
Context Matters

— RESEARCH GRANTS —

2019 Grant Recipients

Research title: Literacies for Abilities: Interrogating Pedagogy Empowerment Nexus Framework in School-Community Girls Clubs in Ghana

Principle Investigator: Dr. Alberta Odofourkor Akrong with Mountcrest University College, Accra-Ghana

Research location: Ghana

Research dates: February 1, 2020 – April 2021

Dr. Akrong is an education and human resource professional with an interdisciplinary background and over 15 years' experience in teaching, research, and capacity building, and industry background from the non-profits, private and academic sectors. She holds a PhD in Sociology, Education and Comparative International Development, University of Toronto, a Master of Arts, Sociology and Education, University of Toronto, and a Sociology and English Bachelor of Arts with Honours, University of Ghana.

Summary: This study seeks to deconstruct what it means to be empowered, the modalities of empowerment, and the correlation between literacy, pedagogy, and empowerment for girls by analyzing the impact of alternative forms of education in gender and development, specifically the operations of girls' literacy clubs in Ghana.

The first component of the research will constitute a comprehensive descriptive study that intends to offer a detailed account of the situation of Girls Clubs in Ghana in terms of purpose, activities, goals, outcomes and challenges. The study will employ a qualitative approach that will generate descriptive and insightful responses, which will allow the researchers to be able to compare and contrast, and equally determine and describe the various elements that constitute a successful and an unsuccessful club. Outcomes from the process above will support us to assess the extent to which the clubs influence alternative non-formal education to improve socio-cognitive skills among girls and to engender empowerment.

The research will be guided by the following questions.

1. What is the current situation of Girls Clubs in Ghana?
2. What ways have the present curricula and pedagogical practices within Girls Clubs engender girls' empowerment?
3. How inclusive are the programs? Are all girls involved in the programs?
4. To what extent do policy documents, on education planning speak to girls clubs, disability, accessibility and inclusive education, gender empowerment, and the curriculum?
5. In what ways have epistemologies of social justice evolved in programs in Girls' Clubs in Ghana?

The study will add to the knowledge on lifelong learning for girls and the connection between literacy, empowerment, and social inclusion. It will offer significant information about literacy delivery for girls in Ghana as well as will advocate for accessible inclusive education for girls including those with disabilities.