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| Danish organisation | 100% for the Children |
| Title of the intervention | GREAT - Girls Rights to Education for Actual Transformation |
| Partner name(s) | REEP-Ghana |
| Amount applied for | 499.994 DKK |
| Country(ies) | Ghana |
| Period (# of months) | 12 months |

CITIZEN PARTICIPATION INTERVENTIONS

**Promote active citizen participation, in which people and organisations together obtain knowledge, take responsibility for and act upon local, national or global challenges. The interventions must bolster popular participation, volunteering and civil organisation in developing countries as well as in Denmark.**

**PLEASE NOTE BEFORE WRITING THE APPLICATION:**

*NUMBER OF PAGES: The application text must not take up more than 10 pages (Calibri, font size 11, line spacing 1.0, margins: top 3 cm, bottom 3 cm, right 2 cm and left 2 cm). Applications exceeding this length will be rejected.*

*LANGUAGE: The application text must have been drawn up in cooperation between the local partner(s) and the applicant Danish organisation. Accordingly, there must be a document available in a language of relevance to the local partner. The actual application, however, can only be submitted to CISU in Danish or English.*

*CONTEXT: Remember that the application will be assessed depending on whether the intervention will take place in a stable or fragile context. Section 2.4 in the Guidelines outlines how to analyse and describe how fragility is expressed in the particular context. You can also read more on CISUs website (in Danish)* ***www.cisu.dk/nexus***

*THE SUSTAINABILITY MODEL: in the sustainability model in section 1.2.7 of the Guidelines you can find inspiration on how to describe your intervention and how to address climate- and environmental sustainability as well as social justice.*

GUIDANCE on submission of applications is available at www.cisu.dk/skemaer (the website is presented in Danish, but many documents are also available in English, French and Spanish).

**NB: DELETE THIS GUIDE BOX WHEN YOU ARE READY TO SEND IN YOUR APPLICATION.**

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1. **Objective and relevance (the world around us)**

Project title: Girls Rights to Education for Actual Transformation (GREAT) Project.

The overall objective of the project is to secure access to *Quality Education (SDG4)* for girls on high school level in the Northern Region. Specifically, the project seeks to pursue the following objectives:

1. ENGAGEMENT: Strengthened local community structures for civil society action (REEP girls’ clubs, school mothers, patrons, REEP ambassadors and community WATCH committees).
2. EMPOWERMENT: Enhanced self-advocacy among REEP girls (through Life Skills) to engage peers and stakeholders for improved quality education among rural girls in 3 operational districts (Kumbungu District, Tolon District and Savelugu Municipal) in Northern Region, Ghana.
3. NETWORKING FOR ADVOCACY: Local civil society structures are strengthened and a sustainable partnership between REEP-Ghana, YOPP and YOTA (CSO actors), the local Ghana Education Service unit and the Ministry of Gender, Children and Social Protection (state actors) have been built to stand together for girl child education. A stronger network with these two CSOs, representing the local and the national level, will assist REEP in successfully pursuing joint advocacy agendas).

**CHALLENGES**The intervention is taking place across three (3) districts in the northern region of Ghana where girls' education is going through a roller coaster of challenges. The challenges range between the attitude of the people, an economically difficult context, and that of the politicization of educational policies.   
- ACCESS IS AN ISSUE: Most parents in the rural communities give priority to boys over girls in education and thus deprive the girls of their rights to education. Therefore, girls are the last to be chosen in the family, to attend school. Many parents need the girls to assist in the household or marry them away at an early age, often again their will. When a girl marries early, it is almost impossible to come back to an educational track.   
- IT IS GENDER RELATED: A series of challenges such as sexual abuse by older boys in the schools (seniors) and even teachers. Shocking numbers from a recent NGO study show, that out of the high numbers of girls who dropped out of school in the 2020 Covid-19 lock down, around 35%, 22% and 15% were because of teenage pregnancy, kayaaye (going to big cities as head porters) and child marriage respectively (Songtaba 2021). Such studies unfortunately are not yet available in the operational districts, but the percentages are most probably in the same alarming range.   
- A HUGE RURAL/URBAN DIVIDE: Rural high schools suffer from under-resourcing and thus unavailability of teaching and learning materials. Infrastructure development (even classrooms) allocation to urban schools are greater than schools in the rural areas. The quality and prevalence of teachers in the urban areas are better than those in the rural areas. Underprivileged, underressourced and low level rural SHS’s make both parents and students less attracted to educational pathways as they actually lose faith in education.   
- SRHR: Girls in schools lack places of convenience such as changing closets during their menstrual period, making many girls stay at home during menstruation. Even sexual health and reproductive rights is something which most girls especially in the rural communities do not have enough idea about.   
This results in most girls staying at home and missing out on important school weeks due to SRHR related issues – girls who are already easily left behind due to difficulties in access, lack of parental support and living in a condition with under-resourced, rural schools being the only choice. Even though REEP has previously introduced the use of the “Ruby Cup” as a substitute for the sometimes hard to get sanitary pad, still many girls reach their menstruating age not knowing how to deal with this natural process properly.

BROKEN COMMUNITY STRUCTURES DUE TO COVID LOCK DOWN: When students were sent home from school, it meant a disaster for the REEP programme. Even when starting up again, extra-curricular NGO activities were still banned. Many of the girls could not come back to education, after having been at home. New cohorts of students have come in, who do not know REEP as the programme has been on a stand still. Therefore, the previous strong REEP structures, both in schools and in the communities, need to be rebuilt and revitalized, as those structures serve as the ‘mouthpieces’ for REEP as an organisation, in pursuing its educational sensitisation and advocacy activities. That is one of the main challenges which the GREAT project needs to address; in mobilizing and empowering the local REEP engagement structures.

* THE CONTEXT

**Economic context:** In the light of Covid-19 there has been an unfortunate increase in economic challenges for rural families. Economic activities were halted in communities which affected the earnings of families increasing pressure on families who were already quite overburdened. The financial capacity to send their children to school has therefore become worse and the girls are last in the line. Marital pressure - marriage is in the Northern Region seen as something very valuable, especially for parents in the rural communities. The pride in parents when their children are getting married frustrates other parents who end up putting pressure on their own children, especially girls, to get married. Also, having a girl child married takes the burden away from the family. This has compelled many parents to prefer their daughters getting married rather than allowing them to pursue education, especially in a period of recession due to Covid and unfortunate lockdown of schools. This pushes young girls into marriage unprepared and without having any source of living or income. Even their educational aspirations are halted. And they do not have a say.    
Lack of economic activities and economic freedom - the Northern Region is much drier than southern areas of Ghana. Farming only once in a year is not supporting the economic situation of the people adequately, while there are critical months characterized by food shortage. As most of the population are peasant farmers finding it difficult to afford 3 daily meals for their families, the economic situation in the three districts is inadequate and the people find it hard to afford the necessities of supporting girls’ education.

**Education:** The government of Ghana’s free high school policy has been widely accepted by communities, as it helps them to send their children to school. But it has significant challenges around provision of teaching and learning materials and inadequate classroom facilities which has resulted in a ‘double track system’, where students must take turns attending school due to low capacity in the system. This means that the period where students stay at home is longer than their stay in school. This has brought the burden on parents to pay for extra tuition for their children, enabling them to keep up with their education while being at home, as the conditions for ‘home schooling’ in the operational districts of REEP is far from optimal.

**Rural/urban:** The rural–urban disparity in economic and social development in Ghana has led to disparities in educational resources and variations in students’ achievement in different parts of the country. Nonetheless, senior high schools (SHS’s) in rural and urban schools follow the same curriculum, and their students write the same West Africa Senior Secondary Certificate Examination, which qualifies them to access higher education. Students from rural areas score substantially lower on the National Education Assessment than those in urban areas. For instance, the percent of students scoring non-zero scores in English was just 19.6 percent in disadvantaged or rural areas compared to 39.5 percent in urban areas, while the proportion of students providing correct answers in high school math was nearly 10 percentage points lower among students in rural SHS’s compared to those in urban SHS’s (World Bank, 2019). In general, urban SHS’s are recognized as good schools where students can make it to university easier - whereas the rural SHS’s are seen as dumping grounds for students who did not have proper educational support and opportunities.

**Social context:** REEP-Ghana operates in 3 districts with over 300,000 people (according to 2016 numbers). The districts of the REEP operational area are part of the poorest districts in the region namely: Tolon District (72,990 people), Kumbungu District (81,194 people) and Savelugu Municipality (139,283 people). People living in these 3 districts are predominantly Dagombas of tribe, Muslims of religion and mostly subsistence and peasant farmers by profession. The socio-cultural pillar of the marginalization of girls and women is based strongly on traditional, religious concerns and the patriarchal culture that characterizes the project area. In promoting a hierarchical social order in which women and youth are subdued to men, it discourages the participation of these groups in decision-making. In these rural districts, the level of education is critically low in standard, making people living their lives in risk and vulnerability, with lack of growth and opportunities. People in general feel marginalized, and feel being taken advantage of, by their political leaders. Many young people dream of getting away, seeking greener pastures elsewhere. There are 415 rural communities across the 3 districts with only 5 senior high schools to serve the entire population.

**Political context:** Ghana is currently under the leadership of the New Patriotic Party (NPP) which has made several promises and changes to the educational system. Some of the changes made are the introduction of the free Senior High School, and that of the ‘double track system’ where students take turns using the classrooms and the teachers, enabling more students to access education. But policies like these mostly favor towns and cities, leaving the rural areas to suffer the change as a blow. This is because the students in the cities are prone to educational facilities like libraries, extra classes, group/neighborhood discussions and more. The rural areas are left behind and the suffering continues and is replicated over generations. An example is the supply of materials for a curriculum that has been introduced over the past two years where schools in the rural communities have not yet even gotten teaching materials. Also, the introduction of the free SHS which is meant to provide all with access to SHS is being poorly implemented as most schools are without adequate structures to even accommodate the students. No special attention is given to girls, specifically to encourage and provide them with enough opportunities. The development gap between the northern and the southern part of Ghana resample that of students, but especially girls, in the cities and the rural communities. Girls in the rural communities continue to be deprived in pursuing education. Political promises are even worse at the grassroot level where people contesting to become members of parliament make all forms of sweet promises. The worst happens when the candidate wins without his or her party winning the seat of the government. Then the local MP is not able to make any real difference politically or live up the many promises - and policies that intend developing rural areas are left unimplemented due to the opposition in government. The 3 districts, even part of the poorest districts in the region, have a stable atmosphere in terms of peace. People living there comprise Muslims, Christians, and other traditional believers. They cohabit mutually without any issues. Politically, people have parties they belong to, but it is not a barrier for them living together peacefully.

**Civil society organization and social justice:** The intervention seeks to create an avenue for young rural girls to positively pursue quality education beyond the basic level, through revitalizing, consolidating, and strengthening engagement structures like the REEP School clubs, REEP ambassadors, patrons, and school mothers as anchors for the promotion of rural girls’ education. As such, the project seeks to mobilize, organize, and empower necessary civil society structures to act on a crucial matter. These REEP organs will all be relevant in decision making about girl child education, to let good intentions follow by actions.   
The project is about securing rights to education and recognizing the aspirations of girls towards social justice, equal opportunities, and a chance to create a better life without living in poverty. REEP has been on the move pushing seriously for girls to have access to quality education and to be prioritized in the rural communities, with the use of a rights-based approach. Through the work of REEP, many people with the perception of girls’ education not being as important as boys have changed. But unhealthy gender issues continue to persist in these areas and the project is expected to address both the disproportionately low access to education for young girls, the poor participation in decision-making processes and sexual and reproductive health rights.

**Climate- and environmental conditions:** The project will be carried out in an area which experience severe environmental issues caused by climate change like drought, unpredictable water patterns, floods and unfortunate reactions like the habit of bush burning. Therefore, the intervention will incorporate sensitization and advocacy against bush burning and the effects of climate change during its community forums and radio talk shows when attention has been caught already, so the attention can be utilized for multiple agendas. As an CSO operating in these areas for more than 10 years, REEP has earnt a reputation and a voice, which is listened to by people in the communities. It is therefore possible to address issues that might not be core to the actual work, while implementing project activities. That opportunity will be used to address obvious climate and environmental issues like bush burning, the need for tree planting and plastic waste issues. Furthermore, REEP has been an active partner in the YOUTH TAKE LEAD project (20-2561-SI-mar), where REEP girls ran local campaigns like clean ups etc., targeting SDG13. This makes the REEP girls stand out as active citizens who take environmental issues important and act on it, contributing to their empowerment and reputation building, locally. As an organisation, REEP is currently building its sustainability manual, which touches both financial, social and ecological sustainability. This leads to activities of the intervention to be implemented with minimal use of fossil fuel in that several activities will be reached during one travel instead of going numerous times. Nevertheless, the communities are scattered over a big area, which are not always easy to reach. Travelling there will still be important for local presence.

1. **THE PARTNERSHIP/COLLABORATORS (OUR STARTING POINT)**

**REEP-GHANA**: Rural Education for Empowerment Programme (REEP) is a rural-based educational organization aimed at reducing the rate of school dropouts and poverty among youth in primarily three districts in the Northern Region of Ghana. Access to quality secondary education for the rural people is core and as one of the most marginalized groups, especially young girls and their access to education is central, due to the many obstacles that girls are facing pursuing education after primary level. Five rural SHS’s are the main implementing schools in the REEP programme. REEP is tackling challenges for girls especially at the SHS level as that is the stage where ignorance from the parents and inadequate financial status makes children stop their educational paths. REEP is committed to tackling its complexities of both access and quality through networking with stakeholders like Ghana Education Service and other NGO’s, which is core to this project. SRHR and other gender related issues have become an increasingly important area of intervention. The unique approach of REEP is that the organisation is born out of the communities in which it operates. It has become known as a grassroot organisation that works for, by and with the people, at their very own level, with all important community structures forming a part of REEP and carrying a role.

**100% for the Children** (100%) works towards improving the living conditions and strengthening the rights of the most vulnerable children and youth in Kenya and Ghana. We work particularly from a rights-based approach focusing on access to services for marginalized groups among children and youth, but also influence, through advocacy and capacity building of key actors, to participate as active citizens. 100% focus on young people actively shaping their societies, through youth leadership, increased participation, capacity building, campaign and advocacy work, peer to peer efforts etc. CISU supported initiatives like Unheard Voices, the I AM campaign, the REPOSITION project, My Voice My Vote and previously REEP ON THE MOVE (ROTM) reflect the peer-to-peer based advocacy focus. With our bigger Ghanaian partner, YOTA, we run development interventions, which also involves our smaller partners. Notably, 100% works closely with Danish educational institutions, who send students as interns – who later become part of the volunteer base of 100%, taking part in project work. 100% has an innovative approach on how to couple its development efforts with new avenues of information work and increased popular participation in Denmark, beyond normal target groups. We are actively engaged in the SDG agenda, aligning our projects to relevant SDGs and working with partners to strengthen this focus. 100% has two daily employees and a part time accountant, supported by project consultants, an active board, and a broad volunteer base.

**Previous acquaintance or cooperation between the partners - and how these experiences have fed into the development of the proposed intervention:** The partnership is around 10 years old and started out with sponsorship programmes, Recycling to the South, volunteer programmes, Roskilde Festival projects etc. The biggest cooperation so far was a Kavli Trust funded programme running from 2015-2019. REEP-Ghana and 100% have implemented CISU projects together, ranging from “REEP ON THE MOVE” (13-1350) to the “REEP Corona Friends Project” (20-2588). Experiences from these and other projects carried out by the partnership – like the involvement of REEP in YOTA led projects (20-2560 and 20-2597) - have brought the idea of the GREAT project. The project becomes necessary as a post covid revelation in that somewhat fragile civil society structures among marginalized groups can so easily be broken down during conditions of lock down and must be rebuilt – and become stronger and more resilient. This counts for the REEP engagement structures which are in need to be reestablished, transformed, and consolidated. The REEP Corona friends project showed that the REEP girls, the core foundation, are ready to step up.

**Contributions, roles, and responsibilities of the partners:** The roles to be played by REEP includes mainly the actual implementation, mobilization of target groups, project activities, administration etc. The project relies on relational building and therefore needs a strong staff presence, working with and in the rural communities. The director will be responsible for the collation of reports and submission to 100%, including standardization of monitoring and evaluation. The Gender and Clubs Coordinator will coordinate the activities of the school clubs and the activities of the school mothers. The 3 volunteers (field officers) will undertake periodic visits to schools and communities to facilitate the implementation of planned activities. One of the field officers will furthermore support the ICT classes of the five SHS’s. The volunteers will help carry out field activities and support strong and steady communication between REEP, the schools and the communities. These volunteers - as a strategy - will be actively involved in the mobilization of people and carrying out information and other administrative duties.   
  
100% is responsible for all narrative/financial reporting and communication to CISU. 100% will also carry out project administration in Denmark, conduct partner monitoring and supervision of project progress and finances and implement the information work in Denmark. Furthermore, 100% will assist in the Life Skills training and manual production, as one of the 100% consultants is an expert in that field. Interns from Denmark will be recruited and supervised from Denmark too, during their stay in Ghana.

**Strengthening the relationship between participant partners and increase mutual gains:** REEP staff will gain increased capacity especially regarding project monitoring, evaluation and reporting of results, which is a target area for 100% as well. REEP has strong legitimacy in the rural communities and has established structures that are functional in rural education promotion and the project will provide both financial and human resources for further engagement in that area. REEP will have a wider audience via taking part in and also planning education promotion events, which happens with the involvement of Ghana Education Service, Ministry of Health and other stakeholders. This will increase REEP’s visibility and presence, towards a stronger advocacy foothold. Together, the partners will pursue the SDG4+5 focus that is core to both organisations and the element of co-development and co-facilitation in especially Life Skills, will seek to deepen the relationship between the partners. Hosting interns from Denmark form a field where REEP and 100% continuously develop how to navigate with interns in a development project setting. Furthermore, the bigger partner to 100%, YOTA, can assist REEP in gaining access to relevant government authorities in Accra - and REEP can provide YOTA with data on girls education from districts in northern Ghana, where data can be very difficult to obtain. There will be obvious synergies between 100% partners in Kenya and in Ghana, particularly within SRHR education and engagement structures. One example is the school clubs, which has always been an integrated part of REEP activities. This has given substantial knowledge on which engagement strategies work which is currently being transferred to the ‘Breaking the Silence’ project in Kenya (19-2448-UI-sep), where school clubs are being established for engagement among rural youth.

**Developing the relationship and collaboration between the partners:** REEP and 100% as partners know each other quite well, both professionally and personally (the former REEP director is living in Denmark and works voluntarily for 100%, while still serving on the board of REEP). After a covid lock down period with not much shared activity, except the Corona Friends intervention, there is a need to upscale activities in a direction where both partners can develop its competences in peer-to-peer work, civil society organizing, SRHR and Life Skills, which is core to also 100% engagement in Kenya, where REEP has been brought in to assist 100% partners in Kenya in organizing their engagement structures. GREAT builds on and expands exactly that approach. As part of deepening partnership relationships, time for partnership convening will be organized for partners to co-learn, share, and develop organizational prospects, during the monitoring visit. Especially the strategic partners under objective 3 will be key for our shared engagement, for 100% to also engage further in the region. YOTA and REEP will work together in components under the 100%/YOTA CISU funded Youth on Board (21-3620-CSP-UI), where REEP forms a partner in the Northern Region.

1. **TARGET GROUPS, OBJECTIVES, AND EXPECTED RESULTS (OUR INTERVENTION)**

The table below depicts the target groups, its description and gender distribution - with girls and women forming the majority. What is central to REEP is the growing engagement structures which also form the target groups of this intervention. It has shown that without local engagement structures, objectives are not easily reached, in northern communities in Ghana. It requires a long and steady presence to build trust, as a SCO. The project can therefore not only target the SHS girls themselves, but also the parent generation (school mothers), the school authorities (patrons) and former REEP girls serving as role models/influencers (REEP ambassadors) and formation of local WATCH committees. All the members of these engagement structures represent different layers of the communities in the three districts and the project will showcase how all stakeholders need to be on board, to achieve the results and long-term impact needed and desired. The GREAT project has been developed with the REEP Ambassadors actively shaping the project, being former REEP girls who through capacity building have jumped forwards, pursuing their educational paths.

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| **TARGET** | **DESCRIPTION** | **NUMBER** |
| **Primary target group 1:** School girls at SHS level  REEP ambassadors and women in communities (the actual shapers and ‘implementers’ of the project) | Young people, particularly girls within the ages of 15-18 years. Women (mostly mothers from 35 years) in the project area.  Mobilized into REEP School Clubs and as School Mothers.   The group comprises: - REEP School clubs. 25 girls in 5 different SHS’s = 125 girls - Additional 60 girls from 5 SHS’s reached = 300 (the REEP girls from the 5 targeted SHS’s will become active peer educators reaching out to their peers at their schools). - REEP Ambassadors = 50 girls, who completed SHS.  - REEP School mothers (2) in 5 SHS’s = 10 women   Total of 485 people (girls and women) engaged as primary target group 1. | 485 |
| **Primary target group 2:**  - School Patrons  - Community forums - Community Watch Committees  - Organisations and Stakeholders | School patrons: 5 SHS schools = 5 teachers 12 community forums x around 150 participants each  = 1800 participants (from which 5 out of each 12 communities will form WATCH committees, as a pilot)  Staff from REEP-Ghana, YOPP, YOTA, Ghana Education Service and the Ministry of Gender, Children and Social protection | 2000 |
| **Secondary target groups:** | Community radio listeners - 12 programmes x around 50.000 listeners (might be higher). Social media presence.  The activities of the REEP School's Clubs, REEP Ambassadors, School patrons, school mothers, and WATCH committees will have significant replica benefits on peer students, parents, local leaders and the larger population in the target communities.  This forms the secondary target group. | 50000 |

* HOW THE TARGET GROUPS WILL PARTICIPATE IN- AND BENEFIT FROM THE INTERVENTION.

The girls in the REEP clubs will participate in club meetings and training sessions to learn about and plan rights-based education, from a Life Skills perspective. Communities will participate in the design and implementation of community fora to promote girl child education. REEP clubs will participate as an organ of REEP with full force promoting the interest and aspirations of schoolgirls in the SHS. REEP Ambassadors are peer-peer educators, mentors and SRHR agents. Patrons and School mothers will serve as guides to schoolgirls in their respective schools and communities, inspiring and supporting rural girls to educational outcomes. The Community WATCH committees will secure popular anchorage and support from the committees, advocating for parents to support GREAT. All together, they form and become part of REEP.

* OBJECTIVES AND EXPECTED RESULTS.

**ENGAGEMENT:** Strengthened local community engagement structures for civil society action (REEP girls’ clubs, school mothers, patrons, REEP ambassadors and community mentors).

**EMPOWERMENT:** Enhanced self-advocacy among REEP girls (through Life Skills) to engage peers and stakeholders for improved quality education among rural girls in 3 operational districts (Kumbungu District, Tolon District and Savelugu Municipal) in Northern Region, Ghana.

**NETWORKING FOR ADVOCACY:** Local civil society structures are strengthened and a sustainable partnership between REEP-Ghana, YOPP and YOTA (CSO actors), the local Ghana Education Service unit and the Ministry of Gender, Children and Social Protection (state actors) have been built to stand together for girl child education. A stronger network with these two CSOs, representing the local and the national level, will assist REEP in successfully pursuing joint advocacy agendas.

Development take time and must happen in a pace where everyone can follow. GREAT will operate in different directions and through all layers, which is important. The efforts will not end after this project, but rather form a necessary and strong steppingstone to continue the work in a later phase. The changes and outputs which the intervention is expected to contribute to are as follows:

**OUTPUTS AND RESULTS**

Rural girls have increased access to education (measured by increased enrollment rates + drop-out rates).

**Engagement Focus:**

* 50 REEP ambassadors actively perform as positive role models for their peers at SHS’s in the three target districts of REEP’s operation.
* 125 REEP School Club members are mobilized and can confidently argue on their rights to education.
* 12 radio shows are run by all REEP engagement structures (raising their voices).
* 12 community forums are held, and 5 WATCH committees are set up and functioning.

**Empowerment Focus**

* 50 REEP girls and 20 REEP ambassadors are empowered as Life Skills facilitators
* 25 REEP girls are trained as poets for the promotion of girl child education.
* 300 additional young girls are capacitated on Life Skills/SRHR.
* Patrons and School Mothers provide a safety net for girls who ‘stand out’.

**Networking for advocacy Focus**

* Parents in 12 rural communities are actively campaigning for girls’ education through radio talk shows. They have a better understanding of the importance of and the need for girls’ education and have declared their willingness to support the education of their daughters.
* 70 people actively participate in the three (3) days education summit.
* Social media campaigns on girls education and gender development create debate and opinion exchange, raising and highlighting the ‘girls in education’ agenda.

**Project Strategies in GREAT**

**A ‘peer to peer’ approach**

REEP girls are trained to train others. That is how they will master Life Skills. They are being motivated to share their stories and their ambitions with their peers and other stakeholders, including parents. Then the older REEP ambassadors come in as role models for their younger peers. Nobody can spread the message about girl's education more powerfully than a girl who has fought for her right to education.

**Nothing for me without me/bottom-up approach**

There is a shift in discourse on the level of participation beyond beneficiary participation to wider

questions of citizenship, rights and governance. In some cases, the participation is activity specific where

females are instructed to undertake tasks that have been assigned by men. In others, females participate

only in the implementation and not in the decision-making process or in the benefits generated.

This implies that merely taking part in the process is not sufficient and participation in decision making

must be an instrument that transforms and empowers females in the process. In GREAT, all engagement

structures are involved in their role description, domain of action and decision making. And naturally in the

planning, implementation and follow up on project activities.

**Advocacy must be ‘owned’**

The girl child, parents, teachers and the traditional authorities and other stakeholders and duty bearers

form the targets for the advocacy efforts. The objectives can only be reached with the participation of

everyone and instead of seeing all these stakeholders as somebody to convince, the strategy is to make

them feel that REEP as an organization belongs to them. The success of REEP is the success of these

stakeholders and the beneficiaries (the girls) as well.

**Capacity building is key**   
Building the capacity of the girls to a level where they know their rights and responsibilities to be able to protect themselves against all forms of abuse. Life Skills training is an essential component which the girls need, enabling them to handle themselves as persons, in a group formation and in the society. First they get trained and then they train others – as a way of mastering the skills of peer facilitation. Poetry and radio are ways to air ‘unheard’ voices. This will build confidence and prepare the girls to ‘take the stage’.

**GREAT PROJECT ACTIVITIES**  
The project implementation will follow a lay down of the following activities in ensuring the achievement of the overall and the immediate objectives:  
 **Baseline survey**: A survey will be carried out to measure the status of girls education in the three districts to be able to better benchmark, monitor and evaluate the implementation of GREAT, but also to inform advocacy. There is a need for data and data is scarce. Requesting data, constantly, hopefully will make duty bearers provide easier access.

ACTIVITIES - ENGAGEMENT FOCUS:  
**Mobilisation and engagement structures (REEP Ambassadors, REEP board/staff, Patrons, REEP Clubs, School Mothers)**: These engagement structures of REEP will be mobilized to take active part in the intervention. Role descriptions and domains will be set up and activity plans made. ‘Finding’ themselves.   
**Community radio programmes**: 12 radio programmes for parents, patrons, school mothers and REEP girls and ambassadors to discuss topics on the promotion of rural girl education. REEP ambassadors will share their success stories to the listeners across the 3 operational districts and beyond. Community radio is a very powerful tool in these districts, as dissemination is in the local languages, for and by the people.  
**Outreach programme – LIFE SKILLS for SHS’s:** The girls from the REEP clubs will be embarking on outreach programs. Especially at their schools. It will involve Life Skills exercises, including SRHR work, for their peers, as a ‘double empowerment’ structure. 10 REEP girls from each club + 4 REEP ambassadors will be trained as Life Skills facilitators, after which they will practice their skills first with their own School Club and then another group of girls (3 x 20 in each school, who will all go through at least 2 sessions).   
In all 300 additional girls will be reached. They will also take part in the radio shows and community forums, building local engagement and strengthening advocacy efforts.   
**Outreach programme - Community Forums:** 12 community forums will be arranged, sensitizing parents and youth on girl child education, involving all the engagement structures, and setting up 5 WATCH communities to oversee girls education in the communities, as a pilot approach to engage locally.

ACTIVITIES - EMPOWERMENT FOCUS:  
**Training of REEP girls on group dynamics, civic activism, and leadership (Life Skills):**   
As the REEP club girls stay in the schools, a series of training sessions will be held to improve upon their leadership, civic activism, and SRHR education - living with yourself, in a group and in the community.   
This is the empowerment structure for the REEP girls, enabling them to become confident and active.   
**Training of 25 girls in poetry on rural education promotion:** Talented girls will be chosen from the five SHS’s to be trained in poetry. This will enable them to promote education via social media, at community forums and elsewhere. It will be done in the local dialect (Dagbani) and English. It will also have airplay before the start of the 12 radio programs. Inspiration from the ‘Poetic Empowerment’ project with 100%.   
**Training of school mothers:** The 10 school mothers will undertake training on public speaking, communication, and leadership to effect changes in their communities and at the REEP club levels (supporting the girls).   
**Training of REEP club patrons:** Training will be carried out by management and facilitators to patrons to enlighten them on the safe-guarding policies of REEP and how to deal properly with the affairs of the girls. Patrons will also be trained on how to develop action plans and write monthly and quarterly reports.   
It is crucial for the project to keep a good, strong, and cordial relationship with the school authorities.   
**REEP staff/board training on Gender and Rights Based Approach to rural education development:**   
Staff and board of REEP will be provided training on Gender and Rights Based Approaches, to become updated on recent methodological developments, to inspire the development of the REEP approach.   
**Production of training manuals:** Training manuals will be produced by experts (including assistance from 100%) for efficient and effective training sessions that can go on, beyond the project period and by more actors. This will cover all the different training sessions that will be carried out during this project.  
  
ACTIVITIES – NETWORKING FOR ADVOCACY FOCUS:   
**Drama for education, development and awareness creation**: A script on education will be written by the girls for them to perform to the audience to create awareness on the development of education in the districts. REEP club girls will perform this for the attraction of their colleagues. Also, in the communities.   
**Selected stakeholder engagement:** As CSO partners, REEP, YOTA and YOPP will hold at least 4 strategic meetings with Ghana Education Service and then the Ministry of Gender, Children and Social Protection,   
to highlight rural education issues and recommendations through a shared position paper.   
**Rural Education Summit**: A 3-days Rural Education Summit to empower the REEP engagement structures and provide an opportunity for them to engage with each other but also with successful, especially female, leaders from the districts. The summit will gather all stakeholders. A yet not seen event in these districts, highlighting SDG4 and 5.

**Plans for systematizing experiences:** In Northern Ghana relevant documentation is hard to reach – and as CSO actors’ documentation and systematization of experience for learning purposes is not always the strongest side. But there is great willingness in the REEP team to learn and to master techniques that are not representing tedious efforts for documentation purposes alone, but rather constructive patterns of monitoring, evaluation, and learning. Which makes it easier to share and gain common ownership of the project. As partners, 100% and REEP will therefore together plan and implement necessary MEAL structures to be able to comprehend and demonstrate the impact of the project by both tracking the progress, adjusting when necessary and finally assessing the outcomes. All the REEP engagement structures will be systematized, for easy access to all the individuals taking part and to catch up with whatever happens, formally in the project – and at the sideline. As these engagement structures form an integrated part of REEP they are all part of evaluating their roles – and to formulate desired changes in their domains.   
  
REEP has a feedback system in place with weekly staff briefings, project activity reports, monthly project updates with 100%, among others. The director and the Gender Coordinator will lead the day-to-day implementation, with direction and supervision from the REEP board. The 100% team will take part in the monthly GREAT meetings, will continuously communicate with REEP staff about change stories to use in information work in Denmark and will visit Ghana once during project implementation, where a MEAL training session will be included in the programme. Furthermore, interns from Denmark will be hosted by REEP and MEAL structures will be part of their assignments. Altogether, shared capacity building in this area is a wish, a need, and a plan. 

1. **Intervention-related information work in Denmark**

All projects that 100% engage in have a Danish component. It is important for us to share what we engage in. We will therefore share selected project stories and results on 100% SoMe platforms and Newsletters (4000 followers). The stories shared will be told by selected girls from the REEP clubs and the REEP Ambassadors, occasionally also staff. As done successfully before, we will arrange at least one online meeting between Danish and Ghanaian youth, to discuss the GREAT project.