

Danish organisation	Civil Connections Community Foundation (CCCF)
Title of the intervention	Strengthening structures for a deepened grassroots-based entrepreneurial movement for young females in the Bono region of Ghana
Partner name(s)	Inspinest (InspireNest), Ghana
Amount applied for	492,243 DKK
Country(ies)	Ghana
Period (# of months)	12

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

Our project’s aim is to contribute to cultivation and mainstreaming of a strong grassroots’ female entrepreneurship culture in rural Ghana, where unemployment, underemployment, and job market exploitation/discrimination of females remains persistently rampant. We aim to mobilise, motivate, and capacitate young females and local stakeholders to create better work opportunities for young women.

To this end, our project entails piloting a female entrepreneurship and changemaker program across five rural municipalities in the Bono Region of Ghana, which will include the establishment of female entrepreneurial hubs at 5 girls-only senior high schools (SHSs), namely: Notre Dame Girls, Dormaa SHS (ADIKANFO), Bishop Owusu Girls, Our Lady of Providence, and Our Lady of Fatima SHS, all schools that Inspinest already collaborates with, and that will act as incubation/epicenters of a blueprint for others. This will be complimented by a strategic mobilization and lobby of local stakeholders’ support to the project objectives, that will translate in a localized and deepened long term acceptance & ownership.

This will be articulated in two specific objectives:

1. To facilitate a strong grassroots female entrepreneurship culture and policy environment in the Bono region of Ghana through establishing and piloting 5 female entrepreneurial hubs at 5 senior high schools in the 5 municipal districts of Sunyani, Dormaa, Berekum, Jaman South, and Wenchi.
  - These hubs will form friendly safe spaces for mobilisation, motivation, and capacitation of young women, to lean towards entrepreneurship for higher future job market chances and strengthen the skills of local female entrepreneurs in surrounding communities.
  - This objective entails direct training of 60 changemaker students, 15 Teachers/Trainers of Trainers (ToTs), 600 SHS students, 300 local out-of-school aspiring entrepreneurs. All these are females.
2. To facilitate the growth and ongoing support for female entrepreneurs and entrepreneurial culture in the region, through strategic grassroots-based advocacy targeting key community, business, and policy stakeholders.
  - Here, we will develop strategies with and among regional CSO’s and entrepreneurial stakeholders to create an ongoing dialogue and lobby for needed changes targeted at policy & government actors.
  - We will also mobilise the local district executives (that have the power of local decision), and the Regional Minister to support the project and lobby for the implementation of the model in other regions and junior high schools in the country. Our project aims to create a blueprint.

These objectives will be further elaborated in section 3.

- Describe the context of the intervention:

The intervention addresses the limitation of opportunities for young females in the Bono Region and Ghana in general. These are presented in the context section below.

#### Ghana youth demography

To understand our focus on youths as a group, and especially young females (girls and young women), we start with some concrete demographic statics of Ghana and Bono Region in relation to the intervention.

- A third of the people in Ghana are aged under 25. More than a fourth are adolescents. Like most other African countries, these numbers are only growing.
- By September 2020, youth unemployment rate in Ghana was 12% and on the rise with more than 50% underemployed, both numbers being above the overall rates in Sub-Saharan Africa (World Bank, 2020). Majority of both the unemployed and underemployed youth in Ghana are females.
- Young women in Kumasi or Accra (big cities) are exploiting digital marketing on social media platforms to create successful small businesses – attesting to the entrepreneurial acumen of the youths of the country. But the trend, like many others, is yet to make its mark in provincial regions like Bono.
- During mixed-gender workshops, Inspinest has experienced how capable young females in the Bono Region are holding themselves back from speaking out their mind, and from striving to live out their professional dreams because of societal norms, for example excessive respect towards the elders, and local conservative traditions. Kindly read further about the Bono Region on the Inspinest [website](#).

### **The growing calls for entrepreneurship**

During the past decade, the government of Ghana has implemented numerous entrepreneurial efforts and programs targeting the high and rising unemployment among the youth. The government also advocates for and initiates entrepreneurial efforts with focus on women and girls, as they recognize that, local communities' benefit from women empowerment in the long run. But according to Inspinest and the other members of Ghana Hubs Network, the governmental entrepreneurial efforts are often inadequate or lack a sustainable effect, especially in provincial regions. As late as 20th of October, the Deputy Finance Minister of Ghana urged the youth to venture into entrepreneurship, stating that the government cannot hire anymore public workers, but did not mention any supportive initiatives. This is just another example of entrepreneurship being mentioned in Ghana on all political levels, as the means to solve unemployment, recognizing all the benefits of locally rooted businesses, but these statements are rarely accompanied by actual sustainable strategies or policies.

This project however, benefits from a newly appointed female Regional Minister in Bono, Ms. Justina Owusu Banahene. She is a former municipality executive of Sunyani, has worked as a lecturer at local Berekum University and has been elected as national deputy women organizer. In September 2021, she made an official statement calling for school reforms and mandatory entrepreneurship experience to solve youth unemployment issues in the region. That is why a successful and systematized entrepreneurship model for young females in Bono has the potential to attract political support and interest, not only in the region, but on the highest level of politics and potentially be implemented in other parts of the country.

### **Education does not necessarily lead to employment in a country like Ghana**

In 2017 the policy *Free SHS* was introduced in Ghana, making it free to attend SHS. But even though this policy results in more graduates from SHS, there are limited to no jobs available to them in the Bono region. The region benefits from three public universities and one private, but the tertiary graduates are struggling to find employment as well, as the curricula at the universities suffer from not being aligned with the actual job market and needs in the local context. It is furthermore the experience of Inspinest that the universities are very conservative-minded and suffers from the mindset “the more traditional education, the better”. On top of this, the university graduates face a mandatory 1-year paid national service, which potential entrepreneurs “need to get out of the way” before starting their own business. These two factors are why Inspinest is focusing on SHS students when it comes to entrepreneurship in the region. As entrepreneurship calls for innovation and an open mindset, Inspinest believes in establishing an entrepreneurial mindset in the youth as early as possible, especially before enrolling at universities.

Before the corona pandemic, most tertiary graduates would move to Accra, Kumasi or abroad to find jobs matching their educational level, but with the recession caused by corona in Ghana, they are now staying in Bono because of the higher cost of living in the bigger cities. This results in tertiary graduates now taking jobs where they are overqualified, causing even fewer job opportunities for the SHS graduates. This trend was also present prior to corona but has become much more severe. In general, The Bono Region suffers from an education system not aligned with the labor market. The curriculum in the SHS has a minimal focus

on entrepreneurship and is basically without any practical learning or inspirational inputs. It is the belief and experience of Inspinest that teaching entrepreneurship is almost effectless if it lacks focus on the practical side and direct inspiration from local entrepreneurs who have succeeded or failed. That is why we strive to have as many events as possible during this project started with a local entrepreneur, preferably a female, telling their entrepreneurial story for inspiration.

The universities in the Bono Region have introduced entrepreneurial hubs, and some SHS have introduced entrepreneurial student clubs. But in every case, their operational effects suffer from lack of funding, organisation, and lack of capable trainers. It is the experience of Inspinest that these hubs and clubs were introduced for the sake of the image of the institutions, as they are spoken proudly of by management but are practically not in operation. It also comes down to lack of financial means, as some local SHS even struggle with buying chalk and crowded classrooms because of the Free SHS Policy. A female entrepreneurial hub at a girls-only SHS would be the first of its kind in the region. The potential of a well-functioning hub is immense, as training in entrepreneurship can widen the youth's minds and inspire them to break the traditional and conservative stigmas about women in the job market in the region. This project aims to establish grassroots-based entrepreneurial hubs to improve the livelihood of young females enrolled at the SHS and those in the local community who are not. Entrepreneurial hubs have been implemented successfully at universities in Accra and Kumasi, but they only target students enrolled at the institutions. In provincial regions like Bono, there is an urgent need for entrepreneurial hubs aligned with the local context and labor market.

### **Gender related challenges in the Bono Region**

On top of finding jobs, young females in Bono face the risk of being sexually harassed at various workplaces. There is no official data for the region on this issue, but it is a known problem and taboo in the Bono region, partly due to the highly conservative mindset and cherishing of traditions in the region. On a national level, girls and women in Bono live in a region with one of the highest rates of teenage pregnancy and sexually motivated violence. In 2019, 46% of women and girls in the Brong Ahafo region (now Bono) aged 15-24 thought that wife-beating could be justified (UNFPA), ranking second highest in the country.

As in many other Sub-Saharan African countries, menstruation remains a taboo and many Ghanaian girls suffer from being looked upon as being sick during their period. This often results in girls from poor communities staying away from school during their period because they can't afford menstruation materials, but also because of a feeling of shame and humiliation. This issue is recognised by the Bono-based Bra Dea Foundation. Through the ongoing project *Her first period*, more than 10,000 high-school students all over Bono have been educated in menstruation, personal hygiene, contraception and are handed sanitary pads. We want to add their efforts and expertise to our project, by cooperating with and having The Bra Dea Foundation visiting the entrepreneurial hubs with their project and benefit from their widespread network and knowledge about female high schools in the region.

Cascading a project like this under a bigger theme – entrepreneurship and education towards the job market paves way for an indirect positive effect on the underlying issues that limit young girls and women achievements on the job market and generally in the society. Therefore, our project is highly relevant and timely, considering the nationwide political and societal support towards entrepreneurship. Politicians, academics, and civil society all agree that entrepreneurship is vital for the country's future. However, a successful model for developing local communities in Ghana through entrepreneurship is still not in place. This project takes place in a stable context.

- Describe how this intervention will strengthen civil society organising

It is the aim with the establishment of entrepreneurial hubs in the SHS that they become places that inspire and create agency among the local youth and other stakeholders to change their society for the better through entrepreneurship. This happens on many levels in this project including here below.

- Specifically, the fact that we are establishing hubs for young women and females that are commonly the most marginalised segment in their local community to take a more active role in activities that

they are commonly left out, directly contributes to empowering active citizenry of this group, and their voluntary engagement in their local communities.

- The 60 capacitated changemakers and 15 ToTs, will gain various skills needed to organise and engage their local communities, where they themselves are a core component of new ways of society organising, while their activities during and after this project will hopefully activate many others.
  - While schools play various education and community gathering roles, adding entrepreneurial hubs to this list of roles supports an important step towards these being new open ways of activating, mobilising, and organising people.
  - Another factor in our project is that we are mobilising several other stakeholders to support the localisation and supportive community structures for policy change and continuity. So, parents, head teachers, other CSOs, local entrepreneurs, policy makers will be activated into routines of dialogues to voluntarily be active in supporting women entrepreneurship, as well as other society aspects.
  - Moreover, every initiative started by changemakers and trained youth during the project will be based on the local context facing them. They pick what issues to focus on in their local society - giving them ownership and creating a bottom-up grassroots effect.
- What climate- and environmental conditions do the partnership, or the intervention need to respond to? And how have the partners responded to it?

In line with the policy of Inspinest, it is a demand that the social entrepreneurial initiatives during and in relation with the project are sustainable and are conscious of the responsibility towards the environment, marginalised groups in society and the climate. The project will also encourage young people to take this as a mantra in their innovation/idea development loop and consider the “do no harm” principle.

As part of monitoring the project, CCCF will be travelling two times to Ghana during the start of the project and at a mid-term point for reflection on progress and in connections with one of the lobby events. This will keep our environmental impact at a low vs the need for effective monitoring. Ongoing monitoring and consulting during and after the project are managed digitally to further reduce our effect on the climate. Socially, the project will be subject to present restrictions on social gatherings in Ghana and all participants will be asked to obey the current protocols for social distancing. All events in this project are aligned with the current Covid-restrictions. If a stricter situation should occur, the local project management will, in cooperation with CCCF, decrease the number of participants at the larger events or conduct it digitally.

## 2. The partnership/collaborators (our starting point)

- Describe the experiences, capacities, and resources of participant partners as well as other actors.

### **Civil Connections Community Foundation – CCCF (Civil Connections):**

CCCF aims to increase value and achievement in international development initiatives with local grassroots communities, by building bridges for commonly unreached local grassroots actors (especially rural), through outfitting these with exposure, capacity, motivation, and mentorship for long-term sustainability.

**Our mission** is to facilitate grassroots development actors to achieve their aims for a fair and sustainable world. This is reached through four areas:

- i. Identifying and making known/visible local community initiatives from the different locations we work in, that would otherwise find it difficult to gain such visibility for a great job they are doing.
- ii. Facilitating the strengthening of capacities of the identified local actors to be able to sustain as well as multiply their good achievements in their local communities as well as to the global level.
- iii. Supporting identified local grassroots development partners and activists in resource mobilisation and joint fundraising as a way of closing resource needs that commonly hinder longer-term survival.
- iv. And, implementing a knowledge development hub - including an online journal of knowledge, working tools, methodologies, and other resources, aimed at building further knowledge and awareness.

CCCF have already implemented three CISU funded projects, two in Uganda, Georgia and soon starting in Zimbabwe in February 2022 (see further in the vores CISU system). These are accompanied by other projects funded by the ERASMUS+ of the EU, NORDPLUS of the Nordic Council, and Oplysningspulje of CISU. More on “Vores CISU” or [here](#).

### **Inspinet Foundation (InspireNest):**

Inspinet was founded in 2018 with the vision to “Inspire, nurture, empower and enable young talented Africans to explore and develop ideas, creativity and aspirations”. The **mission** is to act on the urgent call for job creation through entrepreneurship by capacitating the youth to fight the negative trend of people moving away from the Bono Region to look for jobs.

To support this mission further, in 2020, Inspinet was registered as an entrepreneur hub in the nationwide network Ghana Hubs Network, which advocates for a stronger entrepreneurial ecosystem in Ghana. Throughout 2021 Inspinet has trained more than 360 youths in different skills in entrepreneurship, ICT, robotics, and social media marketing. Additionally, Inspinet conducts free training workshops for the most vulnerable kids from the local *Zongo's*.

Inspinet is run under a Board of five active community and social entrepreneurship-focused activists that oversee the operations and growth of the organisation, provide overall strategy and conduct quarterly monitoring board meetings. A secretariat oversees the daily running of the organisation, currently headed by the Chairperson of the Board – Felix Dumong, who is an experienced social mobiliser and trainer, and locally and globally well connected within the circles of advocating for local entrepreneurship development in Ghana. Read more about the organisation here: <https://inspinest.com/>

- Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed into the development of the proposed intervention.

CCCF and Inspinet will be cooperating on an organisational level for the first time. However, Andrew Julius Bende, the Daily Leader, and the person responsible for this partnership, has a good knowledge of Ghana, having worked with similar partners in the past. Moreover, Emil Persson, a CCCF staff member (volunteer) who will be coordinating this project, has been living in Bono, working with Inspinet and other partners in the region for several months. He is also the link to developing this concept as it falls into the CCCF priorities – especially regarding CCCF’s ambition to support marginalised communities towards changing their odds. The concept of this project stems back from early 2020 when Emil Persson was in Ghana and was initially developed as a submission to the US Embassy in Ghana but was halted due to COVID19.

The idea of establishing entrepreneurial hubs in SHS and training changemakers was developed by the founders of Inspinet, Mark Achaw and Felix Dumong. Felix Dumong is a proven IT entrepreneur with Dumong Systems in Bono. Mark Achaw has established the digital platform Maariba, connecting Ghanaian artisans with potential customers. The combination of this local experience and entrepreneurial expertise combined with the experience of CCCF with development projects has formed this project. Both organisations are keen on empowering youth and building long-term, mutual respect-based partnerships, which will be central values across this project.

- Describe the contributions, roles, and responsibilities of the partners and other actors.

This project will be organised based on our international collaboration model as follows:

On a general level CCCF will be facilitating the overall framework for the success of the project and keeping in contact with the funder for guidance. Specifically, CCCF will be lead on the following activities:

- Oversee project contract and coordination roles. Entailing facilitating that implementation frameworks, budgets and plans for ensuring success are in place & adhered to or adjusted if needed.
- Follow-up and remotely/virtually monitor the project in Ghana. This will be through online meetings, two-time monitoring visits, quarterly reports, and communication.
- Part of the training program in Ghana, giving motivation talks online.
- Part of the mentoring program involves online motivation sessions, discussion, etc.

Inspinet at the grassroots will oversee all implementations in Bono, dialoguing with and always updating CCCF to ensure that the project keeps to its promises. As well as:



- Physically implement all the project activities. This will entail ensuring that logistics, participants, partners, trainers, experts, mentors, etc., are always in place on desired time.
- Responsibility for local monthly monitoring of the project and updating CCCF on this.
- Joint monitoring with CCCF including quarterly reporting and follow up virtual meetings.
- Oversee the local financial management and identify an auditor that fits formal guidelines.
- Locally administer the project and fit it into their annual strategy/plan for smooth running.

As mentioned in section 1, Inspinest will benefit from The Bra Dea Foundation and their expertise in empowering young girls in the Bono region. Contractual agreements with Inspinest are already in place.

- Describe how the intervention will contribute to developing partner relationships and collaboration: This project is the first formal collaboration between CCCF and Inspinest, however, embarking on this journey sets off a commitment to joint growth and learning beyond the informal links. It is a start to a good long-term collaboration. And, in terms of the relationship to the target groups, this project will increase Inspinest's reach to both the young people and the various new stakeholders we will work with in Bono. Secondly, the project gives space and skills development on different levels, in social mobilisation and core competencies around Entrepreneurship, storytelling, communication, etc. We see the training as capacitating stakeholders to reach out to their communities, and mobilisation to provide them with space.

### 3. Target groups, objectives, and expected results (our intervention)

- Describe the composition of the target groups:

Inspinest has established cooperation and contractual agreements with the 5 selected girls' senior high schools and held meetings with school leadership and selected teachers. Enrollment at the schools stretches between 800 and 1200 students. These schools are representative of the 5 municipal districts in Bono. The primary target groups are presented in accordance with their participation in the project below:

#### In accordance with objective 1:

- 15 female teachers who will become ToT's, with three representing each of the 5 schools.
- 60 (12 from each school) female SHS students (Based on the capacity at Inspinest's training facilities.)
- 600 directly trained female students across the 5 SHS (Mobilised by teachers and changemakers)
- At least 300 directly trained out of school aspiring and/or practicing young female entrepreneurs.
- At least 1800 female SHS-students at the 5 SHS (Reached through monthly events at the hubs.)

#### In accordance with objective 2:

- 1 Regional Minister (The Regional Minister supervises the 12 districts in Bono.)
- 1 Regional Director of GES (Ghana Education Service, regulatory body of the public regional schools)
- 12 district executives representing all districts in Bono. (In charge of sectoral funds in the districts.)
- 12 district educational coordinators representing all districts in Bono.
- At least 10 local CSO/NGO representatives. Examples are Action Aid Ghana, Bra Dea Foundation, Nana Antwi Charity, Avid aid, who are all in support of the project.
- 20 local successful female entrepreneurs. (Part of advocacy group and motivational speakers.)
- 20 school leaders from Bono (representing the 5 SHS in the project and other JHS or SHS.)
- At least 10 media representatives from regional/national media outlets.

#### The secondary target group:

The secondary target group is students at other schools than those in the primary group. This project's ambition is to inspire girls-only high schools around the country to establish female entrepreneurial hubs. There are 43 girls only SHS in Ghana and at least 67 girls-only Junior High Schools (JHS). The regional hubs represented in Ghana Hubs Network can assist with training of trainers in the different regions.

- Describe how the target groups will participate in- and benefit from the intervention. This question is to some extent introduced to above and will be further elaborated in the next section.

- Describe the objectives and expected results.

As introduced in section 1 of this proposal, our project is articulated in two objectives:

### **In relation to objective 1:**

The female entrepreneur hubs will be established at designated classrooms in each selected school. The selected classrooms are contractually designated only for entrepreneurial hub activities during and at least one year after the project. Inspinest will be in charge of ongoing preservation and assurance of the existence of the hubs after the project and continuing training of trainers.

The training of the changemakers will be conducted at Inspinest, away from the students' usual physical environment and without any rules like wearing school uniforms, etc. This is an essential foundation to give them a new mindset and courage to go back and make a difference in their local community and take charge of their hubs. The 4-day changemaker program consists of 3 different modules: Entrepreneurship, True storytelling and presentation techniques, and Digital communication combined with mobilisation.

It is the vision of Inspinest to inspire and train the youth to inspire others. This is best done locally through storytelling, and why we include the concept of True Storytelling (Larsen, Boje & Bruun, 2020) in this project combined with basic presentation techniques. The changemakers in the project will become able to inspire others through presenting locally rooted storytelling. Storytelling and individual presentation are not common in Ghanaian educational culture but are part of the entrepreneurial wave in the country, as successful local entrepreneurial stories instill hope in the receiving part.

The focal point of the entrepreneurial efforts in this project is based on principles from the globally proven entrepreneurial methodology Lean Startup. This iterative methodology is relevant in the local context as it aims to prevent the need for significant initial investments by meeting the market's needs at an early stage and building upon the experiences learned early on. At Inspinest, the main focus of training is to identify local businesses or services that can benefit from simple and possibly digital optimization through i.e social media or mobile phone payments. Social entrepreneurship, where a solution to a local societal issue is turned into a possible business idea, has also proven popular among the local youth. As mentioned in section 1, young females in Accra and Kumasi have proven how smartphones and social media enable unemployed young women to start a small business, dealing with widespread customers through social media and electronic payment. That is why the 3rd module of the changemaker training focuses on digital communication and how to also use it to mobilise people.

### **Outputs related to objective 1 include:**

1. One (1) 3-day training of trainers (ToT) programme with the 15 teachers (3 from each school) in entrepreneurship and as a preparation to be an active part of the following training of changemakers and being patrons and coordinators at the entrepreneurial hubs and inputs for the following training. Training modules include *Transform local issues to business ideas, small business finances - how to break even and beyond, Unique Selling Point - pitch and sell your business.* (Location: Inspinest)
2. Two (2) cohorts of 4-day comprehensive changemaker training delivered to the 60 students. They will also be prepared for their role as local mobilizers at the Entrepreneurial Hubs. Training modules include *Transform local issues to business ideas, Small business finances - how to break even and beyond, Unique Selling Point - pitch and sell your business, The 7 Principles of True Storytelling, Marketing on social media, Mobilisation - physical & on social media.* (Location: Inspinest).
3. Twenty (20) quarterly entrepreneurial training modules (4 per school) delivered to at least 600 students enrolled at the 5 SHS. Training modules include: *Transform local issues to business ideas, Small business finances - how to break even and beyond, Unique Selling Point - pitch and sell your business.* (Location: Entrepreneurial hubs).
4. Twenty (20) quarterly weekend entrepreneurial training modules (4 per school) delivered to at least 300 local out of school aspiring and or practicing young female entrepreneurs. Training modules include *Unique Selling Point - pitch and sell your business, Small business finances - how to break even and beyond, Marketing on social media.* (Location: Entrepreneurial hubs)
5. At least forty-five (45) monthly (9 per school, minus holidays) information, discussion, idea creation events (for 1800 SHS students) implemented by the changemakers in 1.2 in collaboration with Inspinest where external presenters, like NGO's or active entrepreneurs, will feature for inspiration. These events

are meant as a platform for the changemakers to put their presentation and mobilisation learnings into practice, and also base the content on their local reality. The aim is for these events to be an integral monthly event at the schools, where the need for Inspinest to assist the events is little to nothing by the end of the project. Outputs from these events will be passed on to the advocacy group in 2.3, creating a bottom-up effect, where the youth will have their voice heard. (Location: Entrepreneurial hubs)

6. Facilitate and support the changemakers at the entrepreneurial hubs to develop a social entrepreneurial project (1 per school) in line with their training and the project, which will become part of a pitching competition between the involved SHS, at the larger community event in 2.5. The changemakers will be challenged with this during their changemaker training, receiving ongoing support from Inspinest.

### **In relation to objective 2:**

It's the overall ambition with objective 2 to create enough awareness and support towards a better ecosystem for female entrepreneurs in the Bono Region so that the impact can reach beyond the regional borders and hopefully have other regions of Ghana implement the Female entrepreneur hub model from this project at girls only SHS and/or JHS.

The first point of action is to mobilise the five district executives in the chosen districts of the project in cooperation with the school leaders, calling on the Regional Minister to implement to support the entrepreneurial hubs with funding and political support. By giving the newly elected female Regional Minister partial ownership of the project early in the process, she will become aware of the possibility of marketizing Bono Region and herself as first-movers on a national level when it comes to female youth entrepreneurship. The Regional Minister is not in charge of finances on a district educational level, but she is the link to get financial support from government bodies, who, as mentioned in the context section, support female entrepreneurship.

To ensure an ongoing advocacy effect after the project, an advocacy group of local stakeholders, spearheaded by Inspinest, will form. This advocacy group is fundamental to ensuring a locally rooted and ongoing call for policy changes aligned with the local context and labor market.

### **Outputs related to objective 2 include:**

1. One (1) meeting with the 5 district executives, 5 education coordinators, 5 school leaders from the involved SHS, the Regional Director of GES and the Regional Minister, to mobilize and inform them about the project, and gaining their acceptance/ownership of the project at policy level early on.
2. Run (5) bi-monthly community radio debates on SKY FM, averaging 20.000 daily listeners and more than 13.000 followers on Facebook. The panel in each debate will consist of a district executive, an entrepreneur, a teacher and a changemaker. The radio debate ensures an impact on the wider community in the region, as radio debates are very popular and end up as hot topics among citizens.
3. Host and systematise (4) quarterly planning and strategizing meetings with at least 10 CSO representatives and 10 entrepreneurs, forming a united advocacy group that will lobby for a more supportive political environment for female entrepreneurship in the region. The local entrepreneurs ensure that proposals from the advocacy group are aligned with the regional labor market. During these meetings, ideas, and initiatives from the youth in 1.4 will also be processed.
4. Run (4) policy dialogue and lobby meetings with the Regional Director of GES, 12 district executives and 12 education coordinators, where the advocacy group from 2.3 will present and discuss ideas for policy changes and/or local initiatives to support the regional female entrepreneurship ecosystem. The local district executives are known to be very interested in participating in such dialogue events.
5. Host two (2) bi-annual regional community events with the purpose of creating awareness beyond the Bono about the project and the examples of how the civil society is benefitting. These events will include at least 1 Regional Minister, 12 district executives, 12 district education coordinators, 10 CSO representatives, 20 school leaders, 60 changemakers, 15 teachers, 20 local entrepreneurs and 10 media. It is the ambition to attract the attention and participation of a governmental representative at



the final event. The changemakers present their projects from 1.6 and a winner is announced at the second event, as well as inspirational speeches by local female entrepreneurs and inputs from the advocacy group in 2.4. The second event ends with a presentation of the project documentary.

**Intervention Timetable:**

The project timetable is aligned with the updated academic calendar due to covid at public SHS in Ghana, where the students now start the first semester in January and end the second semester by December.

Interventions	2022												2023
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	
<b>Kick-off</b>													
1.1. 3 days of TOT (15 SHS teachers)													
1.2. 2x4 days Changemaker training (60 SHS students)													
1.3. 1 day training in Entrepreneurship (600 SHS students)													
1.4. Weekend training in Entrepreneurship (300 young females)													
1.5. Monthly events at Entrepreneurial Hubs (1800 SHS students)													
1.6. Ongoing social entrepreneur project (60 SHS students)													
2.1. Introduction meeting with local policy makers													
2.2. 5 Bi-monthly community radio debates													
2.3. 5 Bi-monthly advocacy group meetings													
2.4. 4 Bi-monthly policy dialogue and lobby meetings													
2.5. 2 Bi-annual Regional community events													

● **What is the strategy of the intervention? Describe the planned activities and how these will lead to the desired outputs and achievement of the objectives.**

The strategy or as we would rather frame it – the theory of change of this project lies in two main assumptions and the related components of intervention earlier expressed in the objectives and outputs. Here is a summation of how this hangs together and should create impact.

If we are to succeed with boosting entrepreneurship among marginalized communities and groups, in our case young girls and youths at large in a rural region like Bono, there is a strong need for intentionally creating accessible entrepreneurial spaces, and activities that are specifically tailored and targeted to such groups. Such spaces have also to be situated in locations accessible and acceptable to the target groups we want to reach, but constantly follow this with a strong mobilization process to such groups and communicate clearly that they are welcome.

By creating and equipping the entrepreneurial hubs in this project in rural girls’ schools in Bono, we are setting a new trend and bringing entrepreneurial development possibilities to where it matters for our project’s target group – closer to the girls in these schools. On a bigger scale, schools also offer several advantages; they are generally acceptable places of learning and convening spaces for the entire community. In a rural area like Bono, a school is a learning space during the weekdays, a community meeting space on Saturday morning, a space of worship on Sunday, etc. So, the local communities are already familiar with utilizing schools in different ways. To ensure that the hubs will be utilized by the entire community, we are specifically mobilizing out of school target groups to join in and gain ownership of the components, as well as tailoring the training to the different populations where they are.

To support the mobilization efforts, we are putting in place a start mobilization team, i.e., Inspinest’s long experience in mobilizing different segments to entrepreneurship development, combined with the 60 student changemakers and 15 teachers (ToTs), that are envisioned to spread the project further to other students, as well as ensure ample space for the rest of the community. Additionally, we are getting support from other institutional actors like the other CSOs and regional departments and the different entrepreneurs who will come into the project and give motivational talks. These will spread the word.

To succeed at creating our intended strong grassroots entrepreneurial environment for young females in a place where this is traditionally not a trend, we need to mobilize and lobby local support, and most importantly, policy and key community decision stakeholders that influence the project. This can be done in many different ways, but what we have proof that it revolves around creating strong awareness and

understanding of what both the project is about and why it is necessary to have young female entrepreneurs in our local communities (Inspinet). This includes the need for supporting them, both with resources but mainly with giving them a supportive policy environment for them to succeed. This is the purpose of objective 2, to create ongoing support for female entrepreneurs in the region—mobilizing the local district executives and the Regional Minister to support the project and triggering systematized grassroots-based advocacy by regional CSO's and entrepreneurial stakeholders.

- What are the plans for systematising experiences along the way and at the end of the intervention?

The following will be done to systematise the project activities and experiences:

- We have ensured that Inspinet have a fully engaged project coordinator, two project assistants and an accountant. The same modalities are at CCCF.
- Both CCCF and Inspinet will meet up at the start of the project to jointly revisit the proposal and harmonise work plans and other aspects that are crucial to the realisation of the project.
- Inspinet will compile different reports and information on implementation to be utilised by the partnership to follow the project. These will include short activity reports, compiled into a quarterly report that will be shared to CCCF and followed up by Zoom-meetings to engage on the results.
- The partnership will also implement joint physical monitoring visits, giving space to joint learn within the context and gather up on the specific exchanges of best practices and ideas.
- During the project, one of the project assistants will be tasked with producing a documentary video, as she has experience with short movie making. This entails that video recordings and filming will be done through the whole project, enabling storytelling of the progress from beginning till end. Small video clips will be published on a running basis on social media accounts belonging to Inspinet, the high schools involved and other local stakeholders networking with Inspinet.
- Every participant involved will be encouraged to share their experiences during the project on social media under the hashtag #FemalesofBono, altogether showcasing that the whole region is involved and as inspirational material being available online for everyone to see. This hashtag will be promoted in all content produced, at every event during the project and by all involved partners and CSOs.

#### 4. Intervention-related information work in Denmark

- The purpose of the information work.
  - Give Danish public access to what is happening in Ghana and engaging them in our work.
  - Utilise this information for lobby and advocacy towards policy support for development work.
- The target groups of the information work.
  - Our members and followers through online channels and our Annual General Assembly
  - To other Danish CSOs present/interested in Ghana and the Danish public through public workshops
- The means of communication to be used (social media, printed matter, theatre, events, or the like).
  - Public workshops & events, social media, World Wide Web (our website), and Printed content.

#### 5. Supplementary financing

NA