



**Young women's educational aspirations and sexuality: filling in the gaps.
Case studies from secondary and tertiary institutions in Ghana and Burkina Faso**

Coordinator: Prof. Mansah Prah, Department of Sociology and Anthropology, University of Cape coast, Ghana.

Members:

- **Karine Geoffrion, Lecturer, Department of Sociology and Anthropology, University of Cape coast, Ghana.**
- **Amanda Odoi, Master's student, Department of Sociology and Anthropology, University of Cape coast, Ghana.**
- **Sita Zougouri, PhD, Department of Sociology, University of Ouagadougou, Burkina Faso.**
- **Pascaline Lingani-Coulibaly, PhD student, IN.E.R.A / Department of Forest Production (DPF), Burkina Faso.**

The need for female participation at all levels of education is a recognized fact. Ghanaian governments have, particularly in the past twenty years, introduced policies and taken actions to remove gender inequity in education. Through the implementation of policies such as the Free Compulsory Basic Education (FCUBE) introduced in 1992, the establishment of the Girls' Education Unit of the Ghana Education Service in 1997, the acceptance of the Millennium Development Goals, and the National School Feeding Programme which was launched in 2005, a rate of 95% for boys and 89% for girls at the basic school level has been attained (Adamu-Issah, 2007). The gender composition of Ghana's educational system starts showing signs of weakness when it comes to the education of girls and women from secondary schools to University. The figures drop drastically. In her study of Junior Secondary Schools in Botswana and Ghana (2008), Mairead Dunne highlights that nearly 20% of Ghanaian girls drop out of Junior High School. In 2006, at the University of Cape Coast, females constituted barely 32% of the total student population (University of Cape Coast's Basic Statistics, 2006). Burkina Faso faces the same issues when it comes to the education of girls and women; however the gap between the enrollment of boys and girls at the primary and secondary levels of education is wider.