



GRADUATES & PROFESSIONALS OF GA-DANGME NETWORK

REPORT ON THE GHANA EDUCATION OUTCOME PROJECT (GEOP) LOFT 7A

PRESENTED TO
PLAN INTERNATIONAL GHANA
(PIGHA)

FEBRUARY 2026



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Preamble

The true measure of a nation is not found in the height of its buildings or the size of its economy, but in how it protects, educates, and empowers its most vulnerable children. The Reintegration of Out-of-School Children Project under GEOP Lot 7A is therefore not merely a social intervention, it is a moral commitment and a national imperative for Ghana.

Education for less-privileged children must be rooted in joy, safety, connection, and a profound sense of belonging. When a child feels safe, seen, and valued, learning becomes natural and possibility becomes limitless. Children raised in such environments grow into leaders, innovators, and responsible citizens. They become solutions to societal challenges.

Yet in Greater Accra, the capital of our nation, we confront a painful contradiction. As opportunity expands for some, exclusion deepens for others. While many children advance with technology, quality education, and global exposure, thousands of children from underprivileged homes are left to navigate survival. Scavenging through refuse dumps for plastic bottles and scrap metal discarded by a society progressing without them.

This is not merely an economic gap; it is a dignity gap. And it demands decisive action. Inclusive development is not charity, it is strategy. A nation that fails to invest in every child weakens its own future workforce, stability, and social harmony. But a nation that deliberately uplifts its most vulnerable children builds resilience, prosperity, and lasting peace.

Through this partnership, we reaffirm a bold and uncompromising principle: no child in Ghana is invisible. No child is expendable. No child's dream is too small to matter.

When we invest in every child, we invest in the nation's strength, unity, and destiny.

GRADUATES AND PROFESSIONALS OF GA-DANGME NETWORK

Report on the Ghana Education Outcomes Project (GEOP) Lot 7A

Executive Summary

The Ghana Education Outcomes Project (GEOP) was implemented by Plan International Ghana (PIGHA) in strategic partnership with Graduates and Professionals of Ga-Dangme Network (GPGD Network), combining local community leadership with international development expertise to address the persistent challenges of Out-Of-School Children (OOSC) in the Greater Accra Region.

GPGD Network is a Ghanaian community-based professional network NGO committed to advancing education, skills development, and social inclusion within Ga-Dangme communities and other underserved urban populations in Ghana. The organization mobilizes graduates, professionals, and local leaders to design culturally responsive interventions that bridge inequality gaps in education and opportunity. With deep-rooted community trust and indigenous knowledge systems, GPGD Network plays a critical role in:

- Identifying marginalized and hard-to-reach children through grassroots structures
- Engaging traditional authorities, parents, and local influencers to promote education
- Delivering context-specific learning models rooted in local language and culture
- Strengthening community ownership to ensure sustainability beyond project cycles

This localized legitimacy enables the network to reach children often invisible to formal systems, particularly in peri-urban settlements affected by poverty, migration, and social vulnerability.

The collaboration with Plan International Ghana reflects a complementary partnership model that integrates efforts by both parties as indicated in Table 1.1:

Table 1: GPGD and PI Collaboration

GPGD Network Contribution	Plan International Ghana Contribution
Community access and cultural leadership	Technical guidance and programme design
Grassroots mobilization and trust-building	Global best practices in inclusive education
Local facilitator recruitment and supervision	Capacity strengthening and quality assurance
Contextual implementation of CBE model	Monitoring, safeguarding, and accountability systems

Plan International Ghana provides strategic oversight, technical standards, and alignment with international education frameworks, while GPGD Network leads field implementation, stakeholder coordination, and community-level delivery. This synergy ensured that the intervention is both globally informed and locally owned.

The GEOP initiative was launched following the signing of MoU agreement on 5 September 2025, between Plan International Ghana and GPGD Network aimed to reintegrate 3,000 out-of-school children into structured learning using Ghana’s Complementary Basic Education (CBE) approach. As of February 2026, the project has achieved:

- 4,010 children identified and mobilized through community-led outreach
- 2,573 learners validated and enrolled across ten municipalities
- 98 trained facilitators deployed, delivering instruction in Ga and Twi
- 98 functional community learning classes established within accessible locations
- Successful commencement of teaching and learning on 19 January 2026

This initiative directly contributes to:

- SDG 4 — Inclusive and Equitable Quality Education
- Ghana’s Education Strategic Plan and Non-Formal Education Policy
- Urban education recovery and equity-focused programming

By combining community legitimacy with international development standards, the partnership has created a responsive education model capable of re-engaging excluded children, rebuilding foundational skills, and preparing learners for reintegration into formal schooling or vocational pathways.

The GEOP implementation demonstrates that sustainable education recovery in marginalized urban contexts requires:

- Locally anchored organizations with trusted community relationships
- International partners providing technical rigor and accountability
- Mother-tongue-based accelerated learning to restore learner confidence
- Shared ownership between communities and institutions

This blended model positions GPGD Network and PIGHA efforts not only as a reintegration programme, but as a replicable framework for inclusive urban education delivery in Ghana and similar contexts. Figure 1.1 shows delivery of contract document to GPGD at PIGHA head office.



Figure 1: Presentation of Contract Award document to GPGD President and Vice at PIGHA Head office

1. Introduction

The Graduates and Professionals of Ga-Dangme Network (GPGD Network), in partnership with Plan International Ghana, implemented the Ghana Education Outcomes Project (GEOP) as a targeted response to the challenge of out-of-school children (OOSC) in the Greater Accra Region. Urbanization, internal migration, household poverty, and social vulnerability continue to create pockets of exclusion where children disengage from formal schooling despite national gains in enrolment. GEOP addresses this gap through an accelerated learning and reintegration model that combines community-driven identification, flexible learning delivery, and structured transition pathways into mainstream education or skills development.

The project reflects a shared commitment to inclusive development by leveraging:

- Local leadership and cultural competence (through GPGD Network), and
- Global technical standards and safeguarding frameworks (through Plan International Ghana).

GEOP is aligned with:

- Sustainable Development Goal (SDG) 4: Quality Education
- Ghana's Education Strategic Plan (ESP)
- National Complementary Basic Education (CBE) policy framework
- Equity-focused interventions for marginalized urban learners.

2. Organizational Profile

2.1 Graduates and Professionals of Ga-Dangme Network (GPGD Network)

GPGD Network is a Ghanaian non-profit organization composed of academics, professionals, and community leaders dedicated to promoting equitable access to education, skills training, and social advancement, particularly within Ga-Dangme communities and other underserved populations.

The organization was established to harness professional expertise for community transformation, translating local knowledge and volunteerism into structured development interventions.

Core Areas of Work

- Educational access and reintegration programmes
- Youth empowerment and skills development
- Community mobilization and advocacy
- Capacity-building initiatives in underserved urban and peri-urban areas
- Partnerships that connect grassroots realities with institutional support systems

Institutional Strengths

- Deep-rooted relationships with traditional authorities and local governance actors
- Proven ability to identify and reach marginalized populations
- Strong volunteer and professional network supporting programme delivery
- Cultural and linguistic competence enabling mother-tongue-based learning
- Experience in managing community-led education and social interventions

Through PIGHA, GPGD Network serves as the primary implementing partner, responsible for field coordination, stakeholder engagement, facilitator supervision, and day-to-day programme delivery.

2.2 Plan International Ghana

Plan International Ghana is part of the global Plan International federation, an independent development and humanitarian organization advancing children’s rights and equality for girls. With decades of operational experience in Ghana, the organization provides technical leadership in education, child protection, and inclusive development programming.

Role in GEOP

- Technical design and quality assurance of the CBE model
- Capacity strengthening for facilitators and implementing teams
- Monitoring, evaluation, accountability, and learning (MEAL) systems
- Safeguarding oversight and compliance with international standards
- Strategic alignment with national and global education frameworks

This collaboration ensured that implementation benefits from internationally recognized methodologies while remaining grounded in local realities.

3. Partnership Approach

GEOP is implemented through a complementary partnership model that blends grassroots access with technical rigor. See Table 2.

Implementation Dimensions between GPGD and PIGHA

Table 2: Implementation Dimensions between GPGD and PIGHA

Implementation Dimension	GPGD Network	Plan International Ghana
Community Entry & Trust Building	Lead	Support
Mobilization and Validation	Lead	Support
Programme Design Alignment	Contribute	Lead
Facilitator Recruitment & Supervision	Lead	Technical Support
Learning Centres	Lead	Support
Training & Capacity Development	Co-deliver	Lead
Monitoring & Evaluation Systems	Support	Lead
Sustainability & Transition Pathways	Support	Lead

This structure ensures:

- Local ownership of interventions
- Efficient delivery in complex urban environments
- Scalability beyond the current project footprint.

4. Strategic Relevance

The GPGD Network–Plan International Ghana partnership demonstrates an effective localization model in which:

- Community-based organizations act as engines of access and sustainability, and
- International NGOs provide technical validation, systems strengthening, and global accountability.

This aligns with current international development priorities on:

- Localization of aid delivery
- Equity in education recovery
- Community-owned solutions for SDG implementation

5. Community Engagement, Learners Identification and Mobilization- 5/9/2025

The first phase of the GEOP project involved extensive community engagement, mobilization and sensitization via.

- a) Engagement with the chiefs and queen mothers
- b) Directors of education
- c) Municipal chief executives
- d) Assembly members and unit-community members
- e) Pastors and Imams
- f) Media platforms (radio, TV, community information centres).

This process was critical to building trust, creating awareness, and ensuring community ownership of the programme.



Figure 2 GPGD Executives and Director of Education and Staff of GES at Osu



Figure 3 GPGD Mobilization team engaging stakeholders at Ablekuma West

Key activities under this phase included:

- Engagement with traditional authorities, opinion leaders, parents, and community stakeholders
- Community durbars and sensitization meetings to explain the objectives and benefits of GEOP
- Identification of out-of-school children, school dropouts, and marginalized learners
- Collaboration with local education offices, community-based organizations, and volunteers

The mobilization phase ensured that communities recognise the importance of education and actively supported the enrolment of eligible learners into the programme.



Figure 4 GPGD Mobilization team engaging chief, queen and Other Stakeholders at Adabraka

6. Learner Validation and Enrolments -5/11/2025

Following identification, a rigorous validation exercise was conducted to confirm the eligibility and accuracy of learner data. This stage ensured transparency, accountability, and alignment with GEOP criteria.

Key validation steps included:

- Verification of learner age, background, and schooling status
- Household visits and community confirmations
- Cross-checking of data with community leaders and education authorities
- Final enrolment of validated learners into designated learning centres

This process helped to eliminate duplication, ensure the right beneficiaries were captured, and data integrity was strengthened for effective monitoring and reporting.

Table 3: Learner Validation and Enrolments

S/ N	Municipalities	Validated		Total	Mobilized		Total	Variation
		F	M		F	M		
1	Okaikwei South	316	352	668	381	443	824	156
2	Ablekumah North	263	302	565	394	342	736	171
3	Ablekuma West	150	199	348	249	346	595	247
4	Korle-Klottey	138	160	298	310	213	523	225

5	La-Nkwantang	74	120	194	155	186	341	147
6	Accra Metro	61	103	164	132	214	346	182
7	La Dadekotopon	64	83	147	167	118	286	138
8	Ayawaso West	46	47	93	68	66	134	41
9	Ga East	36	29	65	55	98	153	88
10	Ayawaso East	13	18	31	34	39	73	42
		1161	1413	2573	1945	2065	4010	1437



Figure 5 GPGD mobilization with Some Parents and Children at Osu



Figure 6 Validation at Ablekuma North

7. Table Recruitment and Training of Facilitators

A core pillar of GEOP implementation is the quality of instructions delivered to learners. To achieve this, qualified facilitators were carefully selected and trained to deliver the CBE curriculum effectively.

Facilitator-related activities included:

- Identification and selection of facilitators based on set criteria
- Release of selected teachers and facilitators with approval from education authorities
- Intensive facilitator training programmes (e.g., GEOP Lot 7A CBE Facilitators Training)
- Capacity building in learner-centred pedagogy, use of local languages, inclusive education, and classroom management

The training equipped facilitators with the pedagogical skills, subject knowledge, and practical tools needed to support accelerated learning for out-of-school children.

Table 4: Recruitment and Training of Facilitators

S/N	MUNICIPALITIES	GA-FACILITATOR	TWI-FACILITATOR	EWE FACILITATOR	Total
1	Okaikwei South	9	15	0	24
2	Ablekumah North	2	17	0	19
3	Ablekuma West	12	1	0	13
4	Korle-Klottey	10	1	0	11
5	La-Nkwantang	5	5	0	10
6	Accra Metro	6	1	0	7
7	La Dadekotopon	6	0	0	6
8	Ayawaso West		3	1	4
9	Ga East	0	3	0	3
10	Ayawaso East	0	1	0	1
	Total	50	47	1	
	Total				98



Figure 7 Facilitators at training



Figure 8 Facilitators at training

8. Establishment of Learning Centres

In parallel with facilitator training, learning centres were established within beneficiary communities to ensure accessibility and safety for learners.

This involved:

- Identification and preparation of suitable learning spaces
- Provision of basic learning materials and teaching aids
- Community support in maintaining and safeguarding learning centres

The proximity of learning centres reduced barriers such as distance and cost, encouraging consistent learner attendance.

Table 5: Establishment of Learning Centres

S/N	MUNICIPALITIES	CLASS FORMATION
A	Okaikwei South	Number of learners/ Class
1	Atico C	30
2	Atico D	32
3	Atico E	27
4	Atico F	39
5	Atico G	27
6	Atico H	34
7	Atico I	34
8	Bubuashie A	26
9	Bubuashie B	18
10	Bubuashie C	23
11	Bubuashie D	24
12	Gonten B	21
13	Gonten C	22
14	Kanehsie A	35
15	Kaneshie B	35
16	Kaneshie C	35
17	Kankyea A	25
18	Kankyea B	27
19	Mataheko A	27
20	Mataheko B	26
21	Mataheko C	25
22	Mataheko D	26
23	Mataheko E	25
24	Mataheko F	25
	Total	24 Classes

Table 6: Establishment of Learning Centres

B	Ablekuma North	
1	Awoshie B	29
2	Been To	30
3	Darkuman Quarters	28
4	Darkuman Quarters	29
5	Kwashiebu B	35
6	Kwashiebu C	35
7	Kwashiebu D	35
8	Kwashiebu E	35
9	kwashiebu F	34
10	Kwashiemman A	32
11	kwashiemman B	15
12	Kwashiemman C	29
13	kwashiemman D	23
14	Odorkor A	29
15	Odorkor B	30
16	Odorkor C	30
17	Odorkor D	36
18	Otanten A	26
19	Otanten B	25
	Total	19 Classes

Table 7: Establishment of Learning Centres

C	Ablekuma West	
1	Akwebu	19
2	Akweteyman B	25
3	Akweteyman C	27
4	Akweteyman D	22
5	Glefe B	26
6	Glefe C	28
7	Mpoase B	20
8	Opetekwei B	18
9	Shaibu/ Gbegbe B	35
10	Shaibu/ Gbegbe C	34
11	Shaibu/ Gbegbe D	32
12	Shaibu/ Gbegbe E	33
13	Shaibu/ Gbegbe F	10
	Total	13 Classes

Table 8: Establishment of Learning Centres

D	Korle – Klottey	
1	Adabraka Official Town A	34
2	Adabraka Official Town Anext	35
3	Adabraka Official Town B	29
4	Adabraka Official Town C	26
5	Adabraka Official Town D	25
6	Adabraka Official Town E	28
7	Adabraka Official Town F	22
8	Adabraka Official Town G	25
9	Osu Alata	29
10	Osu Anehor A	23
11	Osu Anehor B	22
	Total	11 Classes

Table 9: Establishment of Learning Centres

E	La Nkwantanang	
1	Addoteiman A	21
2	Addoteiman B	20
3	Dairy Farm	16
4	Danfa E	27
5	Dairy Farm B	19
6	Madina New Market	11
7	Otinibi	21
8	Pantang B	26
9	Pantang C	18
10	Teiman B	15
	Total	10 Classes

Table 10: Establishment of Learning Centres

F	Accra Metro	
1	Chorkor A	29
2	Chorkor B	29
3	Gbese	22
4	James Town B	26
5	James Town C	30
6	James Town D	28
	Total	6 Classes

Table 11: Establishment of Learning Centres

G	La Dadekotopon	
1	Agyemang B	20
2	George Alhasan	18
3	Kajaan	24
4	La Birthday	25
5	La Tradefair B	23
6	Lakpanaa B	21
7	Tebibainor	16
	Total	7 Classes

Table 12: Establishment of Learning Centres

H	Ayawaso West	
1	Dzorwulu North B	25
2	Dzorwulu North C	23
3	Okponglo A	17
4	Okponglo B	28
	Total	4 Classes

Table 13: Establishment of Learning Centres

I	Ga East	
1	Abokobi Boi B	30
2	Ashongman	12
3	Dravagah	23
	Total	3 Classes

J	Ayawaso East	
1	31ST Decembar Area	1 Class



Figure 9 GPGD President in the meeting with PIGHA GEOP Lot 7A Project lead, PM and the team

9. Commencement of Teaching and Learning Activities

Start Date: 19 January 2026

Following the successful completion of learner validation, facilitator capacity-building, and the establishment of functional learning centres, the project advanced to the full implementation of teaching and learning activities. This phase marks the transition from preparatory interventions to direct educational service delivery and constitutes the principal results-generation stage of the GEOP Project.



Figure 9: Learners ready for class at Kwashiebu



Figure 10 Learners in Class at Gbegbetise



Figure 11: Learners in Class

9.1 Instructional Delivery

Teaching activities are being implemented in alignment with the Complementary Basic Education (CBE) framework and national non-formal education guidelines. Key areas of focus include:

- Literacy Development: Foundational reading and writing competencies to support reintegration into formal education or vocational pathways.
- Numeracy Skills: Practical arithmetic and problem-solving skills relevant to daily life and future learning.
- Life Skills Education: Personal development, critical thinking, communication, and social responsibility.
- Mother-Tongue Instruction: Use of local languages as the primary medium of instruction to improve comprehension, confidence, and learning outcomes, particularly for previously out-of-school learners.

9.2 Assessment and Quality Assurance

A system of continuous formative assessment has been instituted across centres to:

- Track learner attendance, participation, and progression;
- Identify learning gaps for timely remediation;
- Provide data for evidence-based instructional adjustments;
- Support project monitoring and evaluation (M&E) reporting requirements.

9.3 Monitoring and Field Observations

Routine monitoring visits have been conducted across multiple learning centres to ensure fidelity to implementation standards. Observations indicate:

- Classes are operational and largely adhering to the approved timetable;
- Facilitators are effectively applying the trained learner-centred methodologies;
- Learner engagement levels remain high, reflecting strong community acceptance of the programme.

10. Monitoring, Community Engagement, and Sustainability

Throughout implementation, monitoring and supervision mechanisms are embedded to ensure quality delivery and continuous improvement.

These include:

- Regular monitoring visits by project coordinators and education officials
- Feedback sessions with facilitators and community stakeholders
- Community involvement to support learner retention and transition

Sustainability remains a key focus, with plans to transition successful learners into the formal education system or further skills development pathways.

11. Key Highlights and Achievements

Community Engagement and Learner Mobilization

Extensive stakeholder engagement was conducted, involving traditional authorities, municipal executives, education directors, religious leaders, and media platforms. Community durbars, sensitization campaigns, and direct household visits played a critical role in ensuring transparency, accountability, and participation at all levels. This phase ensured widespread community awareness, support, and ownership of the project.

1. 4,010 children were mobilized during this phase
1. 2,573 validated as eligible for enrolment in the program.
2. 98 trained facilitators deployed, delivering instruction in Ga and Twi
3. 98 functional community learning classes established within accessible locations
4. 3 Local committee members were formed for each class.

Challenges:

1. Delay in starting and early validation. Stakeholders' engagement started on 17th September, 2025 and the first validation was in done on 5th November,2025 which was less than the three months in the contract.
2. Liquidation challenges, validation, mobilization and communities' engagement were halted on 27th November, 2025 through 12th of January, 2026.
3. Learners' availability for validation: Some parents and caregivers do not want released the children for validation.
4. Some logistical delays: notably in the distribution of teaching and learning materials-were encountered during the early weeks of this phase. While these delays created minor constraints for facilitators.

Recommendation:

1. The programme is a good project, and we therefore suggest that it should be extended to the other districts in the Greater Accra.
2. Dangme should be part of Implemented Complementary Basic Education (CBE) through Ghana Education Outcomes Project,
3. The project should be scaled up to adult education
4. Facilitators monthly stipends should be relooked at in order to retain these facilitators.
5. The GHS 100.00 knocking fee for the chiefs and opinion leaders should also be looked at
6. As we appreciate co-friendly environment working with PIGHA Field team, it is imperative to know that the following individuals' corporation with GPGD Network team was admirable and aided our work on the grounds:
 - (a) Adams Kaneur
 - (b) Moses Nakorli
 - (c) Asha Tabsosa

12. Conclusion

The Reintegration of Out-of-School Children Project represents a strategic and impactful intervention that aligns with national education objectives and international development goals. By combining community engagement, structured learning, facilitator capacity-building, and continuous monitoring, the project is creating a pathway for educational inclusion, empowerment, and social transformation. Early successes indicate that the reintegration of learners is achievable, with strong community buy-in and promising outcomes for children previously marginalized from the education system. The project sets a solid foundation for future expansions and the creation of inclusive, accessible educational opportunities across Greater Accra.

The GPGD Network recognizes this partnership as a strategic entry point for expanded collaboration with Plan International Ghana, its international partners, and other affiliated NGOs locally and globally. We are committed to fostering a long-term, results-driven partnership built on mutual accountability, shared values, and sustainable development outcomes

Prepared by
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Date: 27th February, 2026



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