



Promoting Gender Equality in Traditional Music Schools of Northern Ghana: A Qualitative Study

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Abstract

Traditional music schools in northern Ghana play a crucial role in preserving cultural heritage and identity, but they often lack gender inclusivity. Qualitative research methods including semi-structured interviews with educators, students, and community leaders were employed to gather insights on current educational approaches and challenges. Findings indicate that while some schools have implemented initiatives to include girls in music education, there is a significant gender gap in enrollment and participation rates (proportion of female students: 30%) and leadership roles (direction towards more balanced representation). The study highlights the need for policy changes and targeted interventions to ensure equitable access to traditional music education. Recommendations include developing gender-sensitive curricula, increasing funding for schools with underrepresented genders, and promoting community support networks that encourage girls' participation in music education.

Keywords: *African geography, Gender studies, Ethnography, Oral tradition, Feminism, Cultural preservation, Music education*

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