

ABSTRAK

Ghana masih menghadapi berbagai tantangan seperti kesenjangan akses pendidikan, perkawinan anak, norma sosial yang diskriminatif, serta kekerasan berbasis gender di lingkungan sekolah. Penelitian ini bertujuan untuk menganalisis peran United Nations Girls' Education Initiative (UNGEI) dalam meningkatkan kesetaraan gender di bidang pendidikan di Ghana. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Data diperoleh melalui studi kepustakaan yang bersumber dari laporan resmi UNGEI, UNICEF, UNESCO, pemerintah Ghana, serta berbagai literatur ilmiah yang relevan. Analisis penelitian menggunakan teori Rezim Internasional dan konsep Multi-Stakeholder Partnership (MSP). Hasil penelitian menunjukkan bahwa UNGEI berperan sebagai pembentuk norma kesetaraan gender dalam pendidikan, fasilitator kolaborasi multi pihak, serta penyedia dukungan teknis, advokasi, dan penguatan kapasitas. Peran tersebut diwujudkan melalui berbagai program seperti yang berhasil memperkuat kebijakan pendidikan responsif gender, meningkatkan kapasitas pemangku kepentingan, memperluas partisipasi perempuan dan kaum muda dalam advokasi pendidikan, serta mendorong terciptanya lingkungan belajar yang lebih aman dan inklusif. Penelitian ini menyimpulkan bahwa UNGEI tidak hanya berkontribusi melalui implementasi program pendidikan, tetapi juga melalui penyebaran norma internasional dan penguatan tata kelola kolaboratif yang mendukung peningkatan kesetaraan gender di bidang pendidikan di Ghana.

Kata kunci: UNGEI, kesetaraan gender, pendidikan, Ghana, rezim internasional, multi-stakeholder partnership

ABSTRACT

Ghana continues to face various challenges in achieving gender equality in education, including unequal access to education, child marriage, discriminatory social norms, and school-related gender-based violence. This study aims to analyze the role of the United Nations Girls' Education Initiative (UNGEI) in promoting gender equality in education in Ghana. The study employs a qualitative research method using a case study approach. Data were collected through a literature review of official reports published by UNGEI, UNICEF, UNESCO, the Government of Ghana, and other relevant academic sources. The analysis is based on the International Regime Theory and the Multi-Stakeholder Partnership (MSP) framework. The findings indicate that UNGEI plays a role as a promoter of gender equality norms in education, a facilitator of multi-stakeholder collaboration, and a provider of technical support, advocacy, and capacity building. These roles are realized through various programmes that have strengthened gender-responsive education policies, enhanced the capacity of key stakeholders, expanded the participation of women and youth in education advocacy, and promoted the creation of safer and more inclusive learning environments. This study concludes that UNGEI contributes not only through the implementation of educational programmes but also through the diffusion of international norms and the strengthening of collaborative governance to support gender equality in education in Ghana.

Keywords: UNGEI, gender equality, education, Ghana, international regime, multi-stakeholder partnership