

# 2017 ANNUAL REPORT



“MAKING A CASE  
FOR **VULNERABLE**  
GROUPS IN GHANA”

# CONTENT

02	FOREWORD
03	WHO WE ARE CHAPTER ONE
04	CHAPTER TWO PROGRAMME AREAS
05	OPERATIONAL AREAS CHAPTER THREE
06	CHAPTER FOUR PROJECTS
25	OUR IMPACT CHAPTER FIVE
26	CHAPTER SIX OUR PARTNERS



# FOREWORD

Dear Partners and Friends of Savana Signatures,

It is with great pride and accomplishment that I present to you our 2017 Annual Report.

In 2017, we found much reason to celebrate, even as we moved forward boldly with our work in communities that we work in, responding to the greatest needs of our communities.

As an organisation, 2017 was a special year for us. We worked on our new strategic plan that saw our mission evolving to initiate positive change among youth, women and vulnerable populations of Ghana using innovative solutions to facilitate access to Sexual Reproductive Health and Rights (SRHR), Quality Education and Skills Development.

With our new strategic direction, in the next five years, we will focus on using innovative solutions to facilitate access to Sexual Reproductive Health and Rights (SRHR), Quality Education and Skills Development.



JOHN STEPHEN AGBENYO  
EXECUTIVE DIRECTOR



BOARD OF DIRECTORS

I use this opportunity to thank all of our friends and partners who have kept faith in us, trusting that in partnership we are able to have a society where all have access to tools that improve their livelihoods and quality of life.

As always, I salute all the hardworking staff of Savana Signatures who continuously travel the length and breadth of Ghana sometimes under very difficult circumstances, spend sleepless nights working in partnership with our communities to ensure that we indeed have a society where all have access to tools that improve their livelihoods and quality of life.



## WHO WE ARE



Savana Signatures (SavSign) is a non-profit organisation registered and operating in the Republic of Ghana.

### OUR VISION

A society where all have access to tools that improve their livelihoods and quality of life.

### OUR MISSION

To initiate positive change among youth, women and vulnerable populations of Ghana using innovative solutions to facilitate access to Sexual Reproductive Health and Rights (SRHR), Quality Education and Skills Development.



## PROGRAMME AREAS

### 01 Sexual Reproductive Health & Rights



We work in the area of **Sexual Reproductive Health & Rights (SRHR)**

### 02 Quality Education



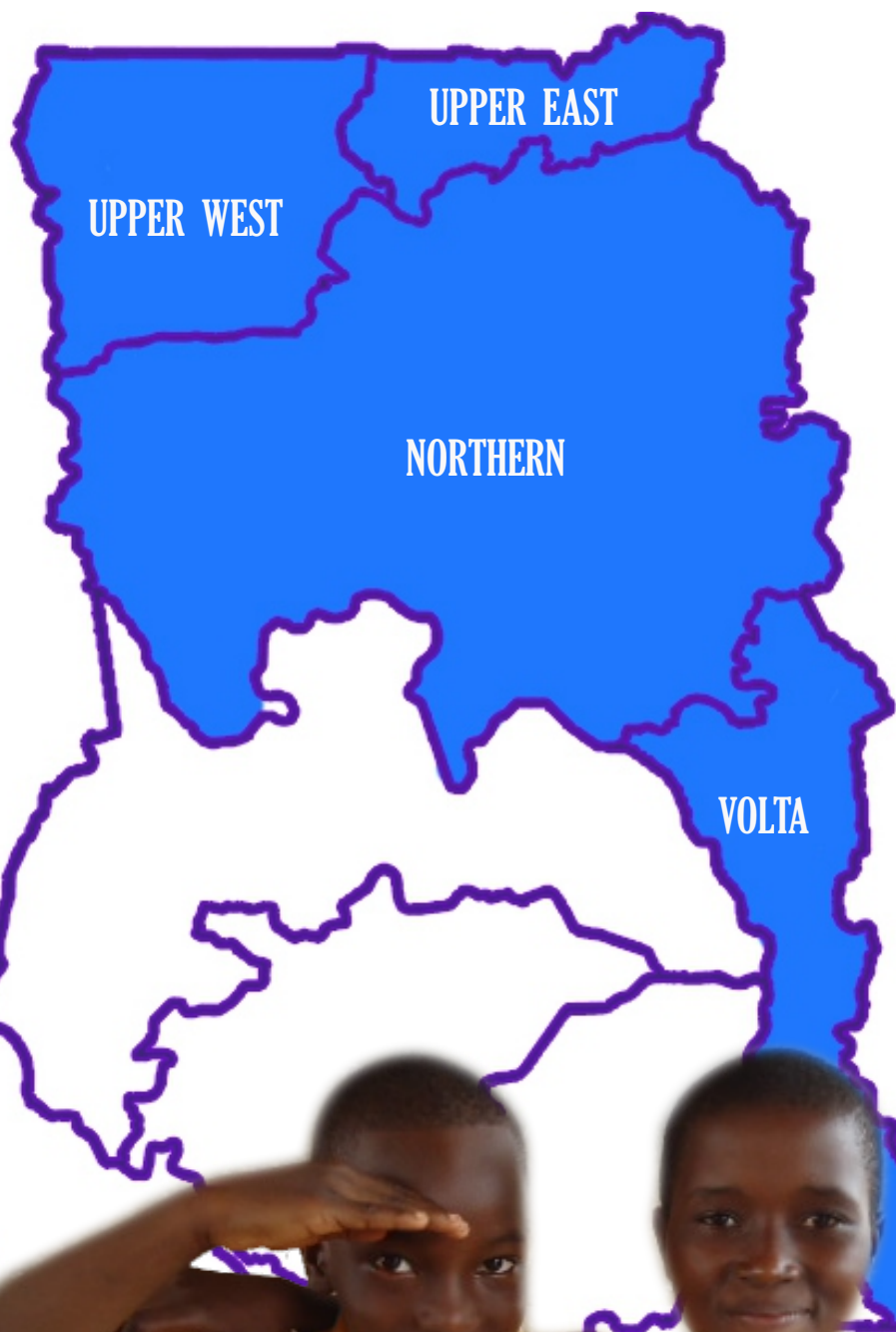
We use innovative tools to train, empower & partner with stakeholders in our quest to facilitate **Quality Education**

### 03 Skills Development



**Skills Development** is a key part of our strategy as an organization concerned with **livelihood empowerment**





# WHERE WE WORK





## PROJECTS

### SEXUAL HEALTH EDUCATION PLUS (SHE+)



The SHE+ project benefitted both in school and out of school youth and provided direct access to SRHR information that they need to lead healthy lives through the mobile phone and also linked them to professional health services.

Since 2013, Savana Signatures has implemented the SHE+ project in the Northern, Upper East, Upper West and Volta Regions of Ghana by training health staff in Youth Friendly Health Service delivery to respond to the needs of young people.

SHE+ addressed the SRHR needs of young people in Ghana using the following approaches:

- ▶ The Call Centre is operational 24/7 and managed by a young female health worker to respond to the needs of young people and refer them to facilities for additional services.

- ▶ The Mobile App has a lot of resources that benefit young people and young adults providing them access to a wide range of information on contraceptives, direct access to health staff for advice and counselling services and the opportunity to download content that can be used offline with peers.

- ▶ The Facebook page provides a platform for young people to interact among themselves on SRHR topics that are introduced weekly by a moderator. Young people on this platform have the opportunity to ask questions and sometimes, suggest issues or topics for discussions.

- ▶ The WhatsApp platform provides a chat room for young people to engage in weekly discussions on various SRHR issues. Young people are also given opportunity to send private messages directly to a hotline for support.



## GET UP AND SPEAK OUT (GUSO)

Get Up and Speak Out (GUSO) is implemented by the Ghana SRHR Alliance for young people, a consortium of SRHR experts in Ghana, in which Savana Signatures is an implementing partner. GUSO is implemented in the Northern and Upper East Regions of Ghana. Savana Signatures works in the East Mamprusi District and the Tamale Metropolis of the Northern Region. GUSO reached young people between the ages of 10-24 with SRHR information and services through education and health services.

The GUSO project reached 300 primary and Junior High School students in 6 schools, 5 tertiary institutions, 10 health facilities, 1 call centre, 10 youth led organizations as well as 44 young people who were trained in SRHR, youth mentorship and social accountability.

The project used the SHE+ call centre to give real time responses to young people's inquiries and general SRHR needs and to refer them to services. Young people can call the SHE+ helpline on 0544711799 or WhatsApp on 0502863699.



### KEY OUTCOME RESULTS

- ▶ Engaged 24 young people directly in project design and implementation.
- ▶ The SHE+ platform reached more than 500 young people directly SRHR information through phone calls, personal interactions on WhatsApp and Facebook and face-to-face interactions.
- ▶ SHE+ platform is managed by a young person, creating an enabling environment for young people to openly interact and have their issues addressed. Between 4 to 15 calls are received daily.
- ▶ 300 students reached with CSE in 6 schools in the East Mamprusi district.
- ▶ Increased knowledge of 12 teachers, 10 media practitioners and 8 health workers on facilitating CSE and Youth Friendly Services respectively.



## CHALLENGES

- ▶ Received calls from locations where Savana Signatures has no presence.
- ▶ Transfer of facilitators who have been trained to deliver CSE in schools.



## LESSONS LEARNED

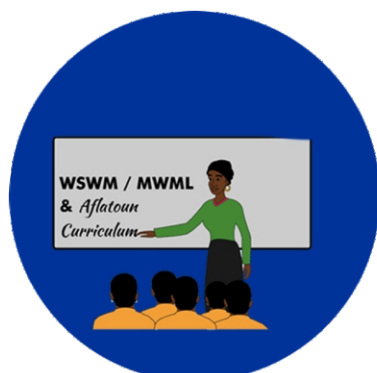
- ▶ The involvement of young people in planning and designing the CSE manuals and other SRHR content, increased their confidence and trust in the content that was designed giving them ownership of the project.
- ▶ The multi component approach proved to be the most effective and efficient strategy for reaching more young people with SRH interventions.
- ▶ Education and information given to young people is complemented by the creation of an enabling environment to make it holistic.
- ▶ Working as an Alliance complemented each partner's effort and ability to reach more young people.



## YOUNG PEOPLE IN CHARGE (YPIC)



Young People In Charge (YPIC) was implemented by a consortium of three NGOs; Savana Signatures, Association of Church Based Development Project (ACDEP) and New Dawn for Social Development. This project used an integrated approach to empower young people with Comprehensive Sexuality Education (CSE), Social and Financial Education (SFE) and access to quality Financial and Youth Friendly SRHR services and Strong parental and community support. The project reached young people both in and out of school between the ages of 10 to 24 years. The integrated CSE and CSFE curriculum comprised the computer-based World Starts With Me (WSWM), the paper-based My World and My Life (MWML) curricula and the Aflatoun curriculum.



Project Schools = 47



Financial Institutions = 12



Health Centres = 23



The project reached 4,700 young people in school, 94 teachers and 46 health workers in Pusiga, Garu-Tempani, Talensi and Nabdan in the Upper East region and East-Mamprusi, Sawla-Tuna-Kalba, Sagnarigu, Tolon, Mion and Central Gonja districts; Savelugu-Nanton Municipality and Tamale Metropolis in the Northern Region.

### KEY OUTCOME RESULTS

- ▶ 4,700 in-school young people had an increase in knowledge, attitude and skills on sexuality and financial education to positively influence their choices regarding SRHR and financial inclusion.
- ▶ 9,400 young people's capacity was built to enable them access SRHR and financial services.
- ▶ 94 teachers were equipped with knowledge, attitude and skills on sexuality and financial education as facilitators of the project in schools.
- ▶ 46 health workers had an increase in knowledge, attitude and skills on SRHR to enable them provide youth friendly services to young people.
- ▶ Created an enabling environment that is supportive of young people's access to and utilization of SRHR information and services.

### CHALLENGES

- ▶ Attrition of Project teachers and health staff.
- ▶ Limitation of the legal age of young people for opening a bank account.
- ▶ Cost of SRH commodities and treatment.

### LESSONS LEARNED

- ▶ Drawing a project sustainability plan with key stakeholders at the inception of the project is key to achieving sustainable impact.
- ▶ The need to review the financial operational standards to allow young people to open and manage their own accounts.





## LIFE CHOICES



Life Choices is a project under the "Life Choices Programme" providing comprehensive SRHR information to young people and guiding parents on the need to discuss SRHR issues with their children. This was done through radio drama series in the local language of the selected region. The series was developed based on the MWML and WSWM manuals that were scripted, role played and aired on Radio in the Northern and Volta Regions. The drama was enacted by students from the beneficiary Junior High Schools through the support of GES. The project received massive support from parents, religious leaders, other key stakeholders and the general public who called in during the radio programme.

The project was implemented in the Central Gonja, Mion and Sagnarigu Districts, Savelugu-Nanton Municipality and Tamale Metropolis in the Northern Region and Ho Municipality, Ho West and Kpetoe-Ziope Districts in the Volta region.







## KEY OUTCOME RESULTS

- ▶ 20 community champions had an increase in knowledge on SRHR to enable them develop a positive attitude towards sexuality education.
- ▶ Chiefs and elders in project communities engaged to create a supportive environment for young people to access SRHR information and services.
- ▶ 24 radio drama episodes produced on SRHR and aired in the Volta and Northern regions to generate discourse around the subject matter..
- ▶ 85 people called in to contribute and ask questions during the 30 minute radio drama series with an estimated reach of 7000 people in Northern and Volta regions.

## CHALLENGES

- ▶ Power outages affected the implementation of the project.

## LESSONS LEARNED

- ▶ Power outages militate against project implementation, hence the need for flexibility to make room for adjustments in the scheduling of activities when the need arises.
- ▶ Producing drama at the district level will reduce delays involved in transferring content as a result of network challenges.
- ▶ Beneficiary schools' support is crucial even in mobilizing communities in the face of community champions' unavailability at certain times to organize and meet with target groups in some project communities.



## NICHE



The Netherlands Initiative for Capacity development in Higher Education (NICHE) is a curriculum development project designed for young people aged 18-30 years in post-secondary, Technical, Vocational Education and Training (TVET) institutions. The project consists of a capacity building component that introduced post-secondary TVET providers to the theory and concepts of Health Needs Assessment, SRHR, CSE and Youth Friendly Health Services (YFHS). It also focused on the practical implementation of an SRHR policy that is based on the needs assessment and situation analysis of young people's SRHR in Ghana, which will guide the development of a CSE curriculum for informal TVET institutions in the country.

The beneficiaries of this project include, 12 staff and students (18 - 30 years) of 6 post-secondary TVET Institutions in Ghana.



NICHE was implemented in the Tamale Metropolis, Sagnarigu District, Kumasi Metropolis, Accra Metropolis and Winneba Municipality in the following institutions:

- NECPAD Accra Metropolis
- BIBIR Tamale Metropolis
- Suglo Sagnarigu District
- Challenging Heights Winneba Municipality
- Heifer International Ghana Accra Metropolis
- Kumasi Institute of Tropical Agriculture (KITA) Kumasi Metropolis

### KEY OUTCOME RESULTS

- 12 staff members of 6 TVET institutions' capacity built on concepts of SRHR and research methodologies to enable them implement the pilot.
- An SRHR policy guideline developed and used by 6 TVET institutions as a framework for implementation.
- A 5 member Advisory Board established to provide technical support to the project.





## CHALLENGES

- ▶ Some TVET institutions had inadequate funds to implement projects.
- ▶ Attrition of some staff of the TVET institutions in the project.



## LESSONS LEARNED

- ▶ Effective engagement of Directors of TVET institutions has increased commitment and support in adapting the SRHR Policy and Comprehensive Sexuality Education (CSE) curriculum.
- ▶ Establishment of an Advisory Board from key stakeholder institutions has provided a pathway for an effective integration of Comprehensive Sexuality Education in TVET courses.



# WORLD TEACHER PROGRAMME



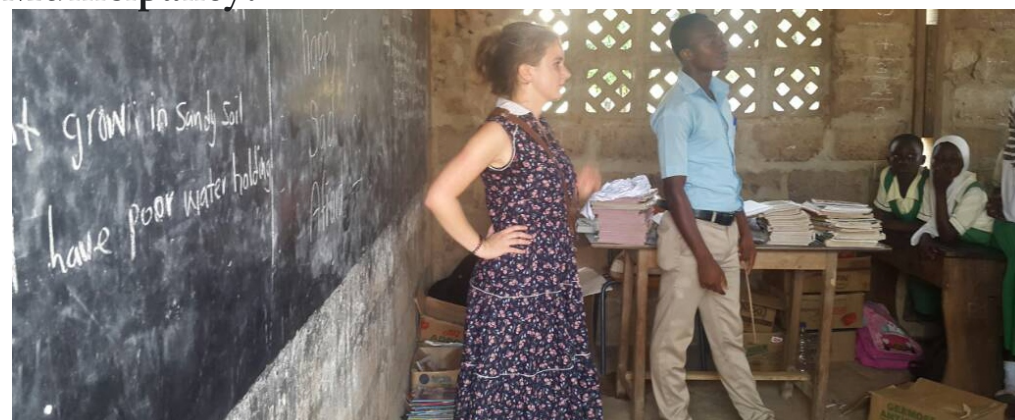
Savana Signatures hosted teachers and students from the Netherlands and Finland who were participating in the World Teacher Programme (WTP) in Ghana to interact with their local counterparts.

Through WTP, Savana Signatures in collaboration with Edukans, an international partner organization hosted 62 Dutch and Finnish teachers and students for educational exchange activities in Ho and Hohoe in the Volta Region of Ghana.

The WTP supported the improvement of teaching and learning outcomes in Ghanaian schools. This formed part of Savana Signatures' strategic goal of contributing to quality education in Ghana. The participating teachers and students were assigned to selected schools in Ho and Hohoe to observe and participate in classes as well as co-facilitate lessons in the various schools. They also partnered with the host teachers and school administrators to develop

educational materials and methodologies to help improve teaching and learning and positively affect performance of teachers and pupils.

The WTP benefited 11 schools including Lume Atsyame Basic School, Tokokoe RC Primary, Takla MA JHS, Regional Model School and Sokode Gboame JHS "A" in the Ho Municipality and Lolobi Ashiambi JHS, Likpe Mate EP JHS, Fodome Woe Primary School, Adabraka English Islamic Primary School and Bethel Methodist Primary school in the Hohoe Municipality.





## TECHNOLOGY FOR MATERNAL & CHILD HEALTH (T4MCH)



Savana Signatures is implementing the Technology for Maternal and Child Health (T4MCH) project in 9 districts of the Northern, Upper West and Volta Regions of Ghana; contributing to the reduction of maternal and child mortality through an improved delivery and utilization of essential health services by pregnant women and new mothers. T4MCH uses 3 main strategies; Mobile Messaging, Knowledge Sharing Sessions (KSS) and community Electronic Medical Records (cEMR) as well as two supporting gender mainstreaming strategies; the Mothers' Story and Father-To-Father groups and a Research Grant component to fund research into the area of MCH.

The project developed the capacity of health staff from 33 health facilities in the use of ICT equipment to design, package and deliver MCH education to pregnant women, new mothers, men and their relatives at the health facility and community levels.

The project, through Mobile Messaging delivered MCH information in 11 local languages, Ewe, Likpakpa, Gonja, Brifo, Twi, Kotokoli, Tampulma, Sisaale, Dagaare, Dagbani and Hausa to pregnant women and new mothers, their spouses and relatives.





## KEY OUTCOME RESULTS

- ▶ Improved skills of 136 female and 62 male health staff in the use of interactive approaches such as the Experience, Reflect, Generalize and Apply (ERGA) and ICT tools to communicate MCH information to their clients.
- ▶ Reached 30,323 women and 9,120 men through mobile messaging, health facility and community KSS.
- ▶ 10 women interviewed for the Mother's story acknowledged they have learned about Family Planning at their various health facilities and from the weekly messages that are delivered to them.
- ▶ 7 women interviewed for the Mother's story have chosen to plan their families using the Depo method as more husbands are now convinced about family planning methods after delivery.
- ▶ Formed Father to Father groups in 8 districts to engage men on a monthly basis on how men can support their wives during pregnancy and after birth.







## CHALLENGES

- ▶ Mobile network connectivity challenges in Bawena in the North Gonja district of the Northern region and some parts of Dodo Aman from in the Kadjebi district of the Volta region.
- ▶ Transfer of Health staff trained to facilitate the implementation of the project.

## LESSONS LEARNED

- ▶ The use of ICT tools like the projector during discussions on maternal and child health has been found to attract and engage the attention of more women and men to participate in educational sessions such as the KSS.



## STAR SCHOOLS

Savana Signatures facilitated a safe learning environment, trained teachers and encouraged parental commitment, while strengthening educational systems, through the implementation of the STAR Schools project.

The STAR model was implemented in 20 schools to contribute to the improvement of quality education delivery in the Northern and Volta regions of Ghana.

Our approach hinges on 5 pillars that target improving the learning environment, learning, teaching, school management and community involvement. The Basic Education Quality Improvement Programme (BEQUIP) and CSE were the driving strategies for the teaching and learning dimensions.

The CSE component involved two curricula; the MWML curriculum for primary schools and WSWM curriculum for Junior High Schools.





## KEY OUTCOME RESULTS

- ▶ 2,330 young people between 10 - 19 years empowered to make healthy and informed decisions regarding their SRHR.
- ▶ 10 teachers and 10 peer educators trained and equipped with facilitation skills on two CSE programmes, MWML and MSWM for Primary and Junior High Schools respectively to reach other young people with SRHR information.
- ▶ Trained 20 teachers who in turn organized in-service training for 120 other teachers in their schools, in an effort to improve teaching and learning outcomes in schools.
- ▶ 1 week training organized to build the capacities of 73 teachers, head teachers, circuit supervisors, tutors of training colleges and training officers in the Ho and Hohoe municipalities on Active Teaching and Learning methodologies using the BEQUIP approach to promote the use of child focused pedagogy in schools.





## CHALLENGES

- ▶ Transfer of teaching and non-teaching staff of GES, especially those trained by the project.



## LESSONS LEARNED

- ▶ Signing a Memorandum of Understanding (MoU) with GES stipulating terms of restricting the transfer of teachers and head teachers whose capacities are built to facilitate project activities within an agreed period will ensure smooth project implementation.
- ▶ Engaging regional and district training officers in project areas to train teachers contributed immensely to project implementation while ensuring sustainability.





# IMATTER



The iMatter Project offered ICT pedagogy training to 91 teachers and 160 students of 6 special needs schools in the Northern, Upper East and Upper West regions of Ghana; precisely, the Yumba Special School, Savelugu School for the Deaf, Wa School for the Deaf, Wa School for the Blind, Nadowli Special School for the Mentally Challenged and Gbeogo Special School in the Talensi District.

## KEY OUTCOME RESULTS

- ▶ 91 teachers (6 Head teachers and 85 teachers) in 6 Special schools, trained in the use of ICT tools to design and deliver lesson plans, lesson content, lessons and manage students' data.
- ▶ 160 students with special needs developed basic skills in ICT using Microsoft Office and Corel Draw Suites and now have the confidence to use ICT tools.

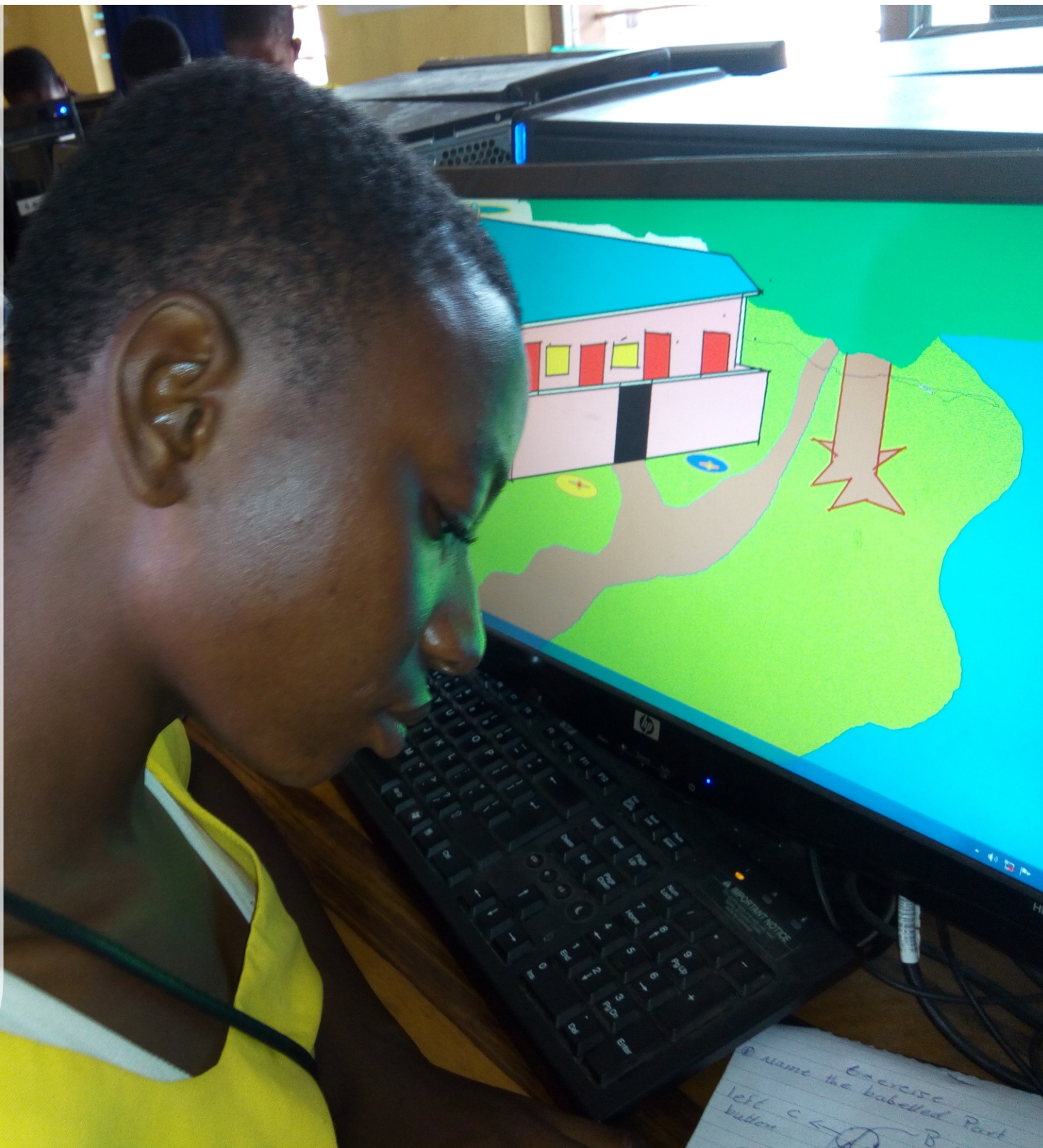


## CHALLENGES

- ▶ The training was conducted using the regular keyboard as the project did not envisage that some schools had computers but didn't have special keyboards for the blind.

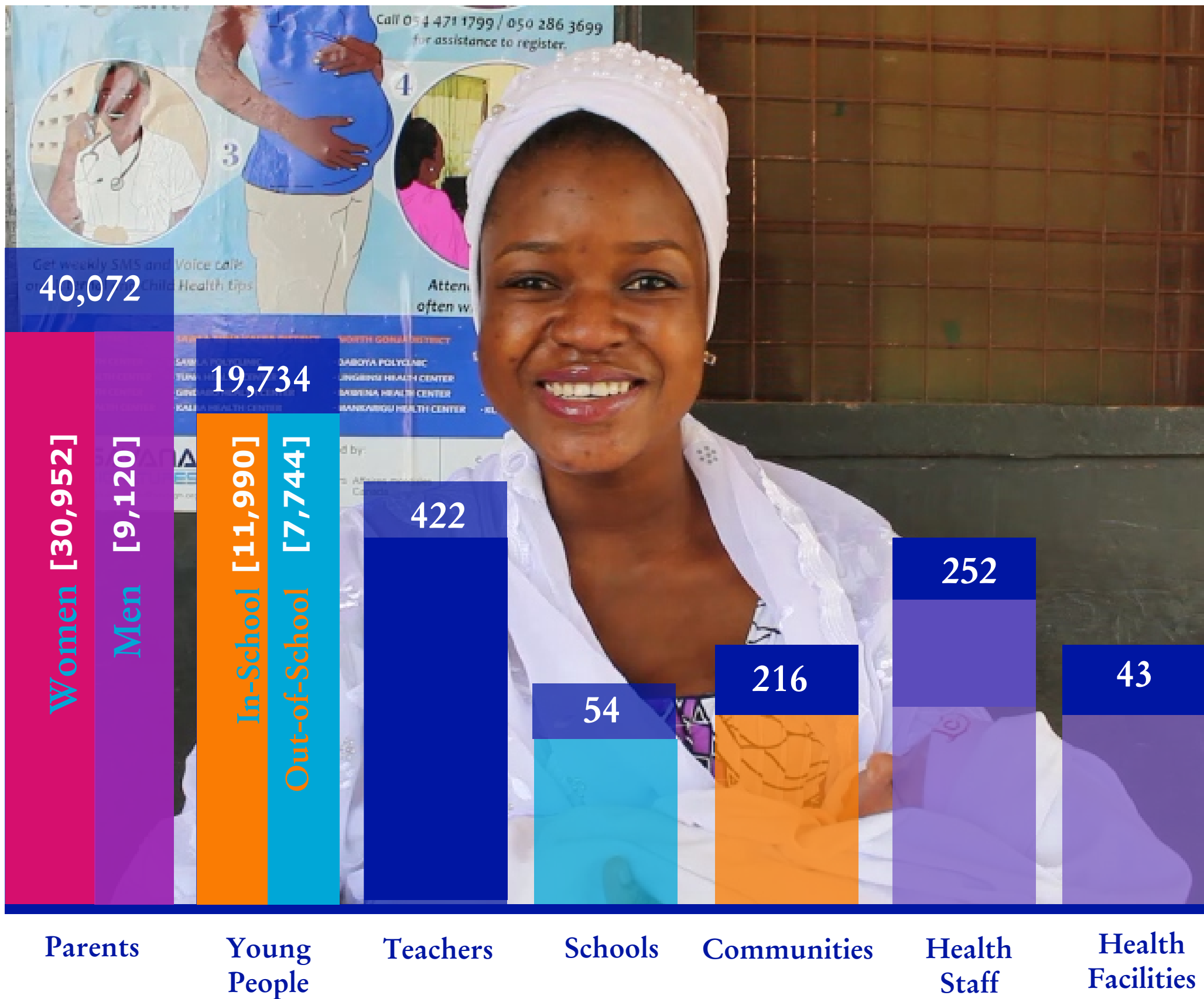
## LESSONS LEARNED

- ▶ Provision should be made for acquiring special ICT tools to augment the equipment of the beneficiary schools, to assist in the training of special schools.





# OUR IMPACT





## OUR PARTNERS



Global Affairs  
Canada

Affaires mondiales  
Canada

SALASAN  
Consulting Inc.



GHANA  
EDUCATION  
SERVICE



United Nations  
Educational, Scientific and  
Cultural Organization







@savsign

For enquiries: [info@savsign.org](mailto:info@savsign.org)

[www.savsign.org](http://www.savsign.org)