Ghanaian Institute for the Future of Teaching and Education (GIFTED)  
Women’s Fellowship Program  
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GIFTED, part of the larger Ghana Wins! Project, is a professional development program that aims to build capacity in women leaders in education. GIFTED began in June 2013 and is a partnership between New York University (NYU), University of Minnesota (UMN), the University of Education Winneba (UEW), and Mujeres por Africa, sponsored by Banco Santander.

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<tr>
<th>GIFTED FACTS: June 2013 – April 2015</th>
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<tr>
<td>Number of GIFTED Fellows: <strong>24</strong></td>
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<td>Number of Change Projects: <strong>12</strong></td>
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<td>Number of Participants Enrolled: <strong>425</strong></td>
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<td>Number of Club Sessions to Date: <strong>493</strong></td>
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As part of the GIFTED Leadership Curriculum, GIFTED Fellows develop individualized leadership development plans that target actionable goals to improve their leadership capacity. These plans target the Fellows’ professional growth separate from the Fellows’ work with the GIFTED girls’ clubs. The Fellows are making a difference in their schools and in their communities. Look at what they have achieved!

**YVONNE’S SANITATION CAMPAIGN**

Yvonne noticed that students did not pick up after themselves and there was no regular plan to clean the school. She recruited eight teachers to mount a sanitation campaign. Students have been taught the importance of keeping a sanitary and healthy environment. Today, teachers and students have designated roles to keep the school clean: classrooms are cleaned and swept daily, the washrooms are cleaned every other day, and unsanitary food sellers have been banned from selling to students. Yvonne reports that students are healthier and the school has never looked better!

**JOYCE IS BUILDING HER SCHOOL’S SPORTS PROGRAM**

Joyce is a new headteacher at a new school. This school had not been regularly participating in the town’s sports competition because there was no unified effort among the staff to organize and coach the teams. Joyce met with the school’s sports coordinator and the teachers to talk about the importance of the program and gain support. Together, Joyce and her teachers created a plan for the regular participation of staff in sports. In the most recent competition, Joyce’s school placed 3rd in the municipality!

**GEORGINA IS BUILDING SUPPORT FOR GIFTED**

Georgina’s goal was to inspire a shared vision among her fellow teachers to gain support for the work she is doing in GIFTED. Georgina delivered a talk on the importance of the program to her colleagues. Now that teachers have more information, Georgina reports that teachers are now more supportive of her club’s activities. Before, teachers were reluctant to release the girls for club meetings but now teachers release the girls on time and encourage them to be punctual for the club sessions.

**VIVIAN IS EDUCATING THE COMMUNITY**

In Vivian’s school there is a high rate of teenage pregnancy, which causes girls to drop out of school. As the school’s girl-child coordinator, Vivian recognized that there is a lack of public knowledge about sexual health at the both the student and community level. She is organizing informational meetings with parents in the community to teach them about adolescent health and how to prevent pregnancy.

**ABA IS ORGANIZING GIRL-CHILD MEETINGS**

Aba, the girl-child coordinator in her school, aspired to have regular girl-child club meetings that included all the girls in her school. She knows that that the club meetings are an important part of supporting girls’ education. She created a vision statement for the club and shared it with her headteacher. Aba will start having regular clubs meetings next term.

**MARGARET’S PEER-TUTORING PROGRAM**

To help students struggling with English, Margaret has set up a peer-tutoring program with students from the neighboring junior high school. She currently has two junior high peer tutors who work with three elementary students twice a week on English assignments and homework.
**HAJIRA'S ENROLLMENT DRIVE**

Many families in Winneba do not send their children to Hajira's school because they think that her school, which was established by the local mosque, teaches only Arabic and the Quran. In an effort to boost enrollment and gain support for her school, Hajira organized a community walk to inform the community that the school in fact teaches secular subjects. Six of her fellow staff participated in the walk along with 50 of the school’s students. Since the walk, 12 students have been enrolled in the school.

**EUNICE IS IMPROVING THE GIRL-CHILD MEETINGS**

Eunice, the girl-child coordinator in her school, realized that the girls in her school were not as engaged in the school wide meetings as she wanted. Her goal was to ask for feedback from her fellow teachers and the students on how to improve these meetings. Her colleagues suggested that she involve more teachers and girls in the planning and running of the meetings. For the last meeting, Eunice involved other teachers in the planning. Together, they held a game day for the girls. The girls selected the games, organized the event, and manned the different game stations. Eunice said the event was a success and the girls had a great time. She continues to ask for feedback after each meeting to continue to improve her work.

**EMMA'S CAMPAIGN TO CLEAN HER SCHOOL'S BATHROOM**

The bathroom at Emma’s school was unusable due to the lack of running water and infrequent cleaning. Emma purchased two water containers to supply water to the bathroom. With the help of her teachers, Emma has made a cleaning schedule to ensure that the bathroom is cleaned three times a week. The bathroom is now clean and usable for all!

**GIFTED Updates**

- The first GIFTED Mentoring Circle was held in February. In a group, the Fellows presented challenges they were facing in their professional lives. They received mentoring from their peers through story telling. The next mentoring circle is in May.
- 1st and 2nd cohorts are collaborating to make their clubs better. They are sharing resources and observing each other’s club sessions.

**What’s next for the GIFTED Program?**

- Workshop on girl-child protection. 1st cohort Fellow, Faustina, will deliver the workshop to the 2nd cohort.
- Workshop on presentation skills and PowerPoint.
- 2nd cohort will travel to New York City the first week in June to:
  - Attend professional development workshops.
  - Present the preliminary results of their girls’ clubs at the NYU GIFTED Educational Symposium.

For more information about the GIFTED Program, please contact the PI of the project, Kristie Patten Koenig, at kristie.koenig@nyu.edu

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**ROBERTA'S TEACHER-STUDENT ADVISORY GROUPS**

Roberta saw a need to provide extra academic support to students in their final year of junior high to help them prepare for senior high. Roberta gathered her fellow teachers to discuss ways to support the students. Together they decided to start advisory groups to create a supportive environment where students receive academic guidance. Each of the 10 teachers in her school meets with a group of four students weekly. Roberta reports that students feel comfortable approaching their advisor when they need support and teachers feel more connected to their students.

**YACOBA’S VISION FOR HER SCHOOL**

As a new headteacher, Yacoba wrote a vision statement for her school. In five years, Yacoba envisions her school having a new building to accommodate the kindergarten classes and to be known as one of the top schools in Winneba. She shared this vision statement with her staff so they can collectively work towards achieving it.

**LILY IS TEACHING THE IMPORTANTANCE OF GIRLS’ EDUCATION**

Lily is concerned that girls may be ignored in class because they are socialized to sit quietly and not ask questions. She delivered a presentation to her fellow staff about the difference in how girls and boys are treated in the classroom and the importance of girls’ education. Teachers recognized that girls were shyer than boys and not as willing to ask for help. Teachers responded to the presentation by making an effort to be more responsive to girls and encouraging them to ask for help. Lily reported that four girls have sought advice from teachers since her presentation.