre For Economic and Social Initiative
CEV	-Centre For The Empowerment of the Vulnerable
CFTC	-Canadian Feed The Children
CIDA	-Canadian International Development Agency
CRN	-Christian Rural Network
CSA	-Community Social Alliance
FAWE	-Forum For African Women Educationalists
FCUBE	-Free Compulsory Universal Basic Education
FON	-Friends of the Nation
GAP	-Global Action Plan
GES	-Ghana Education Service
HDF	-Human Development Foundation
ISODEC	-Intergrated Social Development Centre
LMK	-La Mansamo Kpee
MAZD	-Mpohor Adum Zonal Development
NAIRDA	-North Anlo Integrated Rural Development Association
OFN	-Olinga Foundation
ORAP	-Oboomma Rural Aid Project
REV	-Rural Educational Volunteers
RIMDA	-Rural Initiations and Motivators Development Association
SH	-Star of Hope
T.V	-Tumakavi
VPC	-Victory Presbyterian Church
WFP	-World Food Programme
WUSC	-World University Service of Canada
WVI	-World Vision International
YRN	-Young Readers Network

**SECTION FIVE**

**ASSESSMENT OF SELECTED**

**INTERVENTIONS AT DISTRICT LEVEL**

## 5.0. Assessment of Selected Interventions at District Level

The case studies presented below were built on the basis of a study of documentation and fieldwork undertaken to verify findings from the initial documentary review and interviews. Preliminary findings indicated that while one could not yet speak of a fully coordinated programme of girls' education in Ghana, there was a large variety of actors in the field consisting of NGOs, development agencies and governmental agencies and a wide range of interventions tackling relevant dimensions of the problem of girls' education in Ghana. This section documents types of interventions selected to cover the range of generic types of intervention, typical problems identified for solution, types of actors involved and regions of the country.

Each case study is preceded by a very brief district profile. Depending on whether the district was visited or not, the profile may be more or less detailed.

### 5.0.1. Summary District Profile of Selected Districts

Provided below are two summary tables of two key factors affecting girls' participation, namely (primary enrolment rates and transition rates from P.6 to JSS 1.

**Percentage Girls' Enrolment at Primary Level in Selected Districts  
1997/98 to 2000/01 Academic Year**

District	Y E A R			
	1997/98	1998/99	1999/00	200/01
Ahafo Ano North	45.7	46.3	46.8	46.6
Asutifi	45.9	46.4	46.4	46.2
Bolgatanga	45.9	46.5	47.0	48.3
Builsa	50.4	52.2	51.8	55.5
Ga	47.4	47.9	48.4	48.6
Kpando	48.5	49.1	50.4	49.4
Mfantseman	47.9	48.3	48.4	48.5
New Juaben	49.3	49.3	50.0	49.5
Savelugu Nanton	29.6	31.5	32.8	34.3
Shama Ahanta East	49.8	50.2	49.6	49.9
Tamale	42.3	43.4	43.7	44.1
Wa	42.6	43.0	43.8	44.5
<b>Total Country</b>	<b>46.7</b>	<b>46.7</b>	<b>46.9</b>	<b>47.2</b>

Source: MOE, SRIMPR Division

Figures for year 2000/01 are provisional.



**Table 5.2. Transition Rates From Primary 6 to JSS 1 1999/00 to 2000/01  
For selected Schools**

District	P6 Enrolment 199/00		JSS 1 Enrolment 2000/01		Transition Rates	
	Boys	Girls	Boys	Girls	Boys	Girls
Ahafo Ano North	700	511	263	177	37.6	34.6
Asutifi	800	722	746	627	83.4	86.8
Bolgatanga	1,912	1,510	1,441	1,225	75.4	81.1
Builsa	468	420	199	213	42.5	50.7
Ga	2,676	2,424	2,445	2,184	91.4	90.1
Kpando	1,325	1,341	1,227	1,220	92.6	91.0
Mfantseman	1,577	1,414	1,390	1,278	88.1	90.4
New Juaben	1,451	1,452	1,104	1,131	76.1	77.9
Savelugu Nanton	772	267	469	149	60.8	55.8
Shama Ahanta East	3,666	3,619	3,095	3,082	84.4	85.2
Tamale	3,828	2,696	3,221	2,056	84.1	76.3
Wa	1,460	1,076	1,099	843	75.3	78.3
<b>Total Country</b>	<b>158,879</b>	<b>131,484</b>	<b>139,252</b>	<b>117,763</b>	<b>87.6</b>	<b>89.6</b>

### 5.0.2. Site Visits

As far as was possible all districts selected were physically visited. Also for all but two districts, questionnaires were filled. We were also, unable to hold focus group discussions in a number of districts for a variety of reasons: -

- Yendi (Northern): Disturbances in the traditional area
- Asutifi (Brong Ahafo): Difficulties in communication and unavailability of District Directorate due to monitoring of BECE examinations.

In the case of the Ga and Kpando Districts, the profiles are brief as the districts were not visited and feedback was minimal.

In three other cases (Nadowli, Upper West Region, Navrongo, Upper East Region and Kwahu North, Eastern region) questionnaires were distributed to provide comparative data to buttress the information on areas of the country which appear to have denser concentration of actors in the field.

Focus groups were attended and lively. In some cases they were even intense. Numbers of participants ranged from 10 to 60. Participants included men and women for the communities. Other FGDS involved teachers and educational authorities on their own and girl-beneficiaries on their own.

The statistical data collected was somewhat disappointing partly because District Directorates and some CBOs are inconsistent in recording data particularly on transition and performance of beneficiaries.

Interventions in many cases are fairly new and a systematic and coordinated system of reporting and evaluation have not yet been established. Data on financing was particularly difficult to collate at district level.

## **5.1. WA DISTRICT (UWR)**

### **5.1.1. Situation of Girls' Education:**

The Wa district has a girls' enrolment of 44.5%. Transition rate of JSS is 78.3%. Problems affecting girls' education in the district include very low value placed on girls' education, involvement of girls in economic activities, particularly migrational at an early age, early marriage, lack of role models and pervasive poverty.

### **5.1.2. Analysis of Interventions:**

The main partner for the District in girls' education is the Catholic Relief Service (CRS). The NGO, Association of Community Improvement Support Services (ACISS) assisted the Dorimon community in bringing on stream assistance from Alliance Ghana (see case study I). The main thrust of the District's girls' education programme has emphasized community sensitization particularly since 1998. Strategies utilized include the STME clinic, Girls education week, and Radio discussions.

The enrolment of girls at basic level has increased steadily each year since 1998 from **11,753 - 2,246** a total of 493 girls. There has however, been no systematic follow up on girls after basic education to ascertain whether any of the girls has persisted. FAWE had also assisted by taking personnel of the Directorate through capacity building programmes and establishing a focal point. The CRS (THR) programme has been running for 12 years in the District involving the provision of 1 litre oil, 1 kg. salt, and 2 bowls of corn for girls who make 85% attendance.

The District Assembly indicated that it was contemplating the formation of girls' clubs and sensitization of the community. The predominant intervention in the district has been the provision of food rations. This has been going on for a considerable period of time.

Community sensitization needs to be intensified because the THR has not created a sustainable level of awareness in the society about the importance of girls' education.

### **5.1.3. Case Study I**

#### **Establishment of Library and Girls' Club in Dorimon:**

This intervention was selected because there were indications from documentation that it was not working well. Dorimon is a small town whose educational system has benefited by a number of interventions. The CRS has been operating a school ration programme for over 6 years. According to the CRS officer for the district, even the THR have not been effective in improving school attendance by girls. Furthermore, the EU is supporting the construction of a 3 classroom block with toilets for the JSS. The community is providing communal labour. However, the head of the JSS indicates that some members of the community have been refusing to participate in communal labour.

The provision of a well-stocked library was spearheaded by the NGO ASSIS which worked at the level of the district assembly to attract funding by Alliance Ghana. The community donated a building for the purpose. The objectives of the intervention were to provide a supportive learning environment and to raise the level of girls' participation and performance in school. This intervention was pursued notwithstanding the fact, according to the head of the JSS, that there are more girls in school than boys.

There were clear indications that the library was being poorly patronized. Another activity under the intervention being the establishment of a FAWE club had not been undertaken. In a challenging set of interviews we sought to establish the problems impeding the smooth implementation of the intervention. It emerged that the girls were not patronizing the library, the library assistant had not been paid and had left. A female teacher was looking after it on part time basis and was also about to give up the responsibility. A number of reasons were adduced.

Interestingly enough in some cases reasons were given by one group and refuted by another. The main reasons given were that: -

- girls are given a lot of work to do after school and are thus unable to go to the library. This was hotly denied by the mothers who said that the girls rather malingering once outside the home and go climbing trees or chatting particularly with boys.

- girls are withdrawn to work towards building the required trousseau for entry into marriage.
- girls drop out to go to Cote D'Ivoire, Burkina Faso and southern Ghana to work as porters.
- parents are deeply disappointed with record of “zero” passes at BECE by the school.
- fathers do not support mothers in the upkeep of their children (contested by men in FGD).
- parents are too poor to support their children
- mothers do not see the point of the extra hours of study once the girl had spent a full day in school.

In addition to the above, another problem besetting the project was that the community including the chief was initially of the opinion that the district assembly should pay for the library assistant. However, after an intensive debate with the personnel of GES during the FGD, they accepted some responsibility and recommended a member of the community who could be appointed to take care of the library for a small honorarium.

The GES personnel from the district directorate and the CRS officer expressed their frustration with the village's apparent imperviousness to change. Again, this raised a debate which culminated in the fixing of a new meeting date to discuss performance by children.

The FGD parents at Dorimon which turned out to be community gathering with the chief present seems to have acted as a wake up call. Initially, participants waxed eloquent on all the problems and difficulties, (lateness of teachers, absence of Assemblyman, poverty etc.). Finally, however, it was difficult to bring the meeting to a close as it had turned into a development meeting where decisions were taken on liase with the Assemblyman and the circuit supervisor to resolve the impasse on the library assistant. It was also decided that the chief would liase for a retiree who volunteered to run the library as an interim measure. Mothers resolved that having understood the purpose of the library and the progress being made in other communities, (e.g. Nyariga Doone, UER) they would supervise their daughters' use of facility.

The GES circuit supervisor was also persuaded not to be frustrated with the attitude of teachers, parents and pupils but starting from the following week to intensify his interaction so as to bring the standard up from its dismal level in order to inspire the confidence of parents and guardians in the school system.

## **5.2. BOLGA DISTRICT (UER)**

### **5.2.1. Situation of Girls' Education:**

The Bolga District Directorate has developed a girls' education programme which seeks to follow the FCUBE programme. Particular problems identified are poverty, early marriages and elopement to the south. Enrolment of girls at Primary School level is 48%, while transition to JSS is at the rate of 73%.

### **5.2.2. Summary of Interventions**

The District has an action plan and is working actively with a fairly large number of partners as follows:

FAWE through its Agathe Uwilingiyimana Award for innovation, has supported the Nyariga Doone Mother's Club School project (See Case Study II). FAWE has also supported for capacity building of staff and opinion leaders in the district and scholarships for six girls. Alliance Ghana: Provision of infrastructure and support to instruction. CENSUDI under its Education Improvement Programme (EDI), has supported sensitization and lobbying of parents and guardians of needy, brilliant girls at the point of transition are being undertaken. CENSUDI has also taken up advocacy with heads of institutions to admit girls for whom scholarships have been solicited (17girls so far) Muslim Relief Association of Ghana (MURAG): has so far spent over 3million cedis engaging in advocacy in partnership with CENSUDI.

WFP: THR given to girls in selected rural schools

GOG/DFID –Scholarships for needy, high performing girls

ISODEC- Scholarship scheme to needy brilliant girls initiated in 2002 and projected for three year in the first instance. Funds earmarked amount to C378,532,000.

Adaakoya Girl Child Education Fund –Initiated by the Bolga Naba (the Chief of Bolga) with funds raised during the annual Adaakoya festival in Bolgatanga. Initiated in 2001, C8,933,000 has been spent so far on supporting girls who are admitted into tertiary institutions

Bonatadu – local NGO supported by Action Aid, conducting sensitization programme for public and particularly for school authorities through radio and drama (¢45 million committed to date)

The Catholic Church – provision of 18 scholarships to date.

District Assembly- sponsorship of STME clinic over the last 4 years.

The Bolga district office has recorded 56 scholarships so far from different sources.

Interventions are coordinated in the Directorate with staff assigned to follow up. Short-term action plans are made although a medium term plan has not been developed in tandem with the MTEF.

### **5.2.3. Case Study II**

#### **Nyariga-Doone Girls' School.**

This primary school located in the Bolga district was conceived in 1993 by the Nyariga – Doone Mother's Club. The Club is based on the traditional mutual support group system established to undertake arduous tasks such as plastering of walls of homes, planting, and weaving of baskets. As the Club began to accumulate funds, members decided to open a bank account. However, because of the illiteracy of the members of the club including the leadership, the bank insisted that they bring a literate official to represent them before the account was opened. The Club came to a rude awakening that not one of the women in their community was literate. They approached Mr. John Akaribo their Assemblyman and convinced him to become coordinator of their club. They also decided to set up a school because they never wanted their children to ever go through the sort of humiliation which they had suffered.

The schools started under a tree with 16 children. Within 2 weeks, it had 35 pupils. A temporary classroom was built through communal labour in which both men and women cooperated. In the year 1999 through the advocacy of the Assemblyman, this project came to the notice of social activist Ms. Franceska Uwilingiyiman Issaka of CENSUDI who helped the club to apply for the FAWE-sponsored Agathe Award for innovation in girls' education. The Club won the Year 2000 prize consisting of \$6000. Part of the fund was used to support the building of a permanent school block for the 174 girls in classes 1 to 6 and is to be extended to the JSS level. About €86 million has so far been spent on the project.

The Assemblyman applied to the GES for teachers. Thus, the school is run by a dedicated core of 3 female teachers one of whom is living in the village. The headteacher and one other shuttle back and forth from Bolga but must walk from the main road to the village as there are no commercial vehicles on the road leading to the village.

The project has a number of problems such as the lack of water and toilet facilities. This is a disincentive particularly to teachers. Further more while there has been remarkable cooperation between men and women on the project, women are still somewhat overburdened with providing the wherewithal for the project. Sustaining the interest of the community continues to be a challenge particularly because of pervasive poverty. There have been other interventions including the provision of food rations by WFP, teaching and learning materials, water tanks and plastic bowls by Alliance – Ghana. The Mother’s Club has initiated an innovation by way of an educational endowment fund known as *The Pupil Parent Educational Trust Fund, (PUPET) Nyariga*, to cater for pupils who will be qualifying to go into post basic education. Furthermore the head teacher has initiated a poultry/piggery project to provide funding for the school. Other projects envisaged are a JSS block and toilet facilities, housing for teachers, and a nursery school to feed into the basic school.

The foundation of the project is an exceptionally strong communal spirit which manifest in a very active PTA, SMC, a very conscientious Assembly man, dedicated teachers and an exceptionally hardworking and perceptive women’s cooperative. It is no wonder that the village of Nyariga Doone and its girls’ school project continues to attract attention and internationally.

### **5.3. BUILSA DISTRICT (UER)**

#### **5.3.1. Situation of Girls’ Education**

Girls’ Enrolment rate at the basic level is 55.5%. The transition rate from P.6 to JSS is 50.7%. On the face of it reveals the amount of effort which will be required to achieve the intervention at JSS level. The 2001/2002 figure of 11890 in primary school compared to 2409 in JSS. Problems in the district revolve around girls being withdrawn from school to participate in the family socio-economic life viz:- cultivation , animal herding and migration. Girls are also subject to early marriage and elopement.

#### **5.3.2. Summary of Interventions:**

In 1997, the Childscope was initiated in the district. There are 23 Childscope schools. Parents of children in these schools are being sensitized about owning the process of improvement in the school environment, while the capacity of teaching staff is being built in creating girl-friendly schools. Facilitators were aware of the Sara communication process

which they were looking forward to using to make their work more effective. UNICEF has been providing furniture and school supplies. In addition to Childscope, Girls in 20 schools in the district are benefiting from the WFP THR. Parents have also assisted in supporting SSS graduate-volunteer teachers.

Funds for girls' education from sources such as DFID and GEU for 2000/2001 totaled 13.5million cedis.

Other partners involved in the district are JICA- capacity building,  
CRS – providing school meals and THRs

The District Assembly has also spent approximately ø20m between 1998-2000 on a regular supply of fuel to support Childscope and girls' education activities. The assembly also renovated and furnished office and residential accommodation for WUSC project staff. Other government agencies such as the department of Social Welfare are involved in the Childscope initiative. Four annual reviews of Childscope in the district have been conducted so far.

### **5.3.3. Case Study III**

#### **CHILDSCOPE Schools: Chuchuluga Old Primary and JSS**

Chuchuluga Old Primary school is the site of intense activity based on the Childscope programme. The researcher found the Childscope team in action on arrival at the school. Chuchuluga, a large village at a prominent intersection near Sandema had low enrolments and a high drop out rate. Through community mobilization, the PTA and SMC have been sensitized to provide communal labour to build a new school building. Meetings are held frequently but are not as well attended as the organizers would like. This process is recorded through minutes taken.

UNICEF has provided funding for infrastructure, furniture and teaching and learning materials including sports equipment. Girls are specifically targeted and with sports equipment they are playing a-stereotypical games such as football. Community mobilization is ongoing to ensure, among other things, that parents are fully convinced about the importance of girls' education.



The FGD with parents revealed a fair amount of reticence among both men and women in the discussion of problems related to girls' education. There is however much gratitude about UNICEF's contribution to the enhancement of the school environment. There are more girls than boys in some classes. Enrolments at JSS in 2001/2002 were recorded as 62 boys and 95 girls.

Teaching staff in the school have received training in girl-friendly teaching methods which they seem to be quite at home with. However, with a high turnover of staff, the headmistress expressed frustration over the loss to the school of such capacity.

#### **5.4. TAMALE DISTRICT (NR)**

##### **5.4.1. Situation of Girls' Education:**

The persistent problems affecting girls' education in the district include the traditional practice of fostering children to paternal aunts and other foster parents whereby the foster children are not permitted to consistently attend school. Early marriage was identified as another problem. Furthermore, poverty was felt to be pervasive in the region

In the Tamale District, the enrolment rate at primary level is 44.1% Transition rate into JSS is also 76.3%. The NGOs making interventions in the district are CAMFED, DFID, CRS, Action Aid, Alliance-Ghana.

##### **5.4.2. Summary of Interventions:**

These NGOs are operating in a variety of schools and do not appear to be coordinated within the ambit of a district programme or action plan. Their areas of operation are briefly: -

CAMFED - Funded by CAMFED UK. This NGO based in the Northern Region provides uniforms, school supplies and scholarships.

Action Aid - Annual national girls' exposure camps in Accra  
Community Sensitization and support to Girls' Schools.

CRS - Community sensitization, school meal and THR.

The District Directorate of Education has benefited from the support of the District Assembly through its contribution to the establishment of the Tamale Girls' Senior Secondary School. It has also renovated the girls' dormitory of Tamale Secondary School. The Assembly estimates that it is spending ₵60,000,000 on programmes related to the education of the girl child.

### **5.4.3. Case Study IV**

#### **The Establishment of a Community Girls' Senior Secondary School.**

Tamale Girls' Senior Secondary School was established in 1999 after preliminary studies and activities by WUSC volunteers.

It has benefited from assistance from CAMFED/RAINS which enables boarding fees to be subsidized. (Students pay ₺100,000). The School is temporarily accommodated in a building donated by the Tamale Municipal Assembly. Action Aid provided furniture. The school's population is 102 and has been adopted as a magnet for JSS girls in all 13 districts of the Northern region. Each district thus has 10 places guaranteed for admissions. Candidates however have to take an entrance examination.

The parents indicated during the focus group discussion that there was still a strong social disincentive to keep girls in school beyond JSS. Both FGDs with students and parents revealed that there was a strong suspicion in home communities that girls who get to secondary schools level could begin to rebel against social norms in their community. Girls who participated in FGD testified they had been able to prove that they could blend into their community.

"When I go back home I am a role model", declared an SSS three student. The 20 girls spoken to were confident and believed that being in a girls' school had a lot to do with this. They were also very eager to enter into a variety of professions but expressed anxiety about lack of permanent teachers and their parents incapacity to provide more funding than they are doing now for the next stage of their education - tertiary education.

The District Director indicated that the GES would increase their involvement the school by moving from only paying the staff to fully absorbing the school in academic year 2002/2003. District Assemblies involved have pledged ₺100,000,000 each to develop the physical structures for the school.

The headmistress has solicited for support from other sources. The school bus for example was donated personally by Dr. Agyeman Duah of the Centre for Economic Development. A private company, UNIQUESCO had also given the school a water tanker.

The process by which this school is coming into being gives it a number of strengths including those of community involvement and commitment and the fact that it has become a magnet for support from a variety of stakeholders. By the same token, it could be somewhat vulnerable if stakeholders who have made commitments do not rise up to them or if the head of the school lacks dynamism or the capacity to network.

## **5.5. SAVELUGU NANTON DISTRICT (NR)**

### **5.5.1. Situation of Girls' Education:**

The District Director indicated that girls' participation was very low and that some classes particularly in the Islamic Schools had no girls at all. Many officials interviewed felt that the interpretation and practice of the Islamic religion in the community was itself an obstacle to participation and performance of all children particularly girls. Girls' enrolment rose at primary level from 3890 in 2000/2001 to 4240 in 2001/2002. The enrolment rate at primary level however is 34.3%. Transition rate into JSS is 55.8%.

### **5.5.2. Summary of Interventions:**

Savelugu Nanton is a Childscope District with the District education office very highly involved in a coordinated programme of interventions. The District plan which had been incorporated into that of the District Assembly was sighted. The development of the plan and other activities are based on the Childscope model developed in the Afram Plains. A number of actors are active in the area. These include the District Assembly, CRS, CAMFED, UNICEF, TUMAKAVI, CCF, QUIPS, Ghana/Danish Community project, DFID, WFP, World Vision, NORAD. These are providing a range of support including school meals, THR and infrastructure. Capacity building, sponsorship from abroad, scholarships, micro credit.

According to the District Director of Education and his team, CAMFED was the only NGO which had been seeking to work in the field without reference to the District Education Office.

Specific support to girls includes:-

- Provision of sporting equipment and bicycles to girls (UNICEF)
- THR (30 schools by CRS )
- Provision of uniforms, sandals, school bags and stationary (DFID-GOG: 50 girls, CAMFED 15 girls)

The DGEO's observation was that parents required a lot of sensitization to ensure retention of girls in school. There is a particularly high concentration of activity in this district and a large number of actors. It is yet to be seen whether this will translate into sustained improvement in girls' participation in education.

### **5.5.3. Case Study V**

#### **Provision of School Attire (CAMFED) and THR (CRS) in Islamic Schools:**

Girls in the Nuuria and Almarka Islamic Primary and JSS schools are beneficiaries of both the THR and provision of school attire and stationary. From the FGD it emerged that the process of identification of beneficiaries of the THR did not necessarily capture the most needy. This is because in classes 4-JSS 3 there were often as few as 3 girls in a given class and therefore they were all chosen.

Parents had been consulted but the GES officials said that the CAMFED programme had not officially been brought to their notice. Parents had noticed a change of attitude among their children. They said that the girls were very well behaved, greeted well and helped willingly with work in the house. They also said that fewer of them were going South to become porters. There was a strong demand for economic empowerment of parents through the provision of credit especially looking at future demands at the post basic level. The meeting discussed the possibility of parents of beneficiaries forming an association to enable them accumulate the funds necessary to see their children through the collectively next transition. This matter was to be discussed at the level of the PTA.

Performance however, did not appear to be of a very high standard. While tracing the problem to the very structure of the English/Arabic medium, the District Directorate undertook to review the situation.

## **5.6. ASUTIFI DISTRICT (BA)**

### **5.6.1. Situation of Girls' Education:**

Asutifi District Directorate of Education has identified the root problems for girls' education in the district as economic deprivation, low awareness levels among parents and apathy among opinion leaders who have, for example, been demanding that allowances be paid to them for meetings. Cases of pregnancy and reticence on the part of girls about their lives

were also noted. Percentage girls' enrolment at primary level is 46.2%. transition rate from Primary to JSS 1 however, stands at 86.8%.

### **5.6.2. Summary of Interventions:**

The Directorate has since 1998 initiated a number of interventions.

- a sensitization programme to educate the community
- remedial classes during vacations
- quiz competitions and debates to instill the spirit of competition among girls
- study clubs under trained coordinators to enable girls study in group
- guidance and counselling to help resolve obstacles to persistence and performance

### **5.6.3. Case Study VI**

#### **Collaboration between District Directorate of Education and NGOs**

The District Directorate has been working closely with ISODEC and has a senior officer serving on ISODEC management committee in the district. The Directorate is also represented on the NGO Centre for the Empowerment of the Vulnerable (CEV). ISODEC is sponsoring 120 needy, brilliant girls by providing uniforms, tables, chairs and exercise books. Furthermore, the unique community mobilization and advocacy programme developed by ISODEC in collaboration with the Kenyasi Nwonkoro (traditional women's band) won Mrs. Vida Amoako of ISODEC, the Agathe Uwilingiyimana Award in year 2001.

CEV has also built and supplied books to two girl-child libraries at Kenyasi and Hwidiem with the support of Alliance – Ghana. The district reports some improvements resulting from the interventions being carried out as follows:-

- total enrolment of girls in Basic Schools increased from 6467 in 1998 to 7516 in 2001
- the percentage of girls who pass the BECE increased from 16.7% in 1998 to 47.1% in 2001
- there has been considerable increase in the number of girls offering and doing well in science and technology subjects
- beneficiaries are observed to be showing greater assiduousness in their studies, particularly by way of regular attendance and punctuality.

It is the opinion of the educational authorities in the district that for sustainability, entities such as the churches and the District Assembly should become stakeholders in the girls'

education programme. Ideas such as the establishment of an education desk at the District Assembly and the enactment of bye-laws in favour of the rights of the girl-child have also been mooted.

## **5.7. AHAFO ANO NORTH DISTRICT (AR)**

### **5.7.1. Situation of Girls' Education:**

Tepa is the capital of a farming area affected by instability of the school population because many of them belong to settler families. The area is very deprived with Tepa being the only town. According to educational authorities at the District Directorate formal education for girls is of low value and the school atmosphere is not generally conducive for girls. It was also observed that formally educated female role models are very few indeed. Teenage pregnancy also appears to be a major problem in the district.

The enrolment rate at primary level is 46.2% with transition to JSS standing at 86.8

### **5.7.2. Summary of Interventions:**

Since a number of interventions were introduced to improve the quality of participation of girls there has been a steady growth in numbers enrolled:

1999/2000 – 5821

2000/2001 – 5860

2001/2002 – 5966

Interventions in the district are centred on advocacy and provision of scholarship to raise the level of girl's education in the district and help build self esteem among them. The District Directorate of Education is managing 50 GOG/DFID scholarships for girls and collaborating with the Otumfuo Education trust fund. The most significant intervention is being undertaken through the collaborative efforts of ISODEC and the District Assembly. This forms the content of Case Study VII below.

### **5.7.3. Case Study VII**

#### **ISODEC and Ahafo Ano North District Assembly Scholarship Award Scheme.**

The intervention seeks to address the problems identified in the district profile above which has led to low participation, persistence and performance of girls in the district. To begin with, traditional authorities and parents in target communities are being sensitized in an on-

going advocacy drive. 400 needy girls have been identified for awards at the rate of 100 primary pupils, 80 JSS pupils and 20 SSS students per year. Primary and JSS girls receive uniforms, exercise books, notebooks, drawing boards and mathematics sets. Their school fees is paid. Registration for BECE and SSCE candidates is also paid. Additionally, SSS beneficiaries receive C500,000 per annum.

Tepa Roman Catholic JSS and Tepa Secondary School were sampled to gain an impression of the effect of the intervention in the school environment. In Tepa Roman Catholic JSS, a girl-friendly atmosphere is being created by providing a separate toilet and urinal for the girls. Beneficiaries appear eager to retain their benefits by being punctual and studious.

A girls' club has been formed which engages in debates and quizzes. The club acts as a study group for girls many of whom come from remote farming settlements. Some students have attended STME clinics.

Tepa Secondary School has 10 beneficiaries enrolled. The goal at this level is to ensure persistence and to encourage girls to go into science and technology and to strive for excellence. The school has organized remedial classes in Mathematics, English and Integrated Science for beneficiaries. A staff member has also been appointed to monitor the progress of the female student population and of the beneficiaries in particular. The girls are described as confident and capable of leading class discussions in mathematics and Science. They are also getting equivalent or better grades in these subjects. Furthermore, the head master of the school describes the pool of female applicants to the school since the commencement of the intervention as "large".

It may be noted that parents of beneficiaries in both schools were happy with the improvement in spoken English and general improved performance of their children. They are thus acting as spokes persons on the importance of girls' education.

Problems besetting the intervention include late release of scholarship funds, insufficient parental contribution and interest, lack of motivation for teachers, absence of a system for tracking students and insufficient quantities of books. The project has further phases during which an out-of- school training programme for dropouts is expected to come on stream as well as a programme which brings role models to the district to adopt a school. So far , C150,000,000 has been spent on the intervention. It is expected that at the end of the 3<sup>rd</sup> year of collaboration, (2004) ISODEC will withdraw and the District Assembly will incorporate the scholarship scheme in its regular medium term plan. Before this time, there will certainly

be the need to assess the optimum realistic number of students who can be catered for under the scheme.

## **5.8. NEW JUABEN DISTRICT (ER)**

### **5.8.1. Situation of Girls' Education:**

The enrolment rate of this district is 48.6 while the rate of transition to JSS of 77.9%.

### **5.8.2. Summary of Interventions:**

Very little information was planned about the New Juaben District. However the District Education Programme provided by the Directorate of Education indicates that it is proceeding on a three- pronged action: a) Enrolment drive b) improvement in quality of learning and c) retention of girls to address the hidden pockets of low enrolment.

### **5.8.3. Case Study VIII**

#### **Empowerment of Girls and Parents in an Islamic Community**

The “Zongo” is a deprived, predominantly Islamic community located in the Koforidua metropolis. It was identified by the Human Development Foundation (HDF) as a locality with very low participation of girls. Most girls are actively involved in the income generating activities of their mothers and may indeed be breadwinners for their families. Consequently their attendance at school has been very irregular. They are targets for early marriage. Even where girls are able to complete basic education, the likelihood of them continuing is highly remote. Mothers appear to be primarily responsible for the up keep of their daughters and find it extremely difficult to pay the required fees.

The community is benefitting from the joint efforts of FAWE and Alliance in collaboration with the HDF and school authorities. At one of the beneficiary schools – Mahd-deen Islamic JSS, a FAWE Junior Club has been formed where girls gather to study and engage in creative activity such as the writing of poetry and the staging of plays. The themes of these creative works revolve around advocacy for the basic rights of the girl-child particularly the right to education .The girls have successfully presented these works to other young people as well as to the community at large. They have also benefitted from excursions to events in Accra and a number of girls have also attended the STME clinic at the district level. There are 38 girls in the club.



The school has also been provided with a library to provide a space and materials outside of the classroom for study. The girls have been patronizing the facility. However, the HDF has run out of funds to provide the token allowance to the library assistant trained for the programme and parents are yet to be lobbied to make a contribution. As part of the intervention, a coordinator for FAWE activities has been appointed in the school. He has seen to the organization of extra tuition for the FAWE girls and the supervision of their activities. All of the above have influenced the attitude of the girls. They are described as being a) clean and neat, b). humble, obedient and sociable, c) able to work in groups. They appear more interested in studying and have shown an increased desire to continue schooling after the basic level. Further more their choice of career has become quite ambitious and non-traditional.

Another plank of the intervention is the institution of a micro credit scheme for mothers of beneficiaries. This was done on the basis that mothers in the community appear to have almost sole responsibility for the up keep of their children, particularly the girls. Focus group discussions which involved both fathers and mothers revealed that the mothers were beginning to understand what the FAWE intervention meant but that in some cases, the fathers were not even aware that their children were involved in any such activity. Some had not been told because the girls and their mothers thought that they might object. In other cases, this was simply out side the father's sphere of activity.

The micro credit scheme benefitted mothers of the initial group of girls. Recovery was however very low and this has made it impossible to achieve the establishment of a revolving fund for mothers. The mothers nonetheless made very strong representations for support for their economic activities. The FGD discussed a more formal relationship among parents of beneficiaries to enable them to raise funds from the more fortunate in the community to support the librarian and to prepare for joint sponsorship of girls also who would qualify to the transition into post-basic education.

## **5.9. SHAMA AHANTA EAST – TAKORADI METRO (WR.)**

### **5.9.1 Situation of Girls' Education:**

Set in the Urban area of Takoradi, and its environs, the district has an enrolment rate of 49.9% transition from primary to JSS is at the rate of 85.2%. However, these global figures hide pockets of highly depressed areas.

### **5.9.2. Summary of Interventions:**

The DGEO is involved in participatory learning activities in a bid to improve retention. Quality issues have been taken up in conjunction with the STME and WITED coordinators. In conduct of quizzes in schools and among schools in which girls compete against boys in some rounds and against each other in others such as the coordinators to improve the performance of girls. Innovations being undertaken include identification and support to needy girls under the GES/DFID programme. 75 girls have benefited. Also the Municipal Assembly gave 17 scholarships in 2001. The District has been conducting STME clinics. One major problem encountered here is that the DGEO is also the Assistant Director of Human Resources Development and the workload is proving quite difficult to bear. The NGO's which came up for mention was Friends of The Nation. Its interventions are discussed extensively below.

### **5.9.3. Case Study IX**

#### **Support to Single Mothers in New Takoradi.**

The NGO, Friends of The Nation, which is essentially involved in environmental issues in the area, identified the problem of single mothers with a high prevalence of out of school girl-children in the New Takoradi area. Although the population of the town are descendants of the vibrant indigenous village located at the site of Takoradi Harbour which was moved to make way for the construction, they have slowly developed into a depressed peri-urban area. The problem identified was that of poverty among single mothers leading to children loitering around beaches or being involved in trading activities at a very early age. A proposal developed by Friends of The Nation and submitted to Alliance-Ghana sought to motivate out-of-school girls by providing school uniforms, school bags, sandals and stationery.

It further sought to set up a revolving fund managed communally to empower single mothers who had accepted to send their girls to school. The project was also inspired by the efforts of the chairperson of the Community Project Management Committee (CPMC) who set up a day care centre in her house to try and provide free non formal education to out of school children in the community.

The project was funded in 1999 and 2000. It is designed to be run by a management committee including members of the STME and PTA. The 13-member committee was sensitized and trained. They participated in the identification of needy girls and mothers requiring support through micro financing. The micro project was expected to create a revolving fund. 20 women received up to 200,000 each mostly for the purchase and smoking of fish. The women were also trained in basic business management skills. Recovering of funds is undertaken on daily basis similar to the “Susu” System and beneficiaries are expected to undertake compulsory savings. The project is monitored by an official of the Friends of The Nation.

Main outcomes of the project are as follows: -

Attendance – beneficiaries have on the whole remained in school (69out of 73). Economic empowerment of women: the results achieved here are below par. Mothers involved in fish smoking have been unable to keep up payments because of price hikes in the cost of fish and the release of the funds in the lean season. Consequently, the money has been diverted into household expenditure instead of capital for business. Three mothers, two selling cosmetics and one selling corn dough however have virtually finished making payments and are requesting for higher credit. In reality, the rate of recovery has been disappointing and it is hampering the full realization of the goals of the project. A dramatic example of the problem is the withdrawal of one twin child beneficiary leaving the other in school because she cannot bear the cost of both.

¢15,400,000 has so far been spent on the project with ¢10,000,000 going directly into loans. This situation is taxing the ingenuity of the management. The project has on the other hand generated a highly sensitized leadership group in the community whose awareness of the centrality of education particularly for girls is appreciable. The most striking indications of this are:

- their efforts to solicit for support to help girls to go into training including getting a deaf girl into the School for the Deaf.
- their intervention in a case of attempted child trafficking saved three children who they are closely monitoring
- the maintenance of a community day care facility under difficult circumstances
- cooperation with school authorities.

The involvement of heads and teachers of schools in the township as well as the Educational Authorities at the District, Directorate in the project is noteworthy. Heads have been involved in the selection of beneficiaries: Girls involved in the project have received extra tuition but at the same time school authorities have been very discrete about the economic status of beneficiary families. They are also engaged in frequent meeting with the SMC, PTA and CPMC as regards the progress of the project.

### **Challenges of the Project:**

Because of the late disbursement of funds, the cost of fish had gone up from 80,000 per crate in 1999 to an actual of 156,000 per crate in 2001. This factor alone has undermined the basis of the project as projections for profit margins and payment of principle are concerned. Secondly the officers of Friends of the Nation admitted during discussions that they had underestimated the over head costs and the skills and time that would be demanded by the project. Being an organization with a different primary focus (the environment) they are currently very much over stretched. The prospect of leaving behind a viable activity at the close of the project may be doubtful. The FGD discussed the possibility of repackaging the proposal based on lessons learnt and forming a cooperative to approach a bank for support.

## **5.10. MFANTSEMAN DISRICT(CR)**

### **5.10.1. Situation of Girls' Education:**

The District has a primary enrolment rate of 48.5% for girls. It is composed of a large numbers of fishing communities and some farming communities. The major problem has been identified as poverty and apathy towards schooling, early interest in trading and fish industry and teenage pregnancy. Over the past two years, girls' enrolments have risen significantly 2000/2001 – 2012 pupils, to 2001/2002 – 2119.

### **5.10.2. Summary of Interventions:**

Furthermore, there are signs that intensive efforts made by the District Directorate to put in place and motivate the network of district level institutions such as SMCS, PTAs, the DEPT are yielding results.

Interventions aimed particularly at improving girls' education include advocacy on the vital importance of girls' education, provision of school uniforms, posting of female teachers to act as role models, advocacy for creation of girl friendly school environment; (infrastructural and pedagogic); training of SMCS and PTAs, and quizzes for girls.

The District Directorate of education is working in cooperation with a number of agencies in the area of girls' education. Plan International: 11 girls are being sponsored in Senior Secondary and Commercial Schools. As part of a gender equity programme, girls are receiving support at pre-school as well as basic school level (infrastructure, books, furniture, uniforms)

FAWE: Formation of FAWE Junior Clubs establishment of vocational school, provision of a facilitator for the teaching of reading skills, capacity building for Educational and traditional authorities.

SAGE: Mobilization of Political Authorities, Traditional Rulers, Assembly Persons with a view to persuading them to take responsibility for the provision of school amenities.

PTAs, SMCS: - Being mobilized for provision of school infrastructure, accommodation for teachers as well as fund raising.

GEU: - Capacity building for DGEO

### **5.10.3. Case Study X**

#### **SAGE Interventions in Mfantseman District.**

The case study will discuss SAGE activity in the Mfantseman District with a focus on the Abandze Methodist School.

The SAGE intervention which is being piloted for 1 year in four communities namely, Abandze, Abonko, Duadze Opan and Nsanfo is building on capacity developed under the USAID/QUIPS/CSA programme and has therefore posted a coordinator who has had experience in the latter programme. She is trained in PRA/PLA techniques and has in cooperation with the DGEO, been able support target communities to identify problems related to girls and support the preparation of action plans. Some of the commitments made by parents as a result of these activities include purchasing of school requirements, allowing time for studies, supervision of homework, building of toilets. One of the main goals of the intervention has been to indicate that in the community, existing resources can be refocused and prioritized to achieve persistence and high quality results for girls in the community. Response to the stimulation of these communities has been positive on the whole. But the results can only be tentative and preliminary at best.

The Abandze Methodist School is an example of a school which has benefited from the Sage interventions. The SMC and PTA have been sensitized about their roles and responsibilities

in respect of the girl child. Teachers have also been trained on girl-friendly approaches to teaching. According to the District Directorate and School authorities, the result of this advocacy work has been:

- Reduction in the dropouts in the school
- The number of pregnant girls has reduced by half (from 6 in 2000 to 3 in 2001)
- Girls are making a special effort to come to school due to provision of school bags and uniforms and to study hard.
- Girls enrolment in the Kindergarten has increased significantly.
- PTA is deeply involved in the provision of net ball pitch, volleyball court and urinals for girls.
- Teacher-girl child relationship is benefiting from sensitization and girls' academic performance is being closely monitored.

The problems of poverty in the community however, require a longer-term solution as parents are unable to provide needs of pupils especially in the lean season. They cannot themselves supervise their children. The headmistress is constantly soliciting for support. It is noteworthy that 2 girls have been sponsored by the Assemblyman.

## **5.11. GA DISTRICT (GAR)**

### **5.11.1. Situation of Girls' Education:**

The Ga District shows signs of being a deprived area in spite of its proximity to the capital city of Accra. Enrolment at primary level is 48.6%. Transitions from Primary to JSS in 1999/00 – 2001/01 however, is one of the highest in the country 90.1%. This may be accounted for by the fact that there are a considerable number of private schools such as the one used for case study XI below in the District.

### **5.11.2. Summary of Interventions:**

Very little information was received from the District. A study of documentation however, shows that there are very few interventions in the District specifically aimed at girls. QUIPS/CSA has been operational in the District as well as FAWE.

### **5.11.3. Case Study XI**

#### **Building a Girl-Friendly School Environment.**

The Victory Presbyterian Primary and JSS School is located in the middle class community of Adenta, in the Ga District. Headed by the chairperson of FAWE, it was one of the first

schools to establish a FAWE Junior Club. Originally, beginning with very young girls in 1999, the Twinkle-Twinkles Club was established. The FAWE Junior Club writes essays, composes songs and produces choreographed pieces on themes such as girls' seduction and HIV/AIDS.

The girls who have spent over 3years in the club have become very confident and are able to perform in both English and Ghanaian languages before large audiences. They have performed at a number of national and international meetings. Currently, they have taken on the theme of sexual maturation.

Girls' in the FAWE Junior Club are observed by head of the school to be doing well academically. The Victory Presbyterian Primary and JSS has benefitted from capacity building and been given support for a girl-friendly atmosphere. This includes the provision of a well-stocked library by FAWE and a 12 seater K-VIP toilet facility, 6 for boys and 6 for girls, funded by Alliance – Ghana. The library has attracted donations from a variety of other sources.

## **5.12. KPANDO DISTRICT (VR)**

### **5.12.1. Situation of Girls' Education:**

The district was not visited. However, the statistics show that the rate of enrolment at Primary level is 49.4% and has stagnated over the last three years. Transition from Primary 6 (1999/00) to JSS 1 2000/01 is 91.0% which makes it the highest of the selected districts. Our review of documentation indicates that the QUIPS/CSA, FAWE and Alliance-Ghana are the three main agents of girls' education operational in the district.

### **5.12.2. Case Study XII**

#### **Intervention by Traditional Leader**

This project was proposed by the paramount Queenmother of Kpando, Volta region, to seek local and external resources to implement interventions that would help resolve the perceived rapid breakdown of values of youth in Kpando. The intervention was conceived to equip out-of-school adolescents to harness the potential future development and to contribute sustained socio-economic development of the Kpando community as a whole. In detail, the Queens Vocational Training School does the following:

- Provides out of school illiterate/semi-illiterate/unskilled adolescents with opportunities for vocational skill training.

- Equips trained adolescent girls with basic equipment, tools and follow-up finance enable them to become self-employed.
- Provides adolescent girls at Kpando with family life education and counseling services to promote safe reproductive behaviour among trained adolescents worthy of emulation within the community.

The programme is expected to reach at least 400 adolescent girls in Kpando with accurate messages on safe adolescent reproductive health practices. The Queenmother provided the building to house the training centre and some equipment and materials. As a focal point person from FAWE, her project has benefitted from support from FAWE, allocated to demonstrate the impact of innovation at the local level.

### **5.13. Observations from Field Survey**

#### **5.13.1. Range of Activities**

From the fieldwork and documentary review, a list of initiatives and interventions has been compiled. There is a very wide range of activities that are concurrently directed at improving the participation of girls in education. These have been listed for convenience under eight generic headings as follows: -

- . Research:
  - Base line studies
  - Studies on problems related to girls' education
- . Advocacy
  - Media programmes/Publications
  - Popular education/drama
  - Community mobilization (e.g. through PRA/PLA)
  - Science, Mathematics and Technology Clinics.
- . Capacity building and training for:
  - NGOs, CBOs
  - PTAs, SMC
  - Parents of beneficiaries
  - School – Based Personnel
  - Regional/District Girls Education Officers
- . Awards and Incentives Packages:
  - Awards to Excellence in Advocacy
  - Awards to Educational Innovation
  - Scholarships
  - Teacher Incentives
  - School-based feeding programmes:
    - Take home food rations
    - Clothing and school supplies to needy children



- . Infrastructure/Provision of Teaching and Learning Materials:
  - School Infrastructure
  - Teacher's accommodation
  - Libraries (school, community, library on wheels)
  - Supplies of teaching and learning materials
  - Establishment of Girls' Schools
- . Learning Support Systems:
  - Vocational Classes/skills training
  - Coaching in basic subjects
- . Policy development:
  - Workshops, Consultations
  - Development of policy documents
- . Economic and social empowerment:
  - Micro-credit Programmes
  - Women's clubs
  - Girls' clubs
  - Groups of parents of beneficiaries
  - Strengthened existing groups/communities

#### **5.14. Analysis of Most Widely Applied Interventions**

Advocacy in various forms constituted the strongest area of activity serving to prepare the community or target group for other interventions or to affirm messages already accepted by these groups. It was possible to discern advocacy at different stages. Some forms were at the stage where the target group was still being brought on board and thus lacking responsibility for a good part of the activity. Girls' clubs on the other hand were engaged in creating written and performative works to sensitize and engage the community in addressing girls' education. FAWE had for example, identified the need for girls themselves to identify issues and engage in self-enlightenment and advocacy and set out to establish Junior Clubs for the purpose. Similar evidence emerged that where interventions were being carried out by existing and new groupings in civil society, they were diverting their attention to issues surrounding girls' education and in particular questions of enrolment, dropout, persistence and transition to higher levels.

##### **5.14.1. Advocacy**

SMCs for example were learning under various capacity building programmes (eg. CSA/SAGE/Childscope) to become more assertive about conduciveness and effectiveness of the school environment (Salaga). Others were attempting to reach out to sponsors to help brilliant, needy students who were on the point of transition to SSS. (New Takoradi, Bolga,

Tamale). Others were involved in assisting with community mobilization for the provision of infrastructure (Mfantseman, Builsa, Bolga Districts).

Clearly capacity building in techniques of community mobilization and advocacy for DGEOs and other programme officers/coordinators in the NGO sector is having a strong impact. This is because the majority of this cadre of actors asserted that the greater part of the routine activities had to do with community sensitization. During our fieldwork, we encountered scheduled meetings in progress at a number of sites.

It may be observed from the above that there is a welcome synergy among a number of activities. Advocacy, capacity building and the social empowerment for example form a strong nexus of activity. There is however, the danger of lack of proper coordination on this front and the rehashing of same issues by officials of various organizations. This could however, lead to a jaded attitude among the target group. Unimaginative resort to advocacy without seeking to deepen the message or hand over agency to the community could lead to a cynical misapplication of funding to administration and bureaucracy rather than to actual activities in the field. This having been said, there is an enormous requirement for advocacy particularly to penetrate areas where the message still does not appear to have gone down well or areas which have not yet been reached.

#### **5.14.2. Community Sensitization:**

It is difficult to summarize this area of activity as it has taken many forms to suit the target group and the objective. Basically community mobilization and sensitization strategies range from interactions in small groups to nation-wide media events and programmes. There is clearly an awareness of the message about the importance of girls' education. Designers of these interventions appear to be pulled in a number of directions as realization dawns on them of the fact that problems affecting girls' are multiple. This raises the question of focus which may be a double-edged sword demonstrating the need to be comprehensive and relevant but also the need to focus on core issues in education. Actors in the field would have to concentrate on their core competence and be properly coordinated by the GEU to avoid an unwieldy widening of scope.

### **5.14.3. Scholarships and Subventions**

Scholarship Schemes of various types were observed to be a highly pervasive intervention. Possible benefits to girls include payment of tuition and boarding fees, provision of school materials and provision of clothing. These were funded/sponsored by a whole range of agencies including District Assemblies, DFID, UNICEF, USAID, Action Aid, FAWE, Alliance, CAMFED, communal initiatives and individuals. Most of these were scheduled to terminate at the end of basic education although a few covered secondary education (eg. the FAWE/Peace Corps scheme), ISODEC. Very few covered tertiary education (e.g. the District Assemblies). There are certainly questions to be raised about the direction these schemes could take given the potential for exponential growth in the number of beneficiaries. This matter will be taken up in section seven which deals with sustainability.

### **5.14.4. School Feeding and Take Home Rations**

This occurred only in Northern Ghana. While all children in a given school were given a hot meal, under the CRS scheme for instance, only girls who made 85% attendance were given take home rations under either WFP or CRS. On the whole, school attendance was consistent thus indicating that the THR provided a strong incentive for persistence. There was however some indication that a few parents had withdrawn their children when there had been delays in the distribution of rations. By and large however, parents said that they would not withdraw their children even if the ration were to cease altogether. As far as the school feeding programme is concerned, it is significant to note that a number of communities revealed that they had made contributions in kind to keep it going and were willing to do so in the future.

### **5.14.5. Formation of Girls' Clubs**

There are girls' clubs formed throughout the country under the auspices of FAWE, Alliance and CENSUDI. Others are being contemplated under GEU, some District Assembly etc. The problem here is likely to be that the same population or target groups under various auspices will be fragmented into various groupings, addressing the same basic issues, giving girls the problem of conflict of time and interests. It would appear more practicable to use existing organizations instead of forming new ones. This is an area that needs a good deal of coordination and goodwill among agencies. On the other hand girls have been enthusiastic and responsive. In many cases they have blossomed as creative writers, performers and communicators and have developed confidence and sense of mission. Furthermore, they

have begun to perform better in school. Sustainability of clubs as well as the establishment of clubs as well as the establishment of a support system should receive urgent attention from the GEU in collaboration with actors in this area.

#### **5.14.6. Research and Documentation:**

Quite a few studies have been sponsored by a variety of institutions for purposes of assessing their own potential or actual involvement in girls' education interventions. Research interest in the area should be stimulated and sustained as there is a great deal to study, examine and evaluate in detail. Indeed this should inform not only policy (government, NGOs funding agencies) but should also provide the basis for training and advocacy, programmes and material development.

It is also necessary for the GEU to spearhead a regular review and impact study to guide the implementation of national policy on girls' education and to enhance coordination in the sub sector.

#### **5.14.7. Micro Credit Schemes**

This was an overwhelmingly popular intervention both by those who had benefited from it and those who had not. It was seen as a panacea to the problem of economic disempowerment. On the other hand the micro credit schemes examined from documentation and the ones visited on the ground appeared to be in need of a serious review. Some challenges are listed as follows:

- Do institutions and NGOs in the education sector have the capacity to manage the process of giving credit/recovering debt? It appears not.
- Secondly the NGOs which identified economic disempowerment as a problem and came up with micro credit as a solution appear to be deeply involved in their core activity (eg. environment) and simply did not have the latitude or personnel to focus on the intervention.
- In many cases the actual quantum of the fund to the beneficiary has been quickly eroded by inflation between the conception stage of the project and disbursement of funds leading to a mismatch between the requirements of the entrepreneur and the amount given. For those involved in seasonal activities the funds have come at a time when inputs are at their most costly. Consequently, except in a few cases the fund has neither boosted business nor enabled the parent to fulfill their duty in supporting their children's education.
- On the other hand, some beneficiaries (particularly those trading in non-seasonal commodities) have been able to utilize funds and pay off their debts.

These are looking for larger loans and the question arises as to equitable distribution of the fund (eg. to new beneficiaries) versus the provision of incentives for entrepreneurship.

- Also there is the question of growth in numbers as more girls respond to advocacy, without the necessary increase in the funds available partly due to non-recovery of funds.
- There are flaws in the design of micro credit schemes as they do not take the above factors into consideration. None of the ones reviewed were sustainable.
- It is suggested that institutions/organizations which have chalked some success in giving micro credit in other sectors be brought into collaboration with education sector organizations to ensure that there is efficiency and effectiveness in the scheme. At the same time sight would not be lost of the fact that the purpose of the scheme is to generate funds to ensure that girls get educated.

### **5.15. Views from the Field on Challenges Affecting Impact of Interventions**

We have compiled below, converging views on entrenched problems that lie at the root of an apparent sluggish response to interventions aimed at ensuring full participation of girls in the educational system:

- The gender dynamics of parenting which emerged from discussions were very significant. In all parts of the country visited, there appeared to be a clear perception that mothers had by far the greatest burden of childcare and maintenance. A sense of cynicism emerged in many focus group discussions when fathers were mentioned. It appears that the health of the mothers finances and their commitment to education were by far the most decisive factors for a girls' schooling. In most discussions featuring both men and women the men just pleaded their own impoverishment and social burdens but hardly ever denied that the women had the burden of taking care of the children even where some women were very assertive about this. It may be necessary to problematize this issue particularly during the process of sensitization. This is because in some PTAs/SMCs and communities where the men had been sensitized, they appeared willing to taken enthusiastic initiatives in support of girls' education. This revelation should influence the design of initiatives.
- Girls indicated that their parents took them away from school and library facilities and made them late by giving them plenty of work to do. Many mothers denied this.
- Some communities expressed the worry that teenage girls had the tendency to play truant and that going to school made it difficult to keep a tag on them.
- It was confirmed that girls were subject to a number of burdensom social pressures such as elopement, early marriage, the accumulation of their own trousseaus, heavy involvement in economic activities, (porterage petty trade) and chores.

- Some were of the opinion that the absence of female teachers and the lack of incentives for them was a major problem.

### **5.16. Other Outcomes**

There are a number of outcomes from the site visits which are worth mentioning but which had not been directly solicited. Firstly, it was observed that parents of beneficiaries of interventions were coalescing into identifiable groups. They had common problems. In some cases, they were beginning to see the problem of girls' education as one that went beyond their individual children. In discussions on sustainability we seeded the idea of the formulation of a formal network of parents of beneficiaries of particular interventions with a view to accumulating funds to collectively meet the costs of the transition from the basic to post basic level. The idea of taking a collective responsibility for those girls performing well who may need support was discussed at a number of FGDs.

The group formed around the Alliance micro credit scheme in New Takoradi for example, had solicited support for a handful of girls taking secondary and technical courses. This was on an adhoc basis. Perhaps the most cohesive group is the Nyariga Doone Mothers Club which has set up an educational fund to meet just such costs. It may be noted that this group was already solidly formed before they even initiated the school project.

The second observation that might be made is that the participation or unstinted support of men appears to be a major factor of success. Again the Nyariga Doone Mothers club comes up for mention. The chief and elders declared with pride their unflinching support during the focus group discussion. Enthusiastic support of men was also observed in New Takoradi and Abandze. The FAWE focal point persons in Mankesim and Dunkwa also come up for mention.

Thirdly, it was clear that in some areas (New Koforidua/Dorimon/Savelugu etc.) the long term implications had not been thoroughly discussed and that educational authorities and other social animators had not had enough time with parents and community leaders. The discussion that were held at the FGD sometimes led to concrete decisions such as those taken on the Dorimon Library as well as commitments for further discussions to resolve problems. There were very striking instances of the role of local government office holders, particularly assembly persons. (Tepa, Nyariga, Abandze, Sandema).

**SECTION SIX**  
**POLICY ISSUES**

## **6.0. Issues in Policy and Funding of Girls' Education**

As indicated in the introduction, policy elements specific to girls' education were integrated into the Educational Reform Programme from 1987. These were developed further under the FCUBE programme and elaborated in the National Plan of Administration on Girls' Education prepared in 1995. The objectives and strategies of this plan formed a basis for the preparation of the objectives of the Girls' Education Unit.

### **6.1. The Girls' Education Programme**

It seems clear that there is not yet in existence a unitary coordinated package of activities which might be labeled the Girls Education Programme. The Government has, however since 1995 sought to convert goals and strategies pertaining to the education of the girl child into a set of activities being undertaken through a decentralized network of personnel. This structure is described below and assessed as regards its capacity to formulate and administer a programme which takes account of girls' education activities whether they occur within or outside the governmental system.

In paragraph 6.6.1-3, consideration is given to the issue of funding and the implication for meeting the goals set under the national vision for girls' education.

## **6.2. Establishment of the Girls' Education Unit (GEU)**

### **6.2.1. Inception of the Unit**

The Girls' Education Unit was established in February 1997 as an outgrowth of the Girls' Education Task Force established in 1995. It seeks to bring parity of access to education and educational opportunities to enable girls to contribute more effectively to the development of the nation, and to develop the social capital of women.

### **6.2.2. Objectives:**

The objectives of GEU are:

- i. To increase national enrolment of girls in Primary Schools to equal that of boys by the year 2005, and
- ii. To develop and maintain strategies aimed at ensuring the continuation of girls into Junior secondary schools.
- iii. To reduce the dropout rate for girls in Primary schools from 30% to 20% and of girls in Junior Secondary Schools from 21% to 15%



- iv. To increase the transition rate of girls from Junior to Senior secondary schools by 10% by the end of the FCUBE Programme (2005).
- v. To increase the participation of girls in science, mathematics, and technology (SMT) subjects by improving the quality of teaching and enhancing the perception of these subjects.

### **6.2.3. Strategies:**

The GEU has adopted the following strategies:

- Awareness initiatives enhancing Girl Child Education
- Community participation in Girl-Child Education
- Research into specific areas related to girls' education
- and gender awareness training for educational leaders – (MOE & GES) to achieve its objectives.

### **6.2.4. Research Initiatives taken in the following areas:**

- Synthesis of research on girl-child education
- Causes of drop out from basic education
- Needs of female teachers in rural communities
- Scholarship modalities for needy girls
- The role of the teacher in developing girls' self-esteem

To Disseminate Information GEU has established a Newsletter – **Gender Matters**

### **6.2.5. The GEU has chalked the following achievements so far:**

- Girl-child education is clearly on Ghana's agenda
- Media regularly make reference to the need to educate girls
- Enrolment and retention rates have improved in some districts where interventions are taking place
- More girls are going on to higher education
- An organizational structure has been set up to help to move the girl child programme forward
- The improvement of both National Curriculum and textbooks used in public schools by making them more gender sensitive.

### **6.2.6. The Vision for Girls' Education**

Through a process of consultative forums involving a wide range of actors in the field, the MOE now has a national vision for Girls' Education and the outline of a framework for Action. The document is yet to be published and will therefore not be presented in detail. It however examines the state of girls' education in Ghana today, providing a historical context and reviewing attempts so far at reforms aimed at improving the educational status of the girl child.

#### **The Vision Statement:**

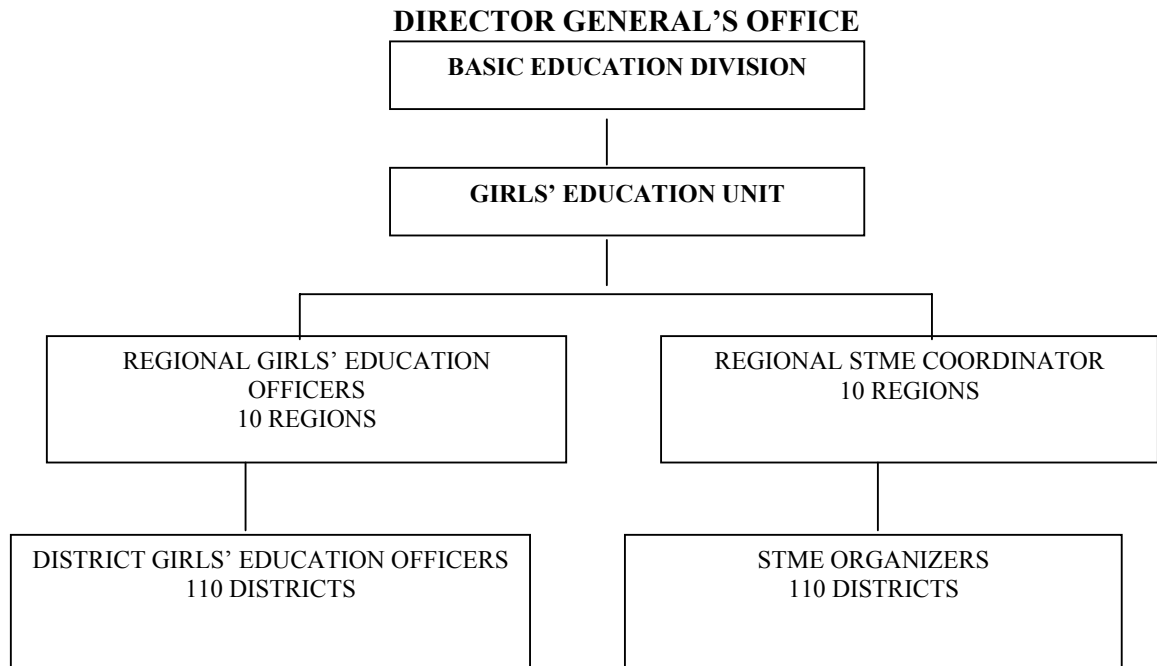
*All Ghana's girl children – and their brothers – attend safe, welcoming schools, are well taught by “teachers who understand their needs, achieve according to their potential, graduate and become productive and contributing members of our society.*

The objectives of the FCUBE as regards girls' education are restated and the origins and mandate of the Girls' Education Unit presented. The document maps out in some detail the consultative process by which the National vision is arrived at, dwelling particularly on the 2001 symposium based on the theme: “Approaches for Advancing Girls' Education: A Symposium to Examine Current Practices and Identify Future Directions”

The main tenets of a Strategic Framework elaborated by a working group following the symposium are presented taking on board the areas of access and participation, management efficiency and quality of teaching and learning. The framework sets out in detail roles, which ought to be played by a variety of actors, both within the MOE and potential partners outside of it. The question of resources is also briefly examined and finally, the next steps leading to the empowerment of the GEU for the full assumption of its mandate recommended.

### 6.3. Overview of Organizational Structure of the Girls' Education Unit

**Table 6.0. ORGANIZATIONAL STRUCTURE OF THE GIRLS' EDUCATION UNIT**



The GEU is a Unit under the Directorate of Basic Education of the GES. This administrative arrangement has implications for the scope of the Girls' Education Programme and the effectiveness of decision making with regards to implementation.

The GEU has the task of:

- Providing the technical back stopping for the interface between policy and programming
- Liaising with development partners
- Commissioning issue-based research
- Providing training
- Creating a Data base for girls education
- Monitoring and evaluating work done
- At regional and district level
- Preparation of National Action Plan.

Currently, the GEU is mostly engaged in links with development partners. It is also seeking to establish a working operational network which devolve to the regional and district level. Below are the terms of reference of a DGEO.

#### **6.4. Terms of Reference for District Girls' Education Officers**

The role of the DGEO will be to work with the Girls' Education Unit at district level in order to increase girls' access to and successful participation in education. The terms of reference for DGEOs are as follows:

1. **To actively promote girls' education at every opportunity by:**
  - liaising with local institutions such as religious organizations and NGOs;
  - advising colleagues;
  - organizing activities in Girls' Education Week;
  - contributing to Durbars;
  - attending PTA/SMC meetings;
  - making speeches;
  - using any possible for a promotion and lobbying.
2. **Act as a link between the Girls' Education Unit (GEU) and the communities by:**
  - providing GEU with a quarterly report of activities which promote access for girls;
  - conducting outreach
  - contribute to and distribute newsletter
  - provide advice to girls and their parents.
3. **Develop awareness of the issues relating to girls' education within the District Education Office by:**
  - organizing workshops and seminars for colleagues and teachers;
  - distributing the newsletter;  
working in close collaboration with the district STME Organizer
4. **Take positive action within the District to raise female enrolment and retention rates in school by:**
  - seeking national information from GEU;
  - working with colleagues to identify communities in the district with low female enrolment;
  - exploring the constraints to girls' participation in education;
  - adopting and implementing strategies to overcome those constraints;
  - promoting the establishment of district Bye laws and ensuring their implementation;
  - supporting women teachers in the district.

### **6.4.1. Accomplishment of R/DGEOs**

- Organizing workshops for teachers, headteachers and circuit supervisors.
- Creating “Girls’ Education Committees” in their districts and schools
- Writing proposals for support for needy girls to the District assemblies
- Using participatory techniques with communities aimed at improving girls’ education.

### **6.5. Challenges Faced by the GEU**

- R/DGEOs face logistical problems in carrying out their community mobilization and monitoring roles. They also have difficulty arousing community cooperation.
- Many R/DGEOs have to cope with other challenging schedules which require equal or greater attention
- R/DGEOs are of very uneven academic levels, and experiential levels. The implications of this situation for consistent output are very serious
- Administratively, the GEU has the challenge of the fragmentation of authority as regards the STME and the WITED. (This means as can be seen from the organizational chart) that there are separate structures all the way to district level for each of these. This situation needs to be closely monitored to ensure complementarity among these schedules at the District level. There is the need to review the job descriptions held by these different officers in order to streamline the administration of the system.
- Equally, at the national level, there is a real question as to whether there necessarily have to be separate units STME, WITED and GEU.

Furthermore, skills in policy analysis, planning, monitoring, implementing and evaluation are lacking. The GES should proceed with its restructuring programme which places the GEU as a directorate under the office of the Director General. The GEU has a wide ranging mandate of coordinating both governmental and non-governmental activities. This requires strategies including meetings among GEU officers, CBOs, NGOs, national and international institutions at various levels for sharing coordination of interventions to avoid duplication and sharing of experiences, best practices and lessons learned and set. Given the special and wide ranging mandate of the unit, Girls’ Education has a high national policy profile and the number of personnel, actors and Development Partners to be coordinated, the administrative arrangements appear inadequate.

The GEU also has no budget line and must currently go through the Director, Basic Education. As will be shown in paragraph 6.6

- There are many issues in the financing of girls' education which bear urgent attention. In order to systematically achieve national targets by the set date under GEU's mandate – 2005, there is the need to build up the national action plan framework into which including communities and development partners can buy.
- It is essential to build up a strong documentation culture and centre to support the national effort in girls' education which is generating large amount of data at a variety of levels and in a variety frameworks.

## **6.6 Financing the Girls' Education Programme.**

In 1995, the action plan for girls' education to be pursued in fulfilment of the FCUBE goals was estimated to cost USD25,915,000 over 5 years.

### **6.6.1. Budgetary Allocation to Girls' Education**

Currently funds from the Government of Ghana basically go towards staff emoluments. The format for disaggregation of pre-tertiary education attached as appendix I shows the budget heads under which non-emolument expenditure is made. Also attached is a brief on the performance of the budget 2001 in the areas of service and investments under which GEU activities would come. The brief also provides information on the main projects supported by development partners. Currently, the Girls' Education programme does not have a budget line. Because assistance to the government's girls' education activities comes in through multiple channels such as the CRDD, District Directorates as well as the Basic Education Division for example, it has been difficult to put together a comprehensive and coherent picture of expenditure on girls' education activities engage in by government.

### **6.6.2. Expenditure from Non-Governmental Sources.**

As far as activities undertaken by the non-governmental sector are concerned, it was possible to solicit more substantial information from the field on funds spent to date although again this is not comprehensive enough. Table 6.1. below provides indicative figures of financial investments by some agencies and organizations.

**Table 6.1. Indicative Table of Financial Investment in Girls' Education by Some Key Agencies and Organizations to Date.**

<b>Agency/Organization</b>	<b>Total In US\$</b>
UNICEF	2,559,000
CIDA	5,000,000
FAWE	1,500,000
ALLIANCE	619,000
ISODEC	453,365
ACTION AID	12,821
WFP	5,388,996
USAID/SAGE ONLY	300,000
CAMFED	641,000
<b>TOTAL</b>	<b>16,474,182</b>

### **6.6.3. Gender-based Analysis of Financial Data**

As the GES has the technical capacity and access to data, the financial controller should be requested to analyze its budget and expenditure pattern to provide a clear and comprehensive picture of what funds are put into girls' education and the sources from which these are received.

It would also be important to develop a model for analyzing and monitoring budgets and expenditure to ensure that sight is not lost of the need to allocate funds to the achievement of policy goals for girls' education.

The simulation model developed under the Partnership for Strategic Resource Planning for Education (see 2.2.2) could be used as a starting point for discussing a suitable model.

**SECTION SEVEN**

**SUMMARY OF OBSERVATIONS AND**

**CONCLUSIONS**



## **7.0. Summary of Observations and Conclusions:**

In the following paragraphs we do not mechanistically address individual terms of reference but bring together observations made from studying documentation, statistics and interventions at work on the ground. On this basis an assessment of possible ways of establishing the contours of a girls' education programme and of deepening the impact of intervention already under way is made. Due to the specificity of the GEU/FCUBE objectives however, Section 7.1. provides statistical findings on each of these objectives in turn.

### **7.1. Objectives under Terms of Reference**

The first objective under the terms of reference for the study required a review of the implementation of Girls' Education and an assessment of progress in relation to the objectives set by FCUBE/GEU.

This section provides a summary of findings on the four specific objectives of the FCUBE/GEU with preliminary observations as follows:

The objectives were set out in 1997. It is assumed that they are targeted at the year 2005. This study marks a chronological half way point although in practice actual implementation time has been much shorter. Furthermore, trends analyzed in the study have covered national, regional and district levels. This summary only provides figures for the national level since the targets are national targets.

#### **7.1.1. Increase national enrolment of girls in primary schools to equal that of boys and maintain strategies aimed at ensuring the continuation of girls into junior secondary schools.**

Between 1997/98 and 2000/01 academic years the percentage girls' enrolment at the national level increased from 46.7% to 47.2%. This shows a decrease of 0.5% in the four-year period. (See Table 3.4)

#### **7.1.2. Reduce drop-out rate of girls in primary school from 30% to 20%.**

It is not clear which is the year of reference for setting the base line. If we assume that the cohort in question is that which commenced P1 in 1997/98, it would reach P6 in 2003. (See Table 3.6a). However, the P1 cohort which started school in 1994/95 and got to P6 in 1999/00 had a total dropout rate of 29.9. The indications are therefore that the rate appears at best to be stagnant.

### **7.1.3. Reduce dropout rate of girls in JSS from 21% to 15%.**

The 1997/98 cohort in JSS1 which got to JSS1 in 1999/00 academic year had a total dropout rate of girls at 19.9%. This indicates a reduction of 1.1% from the time the target was set. (See Table 3.6b)

### **7.1.4. Increase Transition rate from JSS 3 to SSS 1 by 10%:**

During the 1997/98 academic year the transition rate of girls from JSS 3 to SSS 1 at the national level was 33%. By 1999/00 academic year the rate had dropped to 32.8%. (See Table 3.9b)

### **7.1.5. Increase Girls' Participation in Science at SSS Level to Between 30% and 35% (See Table 3.9b):**

Data was not available for choice of subjects at the SSS level, as such it was not possible to assess how far the objective is being achieved. However, analysis undertaken of female participation in science-based fields in three universities gives some indication by deduction, of the situation at the senior secondary school level. Apart from participation of females at the University of Cape Coast which dropped from 3% to 2.7% between 1996 and 2000, the rate moving upwards in the universities. In the University of Ghana it increased from 5.8% to 10.3% in 2000/01 academic year. That of the Kwame Nkrumah University of Science and Technology increased from 11.4% to 14.6% during the same period. (See Table 3.15)

### **7.1.6. National Level Statistics:**

From the fore going national level statistics, it may be concluded that progress in relation to the FCUBE/GEU objectives is slow at best. The study however indicates that roughly four years after its establishment the GEU is still in the process of putting itself in a position to fully assume its mandate.

At the same time an examination of the area of girls' education shows that it comprises a lively sphere of activity yielding models and trends which should inform a coordinated focused effort to lift up the tempo of a national girls' education programme.

## **7.2. Girls' Education Programme and National Vision:**

Both the review of documentation and fieldwork indicate that a national vision for girls education has indeed been fashioned in 2001 through a consultative process. Also, there are some specific national targets for girls' education. In addition, there is also a large number of activities being undertaken outside the purview of the Ministry of Education by a variety of actors. While it is the goal of the Girls' Education Unit to develop a national costed plan providing a framework for a comprehensive programme in girls' education in Ghana, this has not yet been done.

## **7.3. Range of Interventions:**

The presence of the GEU and networks of DGEOs, means that there is activity in the area of girls' education in every district in the country.

There are also interventions by other actors in every region in the country. We came across a number of interventions in our research. The figures given below are only indicative of what we found and are presented in that light only. Northern Region (24) followed by Eastern (17) and Ashanti (16). Upper East (14), Western (11) on the other hand Volta and Brong Ahafo had the same number (9) of interventions followed by Greater Accra (7), Central (6), and Upper West (5). These are however, restricted to a few communities or schools only. The largest number of interventions is in the area of advocacy. Training and capacity building for community facilitators and opinion leaders, as well as GES and NGO officials involved in programmes come a close second. These are distributed around the country. Scholarships from various sources follow. Incentive packages are of two main kinds, one of these is the provision of clothing, school bags and school materials; the other consisting of food rations is restricted to the three northern-most regions of the countries. Provision of infrastructure (classrooms and libraries) also features prominently.

### **7.3.1. Impact of Advocacy**

There is evidence from focus group discussions in all communities visited and from monitoring of activities of DGEOs, STME and WITED coordinators, girls clubs, and the work of NGOs in the educational sector, as well as the media, that a number of key messages are becoming engraved into the consciousness of civil society. The first is that of the social and developmental value of girls' enrolment and persistence in school. The second is the fact that there are a number of social and cultural obstacles militating against the participation of girls in education. The third is that there are ways in which families and communities can be

partners in identifying problems and resolving problems identified. Members of civil society other than officials and activists are able to eloquently articulate iterations of the above messages. This internalization of the message may not be demonstrated in dramatic improvements in the over all statistics but they appear very strong. On the other hand, among some actors, awareness of obstacles has led to a well-rehearsed discourse on why things cannot be improved. For example, a discourse has been developed around poverty and shortcomings in education delivery system which needs to be unpacked. This was done during some interviews and focus group discussions. In some cases, the discussion brought up solutions which lay within the power of the actors and which were in some cases already being implemented. Indeed in Dorimon in the Wa District, the focus group discussion got various members of society who had not been communicating sufficiently to engage each other and commit to follow up activities. As has been shown in the report particularly in section 5 there is evidence on a case by case basis of successful implementation of a number of strategies.

#### **7.4. Impact Assessment**

In the following paragraphs, the main processes of impact assessment currently being applied by the MOE, GES, NGOs and Development partners are examined and the indices used briefly discussed.

It may be recalled that this study has looked at statistics of enrolment, retention and performance as a source of impact assessment. Because the vast majority of activities in girls' education are undertaken with assistance from external funding, the study reviewed documentation such as midterm reports, master plans and multi-year programmes. In addition, questionnaires were administered to major NGOs in the sector requesting statistics related to specific projects as regards the area that they have chosen to tackle.

Another nexus of activities which provides important evidence of the existence of girls' education programme is the governmental machinery for policy development and implementation. Policy documents, studies, reports on consultative processes were studied. Also questionnaires were administered to, and interviews held with the Director GEU, District Directors of Education and DGEOs. In order to ascertain the fiscal implications of a national girls' education programme, an attempt was made to collect information on what the estimated cost of the government programme is, as well as to collate how much has been

spent by the various actors in the area of girls education to date. The latter exercise was only marginally successful.

#### **7.4.1. Indicators for Impact Assessment**

Indicators for impact assessment were gathered from responses in the field. District Educational authorities shared a variety of indicators used to assess impact. The only problem was that it was not clear these were being consistently applied.

These indicators include: -

- Increase in enrolment of girls
- Academic achievement of girls
- Academic performance rate and completion
- Increased number of dropouts returning to school
- Decrease in dropout rate
- Shared work load in homes
- Higher parental aspirations for girls
- Greater women representation on PTAs and SMCs
- Parental involvement in monitoring of pupils and school projects
- Community initiatives (supplementation of school feeding programmes/provision of extra classes and day care/solicitation of scholarships)
- Formation of groups of beneficiary parents
- Establishment of successful small scale ventures
- The promulgation of bye laws by District and Traditional authorities.

UNICEF, a Key development partner had as one of its performance indicators for mid-term review. “Access improvement of the share of girls’ enrolment, dropout and transition rates”.

#### **7.4.2. Key to Deepening Impact:**

All actors in the field were asked to give an assessment of the key to deepening impact. These factors are presented below in order of emphasis given and the number of respondents who brought up the issue.

- Economic empowerment of parents, particularly mothers. This can be said to have topped the list as many respondents were of the opinion that it was due to poverty that girls were not in school and were often being retained to contribute domestic or economic life of their families. There was a strong demand for well organized micro credit schemes which were seen very much as a panacea to the problem.

- The second on the scale of importance was sustained sensitization and education of parents and communities. Field Officers of all kinds as well as community members who had come to appreciate the issues surrounding girls education were unanimous in confirming the impact so far of public education and discussion. They were of the view however that this had to be sustained in order for lingering inimical attitudes to be eliminated and new communities reached for positive attitudes to be reinforced.
- In third place was support to girls who qualified to make the transition to post-basic education. This, it was felt would prevent parents and peers from being discouraged by the apparent inability of girls who had been encouraged to go to school to make any progress.
- Fourthly, programme and field officers made a strong case for the provision of transportation as much of their work involved circulating around communities to do sensitization and to monitor the progress of beneficiaries.

Other Factors listed were:

- More exposure to female role models
- Creation of jobs for girls who have finished school
- Housing and/or toilets for teachers particularly female teachers
- Incentives for female teachers willing to go to remote schools
- There was some advocacy for girls single sex schools to receive girls in transition to JSS and particularly to SSS.

## **7.5. Statistical Evidence**

As may be seen from Section Three, Statistics from the Ministry of Education's EMIS do provide a comprehensive overview in the areas of enrolment, retention and performance. Our questionnaire requiring information from DGEOS and CBOs on number of children enrolled and /or retained as a result of interventions occasionally yielded some unreliable figures. There may have been particular difficulties when there were several interventions in one district. In general however, it was possible for these figures to be put together by the District office. The activity did not however, appear to be a systematic enough feature of the management of the girls' education programme.

Evidence of improved performance has been deduced in this study by providing time series data on a number of cohorts transiting into secondary and tertiary education as well as an analysis of subject choice based on policy goals set. The overall picture is one of stagnation although there appears to be progress in terms of the transition into tertiary education as well as in pockets such as schools, communities and districts where interventions are taking place.

Perhaps due to the fact that most interventions have been in operation for three years or less, we often got anecdotal impressions of their impact on performance. Some were as vague as “ah well, the girls are doing much better now.” In their focus group discussions, girl beneficiaries were bright and eager to pursue professions and vocations with a high degree of ambition. Other impressions were furnished by focus group discussions during which lamentations were made about girls who had qualified for Senior Secondary School but could be found selling eggs or groundnuts at the very schools they attended because of the poverty of their guardians (Abandze Methodist, Koforidua Zongo). On the other hand, there were a number of places where girls had been sponsored to continue their studies (New Takoradi, Tamale, Bolga, Sandema, Tepa). It is worthy of note that there are more girls in some schools than boys. This was quite noticeable in the Upper East Region. The Tamale Girls Senior Secondary school opened in 2000 (pop 105). Girls are being sponsored by all 10 District assemblies in the Northern Region and by CAMFED/RAINS. Performance and persistence will have to be monitored in a more systematic manner to provide reliable data for assessing the impact.

It should be noted that performance and persistence are affected by a number of trenchant difficulties which go beyond the bounds of interventions specific to the school environment or the educational sector. These must be taken up in the context of on the national development policy.

## **7.6. Community Mobilization**

A number of difficulties are also likely to lead to poor performance which would prove to be a major disincentive for both girls and their guardians and sponsors, (e.g. Dorimon (UWR) FGD; Savelugu Nanton (NR) FGD). These difficulties are:

- absence of trained teachers in rural areas even when accommodation has been provided by government and the community
- lack of basic facilities such as toilets and accommodation for teachers
- poor attitude of teachers
- the seasonal withdrawal of children to participate in the families subsistence/economic /social activities
- poor supervision

PLA and PRA methodologies of community mobilization have stood officers of the GES and NGOs /CBOs involved in girls’ education interventions in good stead as far as isolating the problems listed above are concerned. These approaches have assisted the communities to

begin to see themselves as being responsible for ensuring that the educational enterprise thrives in their community. There was evidence that PLA and PRA activities were being carried out pervasively. DGEOs showed a great deal of confidence with the approach. The responses of specific groups such as heads of schools, SMC and PTA members, particularly those who had received training were also positive.

The responses include:-

- initiatives to monitor attendance in schools, apprehension of child traffickers (New Takoradi),
- the establishment of support systems and funds for needy/brilliant students,
- participation in communal labour,
- attendance at PTA meetings,
- the establishment of community schools (Tamale, Nyariga Done)
- provision of extra /holiday tuition (several Alliance-supported projects);
- supplementation of school lunches by communities (Tamale, Savalugu and Bolga districts)

The above demonstrate the results of intensive activity in this area by the GES and partners in the field. The NGOs seem to have made the greatest strides in the area of advocacy and sensitization. The impact of this activity can only be measured over time as it reflects in a continuous social transformation from changes in attitudes, to behaviour and finally the material circumstances of the target group. There is still a vast amount to be done to translate cognition of the problems into attitudinal and behavioural change. In particular, issues such as the conscription of girls to work to build up their trousseaus, (UWR); the withdrawal of girls more than boys to engage in economic activity in numerous sites; and the withdrawal of girls from school in the face of poverty in the family are grim reminders of the amount of work ahead.

## **7.7. Management and Coordination**

The girls' education unit has just gone through an exercise to assist it in formulating a national vision for girls' education, establishing a workable framework for expanding this into a programme and managing it. Thus far, the GEU has relied on the coordination efforts of NGOs which preceded it in the field, particularly FAWE, to form an over view of what is happening in the field. It has also formed a net work within the GES of R/DGEOs, WITED and STME coordinators. This network has the potential of making the girls' education programme one with very firm community links and a capacity to make a strong impact on the ground. Some management questions will however have to be resolved. For example



interventions supported by development partners are subject to reporting systems built into the particular design of the project or the general management processes of the sponsoring agency.

Our research however reveals that apart from fulfilling the obligations required by the above mentioned processes, there is currently no consistent system at the school, district to regional or national level for assessing the overall impact of girls' education interventions in the country. A basic process such as that of requiring CBOs and NGOs wishing to operate interventions in particular districts to consult the GES authorities and the GEU in particular was not found to be uniformly enforced. In some cases there appeared to be a sense that as those projects were being funded by a particular agencies, it was not the place of the District Education Directorate to require an accountability.

Furthermore, there are multiple sources of authority for girls education activity at the headquarters of the GES being the GEU, the national coordinators of WITED and STME respectively as well as the District Directors of Education. This has to be streamlined or very carefully coordinated to avoid conflicts. This is all the more important because most R/DGEOs have other administrative schedules and may be subject to competing demands. It is clear that schedules at the district level such as that for administration and finance would leave precious little time for any other activity to say nothing of the heavy duties of a DGEO. Certainly the girls' education schedule suffers when trained officers are given new and heavier administrative schedules thus making the capacity building an uphill and never ending task.

Again, DGEOs were found to be of uneven levels of academic qualification, experience and on the job training. This was manifest in report writing, for example. Hopefully the production of a hand book for DGEOs currently in process should do a great deal to help the processes of managing and assessing the impact of the girls' education programme.

## **7.8. Assessing the Financing of the Girls Education Programme**

There is no budget line for the girls' education programme in the GES budget. This matter cannot be put any less baldly. However, having said this, clearly, some funds have been dedicated to programmes such as the STME. Also various funding agencies do provide funds for selected activities such as capacity building for GEU staff (DFID, FAWE, USAID, UNICEF) capacity building for SMCS and PTAs (USAID); scholarships for needy girls' (UNICEF, DFID); Food rations (UNICEF, WFP, CRS) etc. (see also Appendix 1)

In our summary document, we provided a review of the document entitled “Partnership for Strategic Resource Planning for Girls Education in Africa”. This was a pilot project aimed essentially at identifying a range of promising policy options which could be pursued towards attainment of primary schooling for all and their cost implications by using a simulation model. Under the direction of the Institute of Development Studies, University of Sussex a number of countries in which FAWE was operating were chosen for the pilot. Not only was research undertaken but a number of persons were given high level training in generating and using the simulation model to ensure that budgeting at the national level could be monitored and reformed to channel funds into girls’ education.

Unfortunately, this very expensive project never went full term. Research, documentation and training were undertaken but the actual dissemination of funding and introduction of the techniques into the system were unfulfilled. Since then all the officers trained have moved into other areas.

In the meantime, there exists neither the capacity nor a system for analyzing budget and expenditure in the area of girls’ education. It is likely that some sensitization must take place to get officers operating the financial system of the MOE and GES to appreciate the need to recognize girls’ education as a major Government policy which requires the appropriate recognition in the financial processes. The action plan of the GEU for the year 2002 does show which partners are involved in its activities with the GEU playing a greater coordinating role. It should be possible to produce a 3year rolling, costed, work plan which encompasses the major activities of all key actors in the area of girls education in Ghana whether governmental or non-governmental. This is envisaged not as a controlling function but an informative, guidance and coordinating exercise.

## **7.9. Sustainability**

### **7.9.1. Funding**

Currently, interventions in the area of girls’ education are almost completely funded by grants from external multilateral and bi-lateral agencies. Without these funds the work of the GEU, NGOs and most CBOs would grind to a complete halt. As has been shown above, some district assemblies and communities have become empowered and are alive to the kind of roles which they can play in supporting girls education. Of great interest are the interventions initiated by these entities such as the building of a girls’ daycare and primary school and the setting up of an educational fund by the Nyariga Done Mothers’ and the sponsorship of

10 girls each every year by the District Assemblies in the Northern Region to the Tamale Girls Senior Secondary School. Others are the building of toilets and other facilities (e.g. PTA/SMC Abandze, Mfantseman District) the provision of school feeding supplements (Savalugu) and local scholarship schemes (Adaakoya, Bolga and the Assemblyman in Tepa). A bold initiative to set up a process of funding for girls' education as a cross cutting issue for social and economic development is crucial. Apart from this, it is well worth considering the possibility of earmarking funds for girls' education to be administered by the Ghana Education Trust Fund Secretariat which would, using the model set by Alliance-Ghana for example, disburse funds to sustain carefully chosen initiatives at community level and to offer scholarships to girls.

### **7.9.2. School Feeding and Take Home Rations**

One genre of intervention involves the supply of THR and hot lunch. This is an intervention which from all appearances is unlikely to be sustained without donor support. It has been observed in some areas that hitches in the flow of supplies has led to the withdrawal of some children from school. Some parents indicated that they were too poor to sustain their children in school on a different food regime from what those at home would have. Some communities however indicated that they would keep their children in school even at the end of the feeding programme because they value education now.

### **7.9.3. Micro-Credit Schemes**

A second sphere of activity that needs a close re-examination is one which is gaining in popularity as research and participatory community mobilization activities highlight major issues. This is the fact that poverty of parents and guardians particularly mothers, is a major obstacle to the participation of girls in education. A number of micro-financing schemes have been established in a bid to address the issue of poverty. Moreover, there is a real clamour for more of such schemes and the expansion of existing ones everywhere we have been. Some of the problems associated with the scheme have already been outlined, the worst of these being non-recovery of loans. However, it is worth reiterating that the NGOs which have involved themselves in micro-credit schemes were not originally set up to run such schemes and have not had the capacity to dedicate well-trained officers to the scheme. It is suggested that such NGOs should in the future collaborate with agencies with some expertise in this area to execute such a projects so that they can concentrate on their core activities. Apart from this there should be collaboration at sectoral level so that educational authorities

and actors can link groups and communities into major schemes providing micro financing which will ensure that schemes become truly revolving ones with sufficient capitalization and appropriate recovery strategies.

#### **7.9.4. Synergies and Coordination**

A number of districts /programmes have demonstrated the great impact of a synergy between the GES, other government agencies, the community, the target group and the development agency. On the whole it was reported that even where interventions were generated outside of a community, efforts were made to ensure that there were structures at the local level to create ownership and maximize the impact. One of the programmes which attempts to bring together a large number of forces and demonstrates the synergy of these is the Childscope programme. We found on our rounds a number of routine Childscope activities in progress. FAWE's strategy of involving the Social and Educational Sub committees of District Assemblies as well as traditional leaders over about five years in a wide range of activities has created a strong net work of grass roots advocates for girls' education who have used their power to take initiatives in legislation, changes in cultural practices, advocacy, establishment of libraries and vocational institutions. The Alliance-Ghana project on the other hand has unearthed a plethora of creative initiatives by CBOs and has experimented with a system of coordinating a funding and empowerment scheme for small organizations. The fairly rigorous system of selecting, monitoring and evaluating the various projects is itself worthy of attention with a view to much wider application. As far as the projects supported are concerned, with some winnowing, there are likely to be quite a number which are replicable or which could be taken to scale. Although some Alliance-funded projects may have been under funded such as the micro-credit schemes, the Alliance experience appears to have had the virtue of making a dollar go a very long way.

#### **7.10. Conclusion**

The Alliance-Ghana programme like the WUSC one are two examples of programmes that have come to halt just as they had aroused great and well-founded expectations on the ground. It would appear that support to girls' education in Ghana has reached a watershed. Current programmes are coming to an end and the prospects for continued or increased direct support are at best tentative. On the other hand a number of projects, interventions and strategies funded by development partners appear to be deserving in full or in part, of consideration for further action. Reference might be made to two key actions. The first is the

dissemination of results among actors in the field of education and decision makers in development planning and financing in order to feed into further strategic planning and advocacy. The second is that with government in the lead, bold action should be taken to go to scale with interventions which show proof of high impact on the ground. This includes the setting up of an earmarked fund to be applied to girls education. The period of transition or the watershed described above is observable not only as regards trends among development partners but also trends at the national and community level where awareness has been raised with positive potential for making an impact. With a vision document prepared, strategic goals set out and a network established for managing the implementation of the vision, the basic conditions have been established for the girls' education programme to take off. A recent UNESCO evaluation of Girls' Education in four Sub-Saharan African countries indicated that Ghana was by far the most prepared for establishing and managing a girls' education programme. In addition, as has been shown in case studies presented in this paper, some communities have reached a point where they are taking initiatives in anticipation of problems associated with sustainability of interventions which are being currently supported by NGOs or development partners. Certainly cognizance should be taken of the need for considerable strengthening of the database, improvement in strategic planning and coordination and sustained financial commitment. However, the opportunities for making impressive strides toward implementing a girls' education programme that capitalizes on proven results of a partnership between the GES, MOE, Communities, NGOs CBOs and the girls themselves, could not be greater than they are at this point.

By all indications, this is a programme which has aroused interest and commitment at different levels in Ghanaian society and is already yielding results. Clearly these results are like small flickers of hope rather than a bold and bright surge forward. It is imperative that government takes the initiative to refine the vision and strategic action plan, and clearly place the programme high in the hierarchy of development priorities. By the same token, the apparent reticence of development partners should hopefully be a period of stock taking and observation as a prelude to more robust support, based on an assessment of the actual and potential impact of efforts made in the area of girls' education in the country so far.

While it would go against current policy and conventional wisdom to advocate a project approach to development funding, it seems equally important to form a coalition around the girls education programme as critical development plank.

Esi Sutherland-Addy

May 2002

**Appendix I**



**Service:**

The total amount released under Service activities is ₵54.108 billion or 77% of the Service Vote. The amount received was to facilitate implementation of strategic plans of the Service for the attainment of its planned targets. As a result of late approval of the Budget, nothing was received during the 1<sup>st</sup> Quarter. However, GES received ₵12.13 billion or 17.3% of the total Service Vote for the 2<sup>nd</sup> Quarter; ₵41.978 billion or 59.7% for the 3<sup>rd</sup> Quarter. The remaining balance of ₵16.173 billion or 23% was not received.

**Investment:**

A total amount of ₵54.239 billion was approved for the Ghana Education Service for Investment activities. Out of the amount, ₵34.63 billion (63.84%) was to be used to settle outstanding bills from 1999. The Service was thus left with ₵19.609 billion to fund on-going projects.

In the second quarter of the year, a new directive from the Ministry of Finance directed all MDA's to obtain commencement certificates for all projects. This new directive made it difficult for the Service to utilize the vote. Even though the Service applied to Ministry of Finance for a commencement certificate, there was no positive response.

At the end of the year, ₵30,883 billion had been paid leaving an unpaid bill of ₵3.747 billion from 1999. In the year 2000, the Service could therefore not implement its investment budget.

**Development Partners Funds:**

As part of the support to the Government of Ghana towards the achievement of the major objectives of the Education Sector Strategic Plan, various Development Partners have been contributing substantially towards this end.

Notable among these are:-

IDA (BESIP)	Cumulative Expenditure of \$26.12 million Disbursed on Civil Works, Goods, Operating Cost, Consultancy Services and Studies and Training
KFW – (Rehabilitation of TTC Project)	Cumulative expenditure of DM37.70 disbursed on Construction Measures and Technical Supply Systems, Vehicles and Equipment and Consultancy Services.
DFID (Education Sector Support Programme)	Cumulative Expenditure of £17.825 disbursed on funds to District and Headquarters, Procurement and Technical Assistance.



**Appendix II**

Senior Secondary School	1995			1996			1997		
	Science	Mathematics	Technical	Science	Mathematics	Technical	Science	Mathematics	Technical
Nalerigu	4	.....	.....	8	.....	.....	17	.....	.....
Nkonya	12	.....	.....	14	.....	.....	20	.....	.....
Peki	4	.....	.....	6	.....	.....	12	.....	.....
Ahantaman	8	.....	.....	12	.....	.....	18	.....	.....
Agogo State	5	.....	.....	10	.....	.....	14	.....	.....
Yilo Krobo	10	.....	.....	0	.....	.....	30	.....	.....
Asamankese	7	.....	.....	11	.....	.....	22	.....	.....
St. Mary's, Accra	37	.....	.....	58	.....	.....	77	.....	.....
Sunyani	19	.....	.....	26	.....	.....	41	.....	.....
Berekum Presbyterian	0	.....	.....	1	.....	.....	6	.....	.....
Salaga	5	.....	.....	11	.....	.....	18	.....	.....
Asankrangwa	8	.....	.....	10	.....	.....	12	.....	.....
Bompeh	1	.....	.....	4	.....	.....	10	.....	.....
Keta	.....	4	.....	.....	10	.....	.....	39	.....
Tema Presbyterian	.....	2	.....	.....	10	.....	.....	12	.....
Bolgatanga	.....	0	.....	.....	1	.....	.....	14	.....
Bolga Girls'	.....	25	.....	.....	24	.....	.....	72	.....
Konongo-Odomasi	.....	7	.....	.....	13	.....	.....	27	.....
Boakye Tromo	.....	2	.....	.....	3	.....	.....	6	.....
Techiman	.....	4	.....	.....	8	.....	.....	12	.....
Bimbilla	.....	2	.....	.....	4	.....	.....	23	.....
Nsein	.....	1	.....	.....	5	.....	.....	10	.....
Sekondi	.....	6	.....	.....	10	.....	.....	12	.....
Takoradi	.....	9	.....	.....	12	.....	.....	26	.....
St. Dominic Sec. Tech.	.....	.....	.....	.....	.....	6	.....	.....	7
<b>TOTAL</b>	<b>120</b>	<b>62</b>	<b>0</b>	<b>171</b>	<b>100</b>	<b>6</b>	<b>297</b>	<b>252</b>	<b>7</b>

STME Coordinator, 2001

**Institutions Contacted**

Action Aid, Accra  
Action Aid, Tamale  
Adaakoya Girl Child Educational Fund – Bolga  
Afram Plains Development Organization (APDO)  
Alliance For community Action on Female Education-Alliance  
Bonatadu – Bolga  
CENSUDI - Bolga  
CRS – Tamale Office  
Department For International Development (DFID)  
District Assemblies – Tamale, Bolga, Koforidua, Sandema  
FAWE – Ghana Chapter Secretariat  
Finance and Administration Division (GES)  
Foundation for Human Development – Koforidua  
Friends of the Nation – Takoradi  
Girls’ Education Unit (GES)  
ISODEC – Accra / Tamale / Tepa  
Muslim Relief Association of Ghana – Bolga  
Quality Improvement in Primary Schools (QUIPS) Project Office  
Statistics, Research Information and Public Relations Division (SRIMPR) (MOE)  
Strategies for Advancing Girls’ Education Project (SAGE) office  
Teacher Education Unit (GES)  
UNICEF – Ghana  
USAID, Accra  
World Vision International – Bongo District

**Individuals Interviewed/Contacted**

Dr. Augustine Agu	-	UNICEF
Director	-	Friends of The Nation
District Coordinating Director	-	Bolga
District Coordinating Director	-	Builsa
District Coordinating Director	-	Kasena Nankana
District Coordinating Director	-	Tamale

Dr. Beatrice Otchere	-	SAGE project
Head, Donkokrom Presby Primary	-	Donkokrom
Head, Tamale Girls' Senior Secondary Sch.	-	Tamale
Headmaster, Tapa Secondary School	-	Tapa, Ashanti
Headteacher	-	Abandze Methodist School
Mr. Malcom Watson	-	DFID
Mr. John Akparibo	-	Assemblyman, Nyariga
Mr. John Zoogah, Educationist, Activist	-	Bolga
Mrs. Georgina Quaisie	-	Action Aid
Mrs. Marilyn Aniwa	-	CIDA
Mrs. T. Daako	-	Head, Victory Presbyterian School
Mrs. Ewurabena Ahwoi	-	Director, Girls' Education Unit (GES)
Mrs. Frema Osei Opere	-	Action Aid
Mrs. Vida Yeboah	-	FAWE Ghana
Ms. Francesika Issaka	-	CENSUDI
Ms. Janet Leno	-	Alliance Ghana
Ms. Lisa Franchette	-	USAID
Ms. Saori Okhubo	-	UNICEF
Paramount Queenmother	-	Kpando
Regional Girl Child Education Officer	-	Upper East Region
SAGE Coordinator	-	Mfantseman District
The District Director of Education	-	Mfantseman
The District Director of Education	-	Ahafo Ano North
The District Director of Education	-	Bolga
The District Director of Education	-	Builsa
The District Director of Education	-	New Juaben
The District Director of Education	-	Savalugu Nanton
The District Director of Education	-	Wa
The District Director of Education	-	Yendi
The District Girls' Education Officer	-	Ahanta East
The District Girls' Education Officer	-	Kasena Nankana
The District Girls' Education Officer	-	Mfantseman
The District Girls' Education Officer	-	Savalugu Nanton
The District Girls' Education Officer	-	New Juaben
The District Girls' Education Officer	-	Ahafo Ano North

The District Girls' Education Officer	-	Builsa
The District Girls' Education Officer	-	Tamale
The District Girls' Education Officer	-	Wa
The Head Teacher		Nuuria Islamic Prim/JSS
The Municipal Director of Education	-	Ahanta East
The Municipal Director of Education	-	Tamale

### **Communities and Groups Interacted with**

Chief and People – Nyariga, Solga

Cross Section of Parents of Beneficiaries –Tepa Roman Catholic Prim/JSS, Ahafo Ano North

Cross Section of Parents of Beneficiaries –Tepa Senior Secondary, Ahafo Ano North

Cross Section of Parents of Beneficiaries -Tamale Girls' Senior Secondary School, Tamale

Cross section of the Community - Chuchuluga

Head and Staff – Nyariga Doone Primary School, Bolga

Parents of Beneficiaries of CAMFED Scheme – Savalugu Nanton

SMC/PTA and Steering Committee - New Takoradi School, Shama Ahanta East

The Chief and People - Dorimon, Wa

The Chief and People - Kalijuisa, Builsa

The PTA – Tamale Girls' Secondary School Tamale

The PTA and Staff – Chuchuluga Old Primary and JSS, Builsa

The Staff - Koforidua Zongo Basic School, New Juaben

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