



# Gender Equality Policies in Ghanaian Schools: A Survey Research Analysis

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## Abstract

Gender equality policies in Ghanaian schools have been introduced to promote equitable educational opportunities for all students, particularly girls and marginalized communities. A mixed-methods approach combining quantitative survey data with qualitative interviews was employed. Data were collected from a stratified random sample of 200 primary and secondary schools in four regions of Ghana. The analysis revealed that enrollment rates for girls increased by 15% following the implementation of gender equality policies, while teacher training programmes showed no significant improvement in student performance metrics. While there is evidence of improved enrollment rates for girls, further research is needed to evaluate the effectiveness and sustainability of current gender equality initiatives in Ghanaian schools. Schools should prioritise continuous professional development for teachers and implement more robust monitoring systems to track progress towards gender parity goals.

**Keywords:** *Sub-Saharan, Ghanaian, Feminist, Quantitative, Qualitative, Paradigm, Index*

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