United Way Ghana – Girls Mentorship Program
Theme: Empowering Girls to enable them Achieve their full potential

What it is

The Girl Closet project is a United Way Ghana initiative designed to fight against key issues that inhibit young girls from attaining their full potentials. Girl child support has a considerable influence on society, resulting in healthier and more empowered children. United Way is devoted to making real impact within local communities in three focus areas; education, Health and Income generation.

Education is very important for every child whether boy or girl. It is one of the most critical areas of empowerment of women. Among children not attending school there are twice as many girls as boys and among illiterate adults there are twice as many women as men. Most girls, especially those in the rural communities such as Asawase even though have the desire to complete school become drop-outs due to several circumstances such as

- ❖ unproductive environment
- ❖ lack of self-esteem
- ❖ inadequate school supplies
- ❖ inability to acquire proper sanitary materials
- ❖ high peer influence
- ❖ teenage pregnancy

Our Approach

United Way Ghana through this initiative is targeting young girls to increase access to mentorship and education by developing global partnerships, cultivating social enterprise, mobilizing volunteers and innovating sustainable solutions that shatter stigmas and limitations for young girls in accessing quality education in the country.

In line with United Way Ghana's improving basic education (IBE) program which aims at accessibility of quality education, United Way Ghana aims to empower girls through mentorship from Primary 4 to JHS 3 in Asawase- Kumasi to enable them;

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- ✓ Access academic resources
- ✓ Identify who they are
- ✓ Set academic and career goals with a plan to help in achieving them

FRAMEWORK FOR MENTORSHIP PROGRAM

Objectives	Project Summary/Strategy	Indicators	Means of verification/Expected Outcome
Make educational resources available to 300 girls by end of 2020	50 % increase in empowerment of 300 girls in 2 basic schools to attain full their potentials.	Girls with educational needs identified Awards academic	300 hundred enrolled onto they program Girls with educational needs support through the program Increase in school attendance and class participation of girls on the program
Create a platform to enable girls identify their potentials	Recruit mentors for the program	50% improvement in the academic performance of girls at the end of year one.	Comparison of girls Academic records before and after the Girls Empowerment program

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Activities			
	1.Meet girls 6 times a year (Twice a term)	➤ **First Mentorship Summit** at the beginning of every term to meet all girls in beneficiary schools	1.Number of Contact hours delivered by mentors
			2.Increased aspirations among girls
			3.Improved Self-confidence in beneficiaries
	2. Provision academic resources and stationeries to girls	➤ Students and Corporate recruited volunteer mentors engagement with girls in classrooms	4. Decrease absenteeism due to lack of sanitary kits
			5.60% of beneficiaries empowered to approach menstruation with confidence
	3. Provision of Dignity kits to girls who cannot afford sanitary kits.	**Girls receive scholarships** and stationeries such as exercise books, pens, story, branded towels and wrist bands, books from United Way Ghana.	6.15% decrease in menstrual health related absenteeism in beneficiary schools.
		Number of kits distributed to girls who cannot afford sanitary pads in beneficiary schools.	

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Objectives	Strategy	Milestone	Expected Outcome
DEVELOP Reading Skills of Children	▪ Organise in-school weekly reading sessions ▪ Organise after school reading and writing programs ▪ Organise educational events and competitions to award outstanding performances and motivate the children to read extensively ▪ Set up reading Clinics	▪ Acquired baseline information upon which the performance of the children will be assessed ▪ Volunteers identified and assigned to classes/groups ▪ Volunteers trained to take up their roles effectively ▪ An annual reading workplan in place and available to all partners ▪ Refurbish a Library ▪ Professional librarian assigned to manage the Library	▪ Improved academic performance ▪ Improved class attendance ▪ High confidence level ▪ High level of interaction in class ▪ Quest for higher education to attain ones full potential
STRENGTHEN district level school literacy systems	▪ Sensitize community members on the importance of reading and their role in creating an enabling reading community ▪ Work with GES and MoE to ensure that school literacy systems are in place and functional	▪ Acquired copies of GES and MoE's policies on school literacy systems ▪ Durbars and seminars held to sensitize community members on literacy	▪ Functional school literacy systems ▪ Enabled community that supports literacy
BUILD the capacity of Teachers	▪ Train teachers to enable them support the children with their reading expedition	▪ Training program organised to train teachers on reading and Library management	▪ Teachers empowered to manage literacy programs in their schools

MENTORSHIP PROCESS